

*Journey School
A California Public Charter School*

Monday, June 15, 2026

REGULAR (and ANNUAL) MEETING AGENDA

6:00 p.m.

*Journey School
27102 Foxborough
Aliso Viejo, CA 92656*

*(949) 448-7232
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, TBD

INSTRUCTIONS FOR PRESENTATIONS TO THE COUNCIL BY PARENTS AND CITIZENS

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

	AGENDA ITEM	SPONSOR	EST. TIME
1	Call to Order and Roll Call	Michael Allbee	6:00
2	Inspirational Passage	Lisa Murray	6:02
3	Approval of Agenda* NOTE: The order of the agenda may be changed without prior notice to the public.	Michael Allbee	6:05
4	PUBLIC COMMENT: Members of the public may contribute public comment. Reminder: See policy above for time guidelines.	Michael Allbee	6:10
5	CONSENT AGENDA ITEMS: Items on Consent Agenda may be approved with one motion and vote for all but without discussion. If an item is to be discussed, it is removed from the Consent Agenda and moved to an Action Item immediately following the Consent Items. A. Approval of Minutes*: Minutes from regular meeting May 28, 2026. B. Approval of Amended Minutes*: Minutes from regular meeting August 28, 2025.	Gavin Keller	6:20

	<p>C. Education Protection Account*: Approval of plan and report on EPA spending for the 2025-26 school year.</p> <p>D. 25-26 Prop 28 Annual Report*: Approval of Proposition 28 annual data report to be submitted to the California Department of Education (CDE) outlining program expenditures and student impact.</p> <p>E. Consolidated Application*: Annual approval of the spring Consolidated Application (ConApp), used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to direct-funded charter schools throughout California.</p> <p>F. Uniform Complaint Policy*: Annual updates to Journey School’s Uniform Complaint Policy.</p> <p>G. Harassment, Intimidation, Discrimination, and Bullying Policy*: Annual updates to Journey School’s HIDP Policy</p> <p>H. Section 504 Policy*: Adoption of Journey School’s 504 policy, previously utilized El Dorado County Charter SELPA policy.</p> <p>I. Policy for Promoting Safe Environments for Student Learning, and Engagement*: New policy required by SB 848, now found in Education Code section 32100.</p>		
6	<p>INFORMATION ITEMS: Reports</p> <p>A. Faculty Update: Update on Faculty activities</p> <p>B. Parent Cabinet Update: Update on Parent Cabinet activities</p> <p>C. Administrative Update: Report from School Director, including update on summer projects, audit progress, summer programming, professional development and other updates</p>	<p>TBD</p> <p>TBD</p> <p>Gavin Keller</p>	6:35
7	<p>SCHOOL OPERATIONS: Discussion/Action</p> <p>A. Collective Bargaining Agreement Tentative Agreements*: Review and ratification of contract with Journey Teacher Association</p> <p>B. Local Indicator Report*: Review and approval of school performance and progress on CDE Local Indicators.</p> <p>C. Staffing Plan 2026-27*: Review and approval of staffing plan</p>	Gavin Keller	7:05

	<p>D. Local Control and Accountability Plan (LCAP)*: Review and approval of 25-26 LCAP Annual Update, Action Tables and 26-27 LCAP</p> <p>E. Preliminary Budget 2026-27*: Review and approval of the preliminary budget for 2026-27 fiscal year.</p> <p>F. School Handbook*: Review and approval of 26-27 School Handbook, inclusive of adjustments to related policies.</p> <p>G. Declaration of Need*: Approval of form to allow hiring of teachers under certain types of credentials for the 2026-27 school year.</p>		
8	<p>BOARD DEVELOPMENT and OVERSIGHT: Discussion/Action</p> <p>A. Board Strategic Planning*: End of school year review of Strategic Plan, Priority 3 marketing line item timelines, summer committee assignments, discussion of next steps/fall launch.</p> <p>B. Review Journey Forward Fund: End of school year review, Seeds of Support, 2026-27 school year marketing plan, summer committee assignments and discussion of next steps/strategy</p> <p>C. Board Meeting Schedule*: Review and approval of schedule of regular meetings for the 2026-27 school year</p> <p>D. Board Terms and Officers*: Discussion regarding potential new board members, succession planning discussion, approval of renewal of board terms and confirmingation/election of board Officers for 26-27 school year</p>	Michael Allbee	8:10
9	<p>CLOSED SESSION: The meeting will now convene to closed session to discuss the matters described below:</p> <p>1. Pursuant to Government Code §54956.9(d)(1): Conference with legal counsel - existing litigation (OAH Case No. 2026041338)</p> <p>RECONVENE TO OPEN SESSION: The meeting was reconvened to open session at: ___ p.m.</p> <p>PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION (includes the vote or abstention of every member present)</p>	Michael Allbee	9:00
10	Adjournment	Michael Allbee	9:30

*Agenda publicly posted at Journey School on June 10, 2026.
And on the school website at www.journeyschool.net*

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

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

REGULAR MEETING MINUTES - DRAFT

6:00 p.m.

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

*(949) 448-7232
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>

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	AGENDA ITEM	SPONSOR
1	<p>Call to Order and Roll Call : <i>The meeting was called to order by Mike Allbee at 6:09 p.m.</i></p> <p>BOARD MEMBERS: Michael Allbee, Council President - PRESENT Margaret Moodian, Council Vice President - PRESENT Jeannie Lee, Council Secretary - PRESENT Cassie Kauwling, Board Treasurer - PRESENT Lisa Murray, Board Member - PRESENT</p> <p>ADVISORY POSITIONS: Faculty Advisor, Stacy Kinney - PARTICIPATING VIA ZOOM Parent Cabinet Advisor, Renal Moodley - PRESENT</p> <p><i>Also present: Gaylen Corbett, Clerk of the Board</i></p>	Mike Allbee
2	<p>Inspirational Passage - <i>Margaret shared inspirational quotes by Mr. Rogers and Ziggy Marley.</i></p>	Margaret Moodian
3	<p>Approval of Agenda*</p> <p>NOTE: <i>The order of the agenda may be changed without prior notice to the public. Margaret made a motion to approve the agenda. Jeannie seconded the motion and it was unanimously approved.</i></p>	Mike Allbee
4	<p>PUBLIC COMMENT: Members of the public may contribute public comment. <i>Reminder: See policy above for time guidelines.</i></p> <p><i>A public comment was offered by Renal Moodley. She read a comment written by Desigan Reddi. The request was for the board to remove a previous public comment made by teacher Kristi Kilcollins from the school's website since the Brown Act does not require posting of the full transcript.</i></p>	Mike Allbee

5	<p>FINANCIAL UPDATE & BUDGET PRESENTATION: Discussion</p> <p>A. Financial Update*: Larry Tamayo shared a report on April financials and the May Revise as outlined in the board materials.</p> <p>B. Budget for 2026-27 fiscal year*: Larry presented the draft 2026-2027 budget which reflects projected revenue, and expenses based on our current programming, resulting in a deficit. Gavin added that they plan to share a revised draft of the budget at the June meeting which will reflect a positive net balance.</p>	<p>OLarry Tamayo</p> <p>Larry Tamayo Gavin Keller</p>
6	<p>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.</p> <p>A. Approval of Minutes*: Minutes from regular meeting April 23, 2026.</p> <p>B. Contract with ExED*: Approval of renewal of Excellent Education (ExED) Business Services Agreement - Notice of Terms Supplement.</p> <p>C. Title I Parent and Family Engagement Policy*: Annual approval of policy.</p> <p>D. Renewal of contract with Strategic Kids*: Approval of contract renewal with Strategic Kids for paraprofessionals, substitutes and after school programming.</p> <p>E. Renewal of contact with Stepping Stones*: Approval of counselor/counseling services funded at Journey via CYBHI.</p> <p>Jeannie made a motion to approve the consent agenda items. Margaret seconded the motion and all items were unanimously approved.</p>	<p>Mike Allbee</p>
7	<p>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</p> <p>A. Executive Director Performance Feedback Survey*: Mike shared an update on the survey. It has been completed with 11 participants from PC Exec Team, council members, PEDCO and admin team members. The results will be reviewed in tonight's closed session.</p>	<p>Mike Allbee</p>
8	<p>PUBLIC HEARING: 2026-2027 Local Control and Accountability Plan* (LCAP):</p> <p>A. Public Hearing for 2026-2027 LCAP annual update and 2026-2027 LCAP The public hearing was opened at 6:55 p.m. and public comment was invited in person and via Zoom. There were no requests for public comment. The hearing was closed at 6:57 p.m.</p>	<p>Gavin Keller</p>
9	<p>SCHOOL OPERATIONS: Discussion/Action</p> <p>A. Presentation of Draft 2026-2027 Local Control and Accountability Plan (LCAP*: Gavin shared the LCAP annual update and the 2026-2027 plan. Board members reviewed the update and plan. In the related board materials, any references to 2024-25 is an error and should be viewed as 2025-26. The expenditures will be added</p>	<p>Gavin Keller</p>

	<p>after the draft budget is finalized. Goals 1-5 match our charter outcomes. Gavin summarized work done towards achieving each goal and described how that work will continue in 2026-27. The group discussed the school's low suspension rate, and also social emotional screenings. Board members and Gavin discussed the process of referrals for counseling services by Stepping Stones, funded by insurance providers at no cost to the school. The finalized LCAP will be brought to Council at the June meeting to be approved alongside the 2026-27 budget. Gavin stated that the input from PAC meetings has been helpful and is included in the draft, although attendance at the PAC meetings has been low.</p> <p>B. Staffing Plan 2026-2027*: Gavin reviewed a draft staffing plan for the 2026-2027 school year. The latest draft reflects the Governor's May revision of the state budget. The finalized staffing plan will be submitted for board approval at the June meeting.</p> <p>C. Employee Handbook 2026-2027*: Review and approval of updates to the Employee Handbook. Margaret made a motion to approve the revised 2026-27 Employee Handbook. Cassie seconded the motion and it was unanimously approved.</p>	
10	<p>INFORMATION ITEMS: Reports</p> <p>A. Faculty Update: Stacy shared an update on faculty activities including 8th grade projects, her 7th graders looking forward to their own 8th grade projects, the 8th grade trip next week, and graduation. Her 7th grade camping trip was lovely. Parent Cabinet hosted a very nice teacher appreciation luncheon that was very much appreciated by faculty and staff. She shared kudos to the teachers who helped 8th graders with their final projects, including Heather Boley, Jennifer Tarr, Lindsey LaFleur and Erin O'Neil.</p> <p>B. Parent Cabinet Update: Renal shared an update on Parent Cabinet activities. Recent events included the auction, May Faire, the ice cream social, and the clothing resale. PC's Parent Library days have been very successful. Invisible fundraising will be revamped and optimized. The volunteer appreciation tea was well received. Talent share is tomorrow with food and a pop-up shop. Student art for the PC wall calendar is due next week. Pickleball fundraiser is next weekend. Plans for next school year's Harvest Faire are underway. Parent Cabinet will be creating their own strategic plan with help from parent Kevin McHale. Their by-laws may be updated, and a volunteer agreement created. PC accounts are healthy and they have provided Journey School with a donation of \$60k. Margaret inquired about sponsorship opportunities for fundraising.</p> <p>C. Administrative Update: Gavin shared an update on end of year events. He and Larry Tamayo hosted a coffee talk about Journey School finances. He also reviewed May Faire and praised Shelley's work on that event. He shared about the upcoming 8th grade graduation, state testing wrapping up for 3rd-8th graders, and summarized plans for our school lunch program to continue using CUSD for meals. Enrollment for 2026-27 is projected to start with 615 students. Kindergarten teachers are helping to form next year's kindergarten and first grade classes. Shelley acknowledged our Human Resources specialist Grace LaHatt who is retiring at the end of June. Grace</p>	<p>Stacy Kinney Renal Moodley Gavin Keller</p>

	<i>has served the school for many years and has always gone out of her way to serve the school and help others.</i>	
11	<p>CLOSED SESSION: <i>The meeting convened to closed session to discuss the matters described below:</i></p> <p>A. Pursuant to Government Code §54957: Public Employee Performance Evaluation, Title: School Executive Director</p> <p>B. Pursuant to Government Code § 54956.9: <i>Regarding anticipated litigation. Two matters, against the school.</i></p> <p>C. Pursuant to Government Code §54957.6: Conference with Labor Negotiators: <i>Update on the negotiations for 2026-27 CBA</i></p> <p>Employee organization: <i>Journey Teachers’ Association/CTA</i> Agency designated representative: <i>Gavin Keller</i></p> <p>RECONVENE TO OPEN SESSION: <i>The meeting was reconvened to open session at: 10:15 p.m.</i></p> <p>PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION <i>(includes the vote or abstention of every member present)</i></p> <p><i>Item 11A: The board reviewed the survey results.</i></p> <p><i>Item 11B: Regarding one pending litigation case, the Council gave direction to Administration to navigate due process.</i></p> <p><i>11C: No action taken.</i></p>	Mike Allbee
12	<p>Adjournment</p> <p><i>Margaret made a motion to adjourn the meeting. Jeannie seconded the motion and it was unanimously approved. The meeting was adjourned at 10:17 p.m.</i></p>	Mike Allbee

***Agenda publicly posted at Journey School on May 22, 2026.
And on the school website at www.journeyschool.net***

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*Journey School
A California Public Charter School*

Thursday, August 28, 2025

7:00 p.m.

REGULAR MEETING MINUTES

Approved September 25, 2026

Revised Draft - June 10, 2026

This meeting was held in person on the Journey School campus and live streamed via Zoom at this link
<https://us06web.zoom.us/j/86025029240?pwd=3Ww1qZ3nZABuPqWnIC6wnsvu9uqK8j.1>

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BOARD MEMBERS:

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

ADVISORY POSITIONS:

Parent Cabinet Advisor, Renalani Moodley
Faculty Advisor, Kelly Larson

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	AGENDA ITEM
1	Call to Order - The meeting was called to order at 7:15 p.m.
2	Inspirational Passage: Margaret shared an inspirational passage by Rudolf Steiner.
3	Approval of Agenda*: Mike made a motion to approve the agenda. Jeannie seconded and it was unanimously approved. NOTE: The order of the agenda may be changed without prior notice to the public.
4	BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action): A. Board Member Nominations, Vote and Swearing In: Amy made a motion to approve Lisa Murray to join the Journey School Council. Mike seconded the motion and it was unanimously approved. B. Board Roster & Calendar of Meetings*: Amy made a motion to nominate Mike - Jeannie seconded. Unanimously approved. Amy submitted her resignation from the JS Council and thanked the school for allowing her to lead the council for the past five years. Melissa tendered her resignation and shared her reflections on her time working with Journey School. Mike resigned his position as Treasurer. Margaret made a motion to approve the roster as amended. Jeannie seconded the motion and it was unanimously approved.
5	PUBLIC COMMENT: Members of the public may contribute public comment. Journey School teacher Kristi Kilcollins shared a public comment. The complete comment is attached to these minutes. She spoke against a previous public comment.
6	CONSENT AGENDA ITEMS: Items on Consent Agenda may be approved with one motion and vote for all but without discussion. If an item is to be discussed, it is removed from the Consent Agenda and moved to an Action Item immediately following the Consent Items. A. Approval of Minutes*: Minutes from regular meeting of June 16, 2025.

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	<p>B. Earthroots Contract*: Renewal of contract with Earthroots for 25-26 school year for EcoLiteracy program</p> <p>C. Recurring Expenses*: Approval of list of recurring vendors for payment in 2025-26 in accordance with fiscal policies.</p> <p>D. Limited Use Agreement with AVCA for park space*: Ratification of agreement to use Aliso Viejo community spaces</p> <p>E. 2024-25 Unaudited Actuals Report: Approval of report</p> <p>F. 2024-2025 Education Protection Account*: Ratification of 2024-2025 EPA Expenditure Report</p> <p>G. Instructional Minutes*: Adjustment to bell schedule to adjust timing of breaks/classes. Total instructional minutes through the year remains compliant with State requirements.</p> <p><i>Jeannie requested to pull item 6A from consent. Jeannie made a motion to approve the consent agenda items 6B-6G. Margaret seconded the motion and those items were unanimously approved.</i></p> <p><i>Regarding the minutes reference in 6A on the consent agenda, item 7D, "SST" should be changed to "Child Study." Margaret made a motion to approve item 6A with the change noted above. Jeannie seconded the motion and the minutes were unanimously approved.</i></p>
7	<p>INFORMATION ITEMS: Reports</p> <p>A. Faculty Update: Kelly Larson shared an update on Faculty activities including teachers preparing for the start of school.</p> <p>B. Parent Cabinet Update: Renalani shared an update on Parent Cabinet activities including the appointment of new officers, activities, spirit wear sales, and events.</p> <p>C. Administrative Update: Gavin reported on summer projects including the outdoor staff space, repairs, School Food Authority, ELOP summer programming, teacher provided summer camps, staff professional development over summer and the start of school activities. Journey School hosted a Summer Renewal teacher training over summer with Journey teachers attending, as well as 12 teachers from other Waldorf schools. Shelley shared information about our new math curriculum, Eureka Math. Council members discussed the curriculum with Shelley. This is the only curriculum that has been backed by SBAC and ESL testing. Lisa requested additional information about how Journey School handles state testing. Jeannie will share data information with Lisa on that subject.</p> <p><i>Gavin stated that our application to become a School Food Authority is still being processed. Until it is approved, Journey will not be able to claim the funds offered by the state, so we will have to pay CUSD for all lunches served. The council discussed how the School Food Authority and school lunch program process works.</i></p> <p>D. Financial Update*: Larry Tamayo from ExED shared a report on the 2024-2025 year end close of financial statements, plus any budget updates for 2025-2026 school year. The report is included in</p>

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	<p>the materials provided for this meeting. Title II and Title IV funds were released by the state so they will be included in this year's budget.</p>
8	<p>SCHOOL OPERATIONS: Discussion/Action</p> <p>A. Parent Advisory Committee (PAC) Bylaws: Amanda Sturges and Renalani Moodley outlined the updates to the By Laws of the PAC. It was agreed that Gavin will have the school's attorney review the proposed changes.</p> <p>B. Staffing Plan 2025-26*: Gavin reviewed the Staffing Plan updates for the start of school. All changes were included in the budget shared earlier by Larry.</p> <p>C. Executive Director Review Cycle: Gavin presented his goals for the 2025-2026 school year.</p> <p style="padding-left: 40px;">Goal 1: Increase revenue for Journey School through Annual Giving, grants, and the Art of Teaching program.</p> <p style="padding-left: 40px;">Goal 2: Improve staff evaluation, support systems, and training. Improve looping models.</p> <p style="padding-left: 40px;">Goal 3: Continue innovation within our core academic programming in alignment with our Charter and in support of Charter outcomes.</p> <p>Margaret made a motion to move into closed session. seconded the motion and it was unanimously approved. The council entered closed session at 9:25 p.m.</p>
9	<p>CLOSED SESSION: The meeting will now convene to closed session to discuss the matter described below:</p> <ol style="list-style-type: none"> 1. Pursuant to Government Code § 54956.9: Regarding anticipated litigation 2. Pursuant to Government Code §54953: Public Employee Compensation, Title: School Executive Director <p>Report from Closed Session:</p> <p>Item 9-1: The Council directed Gavin to discuss the potential litigation with the school's attorney.</p> <p>Item 9-2: The Council approved a bonus for the Executive Director in the amount of \$5,000.00 in honor of his positive performance evaluation, with all board members in favor of this action.</p>
10	<p>Adjournment Margaret made a motion to adjourn the meeting. Jeannie seconded the motion and it was unanimously approved. The meeting was adjourned at 10:17 p.m.</p>

Agenda publicly posted on the school website at www.journeyschool.net on August 25, 2025.

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Journey School

2026-27 Education Protection Account (EPA) Spending Plan

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for salaries or benefits of administrators or any other administrative costs.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Journey School estimated 2026-27 EPA Entitlement: **\$113,400**

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative certificated staff.

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name: Journey

CDS Code: 3066464-6117758

Charter School Number: 294

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For 25-26 the funds paid for a middle school choir program, middle school theatre program, theatre arts throughout grades 1-8.

2. Number of full-time equivalent teachers (certificated). 0.4

3. Number of full-time equivalent personnel (classified). 1.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 568

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 6/15/2026 12:00:00 AM

Annual Report Data URL

https://www.journeyschool.net/wp-content/uploads/5C_Proposition-28-Annual-Report.pdf

Submission Date 6/10/2026 8:31:17 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

*****Warning*****

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2026–27 Protected Prayer Certification

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

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Gavin Keller
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/15/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/15/2026
Authorized Representative's Full Name	Gavin Keller
Authorized Representative's Title	Executive Director

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2026–27 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	No
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District English Learner Advisory Committee Review

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

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

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

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

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2026–27 Substitute System for Time Accounting

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

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

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

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

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

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

2025–26 Title II, Part A allocation	\$13,144
Transferred–in amount	\$0
Transferred–out amount	\$3,550
2025–26 Total allocation	\$9,594

Professional Development Expenditures

Professional development for teachers	\$5,000
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$4,594

Personnel and Other Authorized Activities

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

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$9,594
2025–26 Unspent funds	\$0

*****Warning*****

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2025–26 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

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

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

Homeless Liaison Contact Information

Homeless liaison first name	Gavin
Homeless liaison last name	Keller
Homeless liaison title	Executive Director
Homeless liaison email address (Format: abc@xyz.zyx)	gavin@journeyschool.net
Homeless liaison telephone number (Format: 999-999-9999)	949-448-8332
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.10

Homeless Liaison Training Information

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2025–26 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

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

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	04/25/2025
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

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

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	\$73,767
2025–26 Title I, Part A direct or indirect services to homeless children reservation	\$110

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2025–26 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0
Homeless services provided (Maximum 500 characters)	School provides all necessary services to homeless students as requested and/or required
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	No expenditures have been requested/required

*****Warning*****

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2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

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

2024–25 Title II, Part A allocation	\$8,717
Transferred-in amount	\$0
Transferred-out amount	\$0
2024–25 Total allocation	\$8,717

Professional Development Expenditures

Professional development for teachers	\$5,717
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$3,000

Personnel and Other Authorized Activities

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

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$8,717
2024–25 Unspent funds	\$0

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JOURNEY SCHOOL UNIFORM COMPLAINT PROCEDURES POLICY

Approved 4.26.24

The Journey School Council, in its capacity as the Governing Board (“Board”) of Journey School (“School”) is committed to compliance with applicable state and federal laws and regulations governing educational programs. ~~Most-Many~~ issues are best handled informally and proactively, and the Board encourages the early resolution of complaints with direct communication whenever possible. Additional information about the school’s communication protocols are found on the school website (www.journeyschool.net) and School Handbook (also found on the school website). ~~If you find that for some reason this informal resolution is not adequate, you can follow our formal complaint policy and procedure set out herein.~~

This Uniform Complaint Procedures Policy (“UCP”) contains rules and instructions about UCP complaints regarding any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by the School. The School developed this UCP in accordance with Title 5, California Code of Regulations (CCR), §§ 4600 *et seq.* 4687. The School has primary responsibility to ensure School’s compliance with applicable state and federal laws and regulations. ~~The~~ School will investigate and seek to resolve, ~~UCP complaints~~ in accordance with this UCP policy, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the School that are subject to the UCP. This UCP has been approved by the School’s Board.

UCP COMPLAINTS

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

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

Commented [A1]: Now re-summarized above, and already covered below.

Complaints Regarding Programs and Activities

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

- Accommodations for Pregnant and Parenting Pupils
- Adult Education [Programs](#)
- After School Education and Safety
- Agricultural Career [Technical Education](#)
- ~~Technical Education~~
- Education and Graduation requirements of Pupils in [Foster Care, Homeless Pupils who are homeless, pupils formerly in juvenile court now enrolled in the School, pupils who are migratory, and pupils participating in a newcomer program former Juvenile Court Pupils, and Pupils of Military Families](#)
- Regional Occupational Centers and Programs
- Reasonable Accommodation to a Lactating Pupil
- Schoolsite Councils
- School Plan for Student Achievement
- ~~School Safety Plans~~
- Pupil Fees, which includes a purchase that a pupil is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity
- Complaints Regarding the School's LCAP
- Every Student Succeeds Act
- Migrant Education
- Physical Education Instructional Minutes
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- State Preschool
- Career Technical and Technical Education; Career Technical and Technical Training [Programs](#)
- Childcare and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content (grades nine through twelve)
- ~~Complaints of Discrimination, Harassment, Intimidation and/or Bullying against any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including any actual or perceived characteristics set forth in Penal Code § 422.55, based on sex, sexual orientation, gender, gender identity, gender expression,~~

race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the School which is funded directly by, or that received or benefits from, any state financial assistance.

Unlawful discrimination further includes noncompliance with Education Code sections 243(a) and 244(a).

- School or athletic team names, mascots, or nicknames
- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate

Commented [A2]: Note that this is new, per Ed. Code 33315(a)(1)(P).

THE UCP ANNUAL NOTICE

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

DESIGNATION OF RESPONSIBLE EMPLOYEE

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

Gavin Keller, Executive Director
Journey School
27102 Foxborough
Aliso Viejo, CA 92656
949-448-7232
gavin@journeyschool.net

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

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

CONFIDENTIALITY AND NON-RETALIATION

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

COMPLAINT PROCEDURES

Step 1: Filing a UCP Complaint

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

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

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that ~~an individual or any specific class of individuals has been subjected to the same, or by a duly authorized representative who alleges that an individual student has been subjected to the same,~~

Commented [A3]: Revised per 5 CCR 4630.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, the School will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously (~~that is, without an identifying signature~~) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

~~Complainants are encouraged, but not required, to use the School's complaint form attached.~~

Commented [A4]: We've now added this at the end; please see below.

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

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

~~The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. The interim measures shall remain in place until~~

~~the Responsible Employee (or designee) determines that they are no longer necessary or until the School issues its final written Investigation Report, whichever occurs first.~~

Timing of Complaints and Investigation

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

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

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

Step 2: Mediation (Optional)

The Responsible Employee may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Responsible Employee shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, or bullying complaint, the Responsible Employee shall ensure that all parties agree to make the mediator a party to related confidential information.

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

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

Step 3: Investigation of Complaint

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

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

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

Refusal by the School to provide the Responsible Employee (or designee) with [access to records and/or other information](#)~~documents or other evidence~~ related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision (Investigation Report)

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

The Investigation Report shall include:

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

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

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

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

If the School finds merit in a complaint regarding pupil fees, [course periods without educational content](#), physical education instructional minutes, or LCAP, the remedy will go to all affected pupils and parents/guardians. [With respect to a pupil fees complaint](#), the School, in good faith will engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint. [For all other complaints within the scope of the UCP, the remedy shall go to the affected pupil.](#)

APPEAL PROCESS

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

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

The appeal must be sent to CDE with: (1) a copy of the locally filed complaint; and (2) a copy of the School's Investigation Report. [As of the date of adoption of this UCP, an online Appeal](#)

[Assistance Form](#) is available on the CDE website at [Appeal Assistance Form - Complaint Procedures \(CA Department of Education\)](#).

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

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

Appeals of decisions regarding LCAP should be sent to:

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

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

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

[Upon notification by CDE that the complainant appealed the School's Investigation Report, the School shall forward all documents as required by 5 CCR 4633 to CDE within ten \(10\) calendar days of the date of notification.](#)

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

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws, [as applicable](#). Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

UCP REQUIREMENTS REGARDING STATE PRESCHOOL HEALTH AND SAFETY ISSUES PURSUANT TO HSC SECTION 1596.7925

Commented [A5]: The preschool language included in the subsequent sections is required by CDE's UCP FPM instrument, even if you do not operate a preschool.

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC Section 1596.7925 the complainant must file with the school's preschool program administrator or their designee. The School does not currently operate a preschool program.

A state preschool health and safety issues complaint about problems beyond the authority of a school's preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to the appropriate school official for resolution.

A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If Education Code Section 48985 is otherwise applicable, the response, if requested, and the school's Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint form for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish.

When investigating a UCP state preschool health and safety issue the preschool program administrator or the school's designee shall make all reasonable efforts to investigate any problem within their authority, and investigations shall begin within 10 calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period, but not to exceed 30 working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within 45 working days of the initial filing. If the preschool program administrator makes this report, they shall also report the same information in the same timeframe to the school's designee.

Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

A complainant not satisfied with the resolution of the preschool program administrator or the school's designee has the right to describe the complaint at a regularly scheduled hearing of the board. A complainant will not be precluded from filing an appeal to the State Superintendent of Public Instruction ("SSPI") if the complainant does not file a local appeal.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the school's designee has the right to file an appeal to the SSPI within 30 calendar days of the date of the Investigation Report.

The complainant shall comply with the same appeal requirements of 5 CCR Section 4632.

The school shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and its board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the school's board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

All complaints and responses are public records.

UCP COMPLAINT FORM

Commented [A6]: This is a form individuals can (but don't have to) fill out if they'd like to submit a complaint.

This Complaint Form may be used to file a complaint subject to Journey's Uniform Complaint Procedures Policy. Complaints concerning pupil fees and/or the LCAP may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. However, if you wish to receive a response, you must provide contact information. Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Retaliation in any form for filing of a complaint is prohibited.
Response requested: Yes No

Name (Optional for Pupil Fee & LCAP Complaints):	Mailing Address (Optional):
Phone Number (Optional):	Email Address (Optional):

Issue of complaint (please check all that apply):

- Pupil Fees
- Local Control and Accountability Plan ("LCAP")
- Discrimination, Harassment, Intimidation, or Bullying in Programs or Activities
- Other Complaint Re: Programs and Activities

Date(s) of Problem: _____

Location of Problem (school name, address, and room number or location): _____

Describe specific nature of the complaint in detail. You may include as much text as necessary: _____

Signature: _____ Date: _____

Please file this complaint with the following Responsible Employee:

Gavin Keller, Executive Director
Journey School
27102 Foxborough
Aliso Viejo, CA 92656
949-448-7232
gavin@journeyschool.net

Adopted/Ratified: 8.22.24
Revision Date: NA

JOURNEY SCHOOL
HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Journey School ("Journey" or "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying ~~altogether~~.

~~As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying,~~ based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

~~To the extent possible, Journey will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and Journey will take action to investigate, respond, and address and report on such behaviors~~ **misconduct prohibited by this Policy** in a timely manner. Journey school staff who witness acts of misconduct prohibited by this Policy ~~will shall~~ take immediate steps to intervene when safe to do so.

~~This policy applies to all acts related to school activity or school attendance occurring within the jurisdiction of Journey, and all acts of Journey's Governing Board ("School Council") in enacting policies and procedures that govern Journey. This policy is inclusive of incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Journey does business, and all acts of Journey's Governing Board ("School Council") in enacting policies and procedures that govern Journey.~~⁴

Commented [A1]: Revised per Ed. Code 234.1(a).

Journey complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment ~~means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work~~

⁴This policy becomes effective on August 22, 2024. Conduct occurring before August 22, 2024 will be addressed in accordance with the former version of this policy²

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environment or that creates a hostile educational or work environment. Harassment may include, but is not necessarily limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students ~~that may constitute hate violence, or creates an intimidating and/or hostile educational environments as defined in Education Code sections 48900.2, 48900.3, or 48900.4,~~ directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student² or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Journey.

Cyberbullying is an ~~electronic act~~ generally means bullying that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:

² "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Commented [A2]: "Harassment" is not technically defined by the Ed. Code or applicable regs, so we genericized this.

Commented [A3]: Revised to better align with Ed. Code 48900.

Commented [A4]: Note that Former Footnote 2 is now Footnote 1 after deletion of the preceding footnote; this change will show when track changes are accepted.

Commented [A5]: "Cyberbullying" is not technically defined by the Ed. Code or applicable regs, so we put "generally" to indicate this is the school's understanding of what would generally constitute cyberbullying for purposes of this policy.

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- Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
- Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Journey has adopted the following procedures for preventing acts of bullying, including cyberbullying. [Bullying includes social media bullying, which may involve internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging, internet websites offering comment forums or sections, and internet websites offering image or video posting platforms.](#)

Cyberbullying Prevention Procedures

Journey advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

Commented [A6]: Schools are required to post information on their websites about social media bullying that includes these four references to possible forums for social media bullying. (Ed. Code 234.6.) This language addresses that.

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- To consider how it would feel receiving such comments before making comments about others online.

Journey informs its employees, students, and parents/guardians of Journey's policies regarding the use of technology in and out of the classroom. Journey encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Journey employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Journey advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Journey and encourages students to practice compassion and respect each other.

Journey educates students to accept all student peers regardless of protected characteristics ~~(including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status)~~ and about the negative impact of bullying other students ~~based on protected characteristics~~.

Journey's bullying prevention education will also help students develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Journey informs Journey employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Journey annually makes available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to its certificated employees and all other Journey employees who have regular interaction with students. That training is linked here:

<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

Journey informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

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Journey also informs certificated employees about the groups of students determined by Journey and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Journey encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Journey’s students.

Complaint Procedures

~~Journey follows its Uniform Complaint Procedures (UCP) to address reports of unlawful discrimination, harassment, intimidation, or bullying. Reports of unlawful sex-based discrimination, including sexual harassment, may be filed under Journey’s Title IX Policy and Grievance Procedures. Journey’s UCP Policy and Title IX Policy and Grievance Procedures include further information on filing these types of complaints, the timeline to investigate and resolve the complaints, and the process for appealing such complaints.~~**Scope of the Complaint Procedures**

~~Journey will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:~~

- ~~• Are written and signed;~~
- ~~• Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and~~
- ~~• Submitted to the Journey UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.~~

~~Journey will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.~~

~~The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Journey’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy/Copies of Journey’s Title IX Policy and UCP Policy is/are available on the school website.~~

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to

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do so, call for assistance, and report such incidents. The School Council requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

~~Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director (or the Vice President of the School Council if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.~~

~~Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.~~

While submission of a written report is not required, and Journey will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. ~~While R~~reports may ~~can~~ be made anonymously, ~~further investigation and/or but formal appropriate~~ disciplinary action ~~may not be feasible without further identifying information~~ cannot be based solely on an anonymous report.

Students are expected to report ~~any and~~ all incidents of misconduct prohibited by this Policy and other verbal or physical abuses ~~to a teacher or staff member immediately~~. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Journey acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the ~~reporter and/or~~ complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Journey on a case-by-case basis.

Journey prohibits any form of retaliation against any individual who ~~reports conduct which they believe to be a violation of this Policy, files a report or complaint, testifies, assists, or who participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by of a possible violation of~~ this Policy. ~~Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.~~

Investigation and Response

~~Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.~~

~~At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.~~

Commented [A7]: If the complaint is against the Executive Director, someone other than the Executive Director can conduct that investigation; that does not have to be the Vice President of the School Council.

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If the complaint is against the Executive Director, the Vice President of the Journey Council will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Journey or termination of employment.

Right of Appeal

Should a complainant find Journey's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Journey's decision or resolution, submit a written appeal to the President of the Journey School Council, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Adopted/Ratified: [INSERT]
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JOURNEY SCHOOL

**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Journey to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____

Signature of Complainant

Print Name

To be completed by Journey:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Commented [A8]: Complainants should use the UCP or Title IX complaint form(s) as appropriate if they believe prohibited misconduct on the basis of a protected category has occurred and if they want to kick-off an investigation under UCP or Title IX. Otherwise, individuals can report misconduct in person, via email, via phone call, etc.

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4865-0092-2159, v. 4

JOURNEY SCHOOL SECTION 504 POLICY

Journey School (“Journey”) believes that all students, including students with disabilities, should have the opportunity to learn in a safe and nurturing environment. Journey does not discriminate on the basis of disability, including in admission or access to, or treatment or employment in, any Journey program or activity. Journey recognizes the need to provide students with disabilities a free, appropriate public education (“FAPE”), as defined under Section 504 of the Rehabilitation Act of 1973 (“Section 504”), regardless of the nature or severity of the student’s disability.

The purpose of this Section 504 Policy (“Policy”) is to guide Journey in providing FAPE to its students through regular or special education and related aids and services that are designed to meet their individual educational needs as adequately as the needs are met for students without disabilities, and to adhere to the procedures required by Section 504.

Definitions

This Policy uses the following terms and phrases from Section 504:

“Free appropriate public education” or “FAPE” means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of students without disabilities are met, at no cost to the student or the student’s parent(s)/guardian(s) except when a fee is authorized by law for all students or their parent(s)/guardian(s).

“Student with a disability” means a student who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

“Physical impairment” means a physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine.

“Mental impairment” means a mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness and specific learning disabilities. A physical or mental impairment does not constitute a disability unless its severity is such that it results in a substantial limitation of one or more major life activities.

“Substantially limits major life activities” means limiting a person’s ability to perform functions, as compared to most people in the general population, such as caring for themselves, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also include major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological,

brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system.

Section 504 Coordinator

The following individual is designated as Journey's 504 Coordinator:

Gavin Keller, Executive Director
Journey School
27102 Foxborough
Aliso Viejo, CA 92656
949-448-7232
gavin@journeyschool.net

The 504 Coordinator is trained on compliance with Section 504 and may develop and disseminate materials and conduct training for Journey staff to support their understanding of the school's requirements and obligations under Section 504. The 504 Coordinator's responsibilities under this Policy may be designated to other qualified individuals (e.g., to a 504 Team).

Journey provides students and their parent(s)/guardian(s) notice of the designated Section 504 Coordinator by posting this Policy on the public website.

Referral and Identification

A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to the 504 Coordinator for identification as a student with a disability under Section 504. Upon receipt of a referral, the 504 Coordinator shall determine whether an evaluation is appropriate. This determination may be based on the student's school records, including those in academic and nonacademic programs; consultation with the student's teacher(s) other school staff, and the parent(s)/guardian(s), as appropriate; and analysis of the student's needs.

If the 504 Coordinator determines that an evaluation is not necessary, the 504 Coordinator shall inform the student's parent(s)/guardian(s) of this decision in writing and provide notice of procedural safeguards that are available. The 504 Coordinator may use a template for this notice available from Journey's SELPA.

If the 504 Coordinator determines that the student needs or is believed to need special education and related services under Section 504, an evaluation of the student shall be conducted. The 504 Coordinator shall request written consent from the student's parent(s)/guardian(s) to conduct the evaluation. The 504 Coordinator may use a template to request such consent available from Journey's SELPA.

Evaluation for Services and Placement

Upon receipt of the written consent from the student's parent(s)/guardian(s) and within a reasonable timeframe, the 504 Coordinator shall convene a multidisciplinary team of individuals who are knowledgeable about the student, the meaning of the evaluation data, and the placement

options (the “504 Team”).

The 504 Team shall draw upon information from a variety of sources, such as the student’s existing academic, social and behavioral records; aptitude and achievement tests; teacher recommendations; physical condition; social or cultural background; and adaptive behavior. If the student was evaluated under the Individuals with Disabilities in Education Act (“IDEA”) but found ineligible for special education or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The 504 Team shall ensure that information obtained from all sources is documented and carefully considered.

If the 504 team utilizes tests and other evaluation materials, the tests and materials must be:

1. Validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
2. Tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient; and
3. Selected and administered to best ensure that, when administered to a student with impaired sensory, manual, or speaking skills, the results accurately reflect the student’s aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

The 504 Team will review the evaluation data to make decisions on services and placement in conformity with 34 CFR Part 104. The evaluation will consider any behaviors that interfere with the student’s regular participation in the educational program and/or activities.

The parent(s)/guardian(s) shall be invited to participate in the 504 Team meeting and shall be given an opportunity to examine all relevant records.

504 Team Determination

The determination of whether a student is or is not eligible for services under Section 504 shall be made by the 504 Team in writing and notice of the determination shall be provided in writing to the parent(s)/guardian(s) in their primary language. The student’s parent(s)/guardian(s) shall also be informed in writing of their rights and procedural safeguards. The 504 Coordinator may use a template for this notice available from Journey’s SELPA.

If the 504 Team determines that no services are necessary, the record of the 504 Team’s meeting shall reflect whether or not the student has been identified as a person with a disability under Section 504, and it shall state the basis for the determination that no special services are presently needed.

If the 504 Team determines that the student is eligible for services under Section 504, the team shall develop a written 504 plan which specifies the types of regular or special education services, accommodations, and supplementary aids and services are necessary to ensure that the

student receives FAPE. The 504 Coordinator may use the plan template available from Journey's SELPA. The student shall be placed in the regular educational environment, unless the student's education in the regular environment cannot be achieved satisfactorily with the use of supplementary aids and services. The student shall be educated with those who are not disabled to the maximum extent appropriate for the student's individual needs.

If during the evaluation, the 504 Team obtains information indicating possible eligibility of the student for Special Education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

Transfer Students

When a student with an existing 504 plan enrolls in Journey, the 504 Coordinator shall ensure that Journey continues to provide services comparable to those described in the previous school's 504 plan. Within a reasonable timeframe, the 504 Coordinator shall, in consultation with the student's parent(s)/guardian(s), adopt the previous school's 504 plan or shall develop, adopt, and implement a new 504 plan to meet the student's needs.

Review and Reevaluation

The 504 Team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's 504 plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students without disabilities are met.

A reevaluation of the student's needs may also be appropriate upon a significant change in placement, such as:

1. Suspensions that exceed 10 school days within a school year for substantially similar behavior;
2. Placement in independent study;
3. Expulsion; or
4. Discontinuation of services.

Procedural Safeguards

As stated throughout this Policy, the 504 Coordinator shall notify the parent(s)/guardian(s) of a student with a disability of all actions and decisions by Journey regarding the identification, evaluation, or educational placement of their student. The 504 Coordinator shall also notify the parent(s)/guardian(s) of the procedural safeguards available to them if they disagree with Journey's action or decision, including an opportunity to examine relevant records, an impartial hearing in which they shall have the right to participate and be represented by counsel, and a review procedure. Such notices shall be provided in writing to the parent(s)/guardian(s) in their primary language. The 504 Coordinator may use a template for such notices and procedural safeguards available from Journey's SELPA.

Complaint Procedures

If a parent/guardian disagrees with Journey's action or decision related to the identification, evaluation, or educational placement of their student under Section 504, they may submit a written complaint to the 504 Coordinator or the United States Department of Education's Office of Civil Rights. Journey may use its Uniform Complaint Procedures Policy or a different procedure to address written complaints regarding Section 504 compliance.

A parent/guardian may request an impartial hearing with opportunity to participate and be represented by legal counsel at the parent/guardian's expense. The impartial hearing officer will be selected by Journey. Hearing requests must be made in writing to the 504 Coordinator **within 60 calendar days of notice of the decision(s) with which you disagree.**

Student Records

A copy of a student's 504 plan shall be kept in their student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan requirements.

If a student transfers to another school, the 504 Coordinator shall ensure that the principal or designee at the new school receives a copy of the plan.

JOURNEY SCHOOL
POLICIES FOR PROMOTING SAFE ENVIRONMENTS
FOR STUDENT LEARNING AND ENGAGEMENT

1. Purpose and Scope

Journey School, a California nonprofit public benefit corporation that operates a California public charter school by the same name (“Journey” or the “School”), is committed to promoting safe environments for student learning and engagement. Journey ensures that the School is a safe and nurturing place for students that is free from fear, threats of violence, violent crimes, and sexual offenses committed by, or intended to be committed by, other students, employees, volunteers, and contractors. The School also promotes safe environments for learning and engagement that are easily supervised through its facilities and furnishing of facilities. This policy is intended to meet the requirements of Education Code section 32100(b).

The School may work with its insurance provider, public entity risk pool joint powers authority, or other relevant stakeholder(s) as applicable or as needed, to identify and adopt best practices to prevent violent crimes, injury, sex offenses, and egregious misconduct. The School’s Executive Director or designee is authorized to update this policy as needed to align with CDE guidance and/or applicable law.

2. Professional Boundaries and Appropriate Limits on Contact

Journey expects all employees, volunteers, contractors (collectively “EVCs”), and students to behave professionally and exercise good judgment when interacting with each other. In accordance with Education Code section 32100, this policy addresses professional boundaries (i) between students and EVCs, (ii) among and between students, and (iii) among and between EVCs, and (iv) establishes appropriate limits on contact during or outside of the school day between students and EVCs via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the minor student’s parent or guardian.

This policy may not apply to interactions that take place between students and their own parents, legal guardians, or family members, where those individuals are also EVCs. However, EVCs who are parents, legal guardians, or family members of current students are expected to behave professionally in the school environment.

i. Professional Boundaries Between Students and EVCs

Journey expects its EVCs to maintain appropriate professional relationships with students and be sensitive to the appearance of impropriety in their conduct with students. EVCs are expected to avoid situations that could reasonably create suspicion by parents/guardians, students, colleagues, or school leadership, even where the EVC does not intend misconduct. Each EVC is responsible for exercising professional judgment and seeking guidance from a supervisor or school administrator when uncertain whether conduct may cross professional boundaries or appear inappropriate.

Commented [A1]: SB 848 (now found in Ed. Code section 32100) requires LEAs to adopt policies “to promote safe environments for learning and engagement” **on or before July 1, 2026**. Ed. Code 32100(b)(1)-(2) describes what such policies must include, and all of those topics are covered herein.

CDE is supposed to release guidance for schools about some of the topics in this policy by July 1, 2026. (Ed. Code 51950.) Of course, the deadline for schools to adopt this policy is also July 1, 2026, so we do not recommend waiting on CDE. However, after CDE releases their guidance, we can/should revisit this policy.

Commented [A2]: Note that this language is based directly on the language in Ed. Code 32100.

Commented [A3]: We added this sentence so the Board will not need to reapprove the policy once CDE guidance is issued and so the policy can be updated as needed to reflect that guidance.

The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between students and EVCs, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or grooming.

The following are examples of acceptable behavior by EVCs with respect to students, including but not limited to:

- Handshakes
- “High-fives” and light fist/hand bumps
- Side hugs and short embraces
- Physical contact or touch required under an IEP, behavioral contract or 504 Plan
- Avoiding being alone with a student, keeping any doors wide open if you are in a room alone with a student unless in a counseling or other similar setting, keeping reasonable and appropriate space between you and student unless permitted by the School (e.g. nurses, etc.)
- Holding hands while walking with young students or students with disabilities
- For employees and designated contractors, assisting with toileting of young or disabled students in view of another staff member and in compliance with applicable policies
- Stopping and correcting students if they cross your own personal boundaries, including, but not limited to, touching your legs, or buttocks, frontal hugs, kissing, or caressing
- Prioritizing professional behavior during all moments of student contact
- Obtaining appropriate Journey approval and parent/guardian consent before participating in or supervising any off-campus, after-school, field trip, competition, or similar activity involving students
- Keeping appropriate administrators and, where appropriate, parents/guardians informed when a significant issue develops involving a student

The following are examples of unacceptable behavior by EVCs with respect to students, including but not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Full frontal or rear hugs and lengthy embraces
- Touching buttocks, thighs, chest, stomach or genital area
- Wrestling or roughhousing except as permitted in the context of an athletics program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation or in an unobserved location
- Intentionally being alone with a student outside of ordinary job duties (e.g. a 1:1 counseling setting), including but not limited to being alone with a student when away from school and outside of school hours
- Furnishing alcohol, tobacco products, vaping products, CBD products, marijuana, drugs or controlled substances to a student or failing to report knowledge of a student’s possession of such
- “Dating” or “going out with” a student

- Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- Taking photographs or videos of students for personal use or posting photographs or videos of students online without Journey’s express permission
- Giving student a ride to/from School or School activities without parent permission, unless it is an emergency
- Either partially or fully undressing in front of a student or asking a student to undress with the intent to view/expose private body parts
- Sharing a bed, mat, or sleeping bag with a student
- Excessive attention toward a particular student (when unwarranted)
- Making, or participating in, sexually inappropriate comments to or in the presence of students
- Making sexual jokes, or jokes/comments with sexual overtones or double-entendres to or in the presence of students
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an employee, volunteer, or contractor
- Listening to or telling stories that are sexually oriented to or in the presence of students
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

Journey also maintains additional related policies in this regard, including the School Handbook; Employee Handbook; Volunteer Handbook; Harassment, Intimidation, Discrimination and Bullying Policy; Uniform Complaint Procedures; and Title IX Policy.

ii. Professional Boundaries Among and Between Students

Students are expected to maintain respectful, safe, and appropriate boundaries among and between each other in all School-related settings, including in-person and online.

The following are examples of acceptable behavior among and between students, including but not limited to:

- Using respectful language in all interactions, both in person and online
- Keeping physical contact appropriate and respecting personal space
- Respecting other students’ belongings
- Asking for and respecting consent before sharing photos or videos of other students
- Being mindful of any age and grade level differences with and among other students
- Setting clear personal boundaries, including by being able to voice discomfort and say “no” without pressure
- Using Journey online platforms responsibly and for their intended educational purposes

The following are examples of unacceptable behavior among and between students in the School setting, including but not limited to:

- Using disrespectful language in person or online

- Engaging in unwanted physical contact with other students or invading another student’s personal space
- Engaging in any form of sexual contact
- Making, or participating in, sexually inappropriate comments
- Making sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Pressuring peers to share images or personal information
- Manipulating, coercing, or attempting to control another student’s behavior or relationships
- Exploiting differences in age, grade, or social standing of other students or manipulating other students for personal gain
- Ignoring any student’s stated boundaries
- Engaging in bullying, harassment, intimidation, or retaliation of any kind

Journey also maintains additional related policies in this regard, including the School Handbook; Employee-Student Relations Policy (and related language in the Employee Handbook), Harassment, Intimidation, Discrimination and Bullying Policy; Uniform Complaint Procedures; and Title IX Policy.

iii. Professional Boundaries Among and Between EVCs

EVCs are expected to maintain respectful, safe, and appropriate boundaries among and between each other in all School-related settings or, for employees, during working hours, including in person and online.

The following are examples of acceptable behavior among and between EVCs, including but not limited to:

- Maintaining clear separation between personal and professional relationships
- Maintaining respectful, professional communication, both in person and online
- Keeping physical contact appropriate and limited to professional norms (e.g., handshakes)
- Using School-approved channels for School/work-related communications
- Respecting roles, responsibilities, and lines of supervision and authority
- Respecting others’ time and workloads
- Protecting confidentiality of information pertaining to students, employees and other EVCs; no gossip or “watercooler” talk among EVCs
- Addressing concerns or conflicts through appropriate School channels

The following are examples of unacceptable behavior among and between EVCs in the School setting or, for employees, during working hours, including but not limited to:

- Inappropriately pressuring colleagues or other EVCs for personal favors
- Retaliating against or undermining others who raise concerns or report issues
- Blurring personal and professional relationships
- Showing inappropriate favoritism, bias, or preferential treatment to certain individuals over others
- Ignoring established roles, responsibilities, and lines of supervision and authority
- Engaging in gossip, rumors, or unprofessional discussions about others
- Using one’s position to inappropriately exert influence, pressure, or control over others

- Threatening, physically aggressive, or violent behavior
- Theft, damage, or destruction of the property of School or the property of other EVCs

Journey also maintains additional related policies in this regard, including the Employee Handbook; Volunteer Handbook; Harassment, Intimidation, Discrimination, and Bullying Policy; Uniform Complaint Procedures; and Title IX Policy.

Nothing in these policies prohibits or restricts employees from exercising their rights under the National Labor Relations Act (NLRA), or any other applicable law.

iv. Limits on Contact Between Students and EVCs via Social Media Internet Platforms, Text Messaging, and Other Forms of Communication

In addition to the general professional boundaries between students and EVCs described in Section (i) above, it is important to address reasonable limits on contact between students and EVCs during or outside of the school day via social media internet platforms, text messaging, and any other forms of communication (e.g. phone) that do not otherwise include the student’s parent or guardian.

Communications between students and EVCs should be transparent, School-related, documentable, and accessible to parents/guardians:

- Students and EVCs may not communicate through 1:1 email, text messages, instant messages, electronic or digital communications via any online or social media platform, phone calls, notes or letters, unless the communication serves a legitimate educational purpose and complies with the requirements herein.
 - If 1:1 communication by an EVC is permitted by Journey (e.g. for homework, meetings, coordination of athletics events, etc.), messages must be limited to logistics and necessary information (e.g. practice time, cancellations, etc.)
 - EVCs should not have personal or ongoing/lengthy private exchanges with students.
 - If a student sends a 1:1 non-routine message to an EVC, the EVC should loop-in the School and/or minor student’s parent or guardian as appropriate.
 - No late-night messages. Appropriate hours for sending any 1:1 communications to a student, if warranted, are 7 AM to 6 PM unless otherwise approved by Journey.
 - “Disappearing messages” are never allowed between EVCs and students. EVCs and students may not communicate with each other through any medium designed to eliminate messages or hide or alter message history (e.g. Snapchat).
- EVCs may not “friend” or “follow” students on any social media accounts, and vice versa for students, except as expressly approved by Journey, e.g. on Journey-managed accounts or between family members.
- EVCs may not seek out or engage with students’ personal posts (likes, comments, direct messages) on social media, and vice versa for students.

3. Safe, Supervised Environments: School Facilities and Online Settings

Journey operates educational programs that provide instruction and educational activities in a range of settings, including in-person at a Journey-operated school site or approved off-site/vendor facilities, as well as through hybrid learning activities supported by virtual platforms such as learning management systems, video conferencing, and other online tools. Across these instructional settings, whether in-person or as part of a hybrid format, Journey promotes safe environments that are appropriate for learning and engagement and that can be effectively supervised.

Physical environments used by Journey and/or Journey's vendors for in-person student activities should have:

- Clear lines of sight for adult supervision of students at all times.
- Adequate lighting, both indoors and outdoors.
- Maintain a layout that supports orderly movement and emergency egress, with clear wayfinding signage, as appropriate for the space, so that students do not end up in unsupervised or restricted areas.
- Schedules and procedures shall ensure continuous supervision of students.
- Furnishings that are age appropriate, safe, and in good repair.
- Windows or vision panels on classroom doors, or open doors, as appropriate.

Online platforms used by Journey and/or Journey's vendors for virtual activities should have:

- Log-in credentials to restrict access to authorized users, prevent unauthorized entry, and protect student data and privacy.
- The ability for authorized staff to review activity occurring in the platform.
- Records or logs of communications, and reasonable controls on private or 1:1 interactions.
- Reasonable monitoring of chat, breakout rooms, and collaborative tools.
- Digital citizenship or similar rules of use.

Journey's vendors are responsible for reviewing their facilities, furnishings, online platforms, and supervision policies to ensure compliance with this policy. Students participating in independent study or hybrid learning activities are expected to use Journey-provided technology and online platforms only for authorized educational purposes, remain focused on assigned instructional activities, and comply with Journey's applicable policies, including the School Handbook.

4. Reporting Violations and Consequences

Any suspected violation of this policy should be reported immediately to Journey. Prompt reporting is essential to promote safe environments for student learning and engagement.

EVCs must also immediately report to Journey's 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.

Any violation of this policy may result in disciplinary action and may also be reported to relevant legal authorities, as appropriate.

ARTICLE 5.

WORK YEAR AND HOURS OF EMPLOYMENT

NO CHANGES

5.1 Contract Duty Days

- 5.1.1 The work year for all unit members shall consist of One-Hundred and Ninety One (191) teaching and non-instructional Days.
- 5.1.2 Kindergarten through Eighth (K through 8th) grade teachers shall work a total of One-Hundred and Seventy-Five (175) instructional days and Sixteen (16) student free days.
- 5.1.3 Of the One Hundred Seventy-Five (175) instructional days Kindergarten Teachers shall work the following as release days:
 - 5.1.3.1 An average of up to three (3) release days between late April and early May.
 - 5.1.3.2 These release days will be used for New Student Intake.
 - 5.1.3.3 It is the intention that no more than two instructors would be released at a time.
 - 5.1.3.4 The participating instructors shall determine how to split any release days provided by this section.
 - 5.1.3.5 If this amount of time is insufficient staff will work with administration to solve the problem.
 - 5.1.3.6 The kindergarten grade level team in collaboration with the administrator (or designee) will make every reasonable effort to form balanced classes based on the student information gathered during the New Student Intake Process.
- 5.1.4 The Sixteen (16) Student free days will be used as follows to include but not be limited to this list:
 - 5.1.4.1 Staff Development Days such as The Art of Teaching.
 - 5.1.4.2 Pre-Service Days.
 - 5.1.4.3 Report Card Writing.

5.1.4.3.1 Two of the existing student free days are reserved for Report Card Writing

5.1.4.3.2 These two days shall be scheduled annually through the Calendar Committee.

5.1.4.4 Parent Communication.

5.1.4.5 Set up and Clean up at the end of the year.

5.1.4.6 Student recruitment and interview.

5.1.5 **Work Year Calendar.** The administrator together with the Bargaining unit members and other stakeholders shall develop the annual Calendar and a plan for the use of student free days.

5.1.5.1 These meetings will begin in January/February of the year Prior to the Calendar.

5.2 Work Day

5.2.1 The professional workday shall include the student day, staff meetings and time needed for preparation/collaboration. At a minimum, on all instructional days of the school calendar, unit members are to be on school grounds no later than thirty (30) minutes before school starts and will remain on school grounds until all students in their group schedule have been released and all other scheduled duties have been completed, which may include, but is not limited to: extended care duty, student, parent and administrative appointments; IEP appointments; dismissal duty; and training. The unit member will dedicate sufficient time to complete his or her job duties, which may exceed the time that the unit member is required to be on campus. To the fullest extent possible, the unit member's work duties shall be concentrated within the normally scheduled workday.

5.2.1.1 Kinder Schedule. The professional day of all Kinder teachers shall be the same number of on-site hours as that of 1st through 3rd grade teachers.

5.2.2 At the employee's request, the local administrator may release any employee from normal on-site duty hours without creating precedent. In the absence of such release or other administrative direction, an employee shall remain on site during the established normal duty hours.

5.2.2.1 Unit members who wish to work a modified on-site schedule on a routine basis, must submit a request to administration. Administration may approve a modified on-site schedule conditioned on written minimum expectations for the unit member that must be adhered to. These expectations may include shifting or adding duties or work hours

to other workdays. The unit member must also adhere to the expectations for working remotely and/or off-site and must remain available and accountable. Administrative approval of the modified on-site schedule is subject to revocation at any time.

5.2.3 Unit members are also expected to attend the following professional obligations: Faculty Meetings, Student Support Team meetings, Individual Education Plan (IEP) meetings, Parent Conferences, Classroom Parent Meetings, Back-to-School Night and Open House/Gallery Walk and field trips that occur on instructional days.

5.2.3.1 Overnight Field Trips. The parties mutually affirm that it is desirable that each 3-8 teacher accompany his/her class on overnight field trips; however we recognize there may be circumstances that prevent the teacher from doing so. Teachers may decline to participate based on their own assessment of their personal circumstances. Participation, while encouraged, shall be entirely voluntary. Unit members responsible for attending overnight field trips shall receive a stipend of \$150 per night. Unit members may request additional overnight field trips that meet the curricular and developmental needs of students and shall be subject to site administrator approval. A Request for Field Trip Stipend form shall be submitted to HR no later than one (1) month following the date of the Field Trip in order for the unit member to be paid the stipend. The stipend will be paid after the field trip has been completed.

5.2.3.2 Extended Day Field Trips. The parties recognize that in order to successfully coordinate and supervise the following extended day field trips: Pentathlon, Medieval Games and Track & Field, unit members are required to report to work outside of the normal workday. Unit members responsible for supervising these extended day field trips shall receive a stipend of \$125 per day. Unit member may request additional extended field trips that meet the curricular and developmental needs of students and shall be subject to site administrator approval. A Request for Field Trip Stipend form shall be submitted to HR no later than one (1) month following the date of the Field Trip in order for the unit member to be paid the stipend. The stipend will be paid after the field trip has been completed.

5.2.4 Participation in festivals, community meetings, field trips and supervision of student activities which take place on non-instructional days shall be voluntary.

5.2.5 In addition to instructional and professional obligations, all staff will perform playground and site supervision duty as assigned. This duty will be scheduled and posted by the Administrator in the office lounge to the extent foreseeable and may also be temporarily assigned by the Administrator on an as-needed basis. The unit

member will not leave assigned students unattended or with unqualified individuals at any time during the instructional day.

5.2.6 Minimum, Shortened and Modified Days. Once a week, for a majority of weeks in the school year, students (grades 1-8) may have a shortened day while unit members meet and plan together for an allotted amount of time set by the site. Not less than one such meeting per month shall be reserved for teacher preparation and planning, although Administration may use up to 15 minutes to present on urgent matters as needed. The professional development calendar for these meetings shall be developed with input from the staff. In addition, staff meetings may be called after school to discuss school business that was otherwise not completed in the regularly scheduled meetings with adequate notice. Administration shall strive to adjourn all meetings by 3:30 p.m. and incorporate teacher planning and collaboration time.

5.2.6.1 **Staff Meetings.** Staff meetings will be conducted on a weekly basis and will incorporate individual teacher planning and/or grade level collaboration time at least monthly. When there are five weeks in a month, the fifth week will be for individual planning/preparation time for unit members. However, the administrator may repurpose any meeting as-needed in the event special circumstances arise.

5.2.6.2 On each minimum, shortened and modified day the site administrator shall provide adequate coverage for snack/recess supervision.

5.2.7 JTA Business Meetings

5.2.7.1 JTA business meetings, other than for the preparation of, or attendance at, bargaining sessions, or for the processing of grievances, shall occur at the conclusion of the professional day.

5.2.7.2 JTA business, other than for the preparation of, or attendance at, bargaining sessions, or for the processing of grievances, which is conducted during the professional day, shall be reimbursed by JTA.

5.2.8 Duty Free Lunch. For full-time unit members, there will be a duty free, uninterrupted thirty minute meal period. The meal period will be scheduled during the recess (playground release) portion of the unit member's students' "lunch recess period", with the exception that up to four (4) times each month, unit members may be scheduled for work duty this time period to accommodate school needs. If this takes place, the unit member's thirty minute meal period will be scheduled for a different time on that workday. Unit members may only be assigned additional supervision duty during the "lunch recess period" in the event of a sudden illness, accident or emergency. All staff members who fail to timely report to assigned lunch or playground supervision may be subject to discipline. Full-time unit members also agree to forgo a meal period on Wednesday of each work week of the school year to permit JS to start the weekly staff meeting at 1:30 p.m.

5.2.8.1 Unit members assigned to work duty during students' "lunch recess period" will not be assigned supervision during the following or preceding class period.

5.2.9 **Work Day Schedule.** The administrator shall seek input from Bargaining unit members and other stakeholders to develop the work day schedule. An opportunity for unit member input shall be provided at the time the administrator circulates a draft of the master work day schedule on or before the first teacher work day. Unit member input will be provided in a form and format determined by the administrator, and any such input must identify the problem to be solved and propose a potential solution.

5.3 **Part Time Arrangements.** A full time unit member works at a minimum, the complete number of duty days set forth in 5.1.1 and 40 hours per week. Unit members who are regularly scheduled to work less than full time shall receive compensation that has been prorated based on the amount of time that they are regularly scheduled to work as compared to a full time unit member. The schedule and work calendar for part time unit members must be approved in writing by Administration.

5.1 **Substituting.** Unit members shall not normally be required to substitute during their preparation/planning/specialist periods except in the event of sudden illness, accident, emergency or when substitutes are not available. Substitute duties shall be rotated amongst unit members as much as possible. If a unit member does provide substitute service during their preparation/planning/specialist period, they can submit a request for flex time within five (5) working days, which states the date, class and total minutes spent subbing. The administration will assign the unit member an equivalent number of minutes from their work schedule to offset time spent substituting; any such flex time must be approved in advance by Human Resources. A list of unit members providing substitute service will be updated and posted within five(5) working days of the end of the prior month.

ARTICLE 12.

CLASS SIZE

- 12.1 JS shall make all efforts, given the budgetary and facility constraints, as well as educational considerations, to restrict class sizes, on average, to 28:1 and no more than 20:1 in TK/Kindergarten combination classrooms ~~, on average, to 28:1 to 22:1 in TK/Kindergarten and 30:1 in seat based classes grades 1-8. The following are excluded in the above ratios: Transitional Kindergarten and Kindergarten assistants, First Grade assistants, Teachers On Special Assignment, Specialized Academic Instruction (SAI) programs and staff including paraprofessionals~~ in order to optimize student/teacher ratios and ensure compliance with all applicable adult to student ratio requirements.
- 12.2 Journey School is committed to maintaining optimal class size. All stakeholders recognize the necessity of maintaining flexibility in class size in order to address unforeseen circumstances; therefore Administration has the ability to change class size.
- 12.3 If the student/teacher ratio is to be increased in any class, there will be a conference between the affected teacher and the Administrator or designee. Through this dialogue, options will be discussed which may include supportive measures.
- 12.4 Special education and general education teachers shall communicate and work collaboratively with site administration regarding equitable distribution of students with identified special needs within general education classes.

ARTICLE 20.

COMPENSATION

20.1 Placement and movement on the Salary Schedule shall be based on the following:

20.1.1 Years of Teaching Experience

Members shall be placed on a step according to their combined years of prior teaching experience (up to 8) and years of teaching experience at Journey School. As an example, newly hired unit members with no applicable prior experience shall start at year 1 on the salary schedule. Unit members coming in with 5 years of prior experience shall start at year 6. Unit members coming in with 8 years of prior experience shall start at year 9.

20.1.1.1 Teaching Experience. “Teaching experience” is defined as teaching students in Pre K-12 grades, where the candidate is the paid teacher of record. Has responsibility for lesson planning, lesson presentation, classroom management, etc. of a group of students. The organization must be a school or other organization in which the candidate was employed and received documented compensation. Self-employment or employment in a homebased setting does not qualify. School experience can be in public or private school settings. Working as a teaching assistant is not equivalent to working as a classroom teacher.

20.1.1.2 “Journey Experience” is defined as working in a full time teaching position as a teacher of record at Journey School.

20.1.1.3 A “Year” is defined as 180 full 5 hour days of contact teaching in a school year.

20.1.1.4 If documentation of greater than 135 days in one school year is presented, credit for a full year shall be given.

20.1.2 Education, Certification, and Credential

Members shall be placed in the first column for holding a Bachelor’s Degree. Members shall be placed in the third column for holding a Master’s Degree **and teaching credential**. Members shall be placed in the fourth column for holding a Bachelor’s Degree, **teaching credential** and Waldorf **Foundations or partial** certification. Members shall be placed in the fifth column for holding a Master’s Degree, **teaching credential** and Waldorf **Foundations or partial** certification. ~~Members shall be placed in the sixth column for holding a Master’s Degree, teaching credential and Full Waldorf certification. Members shall be placed in the seventh column for holding a Master’s Degree, teaching credential, Full~~

~~Waldorf certification and 75 graduate units. Members shall be placed in the eighth column for holding a Doctorate Degree, teaching credential and Full Waldorf certification.~~

20.1.3 Advancement

Members shall move from one column to another by earning and presenting eligible credentials, certifications, or degrees.

20.1.3.1 To qualify for movement based on holding or partial completion of a California Teaching Credential, teachers must present evidence of a valid California teaching credential as appropriate for the position to Human Resources before or on the first day of teaching.

20.1.3.2 Teachers holding a preliminary credential are responsible for clearing their own credential. Teachers are responsible for keeping their credentials current.

20.1.3.3 Waldorf Certification Documentation is required of valid or partial Waldorf teacher certificate from Journey School, Steiner College, Gradalis, the Waldorf School of Orange County, or the Waldorf Institute of Southern California, or another recognized Waldorf training institution, subject to approval by Administration.

~~20.1.3.3.1 Waldorf Foundations is defined as a completed Waldorf Foundations course from the above listed schools.~~

~~20.1.3.3.2 Full Waldorf is defined as a valid Waldorf teacher certification from a recognized Waldorf training institution.~~

~~20.1.3.4 To qualify for an increase based on completion of a Waldorf Certificate, documentation must be presented to Human Resources by August 15th prior to the first day of instruction.~~

20.1.3.5 Degrees ~~Degrees~~. To qualify for movement based on the holding of a Bachelor's Degree ~~or~~, Master's Degree, ~~or Doctorate Degree~~ teachers must present evidence of degrees to Human Resources.

~~20.1.2.1 \$3,000.00 will be added to the base for a valid California Teaching Credential appropriate for the position being filled. This addition to the base will be awarded for all Main Class Teachers/Teachers of Record who hold a valid and complete California Preliminary Multiple/Single Subject Teaching Credential or California Clear Multiple/Single~~

~~Subject Teaching Credential.~~

~~20.1.4 Waldorf Certificate~~

~~20.1.4.1.1 \$3,000.00 will be added to the base for a valid fully completed Waldorf Teacher Certificate from a Waldorf training institution as defined in 20.1.4.2. For partial completion of a Waldorf Certificate, \$1,000.00 will be added to the base. To demonstrate partial completion, the unit member must present evidence of completing and passing at least one year's worth of coursework at a Waldorf training institution as defined in 20.1.4.2.~~

20.2 Additional Hourly. It is at the discretion of the school administrator whether to offer \$30 per hour for additional work, pending Council approval. Documentation as to the reason of this decision is required and will be maintained in the employee's personnel file.

20.3 Payday

20.3.1 Payday shall be twice monthly during each month of service included in the teacher calendar. The first paycheck each school year will be issued after the first scheduled day of the teacher calendar each fall, and the last paycheck will be issued on the regular pay date following the last scheduled day of the teacher calendar, including required summer training.

20.4 Salary Rates

20.4.1 The Formula for Ongoing Salary Schedule placement for unit members is attached to this Agreement as Appendix B.

20.4.2 Unit members will be placed on the revised Salary Schedule, including any relevant degrees or certificates which have ~~been completed~~ been submitted to HR by August 15th prior to the first day of instruction. ~~by the first day of school.~~

20.4.3 **COLA Formula:** The cost-of-living adjustment (COLA) as determined by the California State Department of Finance (DOF) statutory COLA minus 1% shall be used as the official COLA for salary schedule adjustments. This formula will be applied to the base salary of the ongoing Salary Schedule (Appendix B)

~~20.4.3.1 The COLA percentage shall correspond to the Local Control Funding Formula (LCFF) statutory COLA published by the California Department of Finance as part of the Governor's May Revision for the applicable fiscal year. Should legislative action or the State Budget Act establish a different funded COLA from the proposed statutory rate, the funded COLA shall be used for purposes of this article.~~

~~20.4.3.2 All salary schedules for bargaining unit members shall be increased by the funded LCFF COLA percentage identified by the Department of Finance for that fiscal year.~~

ARTICLE 27.

NO MATERIAL CHANGES/LANGUAGE ADJUSTED FOR TIMING/OLD DATES

LOOPING

- 27.1** A core principal of JS is that a cohort of students moves through multiple grades together with the same class teacher, a practice referred to herein as “looping.” It is expected that JS teachers will loop with their assigned students in order to provide leadership for the class and continuity over several years of development.
- 27.2** Except as otherwise provided herein, loops will consist of the following grade spans: first through fourth grade; fifth through eighth grade.
- 27.3** Assignment.
- 27.3.1 JS will assign loops to new teachers at its sole discretion.
- 27.3.2 Annually in March, returning teachers requesting a loop shorter or longer than as defined in Section 27.2 will notify JS of their looping preferences for the upcoming school year. Administration will assign returning teachers based upon a combination of factors, including without limitation JS’s strong preference for looping, teacher preference, seniority and proficiency. Once a loop is completed, the expectation is that teachers will return to the first year of that grade span loop. JS may assign a teacher to the same or a different loop for the upcoming school year.
- 27.3.3 JS will notify returning teachers of their assignment or reassignment by no later than May 31 ~~of the current school year, 2022, for the 2022-2023 school year, and thereafter by the date set forth in Section 14.2.1.~~ Assignments or reassignments shall not be made for capricious or arbitrary reasons.
- 27.4** JS reserves its management right to assign work to teachers and students to classes. In the event JS exercises its right to assign a teacher to a different than expected grade level, including to reassign a teacher after the date(s) set forth in Section ~~27~~.3.3, the affected teacher will be provided with a conference with Administration.
- 27.5** This Article concerns only teachers’ grade span teaching assignments, not student placement. This Article does not apply to assignment of kindergarten, independent study or teachers on special assignment.

APPENDIX B

2026-2027 SALARY SCHEDULE

	#1 BA (No credential)	Column A: BA (CA Credential)	Column B: MA (CA Credential)	Column C: BA (CA Credential + Waldorf)	Column D: MA (CA Credential + Waldorf)
Base:	\$62,048				
1	\$61,183	\$ 62,048	\$ 62,248	\$ 63,483	\$ 63,983
2	\$61,183	\$ 62,865	\$ 62,783	\$ 65,083	\$ 65,583
3		\$ 63,683	\$ 64,283	\$ 66,683	\$ 67,183
4		\$ 65,283	\$ 65,783	\$ 68,283	\$ 68,783
5		\$ 66,883	\$ 67,383	\$ 69,883	\$ 70,383
6		\$ 68,483	\$ 68,983	\$ 71,483	\$ 71,983
7		\$ 70,083	\$ 70,583	\$ 73,083	\$ 73,583
8		\$ 71,683	\$ 72,183	\$ 74,683	\$ 75,183
9		\$ 73,283	\$ 73,783	\$ 76,283	\$ 76,783
10		\$ 74,883	\$ 75,383	\$ 77,883	\$ 78,383
11		\$ 76,483	\$ 76,983	\$ 79,483	\$ 79,983
12		\$ 78,083	\$ 78,583	\$ 81,083	\$ 81,583
13			\$ 80,183	\$ 82,683	\$ 83,183
14			\$ 81,783	\$ 84,283	\$ 84,783
15			\$ 83,383	\$ 85,883	\$ 86,383
16				\$ 87,483	\$ 87,983
17				\$ 89,083	\$ 89,583
18				\$ 90,683	\$ 91,183
19				\$ 92,283	\$ 92,783
20				\$ 93,883	\$ 94,383
21				\$ 95,483	\$ 95,983
22				\$ 97,083	\$ 97,583
23				\$ 98,683	\$ 99,183
24				\$ 100,283	\$ 100,783
25				\$ 101,883	\$ 102,383
26					\$ 103,983
NOTE: Minimum CA salary for exempt employee is \$70,304 for 12 month employee					
JTA are 10.5 month FTE, so adjusted minimum salary is \$61,516					
No entry level teacher can make less than this amount					
COLA adjustment (COLA-1%) will be applied each year to the base salary.					

Journey School Local Indicators – 2025-2026 Board Report

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

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

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

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

Journey School local indicators and performance levels are presented below:

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

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

Priority 2: Implementation of State Academic Standards

MET – Data used: CA Dashboard Self-Reflection Tool

Priority 3: Parent Engagement

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

Priority 6: School Climate

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

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

MET – Data used: CA Dashboard Self-Reflection Tool

JOURNEY SCHOOL STAFFING PLAN 2026-27

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

JOURNEY SCHOOL STAFFING PLAN 2026-27

Emily Landrum	Counselor	FTE Salary/Exempt BENEFITS	
Jaime Lloyd	Receptionist/Communication Support	Hourly /Non-Exempt BENEFITS	New Role for Current Employee
Candice Reese	Receptionist/Communication Support/Clerk of the Board	Hourly /Non-Exempt BENEFITS	New Hire
Vivienne Benjamin	Social Media and Event Support	Hourly /Non-Exempt/Part time	

MAIN CLASS TEACHERS	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
April Martin	Main Class Teacher	F/T, Salary/Exempt	
Hellene Brodsky-Blake	Main Class Teacher	F/T, Salary/Exempt	
Jill Murphy	Main Class Teacher	F/T, Salary/Exempt	
Fiona Kephart	Main Class Teacher	F/T, Salary/Exempt	
Amanda Simmons	Independent Study Teacher	.5 F/T, Salary/Exempt	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 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 Lower Grades	16 periods contact 5 prep HOURS DEPENDENT ON TITLE I FUNDING	
Lindsey LaFleur	Middle School Academic Specialist (TOSA)	F/T, Salary/Exempt (Teacher Salary Schedule)	
Pam Klevit	Elementary Academic Specialist (TOSA)	F/T, Salary/Exempt (Teacher Salary Schedule)	
Miscellaneous: Gilliam Buckley, Rebecca Robertson, Ashley Caldwell, Candice Reese, Brianna Kinney, Lindsey Allbee	Guest Teachers/Subs.	As needed 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 BENEFITS	
Alyson Wunderlich	Education Specialist	Salary/Exempt BENEFITS	
Grace Stewart	Education Specialist	Salary/Exempt BENEFITS	
Ashley Grey	Education Specialist	Salary/Exempt BENEFITS	
Marlena Ambrose	Education Specialist	Salary/Exempt BENEFITS	Not Returning
Lindsey Baxter	Education Specialist	Salary/Exempt BENEFITS	New Hire
Kathryn Ryrle	Speech Language Pathologist	Salary/Exempt BENEFITS	
Savannah Diasdado	Speech Language Pathologist Assistant	Salary/Exempt – PART TIME BENEFITS	
Dee Marzal	Occupational Therapist	Salary/Exempt – Part Time (16-20 hours)	
Paraprofessionals	Paraprofessionals	NA – Full time (30 hours)	Contract with Strategic Kids
Lisa Ryan	School Psychologist	NA – Part Time	Contracted Service with Effectual Education
Christina Gabrielson	School Psychologist	NA – Part Time	Contracted Service with Effectual Education
Kimberly Smith	School Psychologist	NA – Part Time	Contracted Service with Effectual Education
Ruth Labra	2 nd Grade 1:1 Aide	NON EXEMPT 26 hours per week	

JOURNEY SCHOOL STAFFING PLAN 2026-27

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 Grades 1-3	6 classes 3prep	
Brandon Wickes	Garden Instructor	12 classes 6 prep 12 hours maintaining gardens BENEFITS	
Devan Steele	Strings	14 classes 7 prep 3 hours music dept. coordination	
Billy Alexander	Music Elective: Guitar	2 classes 1 prep	
Joshua French	Music Elective: Ukulele	2 classes 1 prep	
Ava Moadeli	Music Elective: Choir	2 classes 1 prep	
Nicola Wellner	Handwork Grades 5-8	18 classes 9 prep 3 hours specialty program coordination 2 hours assisting Independent Study BENEFITS 50-75 hours annually to work with Parent Cabinet to plan Harvest Faire— reimbursed by PC through their general/annual contribution to the school budget.	Not Returning
Rebecca Robertson	Handwork Grades 5-8	18 classes NON - EXEMPT 28 hours per week	New Hire

JOURNEY SCHOOL STAFFING PLAN 2026-27

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

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 BENEFITS	
Raz Allen	First Grade Assistant	NON EXEMPT 30 hours per week BENEFITS	
Rachel Verbeek	Violin Assistant	NON EXEMPT 16 hours per week	
Vianney Figueroa	Handwork Assistant	NON EXEMPT 16 hours per week	
Sergio Huertas	Campus Supervision and Custodial Support	NON EXEMPT 11 hours per week BENEFITS	
Carmen Paez	Campus Supervision Lead And Campus Support	NON EXEMPT 35 hours per week BENEFITS	

JOURNEY SCHOOL STAFFING PLAN 2026-27

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

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 BENEFITS	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*	
Lucas Marquez/Various	Little Acorns Assistant	15-25 hours per week	Not Returning

*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

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

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Journey School

CDS Code: 30 66464 6117758

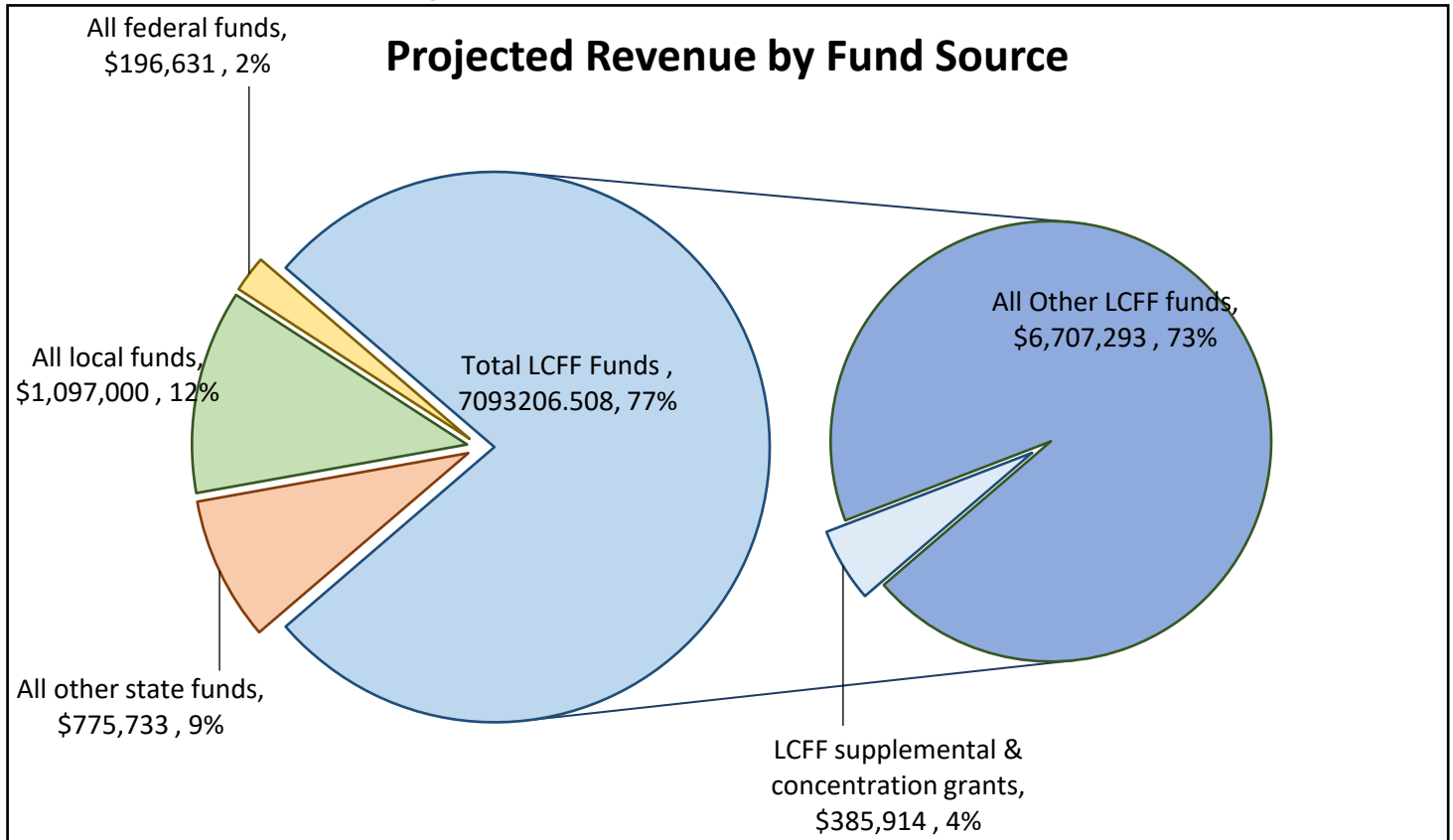
School Year: 26-27

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

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

Budget Overview for the 26-27 School Year

Projected Revenue by Fund Source

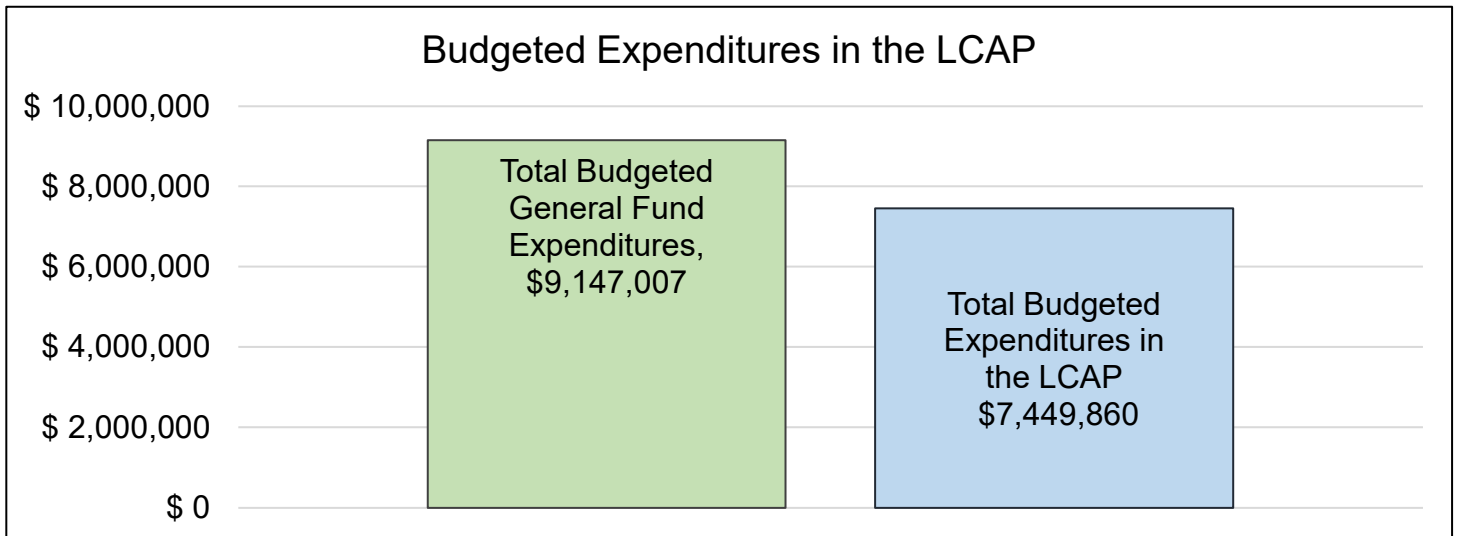


This chart shows the total general purpose revenue Journey School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Journey School is \$9,162,570.56, of which \$7,093,206.51 is Local Control Funding Formula (LCFF), \$775,733.20 is other state funds, \$1,096,999.50 is local funds, and \$196,631.35 is federal funds. Of the \$7,093,206.51 in LCFF Funds, \$385,914.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Journey School plans to spend for 26-27. It shows how much of the total is tied to planned actions and services in the LCAP.

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

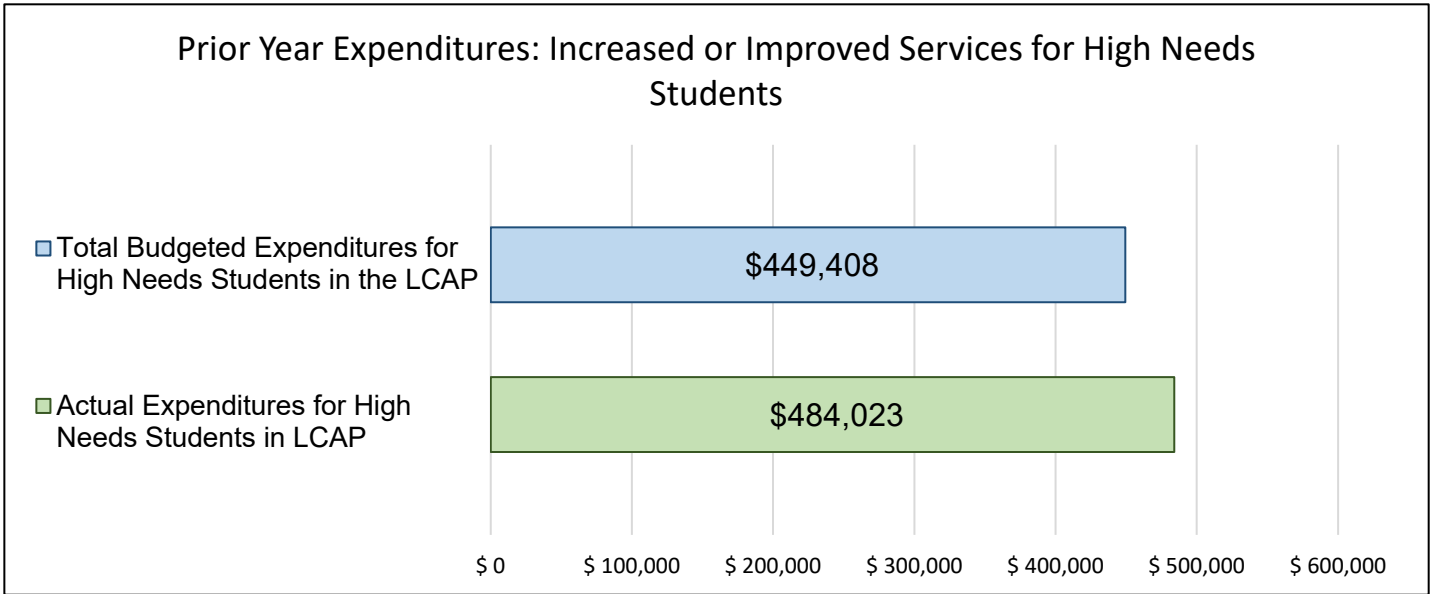
Administrative and operational expenses

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

In 26-27, Journey School is projecting it will receive \$385,914.00 based on the enrollment of foster youth, English learner, and low-income students. Journey School must describe how it intends to increase or improve services for high needs students in the LCAP. Journey School plans to spend \$403,185.75 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 25-26



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

The text description of the above chart is as follows: In 25-26, Journey School's LCAP budgeted \$449,407.54 for planned actions to increase or improve services for high needs students. Journey School actually spent \$484,023.37 for actions to increase or improve services for high needs students in 25-26.

DRAFT - Local Control and Accountability Plan

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

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

Plan Summary [2026-2027]

General Information

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

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

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

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

HANDS – Willing/Moral Courage: Holding students to the highest standards, the Journey community champions each child in their development to advocate for themselves and support their community. Centered on relationships, the Journey School community strives to develop as human beings so that each may bring their highest potential forth in service of their families and communities.

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026 LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Learning Materials and Supplies	Procure high quality supplies and learning materials that support delivery of a Waldorf inspired education	\$103,427	N
2	Special Education Programming at Journey	Journey will continue to develop Special Education programming and will procure resources, curriculum, assessment materials and train staff to provide high quality services.	\$1,273,695	N
3	Interventions/Three Care Streams	Increase targeted interventions along with progress monitoring and improvements using data tracking for more responsive interventions and support plans.	\$179,140	N
4	Mentorship and Professional Development	Provide ongoing training and staff development opportunities in core academic areas and use of data to drive lesson plans. Host Journey Assessment Summer Institute to refine tools, offer PD, and attract outside educators. Increase classroom observation and peer mentoring opportunities. Increase staff participation in regional and national Waldorf and public education conferences	\$60,353	N
5	Curriculum	Provide access to a thorough and rigorous course of study at each grade level, using research-based core curriculum and methods of instruction. Eureka Math curriculum will be deployed across grades 1-8. Publish internal curriculum guides with cross-grade expectations (academic + SEL)	\$32,245	N
6	Assessment and Data	Utilize assessment systems to gather achievement data throughout the year. Utilize the data to drive instructional decisions. Communicate benchmarks and achievement data at regular intervals through the school year. Develop Waldorf-aligned assessment rubrics and pilot in Grades 2, 5, and 7.	\$1,905	N
7	High Quality Instruction	Retain high performing teachers and support their effort in developing a dynamic educational experience rooted in the core principles of Public Waldorf education. Enhance teacher evaluation process to drive support. Improve alignment between MCTs and Specialists through shared curriculum planning retreats.	\$2,937,155	N
8	Middle School "Honors" Track	Fund "honors" or accelerated programming in the middle school to ensure a seamless transition and access for students wishing to pursue high school honors/AP tracks	\$95,744	N

9	“Teacher on Special Assignment” (TOSA)	Fund 2 TOSAs to support students in grades 1-8 with small group, specialized instruction, instructional intervention/reteaching, and other support.	\$218,662	Y
10	Expanded Learning Opportunity Program	Summer school programming and extended opportunities for students	\$85,150	N
11	Tutoring	Develop tutoring opportunities and study skills classes	\$39,891	N
12	Vision/Hearing Screening	Implement vision and hearing screenings for all students at first entry (TK/Kindergarten) and in 2nd, 5th, and 8th grades.	\$3,000	N

Insert or delete rows, as necessary.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026 LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

ACTIONS

Action #	Title	Description	Total Funds	Contributing
1	Access to a Broad Course of Study	Hire and retain high performing specialty and elective teachers to support and educational experience rooted in the core principals of public Waldorf education	\$387,813	N
2	Attendance	Improve parent communication regarding attendance thresholds, tardies, and service access, that includes automated delivery of attendance notes, reminders, and compliance letters. Use SST, IEP, and CareStream data more intentionally to identify attendance-related patterns.	\$10,000	N
3	Independent Study	Continue to fund a temporary independent study program and process to directly support students who are home ill and or traveling (but are still able to remain engaged and participating in school).	\$7,500	N
4	Safe and Secure Learning Environment	Enhance security measures across campus, including automated gates, visitor kiosks and additional staff presence at school entry points during arrival and dismissal. Retain campus supervisor to staffing plan to oversee recess/lunch and other unstructured periods of the day.	\$216,615	N
5	Little Acorns	Aftercare programming for kindergarten students to extend their school day	\$95,950	N
6	Nutrition Services	Provide breakfast and lunch to all students as a School Food Authority (SFA).	\$225,581	N
7	Facilities and Maintenance	Continue lease of current campus while determining facilities goals including budget and timeline, based on research. Launch capital funding campaign to support facilities goals. Fund maintenance support to supplement CUSD maintenance and operations to ensure clean, safe and operable facilities.	\$187,009	N

Insert or delete rows, as necessary.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026 LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

ACTIONS

Action #	Title	Description	Total Funds	Contributing
1	Fund access to mentorship and Professional Development	Provide mentorship and professional development opportunities for staff members focused on IEP implementation, classroom management, behavior and discipline practices.	\$68,879	N
2	Fund specialized Staff Members	Fund and retain the following positions in the staffing plan: school counselors (2.0 full time employees), school nurse, and behavioral support providers.	\$515,661	Y
3	Implement SE Curriculum and enhance SE screening and referral processes	Implement social-emotional learning curriculum and Compassionate Campus activities, civics classes and student access to field trips and overnight excursions. Continue i-Wellness efforts for social emotional screening. Use data set as one indicator in the referral process for counseling support. Clarify what Compassionate Campus includes, how it is implemented, and how effectiveness is measured.	\$84,298	N
4	Increase Student Supervision	Increase campus supervision at recess and lunch times and provide supervision and behavioral support and intervention training for campus supervisors.	\$144,301	N
5	Janitorial services to ensure clean school facilities	Continue to fund and provide high quality janitorial support.	\$169,972	N

6	Bullying Prevention	<p>Enhance our comprehensive approach to bullying intervention including targeted class lessons, assemblies and field trips (ex: visiting the Museum of Tolerance).</p> <p>Integrate lessons on inclusivity, empathy, and diversity across grade levels as a bullying prevention strategy.</p> <p>Address cyberbullying explicitly, including education on smartphone use and accountability.</p> <p>Fund professional development in anti-bullying, inclusivity, and student well-being.</p>	\$3,000	N
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Insert or delete rows, as necessary.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026 LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

Actions

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

Insert or delete rows, as necessary.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026 LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

Actions

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

Insert or delete rows, as necessary.

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Insert or delete rows, as necessary.

Limited Actions

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

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

Insert or delete rows, as necessary.

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

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

25-26 Annual Update Table

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

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

25-26 Annual Update Table

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

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

25-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 381,058	\$ 449,408	\$ 484,023	\$ (34,616)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	9	"Teacher on Special Assignment" (TOSA)	Yes	\$ 205,999	\$ 210,460.87	0.000%	0.000%
3	2	Fund specialized Staff Members	Yes	\$ 216,126	\$ 208,688.54	0.000%	0.000%
3	3	Implement SE Curriculum	Yes	\$ 27,283	\$ 64,873.97	0.000%	0.000%

25-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,345,462	\$ 381,058	0.000%	6.005%	\$ 484,023	0.000%	7.628%	\$0.00 - No Carryover	0.00% - No Carryover

26-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	\$ 6,707,293	\$ 385,914	5.754%	0.000%	5.754%

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

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

26-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,707,293	\$ 385,914	5.754%	0.000%	5.754%	\$ 403,186	0.000%	6.011%	Total:	\$ 403,186
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 403,186

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	9	Elementary "Teacher on Special Assignment"	Yes	Schoolwide	All	Journey School	\$ 218,662	0.000%
3	2	Fund specialized Staff Members	Yes	Schoolwide	All	Journey School	\$ 184,524	0.000%

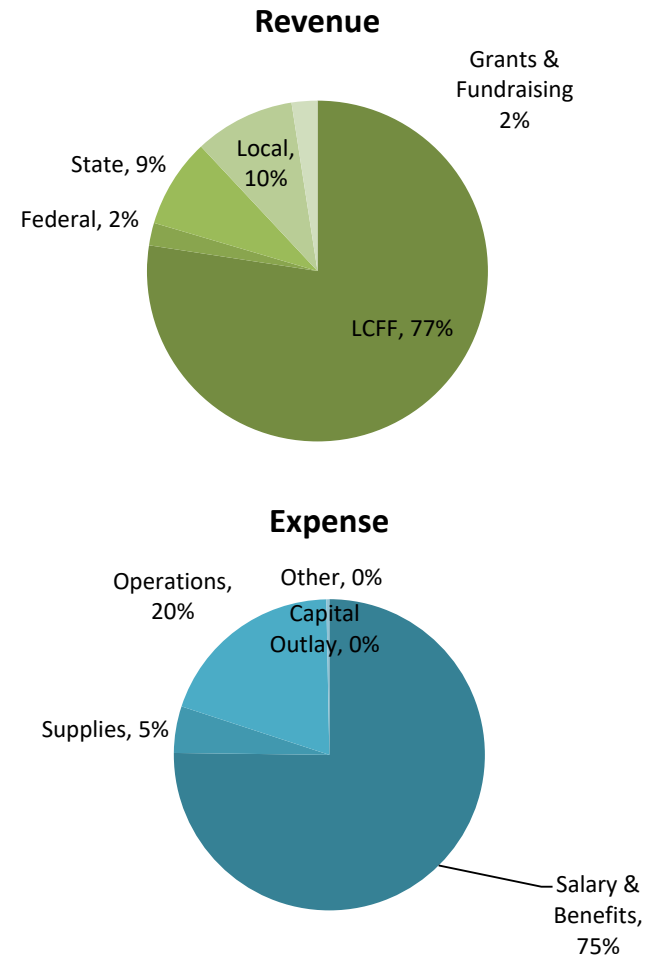
JOURNEY SCHOOL

Multi-Year Budget Summary

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	2025-26	2026-27 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%
INCOME				
8011-8098 · Local Control Funding Formula Source	6,854,574	7,093,207	7,253,514	7,477,728
8100-8299 · Federal Revenue	242,225	196,631	193,927	193,927
8300-8599 · Other State Revenue	1,183,321	775,733	919,289	767,057
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	-	-	-	-
TOTAL INCOME	9,242,314	9,162,571	9,453,229	9,525,212
EXPENSE				
1000 · Certificated Salaries	3,283,015	3,445,499	3,542,426	3,648,699
2000 · Classified Salaries	1,495,301	1,533,504	1,575,947	1,623,225
3000 · Employee Benefits	1,727,494	1,897,943	1,988,660	2,066,301
4000 · Supplies	476,676	444,307	451,865	459,221
5000 · Operating Services	2,310,079	1,797,302	1,814,643	1,785,881
6000 · Capital Outlay	28,816	28,452	29,834	23,450
7000 · Other Outgo	-	-	-	-
TOTAL EXPENSE	9,321,381	9,147,007	9,403,375	9,606,777
NET INCOME	(79,067)	15,564	49,854	(81,565)
Ending Cash Balance	2,911,172	2,722,427	2,594,974	2,541,299

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%
Income				
8011-8098 · Local Control Funding Formula Sources				
8011 Local Control Funding Formula	487,188	783,827	944,134	1,168,348
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)			
Total 8011-8098 · Local Control Funding Formula	6,854,574	7,093,207	7,253,514	7,477,728
8100-8299 · Federal Revenue				
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	-	-	-	-
Total 8100-8299 · Other Federal Income	242,225	196,631	193,927	193,927
8300-8599 · Other State Revenue				
8520 Child Nutrition - State	119,325	124,518	124,518	124,518
8550 Mandate Block Grant	11,884	12,263	12,546	12,933
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	236,717	240,202	171,849
8596 Prop 28 Arts & Music	108,339	81,851	84,353	86,818
8599 State Revenue - Other	418,060	110,144	247,430	160,700
Total 8300-8599 · Other State Income	1,183,321	775,733	919,289	767,057
8600-8799 · Other Local Revenue				
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
Total 8600-8799 · Other Income-Local	962,195	1,097,000	1,086,500	1,086,500
TOTAL INCOME	9,242,314	9,162,571	9,453,229	9,525,212
Expense				
1000 · Certificated Salaries				
1110 Teachers' Salaries	2,442,551	2,496,354	2,568,971	2,646,040
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	569,317	586,397	603,989
Total 1000 · Certificated Salaries	3,283,015	3,445,499	3,542,426	3,648,699
2000 · Classified Salaries				
2111 Instructional Aide & Other Salaries	627,959	681,988	702,448	723,521
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	467,229	481,246	495,683
2900 Other Classified Salaries	93,558	101,518	104,564	107,701
Total 2000 · Classified Salaries	1,495,301	1,533,504	1,575,947	1,623,225
Total 1000-2000 · Salaries	4,778,316	4,979,003	5,118,373	5,271,924
3000 · Employee Benefits				
3111 STRS - State Teachers Retirement System	663,095	658,090	676,603	696,902
3212 PERS - Public Employee Retirement System	306,040	404,845	422,354	420,415
3311 OASDI - Social Security	78,831	95,077	97,709	100,640
3331 MED - Medicare	67,726	72,196	74,216	76,443
3401 H&W - Health & Welfare	529,505	581,417	627,930	678,165
3501 SUI - State Unemployment Insurance	2,335	2,490	2,559	2,636
3601 Workers' Compensation Insurance	46,211	50,078	53,539	57,351
3901 Other Retirement Benefits	750	750	750	750
3902 Other Benefits	33,000	33,000	33,000	33,000
Total 3000 · Employee Benefits	1,727,494	1,897,943	1,988,660	2,066,301
Total 1000-3000 · Salaries & Benefits	6,505,810	6,876,946	7,107,033	7,338,225
4000 · Supplies				
4111 Core Curricula Materials	31,306	32,245	33,271	34,269
4211 Books & Other Reference Materials	5,000	5,150	5,314	5,473
4311 Student Materials	90,112	77,164	79,618	82,006
4351 Office Supplies	18,500	19,055	19,661	20,251

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	40,509	41,725
4391 Food (Non Nutrition Program)	21,625	15,888	16,393	16,885
4392 Uniforms	7,974	7,416	7,652	7,881
4393 PE & Sports Equipment	3,581	1,438	1,484	1,528
4395 Before & After School Program Supplies	100	100	103	106
4399 All Other Supplies	15,905	16,760	17,293	17,812
4411 Non Capitalized Equipment	30,944	23,175	23,912	24,629
4711 Nutrition Program Food & Supplies	212,929	206,655	206,655	206,655
Total 4000 • Supplies	476,676	444,307	451,865	459,221
5000 • Operating Services				
5211 Travel & Conferences	20,950	21,579	22,265	22,933
5311 Dues & Memberships	16,217	20,935	21,743	22,545
5451 General Insurance	138,484	141,873	146,384	150,776
5511 Utilities	91,027	92,023	94,950	97,798
5521 Security Services	3,000	3,090	3,188	3,284
5531 Housekeeping Services	107,874	103,022	106,298	109,487
5599 Other Facility Operations & Utilities	12,418	12,791	13,197	13,593
5611 School Rent - Private Facility	(361)	(59)	(59)	(59)
5619 Other Facility Rentals	194,890	200,737	207,120	213,334
5621 Equipment Lease	43,300	29,149	30,076	30,978
5631 Vendor Repairs	38,110	25,665	26,481	27,276
5812 Field Trips & Pupil Transportation	147,916	152,353	157,198	161,914
5821 Legal	199,100	68,090	53,188	54,784
5823 Audit	32,000	25,750	26,569	27,366
5831 Advertisement & Recruitment	3,350	1,906	1,966	2,025
5841 Contracted Substitute Teachers	48,000	27,810	28,694	29,555
5842 Special Education Services	490,566	359,066	362,341	365,530
5849 Other Student Instructional Services	206,060	120,142	120,362	49,208
5852 PD Consultants & Tuition	10,771	4,196	4,234	4,271
5854 Nursing & Medical (Non-IEP)	127,256	3,000	3,095	3,188
5859 All Other Consultants & Services	195,764	198,918	205,211	211,367
5861 Non Instructional Software	41,862	38,275	39,492	40,677
5865 Fundraising Cost	3,200	2,575	2,657	2,737
5871 District Oversight Fees	68,576	70,932	72,535	74,777
5872 Special Education Fees (SELPA)	35,575	33,541	29,400	29,400
5899 All Other Expenses	26,684	27,484	28,358	29,209
5913 Mobile Phone	775	798	824	848
5921 Internet	4,155	4,010	4,138	4,262
5923 Website Hosting	438	5,448	462	476

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	2,096	2,163	2,228
5999 Other Communications	103	107	111	114
Total 5000 · Operating Services	2,310,079	1,797,302	1,814,643	1,785,881
6000 · Capital Outlay				
6901 Depreciation Expense	28,816	28,452	29,834	23,450
Total 6000 · Capital Outlay	28,816	28,452	29,834	23,450
7000 · Other Outgo				
7438 Interest Expense	-	-	-	-
Total 7000 · Other Outgo	-	-	-	-
TOTAL EXPENSE	9,321,381	9,147,007	9,403,375	9,606,777
NET INCOME	(79,067)	15,564	49,854	(81,565)
Beginning Cash Balance	2,820,267	2,911,172	2,722,427	2,594,974
Cash Flow from Operating Activities				
Net Income	(79,067)	15,564	49,854	(81,565)
Change in Accounts Receivable				
Prior Year Accounts Receivable	1,082,724	677,219	669,316	701,788
Current Year Accounts Receivable	(677,219)	(669,316)	(701,788)	(674,375)
Change in Due from	(175)		-	-
Change in Accounts Payable	51,389	(8,827)	(8,385)	(7,966)
Change in Due to	10,288	155,360	(151,513)	-
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
Cash Flow from Investing Activities				
Capital Expenditures	3,750	(10,000)	(10,000)	(10,000)
Ending Cash Balance	2,911,172	2,722,427	2,594,974	2,541,299

JOURNEY School



SCHOOL HANDBOOK

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

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ADMINISTRATIVE WELCOME!

THE FIRST AND MOST IMPORTANT EDUCATORS OF CHILDREN ARE THEIR PARENTS. JOURNEY SCHOOL HONORS THIS AND INTENDS TO CREATE POWERFUL SCHOOL-FAMILY PARTNERSHIPS EACH SCHOOL YEAR. AFTER ALL, MANY YEARS AGO, A TEAM OF COMMITTED PARENTS AND EDUCATORS LAUNCHED JOURNEY SCHOOL ON VALENTINE'S DAY—A TRUE ACT OF LOVE AND DEDICATION ON BEHALF OF THE CHILDREN AND FAMILIES OF SOUTHERN CALIFORNIA. WE ARE DEDICATED TO THE REALIZATION OF THIS INITIAL IMPULSE TO CREATE A THRIVING WALDORF-INSPIRED PUBLIC CHARTER SCHOOL FOR ALL CHILDREN AND LOOK FORWARD TO STRIVING TOWARDS SUCCESS, TOGETHER.

SINCERELY,

GAVIN KELLER

EXECUTIVE DIRECTOR

JOURNEY SCHOOL

ADMINISTRATIVE WELCOME

Welcome to Journey School! We are honored that your family has chosen to be part of our vibrant learning community. At Journey, we believe that education is not simply the transfer of knowledge, but the cultivation of curiosity, character, creativity, and a lifelong love of learning. Rooted in the principles of Public Waldorf education, our program seeks to nurture the whole child - head, heart, and hands - while preparing students to thrive academically and contribute meaningfully to the world around them.

We also believe that the first and most influential teachers in a child's life are their parents and caregivers. The partnership between home and school is at the very heart of the Journey experience. When families and educators work together with trust, grace, respect, and shared purpose, children flourish. This handbook serves as a guide to our shared expectations and values, helping us build a collaborative community centered on the well-being and growth of every student.

At Journey, partnership extends beyond the relationship between a family and the school and includes the relationships we cultivate with class community. Our children learn as much from the example set by the adults around them as they do from the lessons presented in the classroom. By approaching one another with kindness, assuming positive intent, engaging in respectful dialogue, and working through differences with empathy and understanding, we model the very qualities we hope to instill in our students.

Journey School itself was born from the vision and dedication of a group of committed parents and educators who came together on Valentine's Day 2000 to create something extraordinary for the children and families of Southern California. Their belief was simple yet profound: that every child deserves an education that inspires wonder, fosters compassion, and develops the confidence to meet the challenges of an ever-changing world. That founding spirit of collaboration and service continues to guide us today. It reminds us that our greatest successes come not from individual efforts alone, but from our willingness to listen, contribute, and work together in pursuit of a common purpose.

As you read through this handbook, you will discover that Journey is more than a school...it is a community. Together, we celebrate festivals, support one another through volunteerism and service, embrace the natural world as a classroom, and create an environment where every child is known and valued. We invite you to become an active participant in this shared endeavor and to help preserve the warmth, trust, and sense of belonging that make Journey School such a special place. Through mutual respect, open communication, and a commitment to resolving challenges constructively, we create the kind of community where both children and adults can grow.

Thank you for entrusting us with your child's educational journey. We look forward to partnering with you in the year ahead as we continue the important work of helping our students become thoughtful, capable, and compassionate human beings.

Sincerely,

Gavin Keller
Executive Director
Journey School

SCHOOL PURPOSE, MISSION AND CORE VALUES

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

Mission: Rooted in the core principles of pPublic Waldorf eEducation, Journey School awakens curiosity in the whole child and cultivates ingenuity, compassion, and moral courage, leading Journey children towards a world of lifelong learning. The program is available for all students in K-8 and is dedicated to the optimal development of the whole child in 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.

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

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

PARENT PARTNERSHIP

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

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

The School Will:

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

Parents Will:

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

The School Encourages Parents To:

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

PRACTICAL INFORMATION

For additional explanation see section concerning Policies and Procedures.

SCHOOL HOURS

Kindergarten Regular Days are 9:00 am – ~~4:00~~12:45 pm
Minimum Days are 9:00 am – 12:15 pm
First and Last Day of School 9:00 am – 11:00 am

Grades 1-8 Regular Days are 8:40 am – 3:05 pm
Minimum Days are 8:40 am – ~~4:00~~1:05 pm

PARKING AND DROP-OFF

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

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

LATE ARRIVAL

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

DISMISSAL/PICK-UP

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

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

MINIMUM DAYS

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

AFTER SCHOOL CARE

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

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

SCHOOL CALENDAR

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

HISTORY OF JOURNEY SCHOOL:

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

– Karen Ray

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

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

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

IMPORTANT ASPECTS OF JOURNEY SCHOOL

PHILOSOPHY

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

– Rudolf Steiner

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

Journey School is based upon:

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

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

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

JOURNEY SCHOOL EDUCATIONAL PROGRAM

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

– Rudolf Steiner

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Aesthetics

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

Festivals and Celebrations

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

Field Trips

Field trips are taken throughout the year by all classes. These trips are conducted in conjunction with the curriculum and offer the students an opportunity to experience a deepening of their studies in a different environment. Parents must review, sign, and return permission slips (including liability release forms) to the school as a requirement for student participation. In some cases, 3rd party liability forms and documentation (typically from an outfitter that the school has contracted with) may also need to be completed by parents as an additional requirement for their child's participation.

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

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

ENROLLMENT

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

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

No Shows (For New Students)

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

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

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

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

Age Requirements

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

Grade	Age Requirements
Transitional Kindergarten	Must turn 4 years old by September 1 st of current school year.
Kindergarten	Must turn 5 years old prior to September 1 st
1 st	Must turn 6 years old prior to June 1 st
2 nd	Must turn 7 years old prior to June 1 st
3 rd	Must turn 8 years old prior to June 1 st
4 th	Must turn 9 years old prior to June 1 st
5 th	Must turn 10 years old prior to June 1 st
6 th	Must turn 11 years old prior to June 1 st
7 th	Must turn 12 years old prior to June 1 st
8 th	Must turn 13 years old prior to June 1 st

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

Articulation

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

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

English Language Learners (ELs)

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

Special Education Students with Disabilities

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

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

STUDENT ASSESSMENT

Measurable Student Outcomes

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

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

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

Standardized Testing

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

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

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

PARENT INVOLVEMENT

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

Support through Volunteering

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

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

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

Commitment to Educational Program and to Parent Education

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

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

Support the School's Media Expectation

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

Support the Snack and Lunch Guidelines

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

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

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

Support Ecological Awareness

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

VOLUNTEER STRUCTURE

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

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

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

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

VOLUNTEER GUIDELINES

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

Screening Requirements for all Volunteers

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

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

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

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

- **Complete an approved "Mandated Reporter" training**

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

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

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

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

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

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

ORGANIZATIONAL STRUCTURE

Governance

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

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

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

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

The Parent Cabinet (PC) promotes and supports the school's educational programs, conducts fundraising efforts and coordinates volunteers for festivals and events. All parents are considered part of Parent Cabinet and are encouraged to participate at all PC meetings.

The Parent Advisory Committee (PAC) assists in developing Journey's School Plan for Student Achievement and/or Local Control and Accountability plan.

Council Meetings

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

HEALTH RELATED ISSUES

Medication

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

Allergies

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

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

Contagious Illnesses

In the event of a contagious illness other than routine colds and flu, parents will be notified of the concern if the school determines that their child has been exposed. Children may be asked to stay home until they are determined to no longer be contagious. Children who are not vaccinated due to

an exemption may be excluded from school in the event of an outbreak of one of the contagious illnesses that vaccines are required for. The school will follow health guidelines issued by the California Department of Education for potential outbreaks of flu virus. The following guidelines are recommended to parents to assist the school in minimizing outbreaks of flu:

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

Accidents/Emergencies

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

Emergency Release Form

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

CAMPUS SAFETY

The safety of our students is of the highest priority. A Comprehensive School Safety Plan has been developed and is available on our website.

CAMPUS VISITORS

Therefore, any visitor to the campus, including parents, must sign in and out in the office and wear a visitor badge whether they are visiting or performing volunteer services on campus.

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

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

ADMINISTRATIVE PROCEDURES FOR CLASSROOM OBSERVATION

1. Please arrange a mutually agreed upon date and time with the Executive Director in advance of the requested classroom observation.

2. All observation sessions must be planned in advance so as to not create conflict with the teacher and student schedule. Therefore, arrangements must be made at least 48 hours prior to the time of the classroom visit or observation.
3. Observations will be limited to one time per month for no more than twenty (20) minutes per visit in order to avoid distraction or disruption to the teacher's schedule and classroom atmosphere. However, under certain circumstances, such as evaluation, upcoming IEP meeting, crisis intervention etc., a parent or provider may request additional days or time for observation. Under these circumstances, the Executive Director will use his or her discretion to either approve or decline such requests.
4. Formal observation does not include times when parents are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to enjoy lunch with their student.
5. The Executive Director reserves the right to decline any request for or terminate a classroom observation if it is determined that such an observation would or has caused undue disruption in the educational process.
6. For security reasons, all visitors are required to sign in at the school office, to receive a visitor's badge, and indicate the name of the teacher and destination before proceeding to the class. All visitors are asked to sign out when leaving the building.
7. To protect the learning environment, the parent/guardian or outside provider will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the Executive Director and have written consent from the parent/guardian describing the reason for the visit/observation.
8. Out of respect for the teaching environment, parents/guardians may not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.
- 9.. During the observation, the Executive Director or his/her designee may be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.
10. No electronic listening or recording device (including video) may be used in a classroom (Education Code 51512)

POLICIES, PROCEDURES, AND GUIDELINES

MEDIA AND TECHNOLOGY

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

– Rudolf Steiner

Background

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

Extensive research has shown that exposure to entertainment media for children has a detrimental effect upon their self- image, their ability to concentrate and develop attention span, their relationship skills, values, reading skills, physical skills, energy levels, psychological health, creativity and social

behavior. It is important to limit this exposure so that your children be able to absorb the rich artistic Journey School curriculum each day

Agreements

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

Technology Guidelines

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

Some Helpful Media and Technology Tips:

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

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

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

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

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

Seek balance. It's hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected or know how to protect themselves. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection. As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose.

Kids need to see both the possibilities and the perils of digital life, so they can act responsibly and seize all that is wondrous about digital media to enrich their lives.

–Adapted from Common Sense Media (Common Sense Media’s website is an exceptional resource for parents)

CELL PHONES/ELECTRONIC DEVICES

Students may not use cell phones and/or smart watches on campus during school hours. In accordance with AB 272, all students Tk-8th may bring may a cell phone or smart watch to campus for use in the case of an emergency. Otherwise, cell phones must remain turned off and remain in a designated basket/pocket within the classroom during the school day. A student may also keep these items (turned off) in their backpack if they choose.

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

DRESS CODE

The Dress Code is established to support students’ outward expression as well as establish courtesy and respect that all members of the school community have for one another. Our intention is to minimize distractions in an effort to ensure students remain focused on their education. Please hold these thoughts in your consciousness and review these guidelines as you and your child are making wardrobe selections.

CLOTHING (TOPS/DRESSES/BOTTOMS) and HATS

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

SHOES

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

ACCESSORIES/MAKE-UP/JEWELRY

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

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

ATTENDANCE POLICY

At Journey School, students are taught in carefully designed, complete units known as Main Lesson blocks which last 3-4 weeks each. Missing a portion of a block will affect full comprehension of that block as well as future lessons. When school is missed, rhythm is disrupted, lessons cannot be replicated and missed work becomes a burden to complete while staying caught up on current assignments. Regular attendance is extremely important for many additional reasons, including:

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

Excused Absence

Absences for the following reasons will be considered excused:

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

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

Unexcused Absence

Absences for the following reasons will be considered unexcused:

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

Tardy to School

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

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

Leaving Early/Early Departure

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

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

Procedure for Excessive Unexcused Absences

The following procedure will be followed to manage Unexcused Absences:

- 3rd Unexcused Absence – A staff or faculty member will call home to verify the student’s attendance record, review this policy and discuss how the school can help to resolve the problem.
- 5th Unexcused Absence – A staff or faculty member will call the family to verify the student’s absence and a notice of excessive unexcused absences will be sent home and placed within the student’s cumulative record.
- 7th Unexcused Absence - Upon reaching eight (7) unexcused absences, the parent/guardian will receive a notification letter and will be required to meet with the Executive Director. It is Journey School’s intent to identify and remove all barriers to the student’s success and will explore every possible option to address student attendance issues with the family. The Executive Director will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
- 10th Unexcused Absence – The Executive Director will connect with pertinent staff to determine appropriate next steps to address the chronic nature of unexcused absences. The Executive Director may issue a letter informing the parent/guardian of Journey School’s decision and intent to disenroll the student due to excessive absenteeism. Known as a “Five Day Letter”, this notice will explain the parent’s/student’s due process rights to request a neutral hearing on the Executive Director’s decision to disenroll the student for failure to

comply with this policy. If the parent/student does not respond to the "Five Day Letter" or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence of a non-attending student. After disenrollment, the student can apply to Journey School the following school year.

Procedure for Excessive Consecutive Unexcused Absences

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

Chronic Absenteeism

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

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

Procedure for Excessive Tardies and/or Early Departures

The following procedure will be followed:

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

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

Reporting Absences and Tardies to School

Parents are to notify the school office of a student's absence (regardless of the reason – excused or unexcused) as soon as possible, ideally before 9:30 am when attendance is entered. Physician, dental, counseling and other appointments should be scheduled after school hours whenever possible. If unavoidable, please notify the office and have the child attend classes both before and after the scheduled appointments. Absences will remain unexcused and accumulate as such unless they are excused for a valid reason (see above). A child's absence may be verified/excused up to five (5) days after your child has been absent. Absences that are not verified within the time allowed will be considered unexcused.

EMERGENCY SITUATIONS

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

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

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

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

Emergency School Closure

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

BEHAVIOR POLICY

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

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

To that end, Journey School students are expected to adhere to the values, which form our behavior motto - **RESPECT** (Respect, Empathy, Service, Participation, Effort, Courage, Trustworthiness) and the following behavior guidelines:

Behavior Expectations

1. **Student will support a good learning environment.** Children are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and lining up promptly and quietly when requested to do so.

2. **Students will treat all adults and children with respect.** Respectful, courteous language is expected towards teachers, children and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing and lying are not permitted. Students are expected to comply whenever an adult or peer asks for the inappropriate behavior to stop.
3. **Students will treat all personal and school property with respect.** Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible in accordance with applicable law.
4. **Students will follow all classroom and playground rules.** Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes.
5. **Students will contribute to supporting a safe, positive, productive and nurturing educational environment.** Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse. *A full copy of the Journey School Bullying and Harassment Policy can be found on the school website and on page 29 of the School Handbook.*
6. **An expectation for “Gentle Hands” is in place.** Rough housing, fighting, shoving, spitting, pushing, hitting, kicking, or biting is cause for immediate intervention.
7. **An expectation that “All Are Welcome” is in place.** Conversations, activities and games that exclude peers from participating are not permitted.

Consequences for Misbehavior

Classroom management techniques, positive behavior intervention strategies (PBIS) and disciplinary interventions will be employed by school staff as a primary measure to correct behavior. Disciplinary interventions may include but are not limited to advising and counseling students, conferring with parents/guardians, mandating a short breaks, etc. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

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

1. An office referral that involves parent/guardian contact. In this scenario, a student is spoken to by administrative staff and sent back into class when they are ready to contribute to a respectful learning environment. Administration will inform the parent/guardian of the incident.
2. **Incident Report:** A document describing the specifics of an incident or infraction written by those school staff directly involved. This report is placed within the student's cumulative school record *and* a copy will be sent home to the student's parents for review. The class teacher and/or administration will notify the student's parents about the incident or infraction. The class teacher, administrator and possibly the student, will determine the corrective course of action.

3. **Student Support Plan/Behavior Contract:** May be developed when a child habitually fails to follow the school or classroom behavior guidelines or a pattern of behavior develops that undermines a healthy learning environment, endangers others, oneself or property. The plan/contract will be drafted at a parent conference with our Behavior and Guidance team. The plan will describe the behavior(s), the antecedent/setting event for those behaviors, the intervention/support methods employed by Journey School moving forward, and an articulation of the specific escalation of discipline should the behavior continue, which may include removal from Journey School.

4. **Potential Suspension:** A mandatory leave may be assigned to a student in response to an isolated incident/infraction or a pattern of misconduct. The student shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. A suspension notice will be filed within the student's cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found on the school website and on page 32 of the School Handbook.*

5. **Potential Removal from Enrollment:** A significant incident or pattern of misbehavior may result in an administrative recommendation to disenroll the student from Journey School. In this scenario, the Executive Director will issue a letter informing the parent/guardian of Journey School's decision and intent to disenroll the student due to a pattern of misbehavior and/or a significant incident. Known as a "Five Day Letter", this notice will explain the parent's/student's due process rights to request a neutral hearing on the Executive Director's decision to disenroll the student for failure to comply with this policy. If the parent/student does not respond to the "Five Day Letter" or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence of the student.

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

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Journey School ("Journey" or "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a

Commented [GK1]: Updated accordingly given any updates to the HIDB Policy

person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Journey will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Journey school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Journey does business, and all acts of Journey’s Governing Board (“School Council”) in enacting policies and procedures that govern Journey.¹

Journey complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual’s educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student² or students in fear of harm to that student’s or those students’ person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student’s physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student’s academic performance.
- Causing a reasonable student to experience a substantial interference with the student’s ability to participate in or benefit from the services, activities, or privileges provided by Journey.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

¹ This policy becomes effective on August 22, 2024. Conduct occurring before August 22, 2024 will be addressed in accordance with the former version of this policy”

² “Reasonable student” is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student’s age, or for a person of the student’s age with the student’s exceptional needs.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Journey has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Journey advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Journey informs its employees, students, and parents/guardians of Journey’s policies regarding the use of technology in and out of the classroom. Journey encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Journey employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Journey advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Journey and encourages students to practice compassion and respect each other.

Journey educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Journey's bullying prevention education will also help students develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Journey informs Journey employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Journey annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Journey employees who have regular interaction with students. That training is linked here:

<https://www.cde.ca.gov/lss/se/bullyres.asp>

Journey informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Journey also informs certificated employees about the groups of students determined by Journey and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Journey encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Journey's students.

Complaint Procedures

Scope of the Complaint Procedures

Journey will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against

a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Journey UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Journey will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Journey's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Journey's Title IX Policy and UCP is available on the school website

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The School Council requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director (or the Vice President of the School Council if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Journey will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Journey acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Journey on a case-by-case basis.

Journey prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.

At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, the Vice President of the Journey Council will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Journey or termination of employment.

Right of Appeal

Should a complainant find Journey's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Journey's decision or resolution, submit a written appeal to the President of the Journey School Council, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

SENDING A CHILD HOME AND/OR REMOVAL FROM ENROLLMENT

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

EXPULSION/SUSPENSION/EXCLUSION AND DUE PROCESS POLICY*

The school had adopted Pupil Suspension and Expulsion Policies in order to promote learning and protect the safety and wellbeing of students and staff members at Journey School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The policy and procedures detailed herein are in alignment with California Education Code and have also been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students will be provided access to school work for any suspension greater than 2 days.

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

A student identified as an individual with disabilities (or for whom the charter school has a basis of knowledge of a suspected disability) pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education

students, except when federal and state law mandates procedural safeguards and/or additional procedures, such as a manifestation determination.

A. Grounds for Suspension and Expulsion of Students

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

B. Suspension Offenses

1. Discretionary Suspension Offenses:

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

- a) Willfully caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Willfully caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his/her own prescription products by a pupil in accordance with school policy.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

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

2. Non- Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion by school administration if found to have committed any of the following acts:

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

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

C. Suspension Procedures

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

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

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

D. Expellable Offenses

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

E. Authority to Expel

A student who has committed an expellable offense may be expelled by an Administrative Panel to be assigned by the Executive Director. The Administrative Panel should consist of at least three

neutral members who are certificated and neither a teacher of the pupil, Executive Director, or a Council member of the School's governing board.

F. Expulsion Procedures

As required by Education Code section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing before a neutral Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

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

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

The notice shall include:

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

G. Students with Disabilities

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

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

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability (including 11th day services) because of a violation of a code of

student conduct, all relevant information will be reviewed to reach a determination whether the conduct was a manifestation of the child's disability. Depending on the outcome of this determination, additional steps are taken. Detailed information about how this procedure occurs and what additional steps are taken is found in the complete Suspension and Expulsion Policy.

4. Due Process Appeals

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

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

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The student's IEP team must be involved in any determination regarding change in placement for a student with a disability in accordance with applicable state and federal law.

6. Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

H. Record of Hearing

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

I. Presentation of Evidence

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

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

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

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

O. Involuntary Removal

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

POLICY ON COLLECTION OF STUDENT INFORMATION FROM SOCIAL MEDIA

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

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

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

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

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

JOURNEY SCHOOL FREE SPEECH POLICY

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

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

where a school event is held, including but not limited to such places as school athletic events venues, field trip locations, school social event venues, school dance venues or graduation venues, will also be considered "school premises" while that school activity is taking place and while school personnel and students are there.

LIMITATIONS ON STUDENT EXPRESSION:

Limitations on student expression include the following:

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

Written Publications Code

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

Printed materials or petitions may be distributed only:

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

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

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

Clothing/Buttons and Badges

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

Discipline and Appeals

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

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

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

JOURNEY SCHOOL PUPIL FEE POLICY

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

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

DEFINITIONS:

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

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

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

PROHIBITION ON PUPIL FEES

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

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

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

FUNDRAISING AND DONATIONS

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

ALLOWABLE FEES

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

Materials and equipment:

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

Transportation:

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

Food:

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

Lost or Damaged Property:

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

Field Trips:

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

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

Child Care and Development:

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

Duplication of Records:

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

School Sponsored Events:

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

Physical Education Apparel:

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

NON-ALLOWABLE FEES:

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

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

COMPLAINTS:

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

UNIFORM COMPLAINT POLICY AND PROCEDURE

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

Commented [GK2]: Updated accordingly given any updates to the UCP

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

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

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

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

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

PROCEDURAL REQUIREMENTS

Compliance Officer(s)

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

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

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

Notifications

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

The notice shall:

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

Procedures

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

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

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

Step 1: Filing of Complaint

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

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

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

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

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

Step 2: Mediation

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

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

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

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

Step 3: Investigation of Complaint

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

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

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

Step 4: Response

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

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

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

Step 5: Final Written Decision

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

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

For all complaints, the decision shall include:

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

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

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

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

Appeals to the California Department of Education

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

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

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

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

Civil Law Remedies

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

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

COMMUNICATION MODEL

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

To Whom Do I Speak?

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

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

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

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

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

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

Conflict Resolution and Grievances

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

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

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

ONLINE COMMUNICATION, EMAIL POLICY AND PROCEDURES

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

Confidentiality

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

Prohibited content

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

Tone of communication

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

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

Group Emails and REPLY ALL

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

WhatsApp or Similar Communication Threads

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

Journey School Council E-mail Correspondence

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

FUNDING/FUNDRAISING

STATE AND FEDERAL FUNDING

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

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

FUNDRAISERS

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

PARENT DONATIONS

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

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

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

MATCHING FUNDS

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

POTENTIAL INVESTORS

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



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

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

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

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

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

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

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

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

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

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

Name Signature Title

Fax Number Telephone Number Date

Mailing Address

E-Mail Address

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

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

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

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

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

Journey School Council Regular Meeting Schedule

DRAFT

2026-27 School Year

Day	Date	Year	Notes	Insp. Psg.	Faculty Rep.
	July	2026	No regular meeting		
Thursday	August 27	2026	* Board Retreat, 4pm Regular meeting, 7pm	Margaret	
Thursday	September 24	2026	*	Jeannie	
Thursday	October 22	2026	*	Shelley	
	November	2026	No regular meeting		
Thursday	December 17	2026	*	Cassie	
Thursday	January 28	2027	*	Lisa	
Thursday	February 25	2027	*	Mike	
Thursday	March 25	2027	*	Gavin	
Thursday	April 22	2027	*	Shelley	
Thursday	May 27	2027	*	Margaret	
Monday	June 17	2027	^ Annual Meeting	Lisa	

*4th Thursday of the month ^ Exception due to holiday or other scheduling issue

Special Meeting

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

JOURNEY SCHOOL COUNCIL ROSTER and TERMS

As of June 16, 2025
Updated December 11, 2025

Council Members - Voting

NAME	TITLE	START	END TERM	CONTACT INFORMATION
Michael Allbee	President	September 2025	June, 2025	michael.allbee@journeyschool.net
Margaret Moodian	Vice President	July 2021 VP: 09/25	June, 2026	mminni100@hotmail.com
Jeannie Lee	Secretary	July 2017 Sec: 09/25	June, 2027	jeannie@journeyschool.net
Cassie Kawling	Treasurer	September 2025 Treas:12/25	September 2027	cassie@journeyschool.net
Lisa Murray	Board Member	August 2025	August 2027	lisamurray@journeyschool.net

Staff Members/Consultants - Non-Voting

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

Advisory Positions - Non-Voting

NAME	TITLE	EMAIL
Renalani Moodley	Parent Cabinet Advisory	renred63@gmail.com
Adam Kilcollins	Faculty Advisory	adam@journeyschool.net
Kerry Velez	CUSD representative/advisor	kevelez@capousd.org

Ethics Training by Council Members

NAME	TITLE	START	END TERM	DATE OF ETHICS TRAINING	NEXT TRAINING DUE
Michael Allbee	President	September 2025	June, 2025	11-16-2025	11-16-2027
Margaret Moodian	Vice President	July 2021 VP: 09/25	June, 2026	10-28-2025	10-28-2027
Jeannie Lee	Secretary	July 2017 Sec: 09/25	June, 2027	9-19-2025	9-19-2027
Cassie Kawling	Treasurer	September 2025 Treas:12/25	September 2027	2-25-2026	2-25-2028
Lisa Murray	Board Member	August 2025	August 2027		