

Journey School
A California Public Charter School

REGULAR MEETING AGENDA

Thursday, January 22, 2025
5:00 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>

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

BOARD MEMBERS:

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

ADVISORY POSITIONS:

Renal Moodley, Parent Cabinet Advisor
Faculty Advisor, TBD

INSTRUCTIONS FOR PRESENTATIONS TO THE COUNCIL BY PARENTS AND CITIZENS

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

1. *Agendas are available to audience members during the meeting and on the school website.*
2. *"Request to Speak" cards are available for all audience members who wish to speak prior to an agenda item or under the general category of "Public Comment." "Public Comment" time is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Council can only listen to your issue, not discuss your issue, respond in substance or take action. These presentations are limited to five (5) minutes (ten (10) minutes if a translator is needed) and total time allotted to non-agenda items will not exceed thirty (30) minutes. The Council may give direction to staff to respond to your concern.*

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

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

	AGENDA ITEM	SPONSOR	EST. TIME
1	Call to Order and Roll Call	Amy Capelle	5:00
2	Inspirational Passage	Jeannie Lee	5:05
3	Approval of Agenda* NOTE: The order of the agenda may be changed without prior notice to the public.	Amy Capelle	5:08
4	PUBLIC COMMENT: Members of the public may contribute public comment. Reminder: See policy above for time guidelines.	Amy Capelle	5:10
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 the meeting held on December 12, 2024. B. School Accountability Report Card (SARC)*: Ratify annual SARC, reporting on 2023-2024 school year, to be submitted to CDE and posted on the school website by February 1, 2024.	Amy Capelle	5:15

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	<p>C. Updates to 2024-25 Staffing Plan*: Ratification of changes to the Staffing Plan to meet current needs.</p> <p>D. Winter Consolidated Application*: Ratification of application used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to Journey School</p>		
6.	<p>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</p> <p>A. Board Development and Strategic Planning*: Review of faculty SWOT and drafting Strategic Plan</p> <p>B. Nominating Committee Update</p>	Amy Capelle	5:25
7	<p>INFORMATION ITEMS: Reports</p> <p>A. Financial Update*: Report on November and December financials and January Governor’s Budget Proposal.</p> <p>B. Faculty Update: Update on Faculty activities.</p> <p>C. Parent Cabinet Update: Update on Parent Cabinet activities</p> <p>D. Administrative Update: Report from School Director on school events, Special Education, CUSD Charter Oversight Visit, school attendance, enrollment, lottery and Art of Teaching plans for the summer.</p>	<p>Larry Tamayo</p> <p>TBD</p> <p>Renal Moodley</p> <p>Gavin Keller</p>	6:30
8	<p>SCHOOL OPERATIONS: Discussion/Action</p> <p>A. Parent Advisory Committee* - Summary of inaugural meeting and review/approval of amended bylaws.</p> <p>B. Expanded Learning Opportunities Program (ELOP)* - Review of contract with Strategic Kids for ELOP summer 2025 programming.</p> <p>C. Journey Teacher Association (JTA) Initial Proposal for Negotiations* - The current collective bargaining agreement will expire in June of 2025 and various articles are to be officially opened through this process in order to be negotiated for a successor agreement.</p>	Gavin Keller	7:15
10	<p>Closed Session</p> <p>A. Pursuant to Government Code §11126: Potential Litigation</p> <p>B. Pursuant to Government Code §54957.6: CONFERENCE WITH LABOR NEGOTIATORS: Update on the negotiations for 2025-26 CBA</p>	Amy Capelle	7:45

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	<p>Employee organization: Journey Teachers' Association/CTA Agency designated representative: Gavin Keller</p> <p>RECONVENE TO OPEN SESSION: The meeting was reconvened to open session at: ___ p.m.</p> <p>PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION (includes the vote or abstention of every member present)</p>		
11	Adjournment	Amy Capelle	8:45

*Agenda publicly posted at Journey School on January 17, 2025.
And on the school website at www.journeyschool.net*

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

Journey School
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Thursday, December 12, 2024
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 was held in person on the Journey School campus and live streamed via Zoom at the following link:

<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:

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

ADVISORY POSITIONS:

Renal Moodley, Parent Cabinet Advisor - PRESENT
Faculty Advisor, Samira Kasraie - PRESENT (6:00 p.m. - 7:00 p.m.)

GUESTS IN ATTENDANCE:

Gaylen Corbett, Clerical Support
Larry Tamayo, ExED (7:05 p.m.- 7:40 p.m.)

AGENDA ITEM	
1	<i>Call to Order and Roll Call</i> - The meeting was called to order at 6:06 p.m. by Amy Capelle.
2	<i>Inspirational Passage</i> - Shelley shared an inspirational passage about the gift of light, in the spirit of our annual Spiral Walk.

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3	<p>Approval of Agenda* NOTE: The order of the agenda may be changed without prior notice to the public. Item 6 was moved to be last on the agenda. Margaret made a motion to approve the agenda, with flexibility on the order of items as allowed. Jeannie seconded the motion and it was unanimously approved.</p>
4	<p>PUBLIC COMMENT: There were no members of the public in attendance.</p>
5	<p>CONSENT AGENDA ITEMS:</p> <p>A. Approval of Minutes*: Minutes from regular meeting, October 24, 2024.</p> <p>B. First Interim Financial Report*: Approval of First Interim Report, based on financial information including budget on actuals.</p> <p>C. 2024-2025 Staffing Plan*: Approval of updates to the staffing plan.</p> <p>D. Journey School Bylaws*: Triennial approval of Journey School Bylaws</p> <p>Margaret made a motion to approve the consent agenda. Mike seconded the motion and it was unanimously approved.</p>
6	<p>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</p> <p>A. Board Strategic Planning*: There was no update on work with Alliance for Public Waldorf as we are awaiting for the Alliance to take the next step. Council members reflected on last month's Board Retreat and discussed the development of a Strategic Plan. Amy pointed out three areas that may be used as focal points for a strategic plan:</p> <ol style="list-style-type: none"> 1. The need to continue supporting Journey teachers to maintain our high rate of retention. 2. How to apply the achievement data in our Waldorf-inspired setting. 3. Attention to facilities needs. <p>Sustaining our strengths and making sure that our program is sustainable is the overall goal. Shelley stated that S.W.O.T. input from the teachers would be very helpful, having them view the board's analysis and inviting them to add to it. Amy will share her written summary with admin to share with faculty. The group would like to invite CUSD trustees to visit the campus.</p> <p>B. Schedule of Board Meetings*: Discussion of schedule of regular meetings. The January meeting was moved to Wednesday, January 22nd at 5:00 p.m.</p> <p>C. Nominating Committee Formation: Council members discussed identifying potential committee members and how to vet board candidates. Mike and Renal offered to help interview a potential candidate. Admin will find a faculty member to participate in the interview. Jeannie will reach out to a former faculty member to determine interest in joining the council.</p>
7	<p>INFORMATION ITEMS: Reports</p> <p>A. Financial Update*: Larry joined the meeting at 7:05 p.m. He shared a report on October financials and first interim report. We will be using our Learning Recovery Block Grant funds, and deferring the Arts and Music funds. The Little Acorns aftercare program is generating income. Expenses are higher in general, as</p>

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	<p>expected. Gavin and Larry explained "Maintenance of Effort" in regards to spending for Special Education, noting that we are required to spend more next year than we have this year, with certain exceptions. Annual net income projected is around \$32k. The school has 116 days cash on hand. The governor's draft budget will be available in January. Larry explained the process of the draft audit prepared by CliftonLarsonAllen. No deficiencies in internal controls were found in the audit. There were no instances of noncompliance.</p> <p>B. Faculty Update: Samira shared an update on Faculty activities. She shared that Spiral Walk is in progress throughout the grades, and spoke about her first year here at Journey School. Music lessons are in the spirit of the winter season which reflects nature slowing down as we head towards winter solstice. She noted that help is needed to bridge the gap between specialty teachers and main class teachers, in regards to communication and follow through, with consequences for repetitive behavior issues.</p> <p>C. Parent Cabinet Update: Renal shared an update on Parent Cabinet activities. Fairy Market was very successful, raising \$9,000. Spirit wear was also a financial success for PC. She offered feedback from the parent body, requesting more communication with parents regarding festivals and related expectations of parents for special events. Amy will locate our information on festivals, and Shelley will help to follow up.</p> <p>D. Administrative Update: Gavin shared an update on winter events, annual giving, attendance/enrollment, general education assessment practices, Special Education, Alliance for Public Waldorf Education conference, facilities improvements and other topics. The Winter Social is scheduled for February. Amy suggested highlighting the Journey School founders for our 25th anniversary at the Winter Social. The group discussed ideas for reinvigorating annual giving. Jeannie suggested a \$25 campaign for our 25th anniversary. They discussed how to educate parents about how donations to PC or Journey School are used for different purposes to benefit the school. Enrollment is at 616 and attendance is strong. Absenteeism is showing improvement. Temporary independent study is helping, especially for our students with families overseas, who also are English Language Learners. The Special Education team is performing very well. A new part-time special ed team member was hired this week to maintain compliance with student to teacher ratios. The group discussed the special education process.</p>
8	<p>DISCUSSION/ACTION ITEMS:</p> <p>A. Undocumented and/or Migrant Students and Community Members: Council discussed the potential implications of increased immigration enforcement in our school communities. The state governor and CCSA recently emailed information about the rights of students in regards to this matter. Amy stated that staff should be informed of these rights. The group discussed how to go about sharing related information with the school community, if or when needed.</p> <p>B. 2023-2024 Draft Audit*: Larry reviewed the draft audit prepared by Clifton Larson Allen.</p> <p>C. Achievement Data Presentation*: Following a short break from 7:33-7:38 p.m., Gavin shared a presentation of CAASPP and IlluminateED achievement data. On the California School Dashboard, Journey will be categorized as a high performing charter school. Gavin noted that this data will be helpful with our charter renewal. Amy suggested creating a timeline of all of the programs that we have implemented over the course of the school's development. It was suggested that graphics from the Dashboard related to absenteeism be used to help parents understand the impact of unexcused absences on the entire school. More training for Fastbridge assessments was discussed. Sizable</p>

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	<i>improvement in science scores are attributed to our science curriculum, and also that our Earthroots and Gardening programs have been designed to align with the state standards. The group discussed how science is brought to the lower grades in a Waldorf setting.</i>
8	Adjournment - <i>Jeannie made a motion to adjourn the meeting. Margaret seconded the motion and it was unanimously approved. The meeting was adjourned at 8:44 p.m.</i>

*Agenda publicly posted at Journey School on December 9, 2024.
And on the school website at www.journeyschool.net*

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

Journey

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 27102 Foxborough
Aliso Viejo, CA , 92656-3377

Principal: Gavin Keller, Principal

Phone: (949) 448-7232

Grade Span: K-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Gavin Keller, Principal

📍 Principal, Journey

About Our School

Contact

Journey
27102 Foxborough
Aliso Viejo, CA 92656-3377

Phone: (949) 448-7232
Email: gavin@journeyschool.net

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Capistrano Unified
Phone Number	(949) 234-9200
Superintendent	Brown, Christopher
Email Address	superintendent@capousd.org
Website	www.capousd.org

School Contact Information (School Year 2024–25)

School Name	Journey
Street	27102 Foxborough
City, State, Zip	Aliso Viejo, CA , 92656-3377
Phone Number	(949) 448-7232
Principal	Gavin Keller, Principal
Email Address	gavin@journeyschool.net
Website	www.journeyschool.net
Grade Span	K-8
County-District-School (CDS) Code	30664646117758

School Description and Mission Statement (School Year 2024–25)

Rooted in the core principles of Public Waldorf Education, 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.

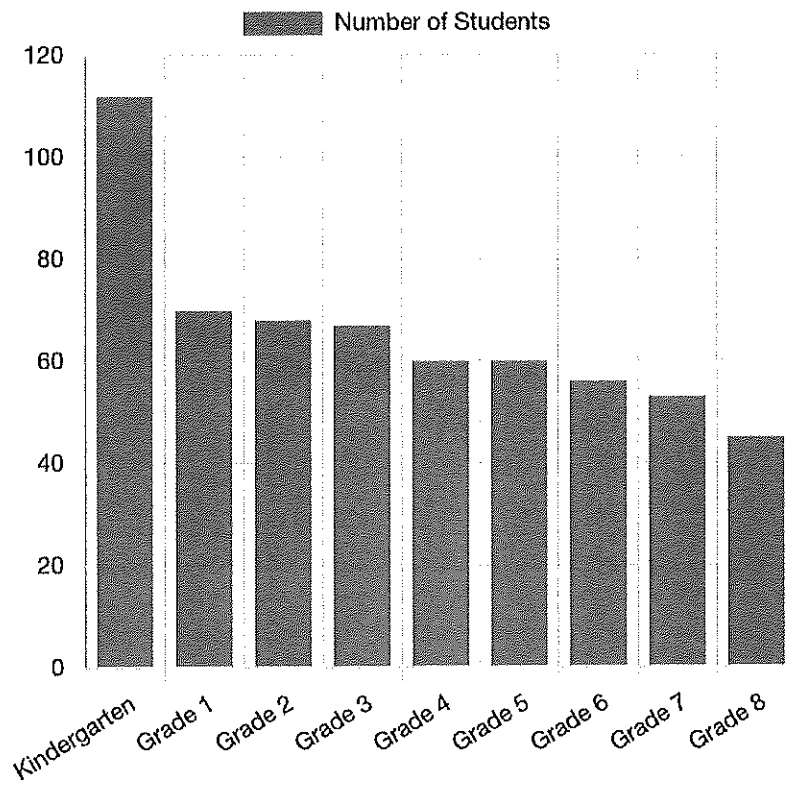
HEART – Feeling/Compassion: Illuminating the goodness of what the world offers, Journey and its family-like community fiercely protect each child with an abundance of kindness, generosity, and gratitude for purposeful learning.

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.

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Student Enrollment by Grade Level (School Year 2023-24)

Grade Level	Number of Students
Kindergarten	112
Grade 1	70
Grade 2	68
Grade 3	67
Grade 4	60
Grade 5	60
Grade 6	56
Grade 7	53
Grade 8	45
Total Enrollment	591



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	50.30%
Male	49.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	7.80%
Black or African American	1.40%
Filipino	0.70%
Hispanic or Latino	20.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	11.30%
White	50.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	21.70%
Students with Disabilities	15.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020-21)

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

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

Teacher Preparation and Placement (School Year 2021-22)

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

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

Teacher Preparation and Placement (School Year 2022-23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.30	85.39%	2082.10	91.36%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	3.65%	7.10	0.31%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	10.96%	44.20	1.94%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	46.50	2.04%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	98.80	4.34%	14303.80	5.15%
Total Teaching Positions	27.30	100.00%	2278.90	100.00%	277698	100%

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

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

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.00	1.00	1
Misassignments	2.00	0.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	1.00	3

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

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.50%	0%	13.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20%	0%	3.4%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/ Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	? 1. All About Reading 2. REWARDS 3. Book Whisperer 4. All About Spelling 5. Step Up To Writing 6. Various "Waldorf Inspired" Resources and Texts	0
Mathematics	1. Houghton Mifflin - GoMath! 2. Pearson TERC Investigations 3. Singapore Math 4. Various "Waldorf Inspired" Resources and Texts ?	0
Science	1. Various "Waldorf Inspired" Resources and Texts 2. EarthRoots Curriculum	0
History-Social Science	1. Various "Waldorf Inspired" Resources and Texts	0
Foreign Language	1. Sonrisa 2. Various "Waldorf Inspired" Resources and Texts	0
Health	1. Digital Media Literacy - CyberCivics 2. Positive Actions SEL Curriculum 3. Various "Waldorf Inspired" Resources and Texts	0
Visual and Performing Arts	1. Various "Waldorf Inspired" Resources and Texts	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

According to the Facility Inspection Tool (FIT), 93.04% of systems across 8 major categories of school facilities are determined to meet the "Good" repair standard.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
Interior: Interior Surfaces	Fair	Replace water stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	Replace cracked and/or missing light diffuse
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Fair	No skid paint peeling on ramps
Structural: Structural Damage, Roofs	Good	Dry rot on siding
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Swing arm cover on door is missing

Overall Facility Rate

Year and month of the most recent FIT report: November 2023

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	55%	57%	68%	67%	46%	47%
Mathematics (grades 3-8 and 11)	46%	47%	56%	56%	34%	35%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	342	330	96.49%	3.51%	56.97%
Female	167	158	94.61%	5.39%	65.82%
Male	175	172	98.29%	1.71%	48.84%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	20	19	95.00%	5.00%	57.89%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100.00%	0.00%	49.21%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	59	55	93.22%	6.78%	60.00%
White	191	184	96.34%	3.66%	60.33%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	83	81	97.59%	2.41%	58.02%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	81	77	95.06%	4.94%	35.06%

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	342	330	96.49%	3.51%	46.97%
Female	167	158	94.61%	5.39%	44.94%
Male	175	172	98.29%	1.71%	48.84%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	20	19	95.00%	5.00%	68.42%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100.00%	0.00%	46.03%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	59	55	93.22%	6.78%	50.91%
White	191	184	96.34%	3.66%	45.11%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	83	81	97.59%	2.41%	46.91%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	81	77	95.06%	4.94%	20.78%

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	39.58%	56.31%	52.85%	53.77%	30.29%	30.73%

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

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

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

CAASPP Test Results in Science by Student Group**Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	103	98.10%	1.90%	56.31%
Female	57	55	96.49%	3.51%	50.91%
Male	48	48	100.00%	0.00%	62.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	17	17	100.00%	0.00%	47.06%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	21	21	100.00%	0.00%	52.38%
White	56	54	96.43%	3.57%	64.81%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	27	26	96.30%	3.70%	46.15%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	28	100.00%	0.00%	42.86%

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

Career Technical Education (CTE) Programs (School Year 2023-24)

Not applicable for K-8 school setting

- Handwork/Fiber Arts
- Woodwork
- Gardening/Farming
- Cooking

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

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

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

??

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

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

A PTA exists called "Parent Cabinet". The mission of the Journey School Parent Cabinet (also know as "PC")

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

State Priority: Pupil Engagement

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

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

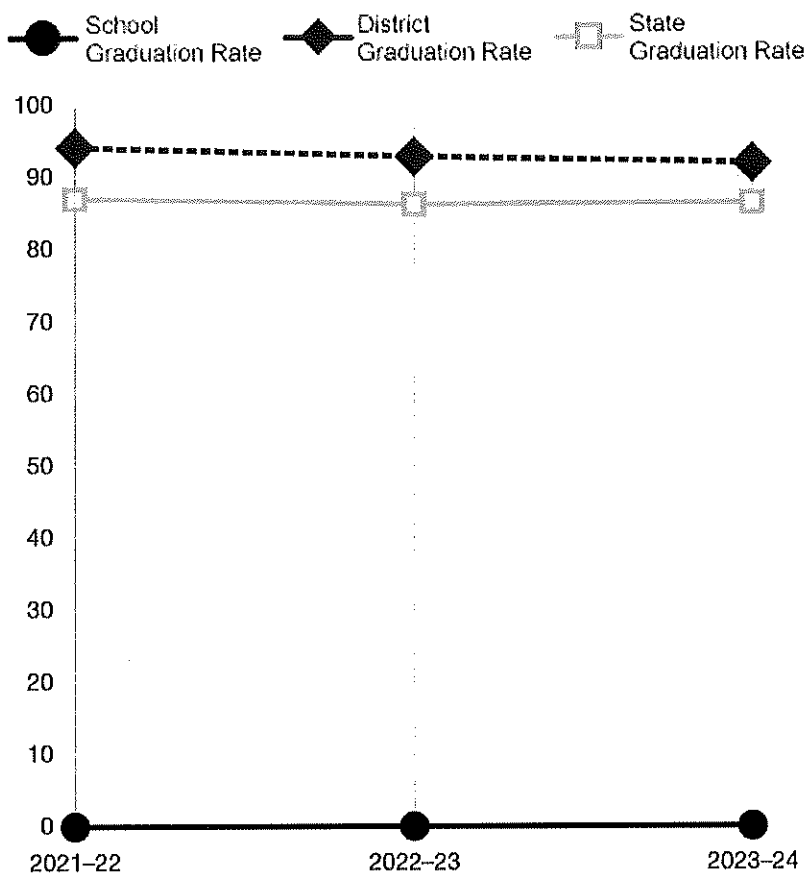
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

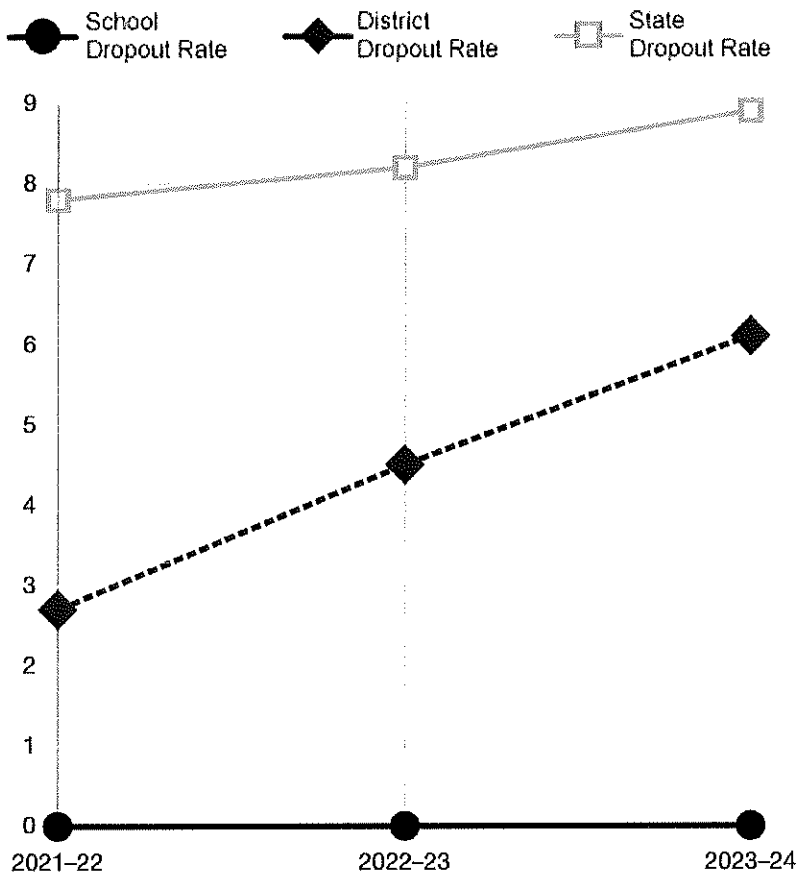
Not applicable for K-8 setting

Indicator	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Graduation Rate				94.1%	92.8%	91.9%	87%	86.2%	86.4%
Dropout Rate				2.7%	4.5%	6.1%	7.8%	8.2%	8.9%

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

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023-24)

No applicable for k-8 setting

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

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

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

Chronic Absenteeism by Student Group (School Year 2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	608	603	107	17.7%
Female	301	299	58	19.4%
Male	307	304	49	16.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	47	7	14.9%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	123	121	20	16.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	71	70	17	24.3%
White	311	309	52	16.8%
English Learners	36	36	4	11.1%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	139	138	22	15.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	117	25	21.4%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.20%	1.86%	1.15%	1.96%	2.15%	2.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.05%	0.05%	0.07%	0.08%	0.07%

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

Suspensions and Expulsions by Student Group (School Year 2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.15%	0%
Female	0.66%	0%
Male	1.63%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	2.13%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0.81%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0.96%	0%
English Learners	5.56%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.44%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	1.69%	0%

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

Journey School's comprehensive safety plan was last reviewed, updated and approved on 2/27/2024. The plan's key elements include detailed plans to address and overview: (1) Child Abuse Reporting Procedures, (2) Disaster Response Procedures, (3) Suspension and Expulsion Procedures, (4) Bullying and Harassment, (5) School-wide Dress Code Prohibiting Gang Attire, (6) Teacher Notification of Dangerous Students, (7) Procedures for Safe Ingress and Egress of Pupils, Parents and Staff to and From School, (8) Rules and Procedures on School Discipline, (9) Guidance for storage of Dangerous Weapons in home settings and prevention of gun violence.

D. Other SARC information

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	7		
1	18.00	2	2	
2	17.00	2	2	
3	17.00	2	2	
4	15.00	2	2	
5	15.00	2	2	
6	28.00		2	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021-22)

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022-23)

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023-24)

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

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

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

Ratio of Pupils to Academic Counselor (School Year 2023-24)

Title	Ratio
Pupils to Academic Counselor*	200

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

Student Support Services Staff (School Year 2023-24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022-23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12315.83	\$648.69	\$11667.13	\$70878.62
District	N/A	N/A	--	\$103352.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

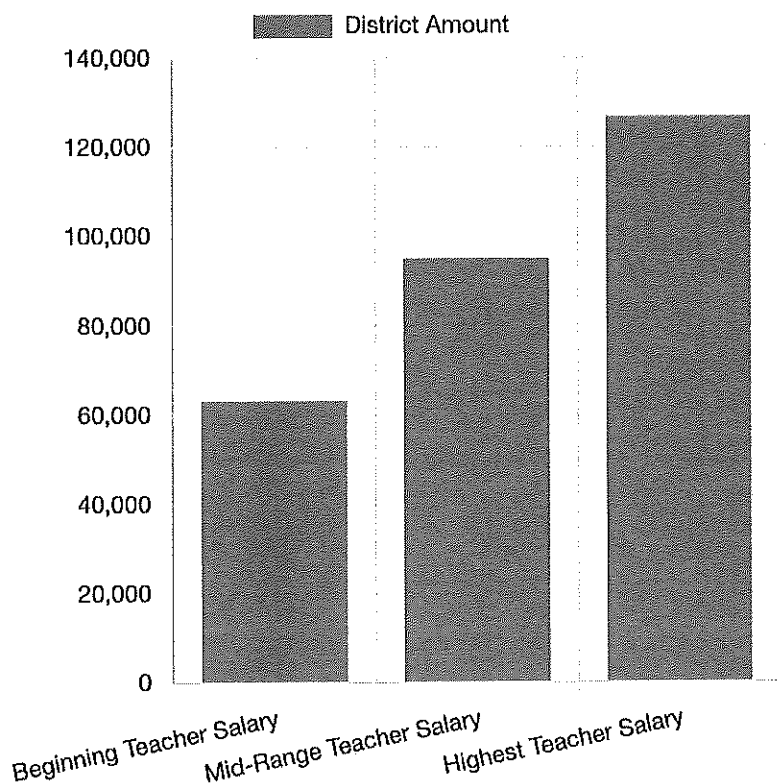
Types of Services Funded (Fiscal Year 2023–24)

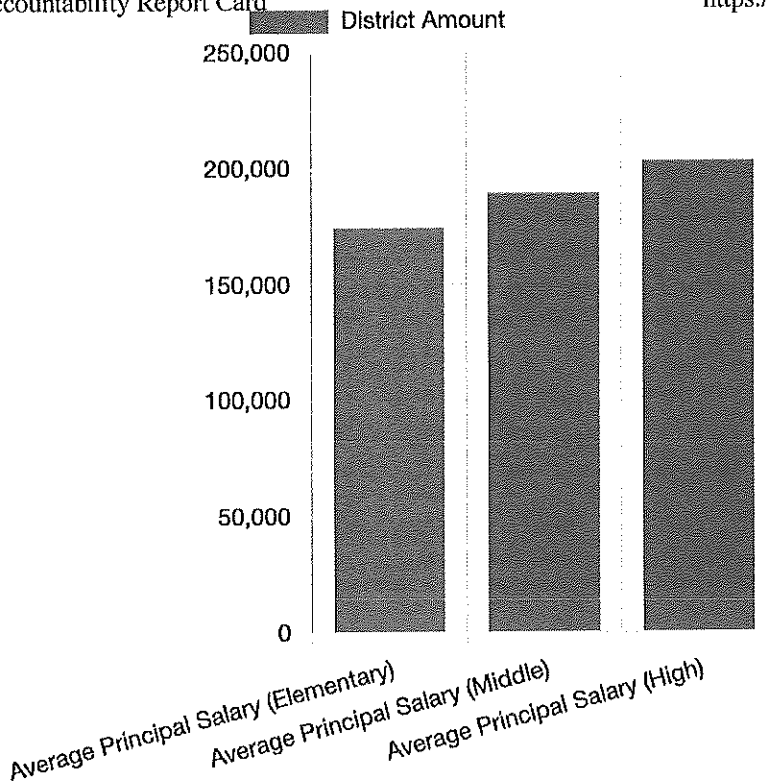
Special Education Title I Targeted Assistance Three Care Streams of Student Support McKinney Vento Support National School Lunch Program Extended Learning Opportunities Programs A wide variety of art and music classes

Teacher and Administrative Salaries (Fiscal Year 2022-23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$63319.00	\$56572.74
Mid-Range Teacher Salary	\$95142.00	\$87185.69
Highest Teacher Salary	\$126828.00	\$119664.66
Average Principal Salary (Elementary)	\$174727.00	\$148486.09
Average Principal Salary (Middle)	\$189716.00	\$154835.19
Average Principal Salary (High)	\$203440.00	\$170007.96
Superintendent Salary	\$361252.00	\$338699.13
Percent of Budget for Teacher Salaries	0.36%	31.41%
Percent of Budget for Administrative Salaries	0.05%	4.86%

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





Advanced Placement (AP) Courses (School Year 2023-24)

NA

Percent of Students in AP Courses %

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

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

Professional Development

Measure	2022- 23	2023- 24	2024- 25
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

NAME	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO/NOTES
ADMINISTRATION and STUDENT SUPPORT			
Gavin Keller	Executive Director	Salary/Exempt BENEFITS	
Shelley Kelley	Education Director	Salary/Exempt BENEFITS	
Amanda Simmons	Independent Study Director	0.25 FTE (.5 Teacher) Salary/Exempt BENEFITS	
Grace LaHatt	Office Manager and HR Specialist	Salary/Exempt BENEFITS	
Kris Reynolds	Admin Asst: Enrollment, Communication, After School Programs Coordinator	Salary/Exempt BENEFITS	
Shoon O'Neill	Admin Asst: Registrar, Attendance, Reception	Salary/Exempt BENEFITS	
Janet Gates	Information Technology Specialist and Office Support	Salary/Exempt BENEFITS	
Gaylen Corbett	Admin Assistant: Business Specialist/Accounts Payable	Salary/Exempt BENEFITS	
Tia Manushree	Admin. Assistant: School Nurse	Hourly/Non-Exempt	Agreed to 3 days a week through December
Jenny Wilkes	Admin. Assistant: School Nurse	Hourly/Non-Exempt	Substitute when needed
Delaney Stelman	Admin Assistant: School Nurse	Contract with Brightstar Care	
Cadence Lusinsky	Counselor	Salary/Exempt BENEFITS	
Emily Landrum	Counselor	FTE Salary/Exempt BENEFITS	New Hire

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

Jaime Lloyd	Receptionist/Communication Support	Hourly /Non-Exempt BENEFITS	
Vivienne Benjamin	Social Media and Event Support	Hourly /Non-Exempt/Part time	

MAIN CLASS TEACHERS	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
April Martin	Main Class Teacher	F/T, Salary/Exempt	
Hellene Brodsky-Blake	Main Class Teacher	F/T, Salary/Exempt	
Jill Murphy	Main Class Teacher	F/T, Salary/Exempt	
Fiona Kephart	Main Class Teacher	F/T, Salary/Exempt	
Amanda Simmons	Independent Study Teacher	.5 F/T, Salary/Exempt	At employee request, reduced role to .75 FTE including admin duties
Lindsey Ponzo	Independent Study Teacher	F/T, Salary/Exempt	
Kayla Pennington	Main Class Teacher	F/T, Salary/Exempt	
Kelli Garcia	Independent Study Teacher	F/T Salary/Exempt	
Lisa O'Neill	Independent Study Teacher	F/T, Salary/Exempt	
Kelly Larson	Main Class Teacher	F/T, Salary/Exempt	
Dennis Kephart	Main Class Teacher	F/T, Salary/Exempt	
Stacy Kinney	Main Class Teacher	F/T, Salary/Exempt	
Jeannie Lee	Main Class Teacher	F/T, Salary/Exempt	

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

Andrew Goetz	Main Class Teacher	F/T, Salary/Exempt	
Julia Cameron	Main Class Teacher	F/T, Salary/Exempt	
Rita Kandel	Main Class Teacher	F/T, Salary/Exempt	
Kristi Kilcollins	Main Class Teacher	F/T, Salary/Exempt	
Jennifer Tarr	Main Class Teacher	F/T, Salary/Exempt	
Chandler Boyer	Main Class Teacher	F/T, Salary/Exempt	
Paul Breazeale	Main Class Teacher	F/T, Salary/Exempt	Paternity Leave –Spring Break to June
Catherine Ji	Long Term Sub	Per Diem/Exempt	Seeking
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	Maternity Leave – Likely January through Spring Break
Catherine Ji	Long Term Sub	Per Diem/Exempt	Seeking
Adam Kilcollins	Main Class Teacher	F/T, Salary/Exempt	
Maisony Schendel	Main Class Teacher	F/T, Salary/Exempt	

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

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

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

Special Education	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Caryn Kaufman	Special Education Program Specialist (Administrator)	Salary/Exempt BENEFITS	
Alyson Wunderlich	Education Specialist	Salary/Exempt BENEFITS	
Grace Stewart	Education Specialist	Salary/Exempt BENEFITS	
Ashley Grey	Education Specialist	Salary/Exempt BENEFITS	
TBD	Education Specialist	Salary/Exempt – PART TIME BENEFITS	Seeking (Due to Increase in # of anticipated IEPs – new enrollment)
Alyse Eckstrom	Speech Language Pathologist	Salary/Exempt BENEFITS	
Savannah Diasdado	Speech Language Pathologist Assistant	Salary/Exempt – PART TIME BENEFITS	New Hire
Dee Marzal	Occupational Therapist	Salary/Exempt – Part Time (16-20 hours)	New Hire – Started 9/23/24
Paraprofessionals	Paraprofessionals	NA – Full time (30 hours)	Contract with Strategic Kids
Lisa Ryan	School Psychologist	NA – Part Time	Contracted Service with Effectual Education
Various	Specialized Services (Vision Therapy, Audiology, Assistive Technology, etc)	NA – Part Time	Contracted Services with Effectual Education and BrightStar Care

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

SPECIALTY Teachers	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Lindsay Fredrickson	Festival support and music teacher mentor	20 hours for 9 weeks of school year	New Role: Music and dancing support for Mayfaire and other festivals as needed. Mentorship and training of new music teacher
Samira Kasraie	Music Teacher Grades 1-3 and 7 th /8 th music elective	16 classes 8 prep 8 hours music support in main lesson BENEFITS	New Hire
Brandon Wilkes	Garden Instructor	12 classes 6 prep 12 hours maintaining gardens BENEFITS	
Devan Steele	Strings	14 classes 7 prep 3 hours music dept. coordination	
Billy Alexander	Music Elective: Guitar	2 classes 1 prep	
Nicola Wellner	Handwork Grades 5-8	18 classes 9 prep 3 hours specialty program coordination 2 hours assisting Independent Study BENEFITS 50-75 hours annually to work with Parent Cabinet to plan Harvest Faire – reimbursed by PC through their general/annual contribution to the school budget.	
Amanda Hammond	Handwork Grades 1-4	18 classes 9 prep 2 hours assisting Independent Study BENEFITS	

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

Tania Marquez	Lower Grades Art Enrichment and 7 th /8 th Grade Visual Arts	16 classes 8 prep BENEFITS	
Peter Kelley (DML Team)	Digital Media Literacy (DML)	2 classes 1 prep	
Joy Halverson	Games/ Movement	18 classes 9 hours prep BENEFITS	
TBD	Games/ Movement	17 classes 8.5 hours prep BENEFITS	No longer funded for 2024-2025 School Year
Sergio Huerta	Temporary Games/ Movement Teacher	16 classes 8 hours prep BENEFITS	Temporary role assigned to current employee
Joshua Crawford	Woodwork	16 classes 8 hours prep BENEFITS	
Janet Caballero	Spanish (Grades 1-8)	20 classes 10 hours prep BENEFITS	

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

CLASSIFIED/INSTRUC-TIONAL SUPPORT	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Jahtziry Hernandez	Kindergarten Assistant	NON EXEMPT 25 hours per week BENEFITS	Potentially eligible for benefits with additional Little Acorns hours
Karen Dillingham	Kindergarten Assistant	NON EXEMPT 25 hours per week	Potentially eligible for benefits with additional Little Acorns hours
Erin Warrack	Kindergarten Assistant	NON EXEMPT 25 hours per week	Potentially eligible for benefits with additional Little Acorns hours
Isabella Ortiz	Kindergarten Assistant	NON EXEMPT 25 hours per week	Potentially eligible for benefits with additional Little Acorns hours
Summer Jones	TK Kindergarten Assistant	NON EXEMPT 25 hours per week BENEFITS	
Laura Valle	Kindergarten Assistant Independent Study and 1 st Grade Assistant	NON EXEMPT 30-18 hours per week	New Hire for 24-25 3 days per week – Wildflower kindergarten 2 Days per week – Seat based 1st grade
Lily Shaw	ISP First Grade Assistant	NON EXEMPT 12 hours per week	
Josiah Adams	First Grade Assistant	NON EXEMPT 18- 30 hours per week BENEFITS	Increased from 3 Days per week to 5 days per week
Raz Allen	First Grade Assistant	NON EXEMPT 30 hours per week BENEFITS	
Rachel Verbeek	Violin Assistant	NON EXEMPT 16 hours per week	
Vianney Figueroa	Handwork Assistant	NON EXEMPT 16 hours per week	
Sergio Huertas	Campus Supervision and Custodial Support	NON EXEMPT 35- 11 hours per week BENEFITS	Reduced hours due to Games commitment
Carmen Paez	Campus Supervision Lead And Campus Support	NON EXEMPT 35 hours per week BENEFITS	New Hire for 24-25

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

Tania Marquez	SE and Behavior Support Provider (Hearth Keeper)	NON EXEMPT 12 hours per week BENEFITS	
Sarah Kandel	SE and Behavior Support Provider (Hearth Keeper)	NON EXEMPT 28 hours per week	
Darren Utterback	Elementary School Interventionist, Substitute Teacher, and Campus Support	NON EXEMPT 40 hours per week BENEFITS	
Joshua Crawford	Construction/ Maintenance	NON EXEMPT 5 hours per week BENEFITS	
Other Misc Campus Supervisor support: Hourly Staff	Campus Supervisor -Before School -After School -Lunch -Recess	NON EXEMPT Approximately 20-25 hours per week of paid support	
Specialty Teacher Meetings/Performances	Specialty Teachers	NON EXEMPT Approximately 8-10 hours per week of collaborative meetings	

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

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

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

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

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 \$250,000
BrightStar Care	Special Education	1:1 Nurse, 1:1 Caretaker	Estimate \$85,000
BrightStar Care	School Nurse	Nurse Monday – Friday on Thursdays and ½ day Friday	Estimate \$25,000 Estimate \$35,000 for remainder of school year.
STRATEGIC KIDS	Staffing	Special Education Paraeducators/Substitutes	Estimate \$211,055 annually Increased estimate to \$275,000 – more staffing needed to support increase IEP minutes and services.
STRATEGIC KIDS	Staffing	ELOP	Estimate \$180,000 annually

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

2024–25 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
 Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2024–25 Title II, Part A allocation	\$8,550
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2024–25 Title II, Part A allocation after transfers out	\$8,550

Title IV, Part A Transfers

2024–25 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$10,000
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$10,000
2024–25 Title IV, Part A allocation after transfers out	\$0

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2024–25 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2024–25 Title I, Part A LEA allocation (+)	\$40,982
Transferred-in amount (+)	\$10,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2024–25 Title I, Part A LEA available allocation	\$50,982

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$204

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2024–25 Approved indirect cost rate	5.94%
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$204
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$50,778

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2024–25 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

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	\$8,550
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2024–25 Total allocation	\$8,550
Administrative and indirect costs	\$0
Reservation for equitable services for nonprofit private schools	\$0
2024–25 Title II, Part A adjusted allocation	\$8,550

*****Warning*****

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2024–25 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2024–25 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$10,000
2024–25 Title IV, Part A LEA available allocation	\$0

Reservations

Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2024–25 Title IV, Part A LEA adjusted allocation	\$0

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2024–25 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

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

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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2024–25 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Comment

If composite is the low income measure selected, then an explanation must be provided detailing how the student count is derived.

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students counts, were pre-populated with PRIOR year (Fiscal Year 2023–24) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students
Journey	6117758	K	8	1	617	217

Warning

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2024–25 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)
Journey	6117758	N			

Warning

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2024–25 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM

Ranking Schools Highest to Lowest Within the LEA

LEA-wide low income % 35.17%

Available Title I, Part A school allocations \$50,778

Available parent and family engagement reservation \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2023–24 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Journey	6117758	1	617	217	35.17	*	*	1	234.00	50778.00	\$0	\$0	50778.00	

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2022–23 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

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

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

2022–23 Title II, Part A allocation	\$7,763
2022–23 Title II, Part A total apportionment issued	\$7,763
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$7,763

Professional Development Expenditures

Professional development for teachers	\$5,116
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$2,647

Personnel and Other Authorized Activities

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

Program Expenditures

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

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2022–23 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

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

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

Note: CDE will invoice the LEA for the unspent 2022–23 total allocation

*****Warning*****

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2022–23 Title IV, Part A LEA Closeout Report

The purpose of this data collection is to report final expenditures, by activity, and calculate Title IV, Part A unspent funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2022–23 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Transferred-out amount	\$10,000
2022–23 Title IV, Part A LEA available allocation	\$0

Final Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$0
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Total expenditures	\$0
Amount of unspent funds	\$0
Note: CDE will invoice the LEA for the unspent funds	

*****Warning*****

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2023–24 Title I, Part A LEA Carryover

Report only expenditures and obligations made through September 30 for fiscal year 2023–24 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

Carryover Calculation

2023–24 Title I, Part A LEA allocation	\$32,834
Transferred-in amount	\$10,000
2023–24 Title I, Part A LEA available allocation	\$42,834
Expenditures and obligations through September 30, 2024	\$42,834
Carryover as of September 30, 2024	\$0
Carryover percent as of September 30, 2024	0.00%

*****Warning*****

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2023–24 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to report year-to-date expenditures, by activity, and calculate Title IV, Part A carryover funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2023–24 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Transferred-out amount	\$10,000
2023–24 Title IV, Part A LEA available allocation	\$0

Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$0
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Total expenditures	\$0
Carryover as of September 30, 2024	\$0

*****Warning*****

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**JOURNEY SCHOOL
PARENT ADVISORY COMMITTEE
BYLAWS**

**ARTICLE I
NAME AND FORMATION**

Section 1.01 Name. The name of this stakeholder group is the Journey School public charter school (“Charter School”) Parent Advisory Committee (“PAC”).

Section 1.02 Formation. Under Education Code¹ section 64001(j), charter schools may use the Local Control and Accountability Plan (“LCAP”) to serve as the School Plan for Student Achievement (“SPSA”), provided that the LCAP meets federal school planning requirements and the stakeholder requirements established under section 52062(a). Under sections 52062(a) and 52063(a)(2), a charter school using its LCAP to serve as its SPSA must establish a PAC that includes parents/guardians of currently enrolled students in the charter school. For so long as the Charter School uses its LCAP to serve as its SPSA, the PAC shall be established.

**ARTICLE II
ROLE**

Section 2.01 Role. The role of the PAC is to assist in developing the Charter School’s SPSA or the Charter School’s LCAP if it is used as the SPSA. Before the Charter School’s governing board adopts a SPSA or LCAP, the Executive Director will present the document to the PAC for review and comment. The Executive Director will respond, in writing, to comments received from the PAC. The PAC shall also carry out any other duties or responsibilities assigned to it by the Charter School’s governing board or the Executive Director.

**ARTICLE III
MEMBERSHIP**

Section 3.01 Size and Composition. The PAC shall be composed of interested parents/guardians serving the parent community at large, as well as parent/guardians representing each of the following student groups: Unduplicated pupils at the Charter School (i.e., students who qualify for free or reduced-price meals, foster youth, English Learner students) and parents/guardians of students with disabilities. The PAC may also include Charter School’s staff members and students. The size of the PAC shall be no smaller than 5 members and shall not exceed 9 members. Only PAC members shall have full voting rights. Members may not vote by proxy.

Section 3.02 Initial Formation of the Committee. After soliciting interested parties, the Executive Director shall appoint members from the parent body including parents representing the student groups detailed in Section 3.01 to ensure the school meets the composition requirements. If the number of interested parties exceeds the number of committee seats (for at large membership and/or student group representation), an election will be held by the parent body. If composition

¹ All legal citations herein are to the California Education Code unless otherwise expressly noted.

requirements cannot be met due to lack of interest, those positions may be filled by interested parties representing the parent body at large. If there are less than 5 interested parties, the role of the PAC will be served by the Journey School Parent Cabinet Board of Directors.

Section 3.03 Ongoing Member Selection. The PAC will establish a process to replace outgoing members and/or fill vacancies.

Section 3.04 Terms of Membership. Each PAC member shall serve for a term of ~~one (1) school year.~~ two (2) school years. There shall be no limitation on the number of consecutive terms to which a member may be re-selected.

Section 3.05 Guidelines. PAC members shall comply with all applicable policies of the Charter School, shall not discriminate against any person on the basis of any characteristic that is protected by law, and shall treat other members equally and with respect. Failure to comply with these guidelines may result in removal from the PAC.

Section 3.06 Removal. Any member may be removed at any time by consensus of the PAC, the Charter School's governing board, or by and the Executive Director, with or without cause.

Section 3.07 Resignation. Any member may resign effective upon giving written notice to the PAC, the Charter School's governing board, or the Executive Director, unless the notice specifies a later time for the effectiveness of such resignation. The acceptance of such resignation shall not be necessary to make it effective.

Section 3.08 Quorum. A majority of the current PAC members shall constitute a quorum. Every action taken or decision made by a majority of the members at a meeting duly held at which a quorum is present shall be regarded as the act of the PAC.

Section 3.09 Events Causing Vacancies. A vacancy on the PAC shall be deemed to exist if a members dies, resigns, or is removed. Vacancies on the PAC shall be filled by the Executive Director. Each member so selected shall hold office until the expiration of the term of the replaced member.

ARTICLE IV MEETINGS

Section 4.01 Greene Act. PAC meetings shall be called, held, and conducted in accordance with the terms and provisions of the Greene Act (Ed. Code, § 35147), as amended from time to time. All PAC meetings shall be open at all times to the public. Members of the public may address the PAC on any item within the subject matter jurisdiction of the PAC.

Section 4.02 Schedule of Meetings. In order to align with the Charter School's LCAP development process, the first PAC meeting each year shall be scheduled by the Executive Director, and any subsequent meetings shall be scheduled by the PAC.

Section 4.03 Location of Meetings. All meetings shall take place at the Charter School's site, or another suitable and publicly accessible location designated by the PAC.

Section 4.04 Meetings Agendas. The agenda for each PAC meetings shall be posted at least seventy-two (72) hours in advance at the school site(s), or in another appropriate place accessible to the public. The agenda shall specify the date, time, and location of the meeting and contain a description of each item of business to be discussed or acted upon. The PAC may not take any action on any item of business unless that item appeared on the posted agenda, unless the PAC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the PAC subsequent to the posting of the agenda. The Executive Director or designee shall be responsible for preparing the agenda for each meeting. Members of the PAC may submit items to the Executive Director or designee to be considered for inclusion on the agenda.

ARTICLE V OFFICERS

Section 5.01 Required and Permitted Officers. The PAC shall have a Chairperson, a Vice Chairperson, and a Secretary. No single person shall hold more than one office. The PAC may also have, at the discretion of the PAC, any other officers as the business of the PAC may require, each of whom shall be elected or appointed to hold office for such period, have such authority, and perform such duties as the PAC at its pleasure from time to time may determine

Section 5.02 Election of Officers. The PAC's officers shall be elected by the PAC annually at the first meeting of each school year, shall serve at the pleasure of the PAC, and shall hold their respective offices until their resignation, removal, or other disqualification from service. Vacancies of officers may be filled by the PAC.

Section 5.03 Removal of Officers. Any officer may be removed at any time by the PAC, the Charter School's governing board, or by the Executive Director, with or without cause.

Section 5.04 Resignation of Officers. Any officer may resign effective upon giving written notice to the PAC, or the Executive Director, unless the notice specifies a later time for the effectiveness of such resignation. The acceptance of such resignation shall not be necessary to make it effective.

Section 5.05 Vacancies. A vacancy in any office because of death, resignation, removal, or any other cause shall be filled in the manner prescribed in these Bylaws for regular election to such office, provided that such vacancies shall be filled as they occur.

Section 5.06 Chairperson. The Chairperson shall preside at PAC meetings, shall sign letters, reports, and other communications on behalf of the PAC, and shall exercise and perform such other powers and duties as the PAC may assign from time to time.

Section 5.07 Vice Chairperson. In the absence of the Chairperson, the Vice Chairperson shall fill the role of the Chairperson. The Vice Chairperson shall also exercise and perform such other powers and duties as the PAC may assign from time to time.

Section 5.08 Secretary. The Secretary shall keep the minutes of all PAC meetings and distribute the minutes to all members promptly after the meetings. The Secretary shall maintain

the official PAC records, including but not limited to agendas and adopted minutes. The Secretary shall maintain a register of the contact information of each PAC member and call roll at the beginning of each meeting. The Secretary shall exercise and perform such other powers and duties as the PAC may assign from time to time.

**ARTICLE VI
AMENDMENT OF BYLAWS**

Section 6.01 Bylaws Amendments. These Bylaws may be amended by the PAC from time to time, provided that these Bylaws shall always comply with all policies of the Charter School’s governing board and all applicable laws, and that any amendments are subject to approval by the Charter School’s governing board prior to the effective date of such amendment(s).

###

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of the Journey School Parent Advisory Committee, and that the foregoing Bylaws constitute the Bylaws that were duly adopted at a meeting of the Parent Advisory Committee held on ~~DATE~~ January 13th, 2025.

IN WITNESS WHEREOF, I have signed my name to this certificate on ~~DATE~~ January 13th, 2025.

Secretary
Journey School Parent Advisory Committee

Approved by the Charter School’s governing board on ~~APRIL 25, 2024~~ January 22, 2025

Prepared for

Journey School
27102 Foxborough
Aliso Viejo, CA 92656 January 9th, 2025

Summary

At the direction of Journey School administrators, Strategic Kids staff are available to continue supporting the school by providing Summer Camp programming during the summer of 2025.

Strategic Kids staff will supervise the students and lead activities during 6 weeks of summer. We can provide camp for up to 120 students per week at \$150 per student per week. All staff will be Live Scanned and fulfill the requirements set by Journey School. We will run this camp in following Waldorf principals to the best of our ability and include nature walks, arts and crafts, and work books chosen by Mr. Keller. We plan to run the week of 7/14-18, 7/21- 7/25, 7/28-8/1, 8/4-8/8, 8/11-8/15, 8/18-8/22

Below you will find the estimated cost if all 6 weeks have 80 students, 100 students, or 120 students. Each week may vary and so the final cost may vary depending on enrollment.

Pricing Sample

	Weekly Camp Rate Per Student	Estimated Cost for 6 Weeks
80 Students	\$160	\$76,800
100 students	\$160	\$96,000
120 students	\$150	\$108,000

Benefits of Strategic Kids

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

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

Personnel questions or concerns:

Adam Brody - Strategic Kids President

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

Transcription of SWOT photos to document from Journey School Council Board Retreat 11/20/2024

Strengths

- I. Warmth, acceptance - at every level, even board
- II. Longevity of childhood (protected, knows how to play)
- III. Rarified education for FREE (vs WSOC)
- IV. Fiercely dedicated staff
- V. Commitment to Waldorf and Community
- VI. Amazing leadership => support staff
- VII. Holistic
 - A. Intellect & Heart
 - B. Different modalities a great asset
 - C. Multiple intelligences
- VIII. Highly nurturing environment
 - A. Singing
 - B. Festivals
 - C. 1000s years traditions
 - D. Verses (meaningful)
 - E. Slowing us down to the important things of life
 - F. Inclusivity, open-minded, empathy
 - G. Students connected feel belonging
- IX. Transformational, Magical <= we create it
- X. Safe space to grow risk-taking
- XI. Raise ethical people, truthful to the curriculum, results in interesting people
- XII. Specialties - handwork, woodwork, art, music games
- XIII. Teachers embody connection
- XIV. Parent Commitment
 - A. Self-chosen school
 - B. Collaboration
 - C. Work to realize ideas (eg. Green Heart Garden)
- XV. Removing shame in conflict => Regulated adults

Weaknesses

- I. Facilities - interiors, inconsistent quality of furnishings from classroom to classroom, lack of space or right facilities limit curriculum
- II. Volunteerism (20/80 syndrome)
- III. Staying true to Waldorf => can get submerged under anxiety, teachers not trained to harness rigor of Waldorf, how to build on training, parent education
 - A. Vs. CA standards
 - B. Different for SpEd, not enough data
 - C. Hard to get data from teachers
 - D. Goals based on data, but need longitudinal data
- IV. Lack of resources/funding => what's most important and what is extra, need to refine priority list, currently good but unpredictable
- V. "Child Find" ID kids with disabilities early - understanding neurodivergency, ASD, ADHD, more education needed on ND and understanding diagnosee levels
- VI. Need Social Emotional curriculum - CASTLE for adults, Waldorf is therapeutic training

Opportunities

- I. Curative Education - (extra lesson) pacing used to be unclear
- II. RE-ENVISION Waldorf
 - A. Streamlined (vs ball and chain), marry the 2, win/win/win
 - B. Current
 - C. Match needs
 - D. We have the possibility to do this
 - E. Danger through of throwing out the baby with the bathwater
- III. Journey is a leader school in Public Waldorf, a "thought leader" - this role more important than ever
- IV. Expand summer training - create accredited training, teachers more prepared with our own than outside training, possible revenue stream, planning time
- V. Journey's own SpEd with Waldorf - could be come the model, 20% SpEd, understanding neurodivergency
- VI. Power of storytelling (opp to tell our story and to more people, opp to create that in our students)
- VII. Generate \$ presenting at conferences (also, good way to pay teachers)
- VIII. Waldorf 101 as a summer offering
- IX. More social-emotional learning - conflict resolution, for teachers and adults too
- X. After-school clubs = \$ for teachers
- XI. Understanding parental barriers
- XII. Standardized/normed Waldorf curriculum / tests
- XIII. Grab data for research (outcomes of Waldorf), AI
- XIV. CUSD may sell surplus land as they have financial difficulties and will be more charter-friendly

Threats

- I. Teacher pay - there's a double gap
- II. Lack of space
- III. Parents aren't as aware of Waldorf as a developmental curriculum, pacing
- IV. Sticking with Waldorf as a fixed ideology
- V. 612 students, growing pains
- VI. Difficulty of double-tracked school
- VII. Student needs and time needed/parent needs, IEPs, 504s, pandemic aftershocks
- VIII. Change of OC demographics - housing costs rising, # of kids decreasing => greater competition for schools
- IX. Succession planning needed (worth it to do double year like Shaheer & Gavin, transition planning for teachers, admin, board, Parent Cabinet)
- X. Special Ed numbers are rising at all schools - but Journey has largest % of any charter, we can't turn them away, rising costs but not rising revenue (encroachment on the general fund becomes competition between whose needs get met)
- XI. Project 2025 plans for education - charter-friendly, but possible disruptions

Goals

- I. More sustainable campus - facilities (tour Samueli school)
- II. Data - Gather, capture data on current & alumni, SpEd data for rechartering, how to capture, Title 1, IEP => support circles
- III. Waldorf assessments (normalize and find our baseline, create rubric - Suzanna's screening) - kids are coming in unable to jump rope or even speak
- IV. Support for teachers - \$, social emotional support, more staff
- V. Support for students - \$
- VI. Re-adjusting to post-Pandemic world (trust, high anxiety)
- VII. Increase salary to be more comparable (trim other parts of program), get in range with other teachers
- VIII. Develop funding sources - grants, relationships with sponsors, parent funding, maybe hire someone to do this
- IX. Bring social-emotional training full circle (parent ed, teacher training)
- X. Develop Thought Leadership - share with world, i.e. conferences
- XI. Lead a conference here at Journey
- XII. Re-envisioning Waldorf - vision of balanced school, meeting today's child, using our imaginations and respond
- XIII. Smaller classroom sizes
- XIV. Sustainability for teachers (for longevity and effectiveness) - self care, therapy groups
- XV. DEI - groups and inclusivity

SWOT - Faculty Meeting (1/15) and Specialty Teachers' Meeting (1/14)

Strengths

1. Staff retention
2. Collaboration amongst colleagues and admin
3. Relationships with students and families - and each other
4. Freedom to differentiate instruction
5. Integration of arts, nature, music
6. Commitment to Waldorf Education
7. Admin stability - words aligned with actions
8. Community
9. Mentorship between colleagues
10. Each teacher is creative - and it is amazing to walk down the corridor and hear the music and joy bursting from each classroom
11. Gardens - being Earth keepers and stewards of the land
12. Three Care Streams of Support
13. Willingness to share lessons, supplies and ideas
14. Tristen - our mascot 😊
15. Recess and time to play for our middle school students
16. Faculty morning verse
17. Buddies
18. Summer Professional Development
19. Creating/bringing our own Special Ed Team
20. Always thinking outside of the box
21. Specialty Teachers are flexible and adaptable
22. Specialty curriculum intermingles with Main Class Teacher curriculum

Weaknesses

1. Unified curriculum
2. Baseline for Journey Kids - especially in grades K-2
3. Aligning the curriculum - lots of resources that say different things
4. Waldorf curriculum includes Specialty classes - they are not just electives
5. Head, heart and hands relationship between Main Class Teachers + Specialities
6. Gap between MCTs and Specialty Teachers
7. Standard for the the report card
8. Understanding how to make the Waldorf curriculum rigorous
9. Incomplete curriculum - Investigations
10. When taking over a class, it's hard when you don't know where the students are academically.
11. Need to share more what each grade learns so we know where the students are going
12. Facilities
13. Students leaving in the middle of the year - especially in EC this year
14. Messaging to new teachers and parents that it takes years to be a master teacher
15. Lots of special education kiddos coming into the program
16. More structure for pull outs (Learning Lab, SPED, counseling)
17. All outside areas are where classes are held - need to check before wanting to use a space
18. Lots of trash on campus

Opportunities

1. Specialties and Sped Ed come to faculty meetings (at least once a month)
2. Summer training to bring in money
3. Summer training for Specialty Teachers
4. Parents interested in Foundations - some Specialty Teachers too
5. Create Waldorf assessments that we can sell.
6. Curriculum sharing
7. Increase social media presence - spotlight teachers here and toot our horn more
8. See and hear our students who are questioning their gender
9. Hone our looping model - 1-2 - (idea)

Threats

1. Special Education numbers
2. Legal system
3. Parents understanding
4. Budget with Special Education
5. Teacher Pay - double pay gap
6. Lack of parent trust
7. Project 2025 and what it means for education
8. Anti-charter movement
9. Testing
10. Lower ages in Kindy
11. Student and teacher mental health
12. School lunches are not healthy
13. Food waste/ trash

Goals

1. Educate parent body
2. Site search while the district is closing schools
3. Increase attendance at summer training
4. All teachers to get professional ed credits for summer - accreditation of program
5. High school (One can dream)
6. Assessment + baseline for Journey kiddos
7. Google classrooms with all the resources available for teachers
8. Scanned Main Lesson Books
9. Teacher sustainability: need more money and easier curriculum
10. Remarketing Journey to share how rigorous we are
11. More connection and bonding between ALL staff- MCT and Specialty gap
12. Specialty class sessions at the beginning of August Retreat