

Journey School - A California Public Charter School

November 20, 2024

2:00 p.m.

BOARD RETREAT AGENDA

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

BOARD MEMBERS:

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

ADVISORY POSITIONS:

*Gavin Keller, Executive Director
Shelley Kelley, Education Director
Caryn Kaufman, Special Education Director
Amanda Simmons, Independent Study Director
Lisa O'Neill, Independent Study Representative
Hellene Brodsky, Early Childhood Department Representative
Kristi Kilcollins, Faculty Representative
Kelly Larson, Faculty Representative
Joy Halverson, Specialty Teachers Representative
Nicola Wellner, Special Teachers Representative
Candice Reese, Parent Cabinet President
Renalani Moodley, Parent Cabinet Representative*

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.*

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2. *“Request to Speak” cards are available for all audience members who wish to speak prior to an agenda item or under the general category of “Public Comment.” “Public Comment” time is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Council can only listen to your issue, not discuss your issue, respond in substance or take action. These presentations are limited to five (5) minutes (ten (10) minutes if a translator is needed) and total time allotted to non-agenda items will not exceed thirty (30) minutes. The Council may give direction to staff to respond to your concern.*
3. *With regard to items that are on the agenda, you may specify that agenda item on your “Request to Speak” card and submit the card prior to an agenda item. The public comment period precedes presentations on that agenda item by staff and/or school committees, Council discussion, and deliberation. You will be given an opportunity to speak for up to five (5) minutes (ten (10) minutes if a translator is needed).*
4. *When addressing the Council, speakers are requested to state their name and adhere to the time limits set forth.*
5. *Audience members attending a meeting virtually are required to follow the guidelines specified in points 1 through 4 with the following exception noted: In lieu of a “Request to Speak” card, an audience member may utilize the chat function to indicate their name and a request to speak under the general category of “Public Comment” or at a specific agenda item. All other comments, questions, and dialogue entered into the chat will not be entered into public record and will not be responded to/addressed.*

Notices: *Journey does not discriminate on the basis of disability in the admission or access to, or treatment in employment in its programs or activities. Please notify the office at (949) 448-7232 twenty-four (24) hours prior to the date of the meeting for disability accommodations necessary in order to participate. Per California Government Code section 54957.5(b), Journey shall make materials that are part of the regular agenda packet available in the office and/or on the school’s website www.journeyschool.net, 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	2:00
2	Approval of Agenda* NOTE: The order of the agenda may be changed without prior notice to the public.	Amy	2:05
3	Public Comment	Amy	2:10
4	A. Journey School’s History and Values	Hellene	2:20
	B. Tour of Campus	Gavin & Shelley	2:30
	C. Waldorf-Inspired Activity	TBD	2:50
	D. Journey School Current Information and Updates	Gavin & Shelley	3:20
	E. SWOT Analysis	Amy	3:50

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	F. Vision Board Exercise	<i>Amy</i>	<i>4:20</i>
	G. Fundraising Discussion	<i>Amy</i>	<i>4:40</i>
	H. Community Partner Discussion	<i>Amy</i>	<i>5:00</i>
	I. Draft Strategic Plan Development	<i>Amy</i>	<i>5:20</i>
	J. Dinner and Continued Discussion of Strategic Plan	<i>Amy</i>	<i>5:55</i>
<i>5</i>	Adjournment	<i>Amy Capelle</i>	<i>6:30</i>

*Agenda publicly posted at Journey School on November 15, 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 School Board Retreat - November 20, 2024

Strategic Planning Objectives, Outcomes and Questions

1. Approval of Agenda (Time: 5 minutes)

2. Public Comment (Time: 10 minutes)

3. Helene Shares Waldorf and Journey School's History and Values

(Time: 10 minutes)

- Objective: Helene will share the history, values, and foundational principles of Waldorf education, along with Journey School's unique interpretation.
- Outcome: Board members will gain a deeper understanding and grounding in Waldorf philosophy, framing the rest of the session around these values.

4. Tour of Campus (Time: 20 minutes)

- Objective: Walk through the campus to observe and appreciate the learning environment and facilities, with a focus on how they support the Waldorf-inspired educational model.
- Outcome: Board members will visualize potential areas for growth, enhancement, or preservation.

5. Waldorf-Inspired Activity (Time: 30 minutes)

- Objective: Engage in a hands-on Waldorf-inspired activity led by a Waldorf educator.
- Outcome: Cultivate a sense of creativity and community among board members, helping them connect with the core elements of the school's approach.

6. Journey School Current Information and Updates (Time: 30 minutes)

- Objective: Gavin will answer questions about the school's current state, referencing the following documents and data that participants should read beforehand: Faculty identified Big Rocks, Alliance self-study, alumni input, charter outcomes, standardized test scores, and student demographics.
- Outcome: Board members gain insights into the school's current landscape to inform strategic planning discussions.

7. SWOT Analysis (Time: 30 minutes)

- Objective: Participants will review past SWOT analysis and revise it to adjust to the times.
- Outcome: A compiled list of SWOT insights to guide the strategic plan.

8. Vision Board Exercise (Time: 20 minutes)

- Objective: Use large sheets of paper, markers, and post-its or other art materials for an interactive vision board exercise. Each member adds thoughts on where they envision the school in the next 5–10 years, covering areas like community, academics, and facilities.
- Outcome: Create a collective vision that reflects board members' aspirations for the school's future.

9. Fundraising Discussion (Time: 20 minutes)

- Objective: Discuss creative and Waldorf-aligned fundraising ideas to support the school's goals.
- Outcome: A list of actionable fundraising ideas to integrate into the strategic plan.

10. Community Partner Discussion (Time: 20 minutes)

- Objective: Identify potential local partnerships that could enhance resources, programming, or community engagement.
- Outcome: A preliminary list of community partners to pursue, building a support network around the school.

11. Draft Strategic Plan Development (Time: 35 minutes)

- Objective: Begin drafting the strategic plan based on insights from the SWOT, Vision Board, Fundraising, and Community Partner discussions.
- Structure:
 - Step 1: Review the key goals and objectives identified (15 minutes).
 - Step 2: Draft initial action items, timelines, and designate responsibilities (20 minutes).
- Outcome: A rough draft of the strategic plan framework, with a list of priority goals and next steps.

12. Dinner and Continued Discussion of Strategic Plan (Time: 35 minutes)

- Objective: Finalize discussions around the strategic plan.
- Outcome: A refined strategic plan draft, with concrete next steps and assigned follow-up responsibilities.

Questions for Faculty and Staff

1. How do you see Waldorf values coming to life in your classrooms and interactions with students, and where do you see room for improvement or further support?
2. What challenges do you face in implementing the Waldorf-inspired curriculum, and what resources or support would help you overcome these challenges?
3. In what ways can we strengthen our partnerships with parents and the wider community to foster a more engaged and supportive school environment?
4. Are there specific improvements to our facilities or campus resources that would enhance the learning experience for both teachers and students?
5. What are your long-term hopes and vision for the school, and what steps do you believe are necessary to achieve this?

Board Retreat Notes 6/15/23

Amy would like a document that outlines an overarching view of the various processes, goals, etc.

The Big Rocks: Going over each rock. Then coordinate each rock with other documents such as the LCAP.

Mission, Vision and Values: *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.*

What is the "elevator speech" version of this mission statement? Some ideas to incorporate:

- *Foster innovation, critical thinking and creativity through hands-on activities.*
- *Creates a sense of belonging among students, forming a connection with the school and the environment.*
- *Relationship based.*
- *Learning by experience, learning through play.*
- *Strong sense of self. Skills to help them adapt throughout life.*
- *Well rounded. Internal motivation. Good humans.*
- *Developmentally appropriate*
- *Elongate and protect childhood*
- *Love of learning*

ROCK 2: Student Conduct & Social Emotional Well-Being

STRENGTHS:

- *Class teacher continuity*
- *Three streams, support circles*
- *8th grade leadership*
- *Compassionate campus*
- *Buddies - Bonds formed between grade levels*
- *Waldorf training includes social/emotional training*
- *Low turnover of staff*
- *Hearth*
- *Counselors*
- *Healthy eating*
- *Nature connection, location*
- *Illuminate Ed for social emotional screening 3x/year*
- *Upstander vs. Bystander*
- *RESPECT tour*

WEAKNESSES:

- *Consistency - different teachers with different approaches*

- *Different approaches for neurodiverse students*
- *Consequences happen too late*

OPPORTUNITIES:

- *Positive Actions (not in use)*
- *More training needed, common language*
- *Conscious Discipline training*
- *Need to teach children skills for conflict resolution*
- *Consistent consequences*
- *RESPECT tour with parents , and all staff*
- *RESPECT tour lead by 8th graders*
- *Help for at-risk students*

THREATS:

- *Misconception of Waldorf discipline*
- *Social media*
- *Current polarized post-pandemic culture*
- *DEIJ*
- *Budget*

ROCK 4: COMMUNITY

STRENGTHS:

- *Spring social*
- *Parent nights*
- *Coffee talks*
- *PC meetings well attended and enthusiastic*
- *Parent ed with Lee Sturgeon Day and others*
- *Parent involvement*
- *Work days*
- *Festivals & traditions*
- *All school assemblies*
- *ParentSquare communications*
- *Parent body values the community*
- *Looping families who understand the community*

WEAKNESSES:

- *Parent handbook online instead of being studied in print*
- *20/80 rule (20% do 80% of the volunteering)*
- *Culture of giving has been lessened in recent years*
- *Lots of information shared goes unread*
- *Need way to onboard/educate new parents*
- *Culture of escalating instead of direct communication*
- *Public Waldorf knowledge is inconsistent*

OPPORTUNITIES:

- *Study handbook at parent meetings*
- *Coffee talks more often with specific topics*
- *Offer Parent Education opportunities*
- *Reinstate expectations for volunteer hours*
- *PC pay staff to coordinate work day*
- *Skills inventory*

THREATS:

- *Mistrust*
- *More working and single parents*
- *Attendance*
- *Polarity*
- *Stress (mental, financial)*
- *Harder to connect on Zoom*
- *Parking lot talk; Misinformation travels fast.*

ROCK 5: Student Achievement & Curriculum

STRENGTHS:

- *Fastbridge testing*
- *Honors program in middle school*
- *Art of Teaching / Professional development every year*
- *Leveled math in 7th & 8th grade*
- *Test scores improved during pandemic*
- *Parental relationships with teachers*
- *Structured curriculum helps with pacing and resources*
- *TOSA's in middle school (Teachers on Special Assignment)*
- *New teachers are assigned a mentor for their first year*
- *High school preparation*
- *Title 1 Reading Specialist working with EC and lower grades to help detect needs.*
- *Connection to high schools*
- *High school tours*

WEAKNESSES:

- *Inconsistent relationships depending on the teacher*
- *Building relationships with new teachers and new families*
- *Lack of structured curriculum for science*
- *Learning disabilities not detected in play-based kindergarten*
- *Lack of early intervention*
- *District support for SPED*
- *District SPED doesn't understand Waldorf developmental approach*
- *Grade level teacher cooperation is inconsistent*
- *English learning are struggling*
- *Lack of teacher understanding of California standards and results of data collected from testing.*

OPPORTUNITIES:

- *More mentorship between teachers*
- *Fully implement identification of EC students who may need academic support for early grades.*
- *Explicit academics for Sun (oldest) children in kindergarten*
- *Challenge or extension groups for early grades*
- *More grade band planning and coordination*
- *Foreign language*
- *Using TOSA's to mentor other grades teachers*

THREATS:

- *Technology so prevalent*
- *Perception of rigor lacking*
- *Illnesses among faculty and students is still disruptive*
- *Lack of CUSD support for SPED at District level*
- *English learners needs not met*
- *Hispanic student achievement may be low (will check 2022-23 data).*
- *Attendance, 1/3 of students chronically absent (more than 18 days)*
- *Low test scores dip due to mismatched curriculum pacing, Waldorf vs. public ed.*

ROCK 7: Board & External Resources

STRENGTHS:

- *Collegial collaboration*
- *Board transparency*
- *Longevity of the school*
- *Things consistently get done*
- *Teachers feeling heard by the board*
- *Good representation on board of outside education expertise*
- *Continuity of oversight from Larry and Franci.*
- *CUSD likes us*

WEAKNESSES:

- *Board silo from teachers and parents*
- *Board committees challenging*
- *Time commitment*
- *Board could be more ethnically diverse*
- *Lacking a regular faculty advisor*
- *Onboarding of board members, lack of handbook; more structure needed.*

OPPORTUNITIES:

- *Corporate sponsors & partnerships*
- *Nonprofit relationships*
- *Board pipeline*
- *External communication*
- *Alumni stories*

- *Mirror studies done with faculty*
- *Self-study*
- *Board training*

THREATS:

- *Three board members due to leave*
- *Board membership low at 5 members*
- *Perception if Jeannie leaves more, leaving no faculty representation*
- *California budget*
- *Declining enrollment due to population aging/ demographic changes, lack of affordability*
- *Charter school demonization*
- *Misperceptions of Waldorf*
- *Facilities aging*

BIG ROCKS – JOURNEY SCHOOL

ROCK # 1 - Our ROOTS :

- Core Principles
- Media
- Head, Heart and Hands - every day / all day :)

ROCK # 2 - Student Conduct and Social Emotional Well Being

- Establish a safe and inspiring learning environment - social and emotional well-being is a prerequisite for academic learning!
- Build strong relationships with our students + class communities
- 8th grade leadership
- Compassionate Campus - Positive Action - RESPECT
- LCAP Goal 3: Positive School Climate and Social Emotional Literacy

- State Priorities addressed by this goal: State Priority 1: Basic Conditions of Learning and State Priority 6: School Climate =

ROCK # 3 - School

- Adhere to mission, core values, and key beliefs
- Grow and leverage school resources
- Hire, retain, and support superb educators

ROCK # 4 - Community

- Establishing partnerships and effective communication
- Building strong relationships with our parents + class communities
- Parent Education
- Being part of a village means.....
- LCAP Goal 5: Parental Involvement

- State Priorities addressed by this goal: State Priority 3; Parental Involvement and State Priority 6; School Climate

ROCK #5 - Student Achievement and Curriculum

- Windows and mirrors
- Set rigorous learning goals, assess progress, and provide superb student support (time to discuss and share on grading/ reflection of work in each grade level)
- LCAP Goal 1: Academic Performance and Progress

- State Priorities addressed by this Rock/Goal: State Priority 1; Basic Conditions of Learning, State Priority 2; Implementation of State Standards, State Priority 4; Student Achievement and State Priority 8; Pupil Outcomes.

ROCK #6 - Sustainability for Teachers

- Looping - 1-4 and 5-8.
- In depth professional development - ELA + Math
- System of sharing resources

JOURNEY CHARTER SCHOOL SELF STUDY
2023/2024

Alliance for Public Waldorf Education

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Section A: Summary of Self-Study Process

This summary concludes the document with a description of how all school stakeholders – teachers, administration, governing board, parents, and students – were involved in the process, with some documentation, e.g. questionnaires, surveys, interviews (2-3 pages).

Over the 2022/2023 school year, Journey School’s Pedagogical Committee worked on preparing for our application for full membership in the Alliance for Public Waldorf Education. During our end of year faculty meetings, our Main Class Teachers and Subject Teachers began the self study process by reviewing the Seven Core Principles. They then reflected upon how those principles are living at Journey School. From these meetings, a living document was created. In the fall and winter of the 2023/2024 school year, the faculty reviewed the document generated in the summer meetings and made changes and recommendations. Also in the 2023/2024 school year, the board and parents completed a survey focused on the application of the Seven Core Principles at Journey School. Additionally, our 8th grade students participated in a group discussion about the application of the Seven Core Principles at Journey School.

-Insert copy of parent and board survey here

Section B. Summary of Strengths and Challenges This section summarizes the findings from Part I.B and Part II above (2-3 pages).

Strengths

Challenges

Section C. Preliminary Action Plan.

After completing all prior sections of the Self Study Report, the school looks forward to the remaining years of the seven-year self-study cycle and outlines the path that it will follow in those years. The Action Plan lists 2-3 major priorities and 3-5 minor priorities for future work, specific actions intended to address each of those priorities, and a timeline for accomplishing those action items. (2-3 pages). This Action Plan will be reviewed and finalized after the Site Visit.

Journey School Action Plan Major Priorities:

Journey School Action Plan Minor Priorities:

Section D: Additional Materials

[Copy of Most Recent Authorizer](#)

At its conclusion, the narrative for each principle provides a summary of the school's strengths and challenges regarding each Core Principle and a discussion of plans to enhance the working of the principle in the school (2-4 pages per principle).

Core Principle 1: Image of the Human Being: Public Waldorf Education is founded on a coherent image of the developing human being.

How is the Principle living in the school?

- Journey School faculty and staff demonstrate their commitment and care of each individual child.
- Teachers regularly attend professional development training to reinforce this principle.
- The school has a strong administrative staff and low teacher turn-over, which means that relationships with students are fostered over time to form lasting bonds and trust.
- Journey fosters the unique gifts in each child by offering them exposure to education through numerous modalities and various worldwide cultures.
- The school honors the individual with specialized/individualized support based on specific needs

In what ways has the school explored innovation in relation to this principle?

- The school has maintained many specialty classes throughout its existence in subjects that have been omitted by other public schools. The Council and Administration make sure to include ample funding for specialties in the budget.
- The Hearth is a unique innovation that Journey created for student support

- The Peace Path helps students work through conflicts
- Care Streams and Child Study help students in need of support
- Parent Cabinet focuses fundraising efforts to support Waldorf principles
- PEDCO provides the school with experienced pedagogical guidance
- JS Council provides a broader worldview to guide the school
- Journey presents and participates in a schoolwide Seasonal assemblies
- Journey students participate in grade specific Waldorf school gatherings with other private and charter Waldorf schools from across Southern California.
- There is ongoing financial assistance for our on site teacher training program

In what ways has the school faced challenges or made compromises in relation to this principle?

- The school strives to provide more opportunities for parent education and opportunities to build parent relationships.
- Separating children from technology is an ongoing challenge to positive child development. The school strives to make a more serious commitment to no/low tech. There is frustration among faculty when this goal is not upheld.
- On-going concern about a consistent knowledge base in the faculty of an Anthroposophical understanding of the developing Human Being
- Low attendance at parent education (online and in person)
- Ongoing disconnect between Speciality teachers and Main Class teachers
- Ongoing misunderstanding of the value and importance of our Speciality classes and teachers to Waldorf Education by parents and Main Class teachers

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

- Create and foster healthy relationships in all areas
- Raise expectations from parents for volunteer participation, parent education, etc.
- School is resuming school-wide assemblies on a regular basis
- Host an international food day (food, dance, etc.)
- Journey will continue fundraising efforts to maintain specialty classes and student support offerings.
- Journey staff continue to learn, explore and understand the picture of human development offered in Anthroposophy via faculty meetings, study and PD.
- **Starting July** 2024, Journey will offer in house summer training for Main Class Teachers with an emphasis on core Waldorf pedagogy (the how and the why) and unifying the school's expectations of Main Class Teachers.

Core Principle 2: Child Development: An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.

How is the Principle living in the school?

Though Steiner's developmental Plan can never truly align with Common Core, the two can coexist. We are helping them to coexist by emphasizing the developmental pedagogical approach and acknowledging the standards in the following ways.

- Our charter allows us to reorder the Common Core curriculum to align with the developmental needs of the child. For example, we teach Revolutions in grade 8 instead of grade 5.
- We offer co-aligned standards for each grade instead of just Common Core.
- We offer a developmentally appropriate, play-based kindergarten.
- We incorporate music, movement, and mental math into morning lessons to help awaken the child's head, heart, and hands prior to academic learning.
- We integrate nature studies, music, and art into the curriculum. This has been a guiding stream especially in regard to the question of staying on this campus which has access to trails and wilderness area even though we have started to outgrow the space. Additionally, we have added a garden space to the heart of campus which is our onsite farmer's classroom space. We contract with Earth Roots as well creating a robust EcoLiteracy program.
- All classes perform a class play each year and the content and process are aligned with the developmental phase of the class.

- We integrate gardening across the curriculum, but especially in 3rd grade where these studies particularly meet the developmental needs of the 9 year change.
- We have been able to add Spanish through grades 1-8 per Steiner's indications for a second language.

In what ways has the school explored innovation in relation to this principle?

At Journey School, we understand that the children who are before us are different than they were even just a few years ago. The Covid-19 Pandemic altered family and school life in many ways in both the short and long term. Though we are dedicated to bringing Waldorf pedagogy via a public charter, we also recognise that most of our students will not be able to attend a private Waldorf high school and we do not have a public Waldorf high school in Southern California. Holding all these elements in one picture has led to several innovations.

- Journey School has a Waldorf Foundations training program for all Journey staff. Currently, all Main Class Teachers are Waldorf trained or are in the process of earning their certification.
- Steiner indicates that “experts” are to teach main lesson and subject classes at the high school level. Holding this in mind, Journey School has consciously chosen to begin phasing in experts in the middle school. This stems from Steiner's indications that we as educators need to meet the times we are in, address the current needs of the learners in front of us as well as be practical. The vast majority of our graduates go to local public schools and so we adjust our faculty and curriculum to prepare

them for this inevitability while remaining true to our Waldorf principles. The practical ancillary effect of bringing in experts to teach Math and Humanities in the middle school is that the Main Class Teachers experience less burn out and have a more hygienic teacher life. This also ensures the curriculum is standards aligned.

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

One of the great gifts of being a public charter school is that our teachers are versed in both mainstream pedagogy and Waldorf pedagogy. Additionally, we have a bevy of services that most independent schools cannot provide including a full Special Education department and a Reading Interventionist. However, it's challenging to make sure all these educators with their many gifts and specialties are on the same page.

In our self study, a few questions arose including:

Are all Main Class Teachers following the coaligned curriculum?

Are all Main Class Teachers practicing Waldorf best practices including Main Lesson rhythms, developmentally appropriate circle, mental math, etc?

What do we need to foster alignment in the realms of curriculum and best practices?

The faculty discussed these questions as pointing to a blind spot in our working and topics that call for connection and reflection. We agreed that alignment is one of our biggest challenges. However, we have done some work towards coming into alignment including:

- Having our music teacher push into middle school to help with music for circle. Our Main Class Teachers discovered that a little guidance goes a long way.
- Again, all Main Class teachers are Waldorf trained or in training helping to expose teachers to the content and best practices.
- We are in the process of aligning all our field trips across the grades so that they arise from the Waldorf curriculum and are developmentally appropriate.

<u>Strengths</u>	<u>Challenges</u>
<ul style="list-style-type: none"> • On site Waldorf teacher training • We have a coaligned curriculum/sequence per our charter to meet developmental readiness. • Class Trips are being aligned • Utilizing specialty teacher knowledge • Special Education department and reading interventionist • Utilization of experts in middle school 	<ul style="list-style-type: none"> • SPED program and Waldorf pedagogy are not always synced nor well communicated • Curriculum and state assessments aren't aligned, but tests must still be administered • Perceived blind spot in curriculum and best practices alignment • The co-alignment can be a challenge if changes aren't communicated to teachers. • Professional evaluations of faculty is inconsistent • Feedforward of evaluations also is inconsistent • Classroom storage and space are ongoing issues (too little) • Shared classroom space is a challenge

- | | |
|--|---|
| | <ul style="list-style-type: none">• Subject teachers would desire a deeper understanding of Waldorf Pedagogy overall and in subject class specifically• Main Class teachers lack understanding of the value of Subject Classes |
|--|---|

Core Principle 3: Social Change Through Education: Public Waldorf education exists to serve both the individual and society.

The picture of the tower and seeing more and more into the world, capstone 8th grade....

How is the principle living in the school?

● **Social awareness through.....**

- Green Ribbon School
- Earthroots classes
- Developmentally appropriate, academically informed in depth thinking
- Initiative, confidence necessary to transfer intentions into reality
- Interest in the world: Creating global and cultural interest through festivals of different cultures.
- Compassionate Campus: Class buddy program/class meeting
- Cultivation of a moral responsibility for the environment of of campus
- Conscious Discipline
- Stories of cultural competence (customs, traditions, etc)

In what ways has the school explored innovation in relation to this principle?

- Peace path
- Caroling Club
- Fundraising for donations, adopt-a-family
- 8th grade project mentoring
- The Memory Project
- 6th grade knighting projects – service component
- Pedagogical stories/ imagination
- Buddy classes
- Business Math Donations
- Earthroots

- Heifer International
- Digital Media Literacy (analyzing online content, but also creating content)
- Adult ESL classes on campus (through community college, free tuition)
- Service to community: Isaiah House, Community service parent volunteers
- Farming, exposure and understanding permaculture principles
- Aliso Creek Restoration Project
- Activities with other Waldorf schools, both private and private (pentathlon, medieval games, track meet)

In what ways has the school faced challenges or been compromised in relation to this principle?

- Including students in clothing drives, etc
- language barrier, adequate support of EL learners
- School of choice, our school community doesn't necessarily reflect the diversity of surrounding community
- Consistency of service (projects/field trips) throughout the grades
- Difficulty in restarting in-person community service since pandemic, volunteer age rules/regulations
- Engagement of parents in parental education/activities
- Depth of understanding of faculty's knowledge of the full spectrum of programming offerings

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

- teachers pick partners/groups to diversify social
- more grade band activities, improve (improve what?)

- team building with class, buddies, grade up, friends Friday
- mix with other groups outside of class
- Community outreach
- Committees through Parent Cabinet
- Incorporating service field trips into each grade band
- Consistency in Subject and MCT meetings throughout the year

Core Principle 4: Human Relationships: Public Waldorf Schools foster a culture of healthy relationships.

Core ideas:

- Relationship based learning
- Healthy relationships with parents, colleagues, and stakeholders
- Community life

How is the principle living in the school?

- Feedback from graduates and parents shows they loved the community at Journey School
- Numerous community events throughout the school year including Harvest Faire, Lantern Walk, Autumn All School Gathering, Sukkot potluck, Spiral walk, etc, etc.
- Grades classes perform class plays for the other classes
- Compassionate Campus and bi-weekly Class Buddy time
- Peace Path
- Hearth
- Lunch Bunch
- Counselors on Campus
- Kindergarten Leadership
- Student Support Circles/Care Stream
- Class Meetings
- Grades Right of Passage Events (Pentathlon, Medieval Games, Track Meet, etc, etc) with other Southern California Waldorf School

In what ways has the school explored innovation in relation to this principle?

- Digital Media Literacy classes
- Peace Path

- Lunch Bunch
- Alumni Booth at Harvest Faire
- Conscious Discipline
- Having speakers like Lee Sturgeon Day and Kim John Payne join faculty meetings helping our teachers and staff continually reflect on their own relationships with themselves, others, and their students
- Three Carestreams (Academic, Social and Behavioral)
- Middle School Clubs, Mixed Grade Speciality Classes

In what ways has the school faced challenges or compromised in relation to this principle?

- Parent involvement dwindles over time as grades progress
- Expanding Alumni Role
- Community change is constant
- Being a commuter school
- Inclusivity of Independent Studies students in whole school/grade events
- Lack of Community Space - because of size .
- Loss of school store
- Challenging social dynamics within a class/class band - finding connections and building inclusivity
- Shift in parent participation since pandemic

- Loss of monthly Waldorf inspired workshops offered to the public

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

- Conscious Discipline training
- volunteer task list sent out at the beginning of the year provided by every single classroom,
- organize parent hangout opportunities
- encourage involvement of school culture at home.

Core Principle 5: Access and Diversity: Public Waldorf Schools work to increase diversity and access to all sectors of society.

As a public charter, Journey school is able to serve students regardless of their socio-economic background. Unlike independent schools, our students do not have to pay tuition or supply fees and we offset the cost of field trips with fundraisers spearheaded by our Parent Cabinet. In this way, we remove the traditional barrier of funding from students accessing a Waldorf education. Additionally, we can harness district resources to best support access for diverse learners including students who qualify for SPED services and students identified as ELL.

How is the Principle living in the school?

- Non-biased lottery admission
- Pull from surrounding counties including San Diego and Los Angeles
- Accessibility - Independent Study / Hybrid and Special Education
- ELA learners - retention
 - Per our charter, our courses meet the state's vision for specialty academic instruction in English, for English Language Learners including instructional techniques in multiple modalities.
- IEP modifications / 504 plans
 - As outlined in our charter, SPED supports access for children who qualify which enhances our ability to serve a neurodiverse population.
- As a Waldorf school, we bring a developmental approach in an effort to keep hindrances from arising.
- Care Stream/SST
 - Supports access to the curriculum for students who might otherwise be excluded for behavioral reasons including being sent out of class, being sent home and even suspension.

- Diverse learners
 - As outlined in our charter, we have enrollment strategies to increase diversity.
- Our school serves students at all socioeconomic levels.
- Different ethnic and cultural
 - Humanities curriculum and festival life are a reflection of our community's diverse cultural makeup and multicultural curriculum focus.
- Using social media to announce enrollment opportunities
- Support LBGTQIA+ / non gendered / non-binary

In what ways has the school explored innovation in relation to this principle?

- Partnership with district
- Earthroots land acknowledgement
- Adult ESL class on campus as an outreach effort
- Board membership outside our immediate community
- Parent Cabinet - leading fundraising to increase access
- Professional Development through Alliance for Public Waldorf Education and WECAN
- Independent Study increases the number of children able to access education at home
- Participation in school lunches
- We have a well developed program in place for after school care that goes to 5pm and we have expanded our supervision in the morning that starts at 8:00am (40 minutes).

In what ways has the school faced challenges or compromised in relation to this principle?

- Knowledge about what Waldorf is may be limited by socioeconomic status.
 - Need to educate wider community
- Need parent /staff education about gender regarding opinions, social issues and how to have these conversations
 - Conversations about “why?” inclusions
- California laws, compliance and big picture - SPED interventions vs. Waldorf pedagogy
- More diversity exists in OC versus Aliso Viejo
 - Limited because of our location
 - However, we have a lot of families who are drawn to our school because we can offer them programming they do not receive in other learning environments.

Our marketing materials do not visually reflect our actual diversity

- More training needed on how to have open communication and conversations about DEI/J
 - Initially was a group with a common interest who met monthly to brainstorm ideas. The group became more focused on neurodiversity and wanted to change Waldorf curriculum. The fissure happened at a time when very few faculty were attending and it stopped feeling productive. Funds were also being requested for unrealistic items. It stopped being as inclusive. The group was transitioned from a sponsored to unsponsored committee. Faculty members no longer attend the meetings. Pedco is holding the DEI/J work going forward by assessing current needs of faculty, community and our population.

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

Most summer training programs include discussions regarding how to enhance the curriculum to include more diversity of voices, especially in the realm of storytelling. There is an awareness, now more than ever, in the wider Waldorf world that this can only make our curriculum stronger. In addition to these discussions, we are having and continue to have the following areas of focus:

- EC and early grades home visits
- Independent Study meets with families
- More conversations about diversity
- More parent education and understanding who our parents are
- Events to see each other as humans because of divisions
- How to address as older kids when parents are upset by behaviors
- Incorporate more diverse stories, perspectives, which come from the source
- Include parents in culturally relevant activities within the classroom and the school.
- Administration has added accessibility as a goal
- International corridor at Harvest Faire.
- Social clubs, like Mexican Social Club, for middle school.
- Dia de Los Muertos as a light festival for middle school (planned for next year).
- Spanish class has returned at all grade levels.
- There isn't a lot planned already.

(Bulleted)

<u>Strengths</u>	<u>Challenges</u>
<ul style="list-style-type: none"> • Grade span relationships 	<ul style="list-style-type: none"> • Need parent /staff education about gender regarding opinions, social

<ul style="list-style-type: none"> ● Grade span teachers ● Invitations ● Parent relationships with goals for the children ● flexibility/ adaptability ● Innovate and change curriculum ● Individualized social emotions support ● See individual ● Whole person approach ● Cross grade mentorship assigned through care-stream ● Staying with class gives students and teachers A chance to know and accept ● Core curriculum and specialties offer all students 	<p>issues and how to have the conversations</p> <ul style="list-style-type: none"> ● Conversations about “why?” inclusions ● California laws, compliance and big picture - norms ● Ethnic and culture in OC is higher than what we encounter in Aliso Viejo ● Limited because of our location ● More training needed on how to have open communication and conversations about DEI
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? Where does it fit?

-Not owning our facilities so depending on district to complete maintenance requests. EX. Dividers in the the middle school boys bathroom between urinals being ordered, and requested installation but not there.

Core Principle 6: Collaborative Leadership: School leadership is conducted through shared responsibilities within established legal structures.

How is this Principle living in the school?

- Surveys to parents regarding feedback about the school experience
- Open door policy by school directors
- Active collaboration at staff meetings
- Specialty and Main class teacher meetings
- Paying for ongoing Waldorf training and enrichment workshops
- PEDCO
- PC meetings
- Teacher search committee and calendar committee
- Book studies
- Intake meetings in kindergarten
- Care Streams

Collaborative Leadership is prominent at Journey School. Leadership at Journey School starts with our administrative leadership team. The three school directors meet regularly and regularly meet with staff members, parents, board members and community members about important topics that affect the school and student population. They have open office doors to staff members when needs arise. This sets the tone for the whole school when it comes to collaboration.

There are several committees and groups on campus that meet to improve school culture and student success. Some of these committees include weekly staff meetings, Pedagogical council (PedCo), Parent Cabinet, DEIJ, Care Streams, Team meetings, Department meetings and Committee meetings.

Three times a month the Main Class Teachers come together in the staff meetings. The focus and content of these meetings has evolved during the years to meet the needs of the school. We have used the meeting to do book studies and professional development. Some of the books we have studied included, *The Sum of Us* by Heather McGhee, *Tending the Spark* by Betty Staley, *Understanding Waldorf Education* by Jack Petrash, *Our 12 Senses* by Albert Soesman, and *the Second Classroom* by Torin Finser. Most recently the staff is taking up *Conscious Discipline* by Dr. Becky A. Bailey. Reading these books increases the staff's understanding of Waldorf Education and gives them tools to use immediately in the classroom. In addition to book studies, the staff participates in child and class studies to support teachers and students. During these meetings the staff gives insights into how to best support these students and classes we are studying. This builds supportive relationships among the staff.

In addition to the staff meetings, the specialty teachers meet once a month to collaborate, understand what is happening schoolwide and ask for support. PedCo meets throughout the month to discuss pedagogical support for the school and to put on community events. We also have several smaller teams that meet weekly to monthly within the school. Many teaching teams (such as the kindergarten team, the Independent Study team, and middle school) meet throughout the month to collaborate and make decisions that affect their team.

Smaller committees such as the calendar committee and the teacher search committee, meet sporadically throughout the year as needed to offer feedback on hiring decisions and the school calendar.

Parent involvement on committees is also important at Journey School. Our largest parent organization is the Parent Cabinet. It consists of at least one

parent from each class and is led by an executive team of parents. Although it has parent representatives that attend each month, all parents in the school are welcome and invited to attend. In addition to the parents, an administrator also attends the meetings to receive feedback from the parents and to share what is happening in the school. Parent input is important to our school. Each year we send out an annual survey to ask parents thoughts about how the school year is going and to get feedback. The feedback is taken seriously and decisions are made based on the information provided.

In addition school leaders, teachers, and parents come together regularly to support students in our care stream meetings. We have three care streams: academic, social/emotional, and behavior/guidance. During these meetings the parent, teacher, and care stream coordinator collaborate to find ways to guide and lead students who are having challenges at school.

Finally, we involve teachers, staff, administration, parents, and the wider community at our school board meetings. Our school board meetings are held once a month during the school year. We have a teacher and a parent as voting members on the board. The rest of our board members were recruited from the community. Each month we invite a teacher to join the meeting. Parents and community members are invited to share their input with the board. Our Executive Director and Educational Director attend as well.

The teachings of Rudolf Steiner are also important to the staff at Journey School. In addition to the book studies, teachers are also encouraged to attend a summer professional development, which is paid for by the school. The school and Parent Cabinet has also paid for Waldorf training for teachers who

were not previously trained. This training takes place throughout the year on our campus, which makes it accessible for most teachers.

Throughout all these meetings the faculty, staff, and administration collaborate to guide and lead the school with input from the stakeholder groups. We continue to educate ourselves through summer training, book studies and Waldorf training on Rudolf Steiner's insights. Governance and internal administration are implemented in a manner that cultivates collaboration, supportive relationships and effective leadership.

In what ways has the school explored innovation in relation to this principle?

- In House Waldorf Teacher Training
- Open Door Policies with administration
- Care Streams and Support circles

In what ways has the school faced challenges or compromised in relation to this principle?

- See "Challenges" below
- Does space/ ownership of land go here? District Restrictions

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

- More cross-collaboration between the grades and specialties
- More in-depth and established system for teachers to communicate to each other about specific students
- Faculty and administration usage of Parent Square

- Transitioning students more smoothly between specialty teacher changes
- Specialty teachers to be included in the care streams or IEPs so they get the information about how to support students

(Bulleled)

<u>Strengths</u>	<u>Challenges</u>
See “How is this Principle living in the school”	<ul style="list-style-type: none"> • Consistent communication with day to day happenings with students, parents, and admin. • Documentation (and sharing the documentation with stakeholders) • Bringing specialty teachers up so they are on an equal level with MCT. • Follow through with feedback and plans that are set up. • Don't waste time working on projects as a staff that don't end up making a difference in the day to day or that we don't come back to later. • Main Class teachers should know the specialty teachers' curriculum and visa versa. • Speciality Teachers are unable to attend staff meetings.

Core Principle 7: Schools as Learning Communities: Public Waldorf schools cultivate a love of lifelong learning and self-knowledge

How is this Principle living in the school?

- Field trips, Class Trips
- Teachers try to meet every student where they are
- Curriculum match to specialty classes
- Emphasis on social/emotional development through teaching them healthy ways to process and utilize skills (i.e. Peace Path, Conscious Discipline)
- Parents in the classroom
- Festivals cultivate community
- Community cultivation starts in Kindergarten
- Encourage respect for differences
- Whole child
- Student led option for higher level, differentiated academic classes
- Clubs for upper grades
- 8th Grade Projects
- Identify students that struggling so we can help
- **Class community circles**
- Compassionate Campus

In what ways has the school explored innovation in relation to this principle?

- Peace Path (self-reflection)
- Our buddy system
- All school seasonal assemblies
- Challenge groups (pull out differentiated instruction)
- Upper grades reading to lower grades classes
- Hearth

- Clubs

In what ways has the school faced challenges or compromised in relation to this principle?

- No established discipline system
- Hearth: how is it used?
- Communicating expectations with children & parents
- School-wide policies such as “no toys on campus” is inconsistent across the board
- Reflective Practice for students is inconsistent across the board
- Review of lessons across the grades - village - shares
- On-going diversity in offerings at assemblies and gatherings
- Dress code
- Opportunities for student leadership

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

- Be consistent with policies
- Communicate expectations
- Ongoing professional development
- Respect Tour

<u>Strengths</u>	<u>Challenges</u>
<ul style="list-style-type: none"> • See the potential of growth • Hearth: outlet • Buddies • No established discipline system (not every consequence works the same for every child) 	<ul style="list-style-type: none"> • No established discipline system • Hearth :how it’s used • Communicating expectations with children & parents • School-wide policies such

<ul style="list-style-type: none">• Festivals• Parent involvement• 8th grade projects	<p>as “no toys on campus” is inconsistent across the board</p> <ul style="list-style-type: none">• Reflective Practice for students is inconsistent across the board• Review of lessons across the grades - village - shares
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Descriptives – Family Survey¹

Respondent Information

63 families responded. Some responded for multiple children, for a total of 85 students.²

- 87% of students (n=74) attended all of middle school (6-8th grade) at Journey School (“Journey”).
- 39% of students (n=33) attended Journey from Kindergarten through 8th grade.

Over half of the students had finished high school (60%, n=51), with the remainder in high school at the time of the survey (40%, n=34).

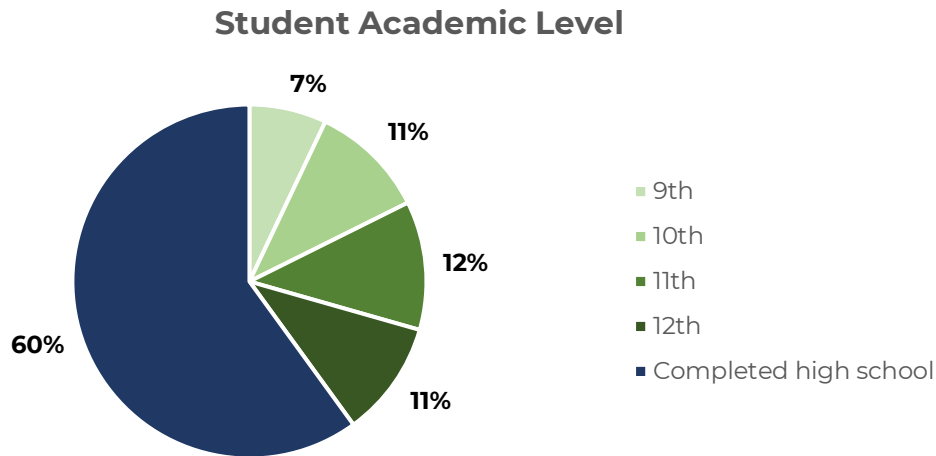


Figure 1. Most families responded on behalf of a student who had completed high school.

Students attended, or are attending, a variety of public and private high schools³:

- Dana Hills High School (13)
- Capistrano Valley High School (9)
- JSerra Catholic High School (7)
- Laguna Hills High School (7)
- San Juan Hills High School (7)
- Mission Viejo High School (5)
- Orange County School of the Art (6)
- Aliso Niguel High School (4)
- St Margaret's (4)
- El Toro High School (2)
- San Clemente (3)
- San Clemente (3)
- University High School, Irvine (3)
- Waldorf School of Orange County (3)
- Trabuco Hills High School (2)
- Samueli Academy, Santa Ana
- San Diego Jewish Academy
- Tesoro High School
- Beckman High School
- Cabrillo Point Academy
- California Preparatory Academy
- Canyon Crest Academy
- CAVA online public school
- Julian Charter School
- Hallstrom
- Heritage Christian
- Home school
- Various
- Outside CA (4)

¹ Survey responses are from May – August 2023. Distribution was via emails to families of Journey alumni. Emails were sent out three times to support as high a response rate as possible.

² Families were able to respond separately for each child for child-level quantitative data (e.g., high school, transition experience, post high school plans/actions, and high school performance). If a student did not attend Journey in middle school, they were excluded because the transition experience was not from Journey into high school. Data from these families were kept for coding of open-ended responses, which focused more on Journey as an overall educational experience.

³ Some students went to more than one high school.

Journey alumni go on to, or plan to pursue, a number of different pathways after high school, with just over half attending/having attended a four-year institute of higher education, and nearly 80% of current high school students planning to attend one (see Figures 2 and 3 below).

Current Pathways (High School Graduates)

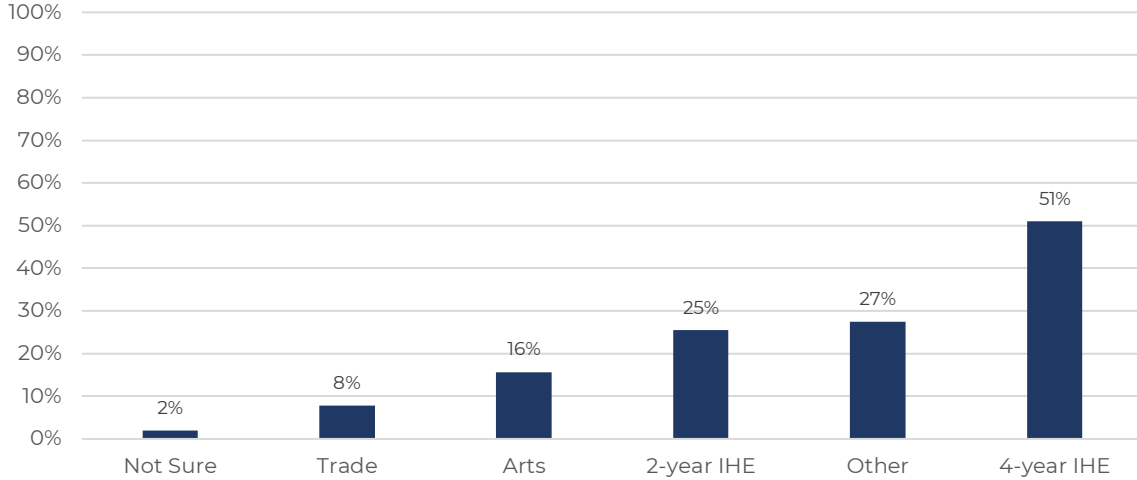


Figure 2. Pathways for High School Graduates (n=51). Some students attended a two-year institute before transferring, thus the total across pathways is over 100 percent. “Other” responses include: pursuing graduate degrees; careers in graphic design, working, culinary arts.

Future Plans (High School Students)

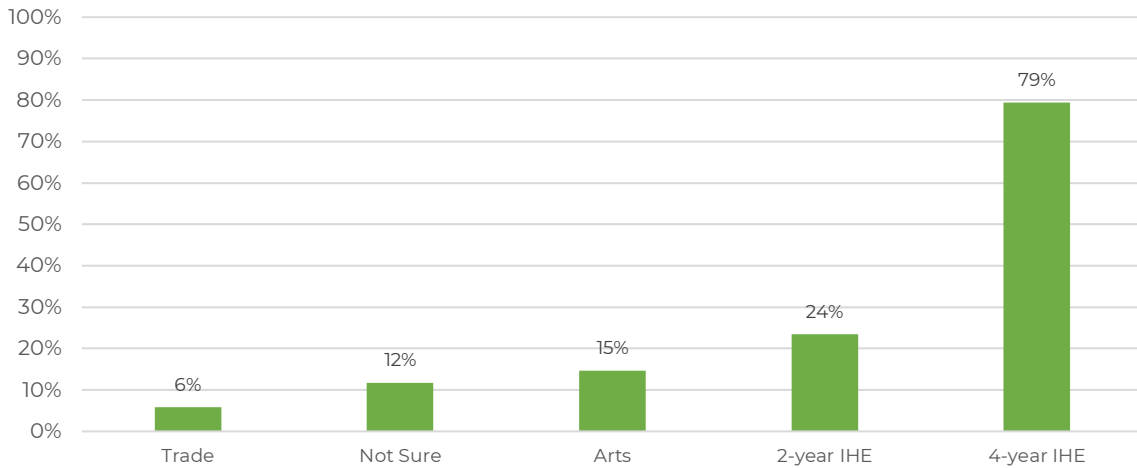


Figure 3. Possible Pathways for High School Students (n=34). Families could select multiple options, hence the total percentage across categories is over 100%. No one selected the “other” option.

Journey alumni are pursuing, or plan to pursue, many different types of majors, as demonstrated in Figures 4 and 5 below.

Majors (High School Graduates)

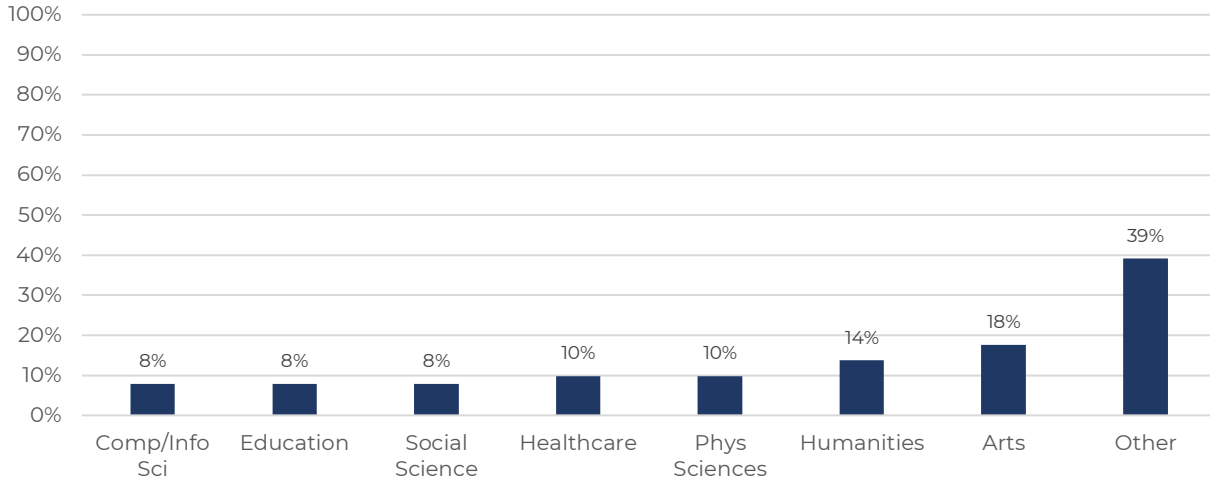


Figure 4. Majors High School Graduates are Pursuing (n=51). “Other” includes: Theater, Architecture; Aviation Administration, Business/Investment, Chemical Engineering, Construction, Fire Academy, Graphic Design, Environmental Studies, Horticulture, Culinary Arts, Music Renewable Energy/Electrical; Sales; Songwriting; Sports Management.

Potential Majors (Current High School Students)

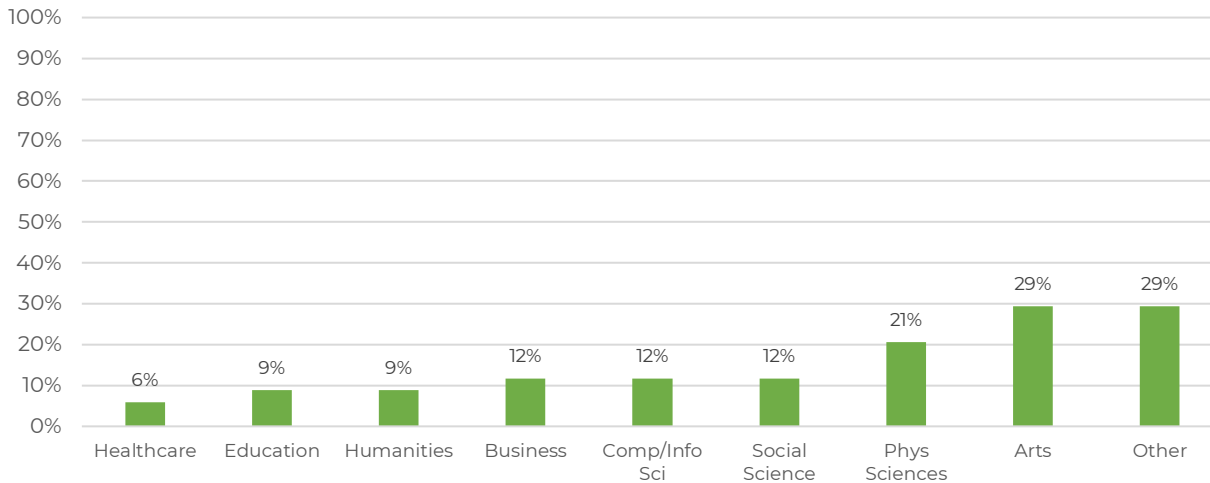


Figure 5. Majors High School Students are Planning to Pursue (n=34). Families could select multiple majors. “Other” includes: Engineering(3); Architecture; Unsure (3); International Relations; Music; Sports and Nutrition; Criminology

Activities

Many students participated in sports, music, and other activities alongside their Journey education. Fewer families reported using tutoring services.

Outside Activities While a Journey Student

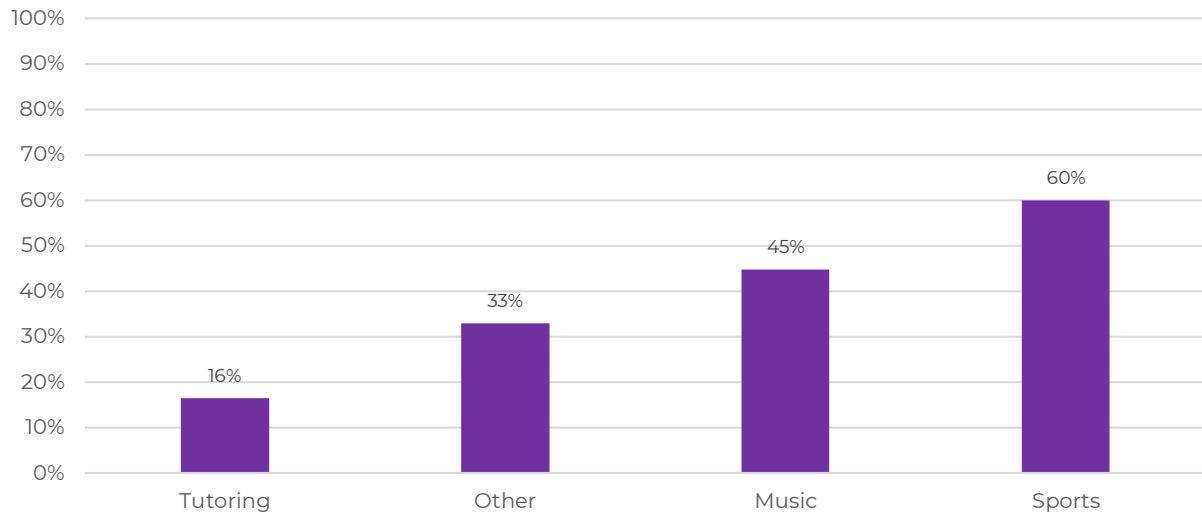


Figure 6. Activities While a Journey Student (n=85). "Other" includes: Performing Arts/Drama (5); Scouts (3); Theater (3); Volunteering (2); Church Activities (2); Did Not, But Needed (2); Ballet (2); Art (2); Foreign Language; Outdoor Camp; Gardening; Sewing; Music Lessons; Robotics; Handwork; Animal Rescue.

Families reported their children engaged in high rates of participation in advanced coursework or others activities during high school.⁴

High School Activities

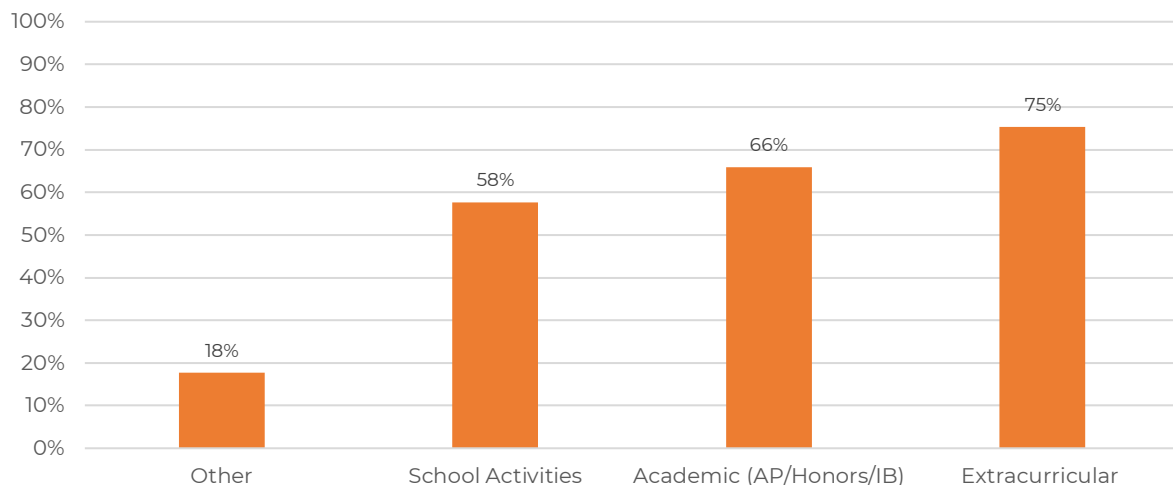


Figure 7. High School Activities (n=85). "Other" activities include: Theater Productions/Acting/Singing (3); Scouts (2); EMT; Orchestra; Digital Media Conservatory; Animal rescue; CCAP; Community College Courses.

⁴ Note: It is likely that those more involved in advanced coursework and activities are also more likely to participate in surveys than other students and these results may reflect the upper bound.

Transition Experiences

The transition areas with the highest reported difficulty were time management, test-taking, and homework. Project-based learning and mental health had the highest reported rates of being easy or really easy.

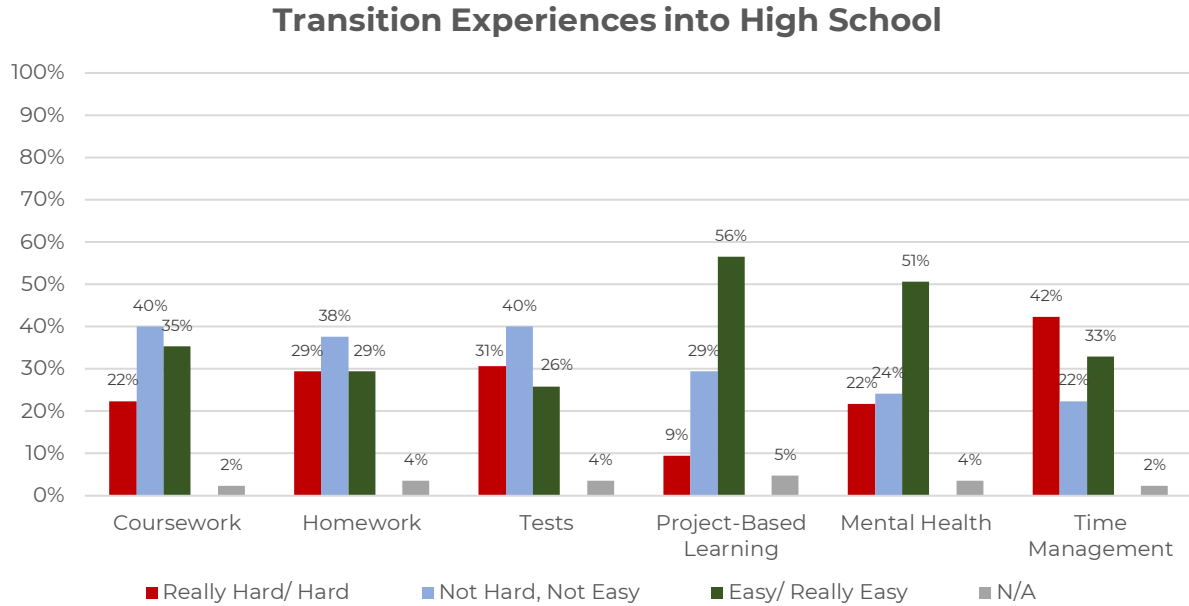


Figure 8. Transition Experiences (n=85).

The vast majority of families believed Journey prepared their child somewhat well (48%) or very well (42%) for high school.

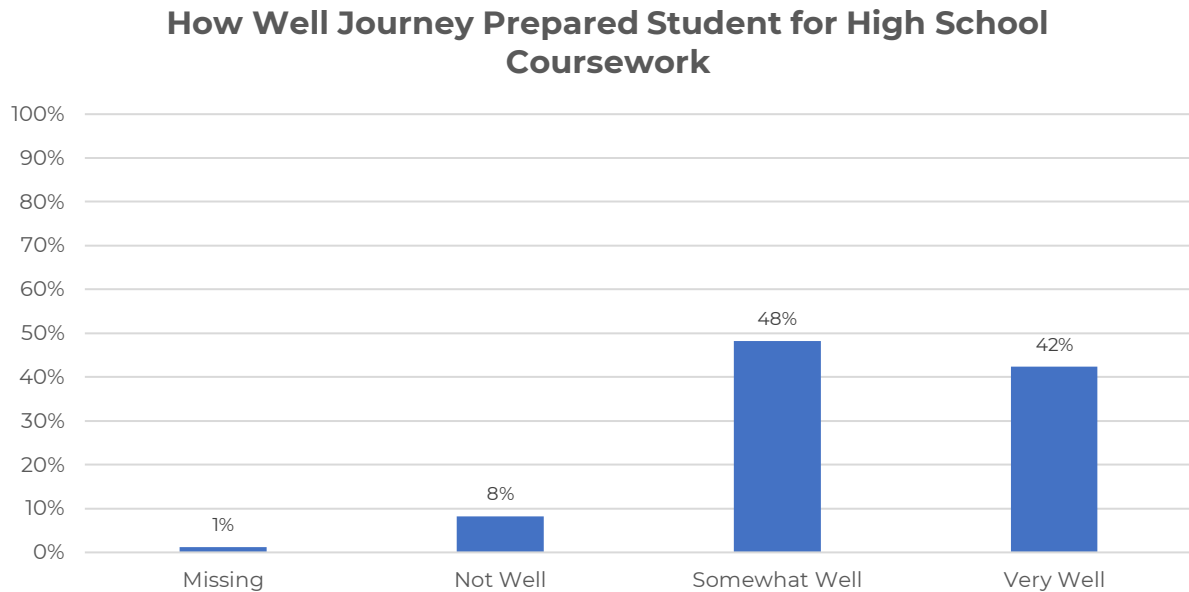


Figure 9. Extent to Which Journey Prepared Students for High School (n=85).

When asked about tools cultivated at Journey that helped with the high school transition, families shared descriptions regarding:

- **Educational Approach (30%)**
 - Families described how Journey’s approach to education was important, such as: educators’ instruction, digital citizenship, sense of community/belonging, Head, Hearts, and Hands approach, traditions, handiwork, and arts/music.
 - Four families specifically used the term “foundation” to describe their child’s Journey experience as influencing later educational experiences.
- **Personal Development (29%)**
 - Families described the skills, attitudes, and other factors their child left Journey with as important in the transition, including: knowing themselves, confidence, high self-esteem, a love of learning, critical thinking skills, and problem-solving skills.
 - Many families (n=13) mentioned how their child interacted with others in terms of humanity, empathy, compassion, and caring.
- **Other**
 - One family shared their child did not have a sense of belonging due to bullying, but that they had heard things were different at Journey now.

When asked how Journey School can improve the transition experience, almost half of families said there were no transition issues (21%) or did not comment (30%). Of those who did respond, most responses centered around:

- **Academics (32%)⁵**
 - Preparedness for content and test-taking were frequently cited as challenges students faced when transitioning into high school. Some linked these to struggles students faced with the pressure on time tests and with expectations.
 - Some talked about students struggling with math, while others said this area was not an issue (this pattern was similar for responses related to English Language Arts).
- **Learning Environment/Structure (17%)**
 - Families talked about need to prepare students for high school environments, such as exposure to different teachers with different expectations, increased homework, reduced leniency (e.g., for turning in late assignments; grammar, punctuation, and spelling mistakes), note-taking, and advanced tracks. One recommendation was having visiting teachers from other schools come to Journey.
- **Social (11%)**
 - Some discussed how their child was prepared socially, while others noted challenges in moving from a tight-knit small community to a large campus (e.g., going from “long-termers” to “new-comers”).
- **Time Management/Self-Discipline (6%)**
 - A few families shared struggles their child face in time management and how that created issues with their academic performance in high school.
- **Other Responses:**
 - Three shared that the COVID pandemic experience meant their child did not have a typical experience and, thus, it was not appropriate to respond.
 - One family suggested sharing more information with families on opportunities such as campus visits to surrounding high schools and, better connections between Journey School and local high schools.
 - Another family member highlighted how even within a family, one child can have a positive transition experience to high school, while another child can struggle.

⁵ Percentage reflects percent of total families who responded (n=63).

High School Academic Performance

Overall, families reported that students performed similarly in high school as they did at Journey in most areas (English, Math, Science, History/Social Science), with many students performing even better in high school (see Figure 10 below).

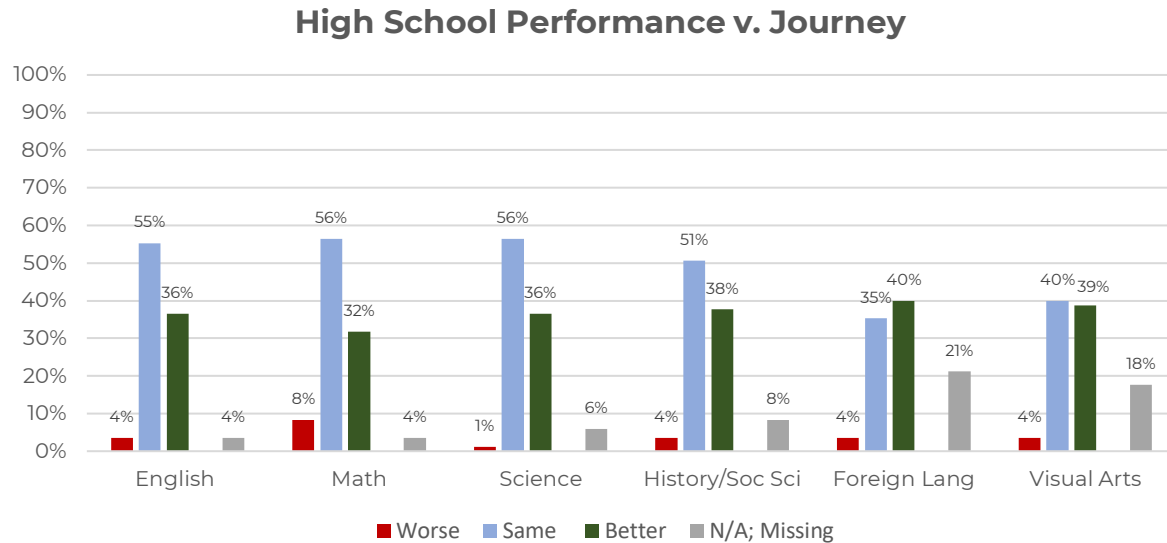


Figure 10. Performance in High School Compared to Journey. (n=85).

Nearly all students had a GPA above a 3.0, with half of students holding a 4.0 GPA or higher.⁶

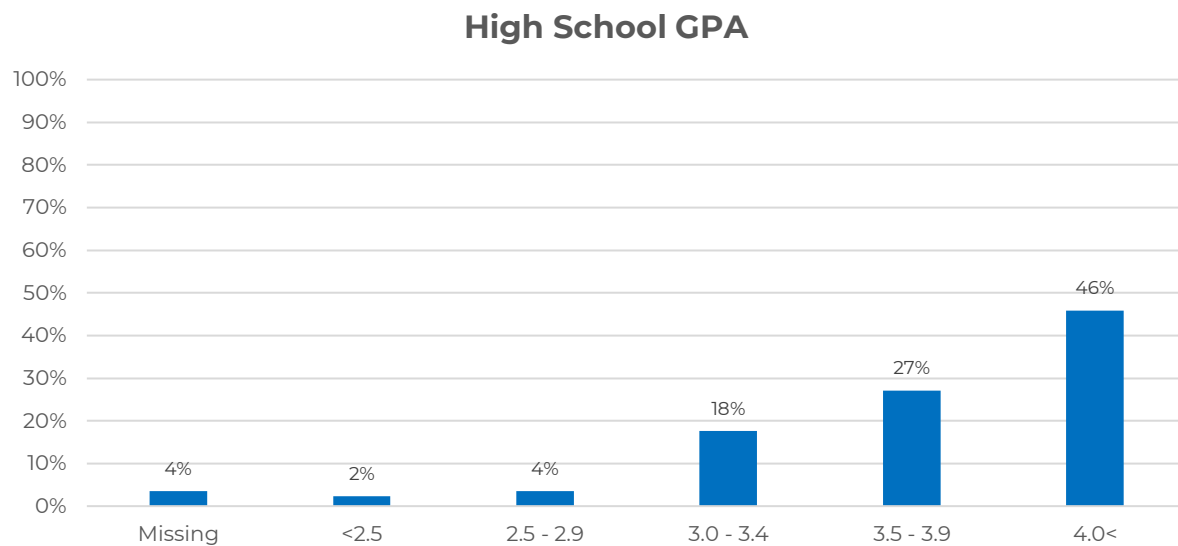


Figure 11. High School GPA (n=85).

⁶ This finding may reflect self-selection in which families with students who are performing highly may be more likely to take the survey. Use caution in interpreting findings.

Student Successes/Achievements

Families shared many exciting achievements and personal successes of Journey alumni, including:

- **Professional Pursuits (17%)**
 - Journey alumni pursue a variety of careers including: music producer, teacher, graphic designer, industrial designer, independent construction contractor/ceramic studio owner, horticulturalist, computer scientist, elected member of a city council, partner/sales director in a real estate firm, and chef in a Michelin Star restaurant.
 - One family shared how their child has been recognized by workplace supervisors (and educators) for their hard work, teamwork, and kindness.
- **Academic (16%)**
 - Families shared numerous accomplishments, including: winning the school district Shark Tank competition, National Honors Society membership, certifications (e.g., IB, Bilingual, Social Sciences Merit), graduating high school Cum Laude or Magna Cum Laude, honor roll or student of the semester recipient, math success, receiving full rides to private high schools or universities, and acceptance into prestigious universities (e.g., MIT).
- **Personal (e.g., life skills, who child is as a person) (11%)**
 - The following adjectives were used by families, with many attributing Journey School to the cultivation of these successes: confident, prepared for life, “good in their skin”, not technology dependent, possessing internal drive, independent thinker, creative, compassionate, supports friends, “fearless” in speaking in front of large audiences/performing, good public speaker, engaged in volunteering, and being viewed as an “amazing human being.”
- **Arts/Music (6%)**
 - Some families shared exciting successes in the arts, such as: international travel as part of a theater company, selection as 1st violin chair in high school orchestra, participation in a band that tours locally, and participation in theater (with one family noting their child was offered movie roles by producers who were in the audience of a performance).
- **Sports/Clubs (5%)**
 - Families shared club/sports successes including: starting a book club, participation on high school sports teams, and being named female track and field athlete of the year from their high school.

Family Concerns about Attending Journey School

When asked about concerns they had with their child attending Journey, most responses centered around concern about academics (35%), social emotional challenges during the transition to high school (6%), and classroom management/discipline (3%). Most said their fear was not realized; though two stated they would have had their child go elsewhere for middle school.

- Other concerns included teacher turnover in middle school, lack of discipline for bullies, and lack of classroom management in middle school.
- One family member expressed concern with the math program.
- Often families shared how their concerns were “unfounded.” One family shared their concern that the experience would not be academically rigorous enough, but that their child is now thriving in an engineering magnet school!

Reflections on Journey Experience/Recommendations

Nearly a fifth of respondents (19%) said they wouldn’t change anything about their child’s experience at Journey, and 37% did not provide any response. The most common reflections centered around:

- **Structure/Approach to Learning (22%)⁷:**
 - Keeping the Waldorf approach, or taking care in blending it.
 - Focusing on problem-solving, critical-thinking, and humanitarianism.
 - Incorporating approaches and skills in middle school that prepare students for high school (e.g., advanced tracks in middle school, note-taking, reading-annotating, analysis, testing, long written projects, visits to high schools, mini research projects, more “academics”, language courses).
- **Educators (8%)**
 - Hiring Waldorf trained educators.
 - Hiring teachers credentialed in specific subjects for junior high courses.
 - Ensuring junior high educators are rigorous.
- **Discipline (3%)**
 - Ensuring consequences for bullying.
- **Other types of responses (21%) include examples such as:**
 - Improving mental health outreach, more outreach and connections for alumni, making sure there is no differential treatment between boys and girls, and supporting community (since it is a large school now).

Value of a Journey Education

Families highlighted many benefits of a Journey education, with one family describing it as “priceless.” Comments centered around a few key areas:

- **Community at Journey for Families and for Children (27%)**
 - Families frequently commented on feeling part of a community (“family”) at Journey School, making them feel they had a support system.
- **Individual Child Benefits (19%)**
 - Families discussed children who are happy, have high self-esteem, are their “authentic self”, kind, confident, life-long learners, self-sufficient, productive members of society, grounded, and “amazing” because of their Journey experience.
- **Caring for Others/Engaging Socially (17%)**
 - Families described their children as being compassionate, moral, thoughtful, connected to others, and social.
- **Journey School’s Approach to Learning (16%)**
 - Families shared their appreciation for how a Journey education was well-rounded, provided space for experiencing childhood, and supported children in identifying individual skills and gifts. Families also mentioned teaching of: respect for self and others, thinking outside the box, critical thinking, personal responsibility, and individuality.
- **Appreciation for Nature (16%)**
 - A few families highlighted how Journey cultivated connection, respect, and care for the natural world/Earth/environment.
- **Arts, Theater, and Music (6%)**
 - Families valued the opportunities for developing an appreciation of and access to music, theater, and arts development.
- **Other (6%)**
 - One family mentioned science. One shared appreciation for Waldorf education made available to those who could not afford private Waldorf. Another shared concerns that the increase in students served over the years could be a challenge to maintaining community (e.g., loss of Parent Room, more families making it necessary for more intentionally around building connections).

⁷ Percentage is indicative of percent of all families (i.e., n=63).

Final Reflections

When asked to share any anything they felt they did not get to say during the survey yet, six families responded. Most shared thanks for the opportunity for their child to attend Journey. Specific examples include:

- A family sharing how their child hopes to send their own children to Journey one day.
- Feeling impressed by administration (though some concerns with teaching approach).
- Giving children time to become who there are and “be children” before stressing academics. This family was concerned their child would fall behind peers in traditional public schools, but noted this did not happen and they were glad they stayed the course.
- Appreciation for Head, Heart, and Hands approach
- Thankfulness to Journey, saying “miss you.”
- Encouraging Journey to “please keep it up”

Descriptives – Student Survey¹

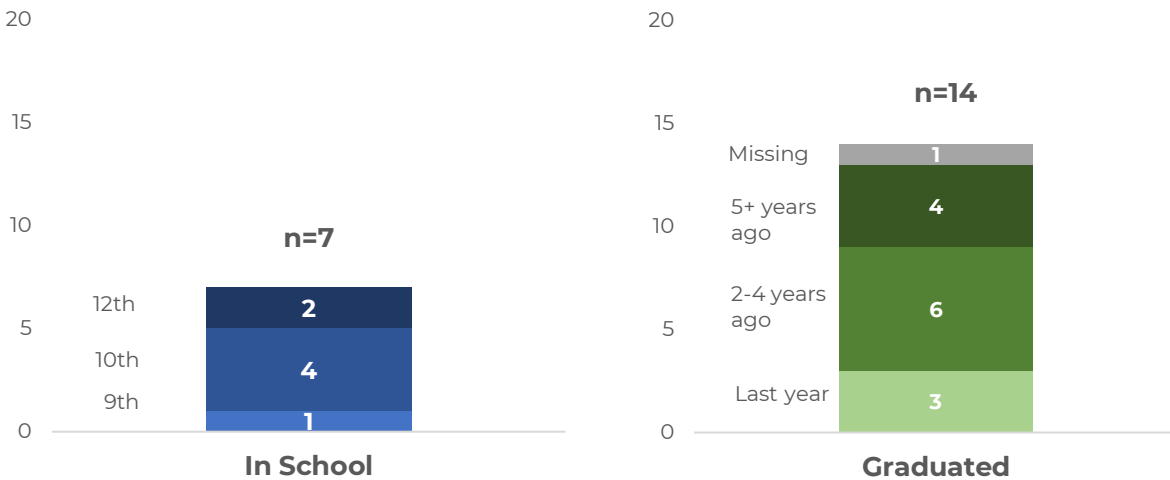
Descriptive data from the student survey are presented below. Please exercise caution with interpreting results as only a handful of students took the survey, and these were likely alumni who feel strongly about their Journey School (“Journey”) experience (positively or negatively) and have characteristics or circumstances that make them more likely to complete a survey that may overlap with how well they transitioned to or are doing in school (e.g., organized, have free time, self-motivated, etc.).

Who are the respondents?

21 students², with all attending 8th grade at Journey.

- 19 attended all of middle school at Journey (6-8th grade)
- 10 students attended K-8th grades

The majority had finished high school (n=14), and a third were currently in high school (n=7)



Students attended a variety of public and private high schools in Orange County³:

- Dana Hills High School (7)
- Aliso Niguel High School (3)
- San Clemente High School (2)
- Saddleback Valley Christian School (2)
- California Preparatory Academy
- El Toro High School
- JSerra Catholic High School
- Laguna Beach High School
- Laguna Hills High School
- Mission Viejo
- San Diego Jewish Academy
- Homeschooled

¹ Note that due to the low number of responses, figures are presented with numbers instead of percentages. Survey was available May to September 2023.

² 30 responses were received but 9 were excluded- 7 with no substantive data (e.g., putting years went to Journey but no other data), 2 who left Journey before 5th grade and, thus, any transition information would likely not be relevant because of the time gap/other school experiences (e.g., 1 only attended Kindergarten). When relevant, open-ended responses were included if there was general feedback that was of formative use for Journey School.

³ Some students went to more than one high school.

Students who had graduated high school went on to a number of different institutes of higher education (IHE). Some went to community college and transferred to four-year-institutes. IHEs attended included:

- AB TECH (NC)
- Brigham Young University Idaho
- Cal Poly Pomona
- Cal Poly San Luis Obispo
- California State University, Fullerton
- California State University - Long Beach
- Goldsmiths University of London
- Georgia State University
- Orange Coast College
- Saddleback Community College (5)
- Southern Illinois University
- UC Santa Cruz
- UC San Diego
- Vassar College

Transition Experiences

The transition areas with the highest reported difficulty were: coursework, the hours spent on homework, their mental health, and time-management. No students felt project-based learning in high school was a hard transition.

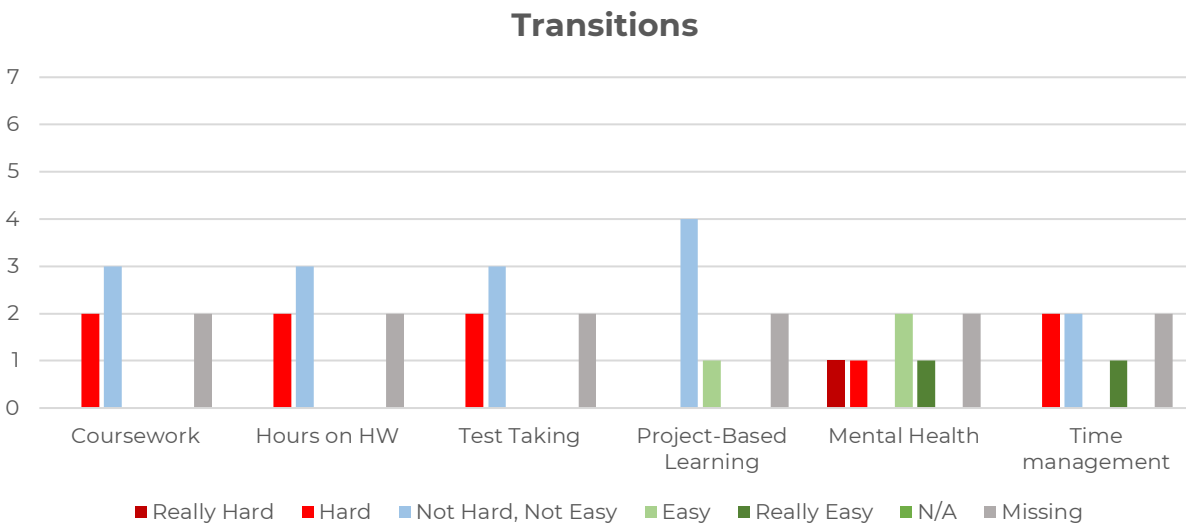


Figure 1. Transition Experience (Students in high school only, n=7).

Students shared highs and lows of the transition to high school.

- **Highs:** Emotional competence. Better grammar, performance in English. Caring about quality of work over quantity. Respect for classroom environment, nature/Earth. Arts and nature competence. Active imagination and critical thinking. Longer attention span. Less reliance on technology. Belief in self. Persistence. Thinking outside the box.
- **Lows:** Being separated from other Journey students. How kids in high school treated each other and educators (meanly). Amount of coursework and the time-management, studying, and note-taking skills necessary. One mentioned that being so different from non-Journey students was difficult.
- **Some noted differential experiences from siblings** (different teachers, COVID, etc.)

High School Experiences

Journey Alumni respondents show high levels of participation in activities.⁴

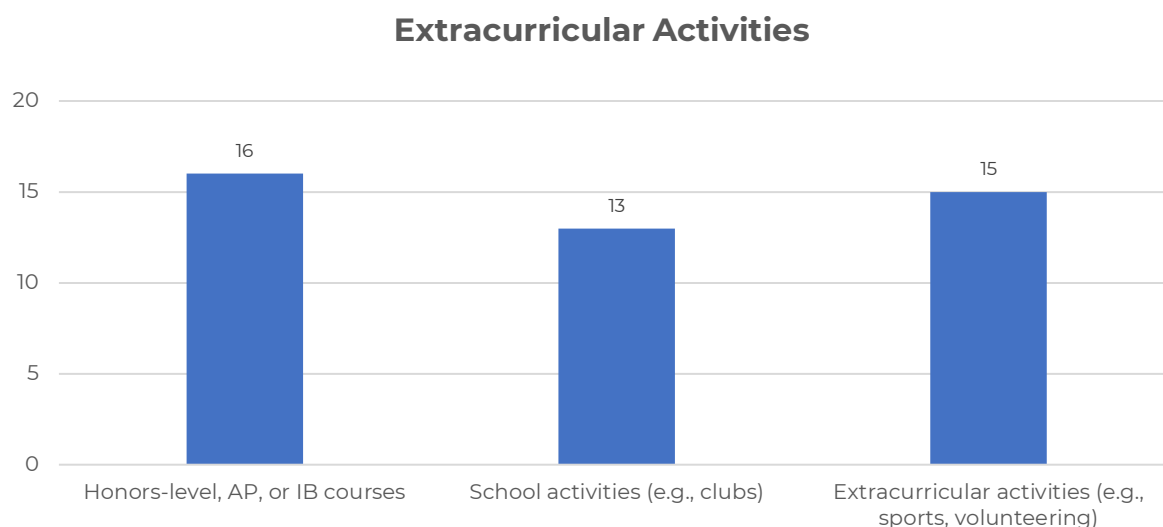


Figure 2. Engagement in High School Activities (n=21). 2 shared other activities: National Honor Society, choir.

Skills and Mindsets

Overall, alumni felt they demonstrated the types of skills and mindsets a Journey education aims to cultivate at the same level or, often, more so than their peers. In particular, most alumni felt they engaged in the following more often than their peers: demonstrating empathy, resisting peer pressure, critical thinking, and advocating for environmental awareness.

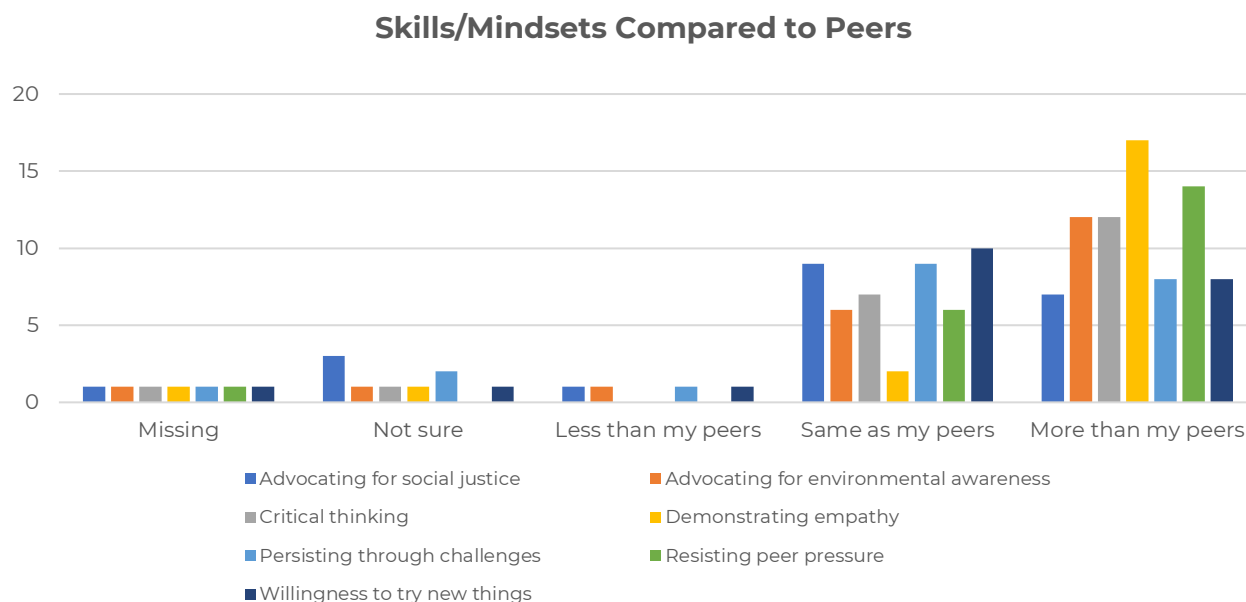


Figure 3. Skills/Mindsets, by Perception (n=21)

⁴ Note: It is likely that those more involved in advanced coursework and activities are also more likely to participate in surveys than other students and these results may reflect the upper bound.

Skills/Mindsets Compared to Peers

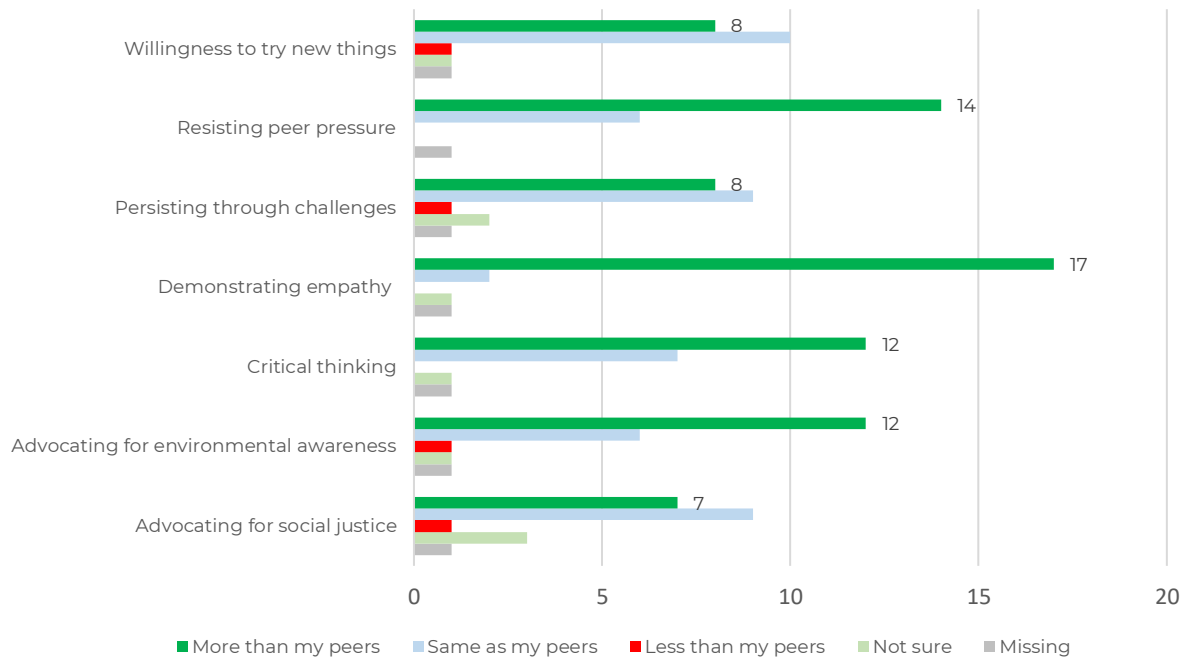


Figure 4. Skills/Mindsets, by Area (n=21)

High School Academic Performance

Around three-fourths of alumni respondents had high GPAs (3.5 or higher) in higher school.

GPA in High School

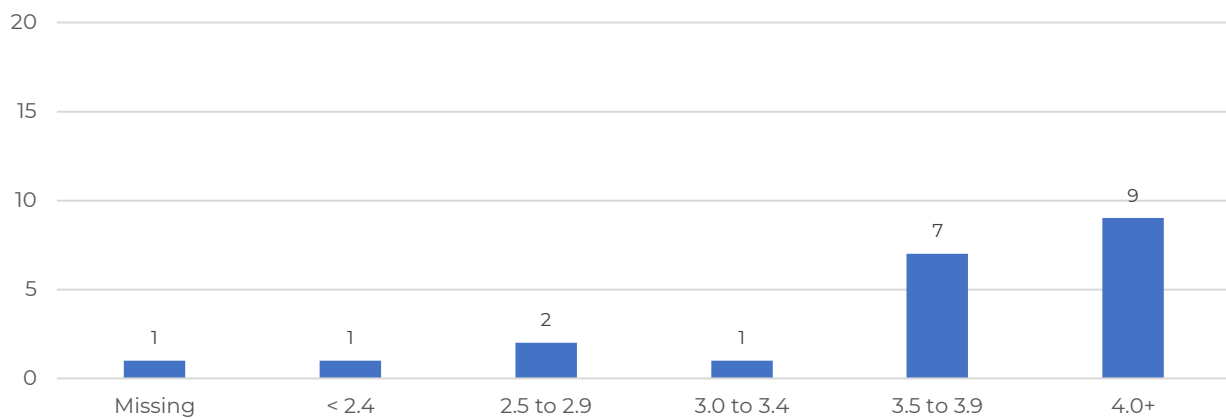


Figure 5. High School GPA (n=21)

Journey School Influence

The majority Journey School alumni felt Journey influenced the major they were in (post-high school respondents) or the major they were considering (those in high school). Journey alumni go on to pursue degrees in numerous fields (e.g., arts, humanities, sciences, social sciences)

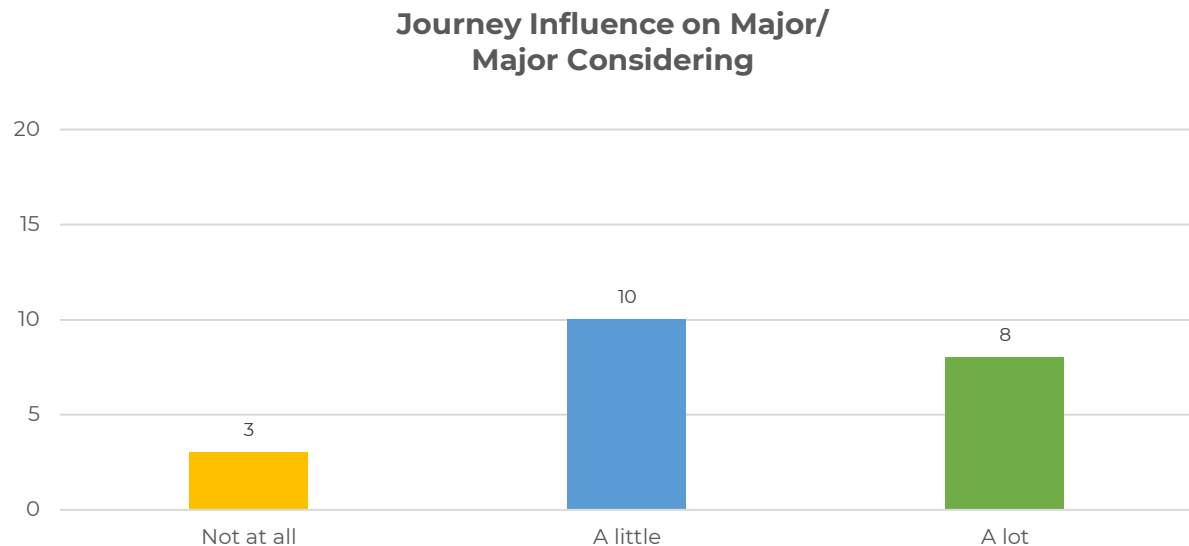


Figure 6. Journey's Influence on Major or Potential Major (n=21).

Of students in or who had completed higher education coursework, degree majors included (n=14):

- Nursing, Communications, Music Composition, Architecture, Child and Adolescent Studies, History, Computer Science, Drama and Theatre Studies, Psychology, Computer Science

Reflections on Journey Experience

Open-ended responses about they felt about their Journey experience elicited many responses that described how Journey “molded” them as a person and how it helped in “every facet” of life, summarized below.

- **Personal development**
 - Confidence in self/knowing one self
 - Thinking for oneself (i.e., not engaging in “groupthink”)
 - Independent
 - Self-driven
 - Creative
 - Exercising personal responsibility
 - Critical thinking
 - Perseverance
 - Strength
 - Discipline (to complete things)
 - “Well rounded person with a developed personality and moral compass”
- **Interpersonal aspects**
 - Relationships – with educators (who “truly knew” them and supported them) and peers
 - Respect for others
 - People skills
- **Appreciation of arts, nature, gardening, handiwork, and woodworking**
- **Having a “real childhood” that shaped them into the person they are today**

Components Alumni Enjoyed About Journey

Folks enjoyed Journey School because of the community, approach to education, and great memories, as described below.

- **Community**
 - Knowing everyone, “beautiful community” nice teachers, class as friends/family, “small, tight knit community”, teachers/educators, connections with classmates and teachers due to low class size, “bond I had with my classmates”
- **Approach to education**
 - Engaging lessons that are useful, “feeling freedom”, learning that supports looking at things with a different perspective, creativity, uniqueness, art/music/drama/gardening, making learning fun no matter the subject, traditions, plays, nature walks
- **Great memories**

Ways Journey School Can Improve

Some shared reflections on ways Journey School could improve, including more supports for students with dyslexia, the need to address bullying, feelings of teacher favoritism, and anti-LGTBQ+ sentiments.

When asked about what they wished they could change about their experience, reflections included:

- Nothing (x3)
- Preparing students for high school – handling stress, note-taking, time management skills, essay writing, language arts/English, test-taking
- Ensuring teachers know high school expectations and prepare students for them
- School counselors
- Disciplining bullies
- Taking care of minoritized students
- Connecting learning to “real life” (e.g., visiting construction sites, recording studios)
- Providing more socialization opportunities (e.g., more peers in a class or mixing of classes)
- Continuing to limit media
- Continuing to provide a Waldorf education
- Providing supports for students with dyslexia
- Increasing math supports

Successes and Personal Achievements

When asked about successes or personal achievement, alumni shared numerous examples of academic, extracurricular, leadership, and other achievements. Many cited their Journey experience as giving them the confidence to pursue opportunities/foundation for success. Example include:

- **Academic**
 - Student of the month
 - Valedictorian (x2)
 - High GPA
 - Seal of Biliteracy (Spanish)
 - Acceptance into major arts schools for drama, and writing about how Waldorf education in application essays.
 - IB coursework (Journey as strong foundation for this)
 - Honors classes in high school and college
 - Excelling in high school and college
- **Extracurricular**
 - Pursuit of art-related activities, drama club, choir
 - Section leader in choir
 - Club leadership

- **Athletics**
 - Soccer championship
 - Track and field coach.
- **Career**
 - Pursuing teacher credential
 - Pursuing career they want, being own boss
 - Job promotions (attribute character to what they gained at Journey)
 - Degree tracks in arts and sciences, with Journey as the impetus for the alumni making the connection
- **Other**
 - Known for humanitarian nature, respect for others

Diversity, Equity, and Inclusion

Some alumni shared examples of how Journey has not felt inclusive.

- Experience of being bullied or knowing someone bullied at Journey (n=4),
 - Graduated from Journey in past four years (n=1)
 - Graduated from Journey 5+ years ago (n=1)
- None or N/A (n=4)
- Felt it was inclusive (n=2)

A few shared recommendations, summarized below.

- Build awareness, acknowledge, and build compassion for minoritized groups (educators/students).
- Talk with students about different identities to reduce bullying.
- Provide more resources to support students with dyslexia.
- Communicate what Journey is about to the community. A respondent gave an example that some Latino families think it is a cult/religious school.
- Address bullying.
- Incorporate LGBTQ+ lessons and history.

Additional Reflections

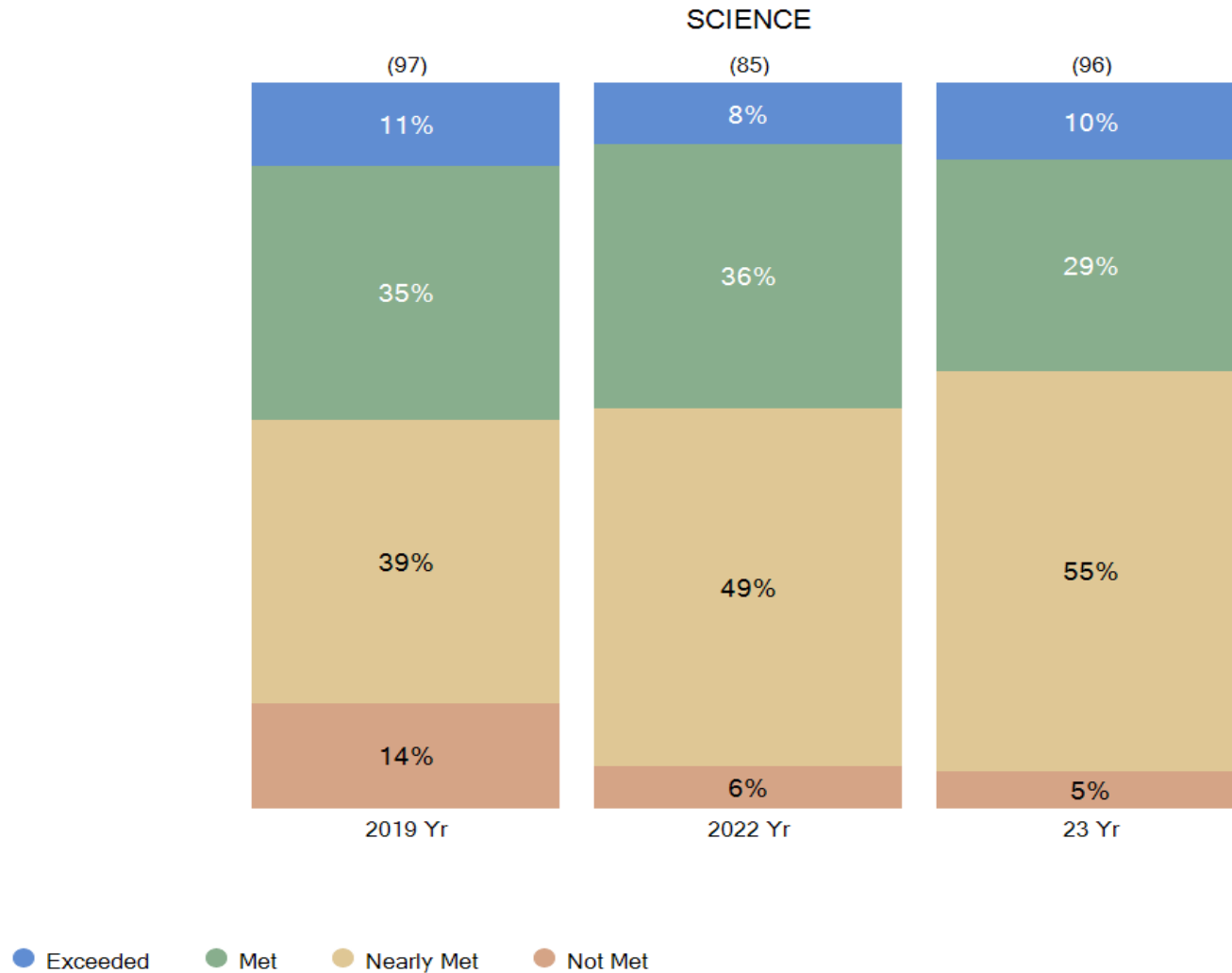
When asked to share any additional thoughts, alumni shared the following:

- Update facilities.
- Add some technology at earlier ages to build in knowledge of how to use tools expected to use in high school (e.g., google docs, sheets).
- When diagnosed with a learning disorder, Journey staff made a student feel supported and “lifted up”
- Thanks for “the wonderful and selfless work you do every day”
- Journey as a “absolute privilege” to call home
- Want to go back and do it all over again.

CAST Achievement

Each bar represents the distribution of students testing that term, showing the percentage at each achievement level.

Journey School
All Tchrs
All Grades

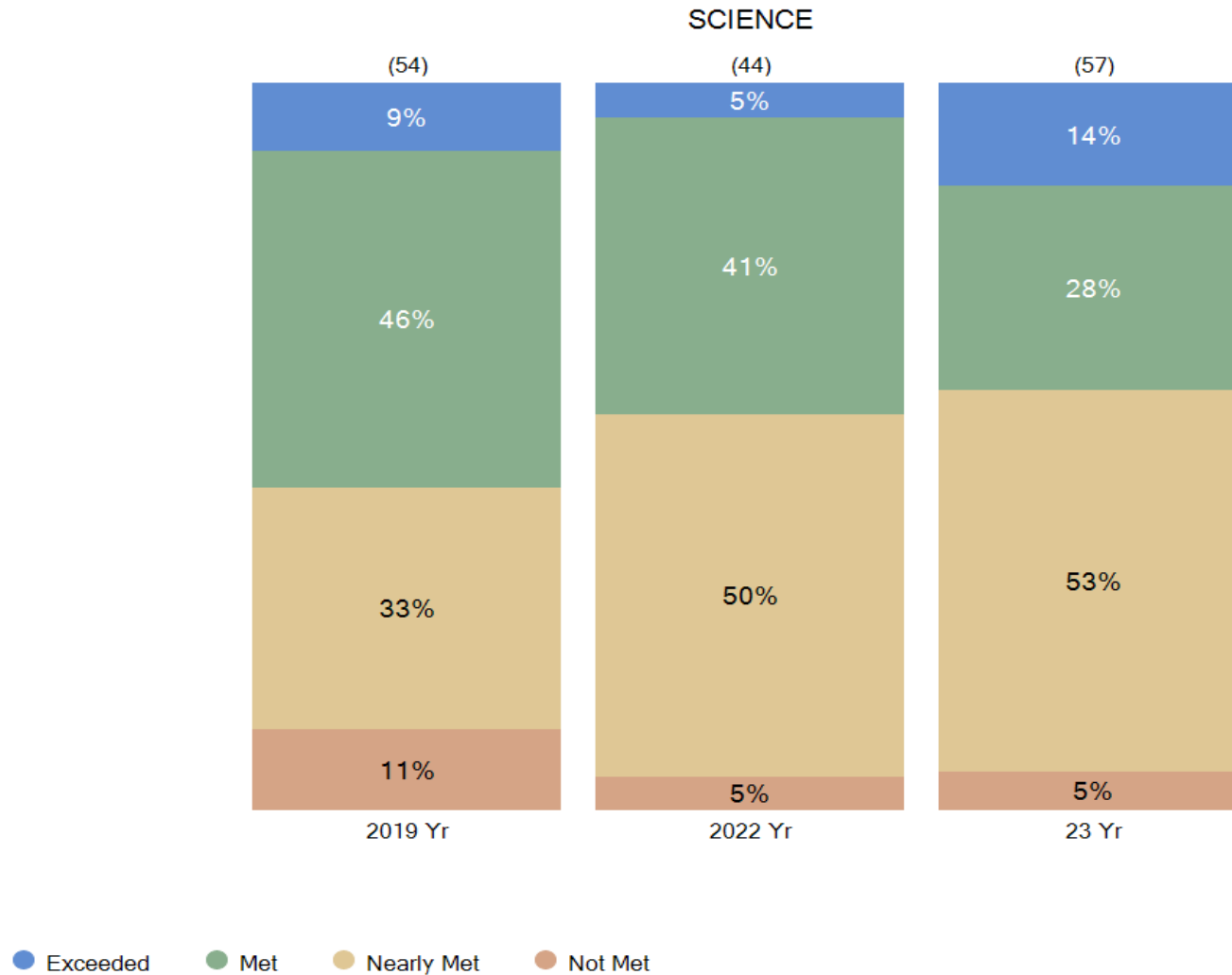


CAST Achievement

Performance Level

Each bar represents the distribution of students testing that term, showing the percentage at each achievement level.

Journey School
All Tchrs
Tested Grade 5

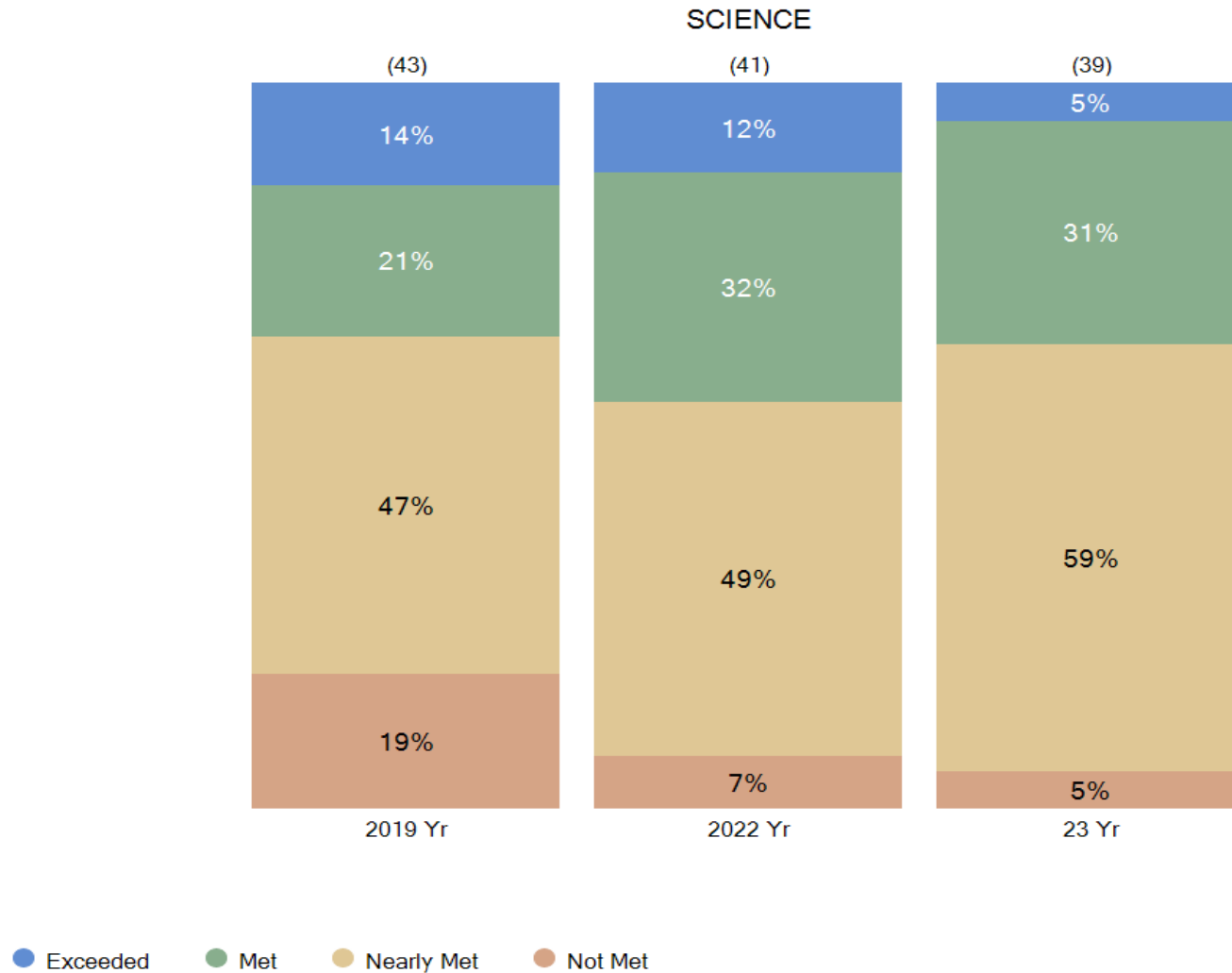


CAST Achievement

Performance Level

Each bar represents the distribution of students testing that term, showing the percentage at each achievement level.

Journey School
All Tchrs
Tested Grade 8

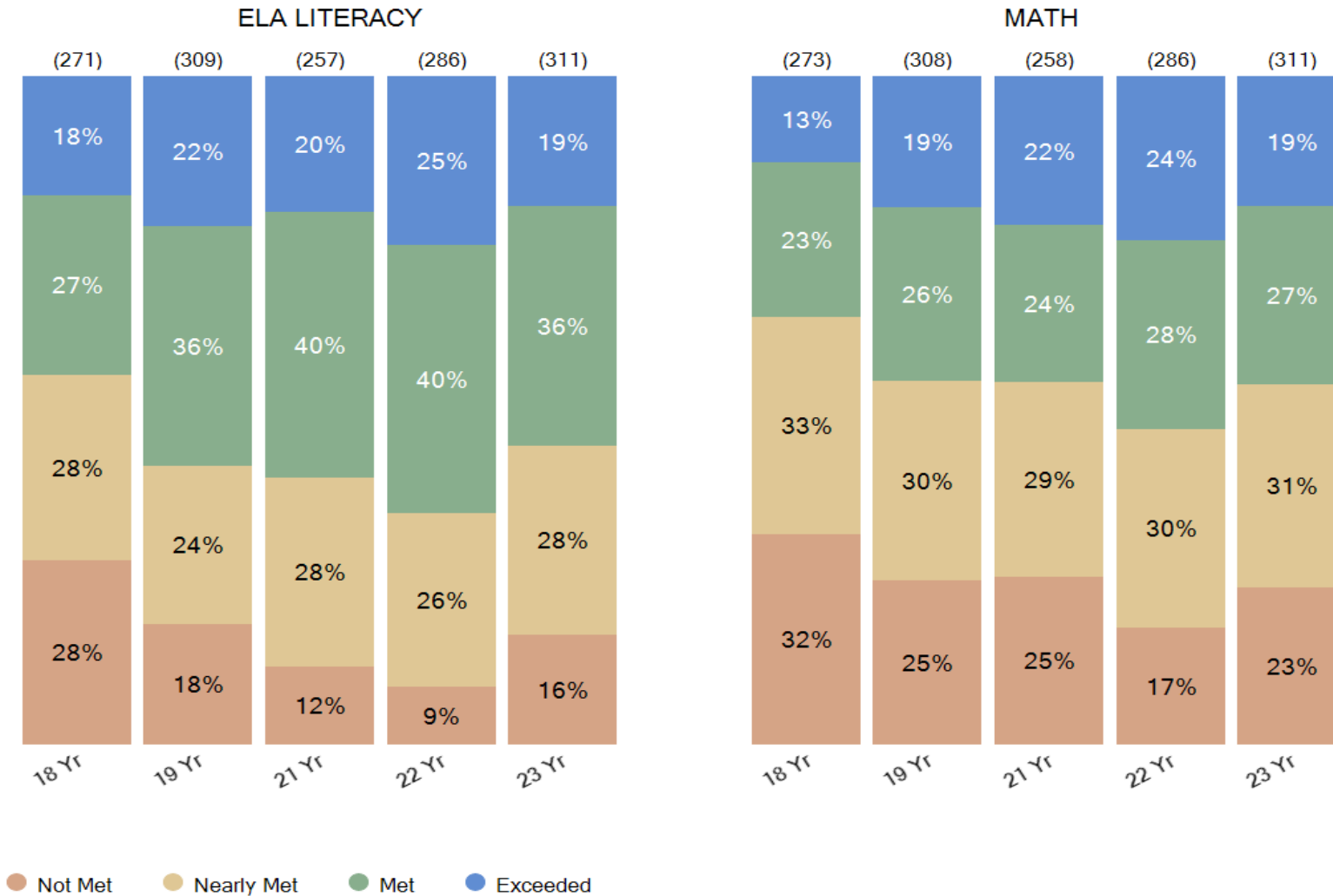


SBAC Achievement

Performance Level

Each bar represents the distribution of students testing that term, showing the percentage at each achievement level.

Journey School
All Tchrs
All Grades



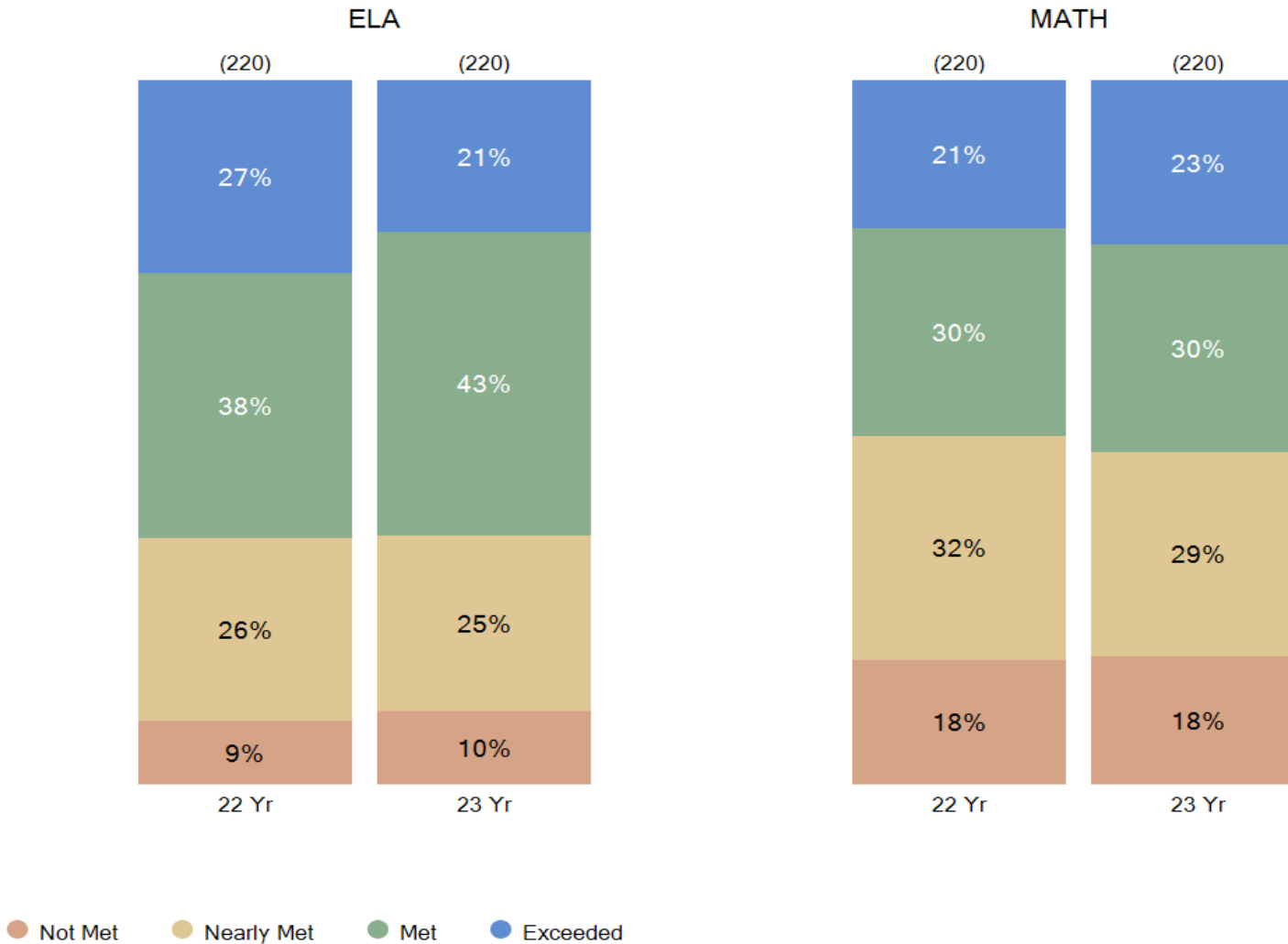
SBAC Achievement

Each bar shows the percentage of students at each achievement level. Each block of years is a COHORT, showing the exact same set of students over time.

Journey School

All Teachers

2023 All Grades MATCHED COHORT



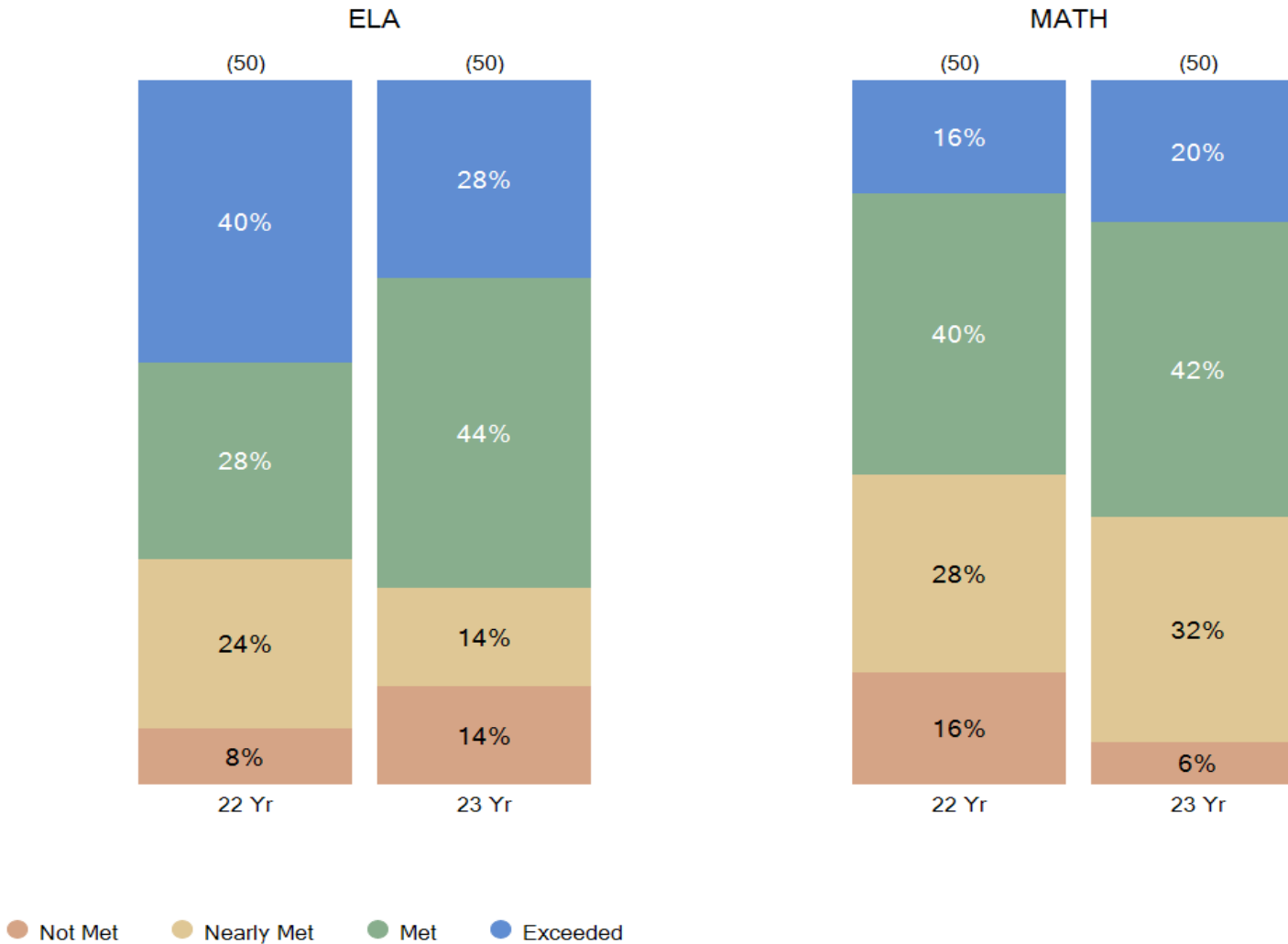
SBAC Achievement

Each bar shows the percentage of students at each achievement level. Each block of years is a COHORT, showing the exact same set of students over time.

Journey School

All Teachers

2023 Tested Grade 4 MATCHED COHORT



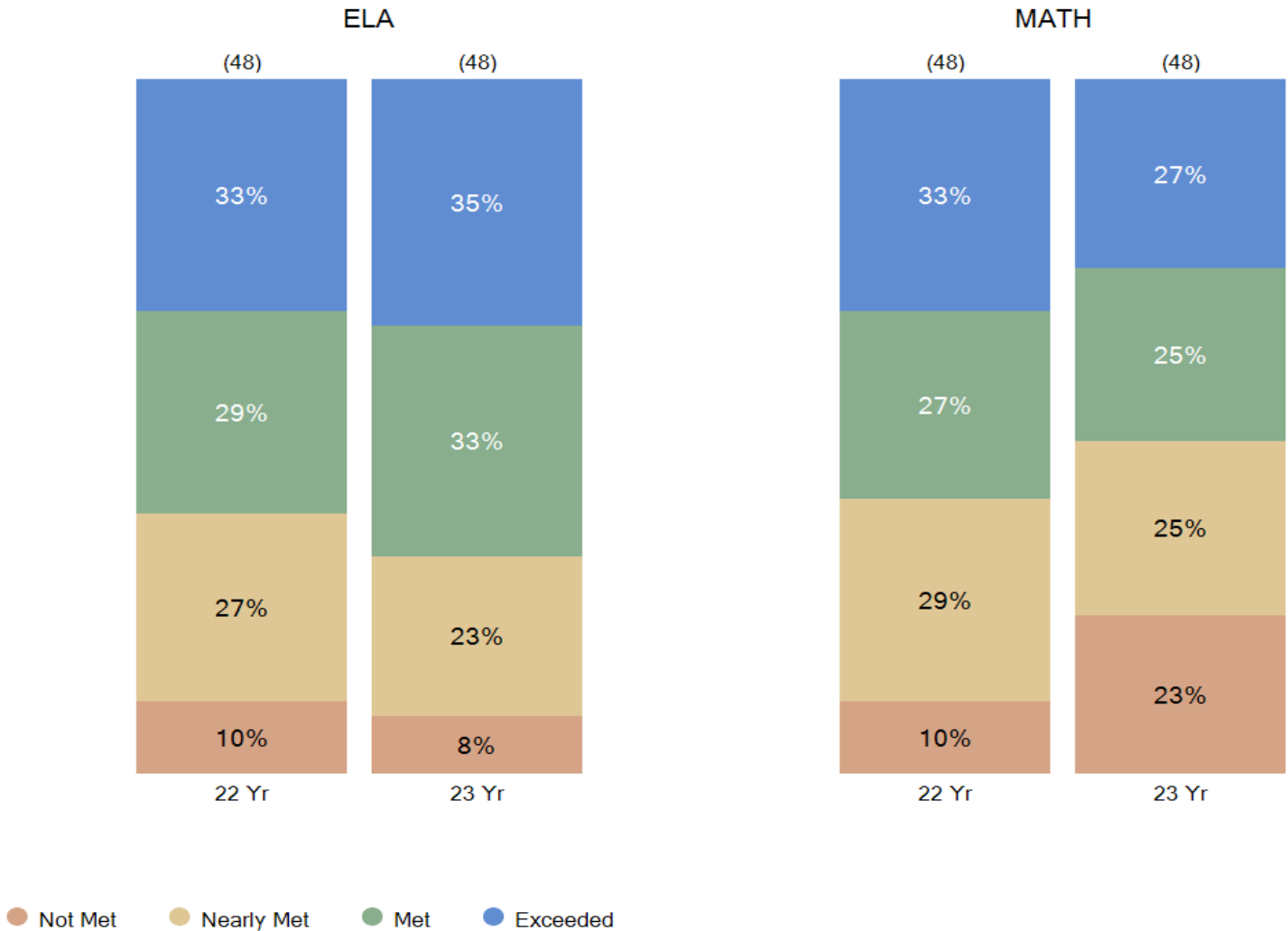
SBAC Achievement

Each bar shows the percentage of students at each achievement level. Each block of years is a COHORT, showing the exact same set of students over time.

Journey School

All Teachers

2023 Tested Grade 5 MATCHED COHORT



SBAC Achievement

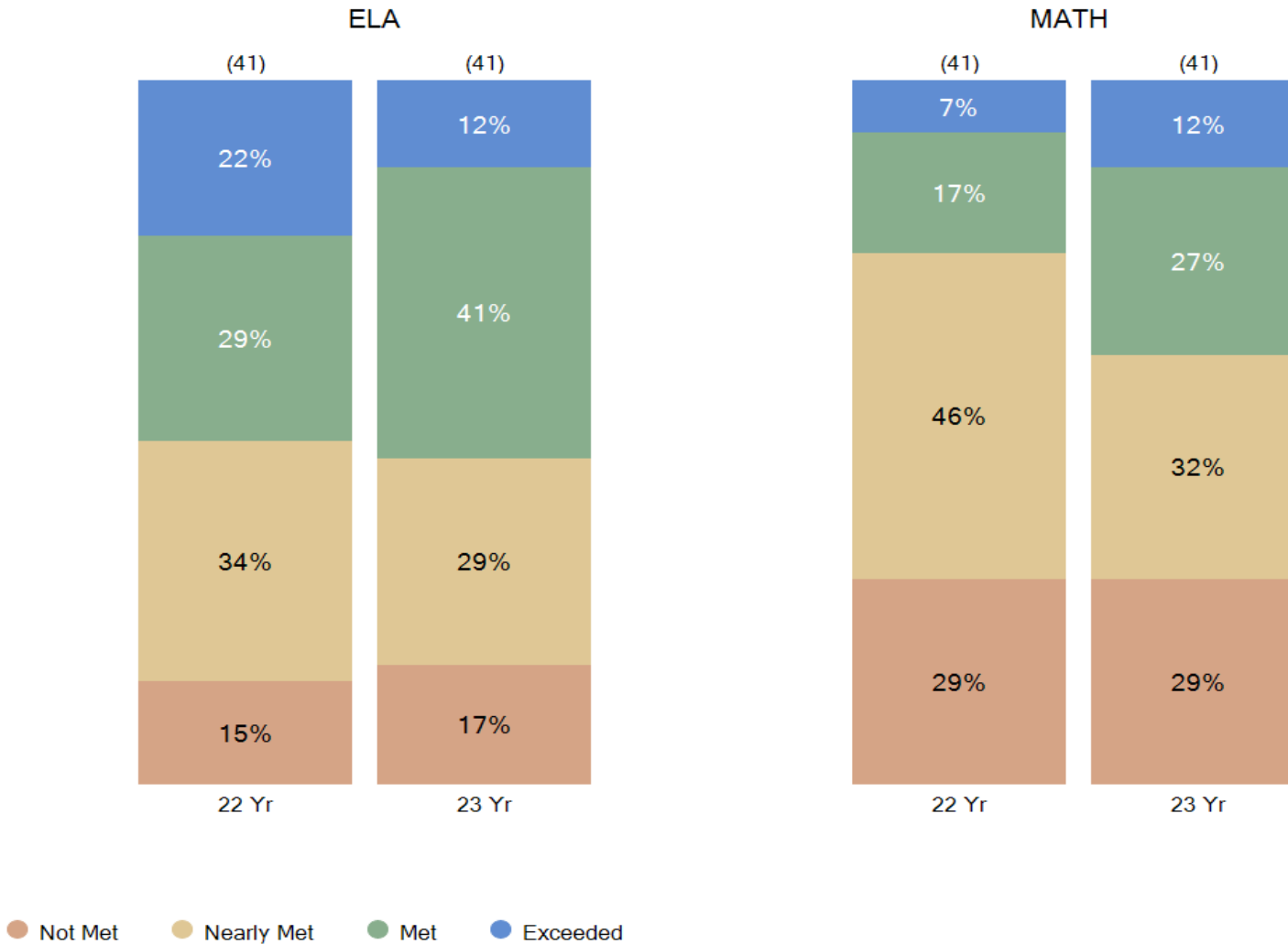
Performance Level

Each bar shows the percentage of students at each achievement level. Each block of years is a COHORT, showing the exact same set of students over time.

Journey School

All Teachers

2023 Tested Grade 6 MATCHED COHORT



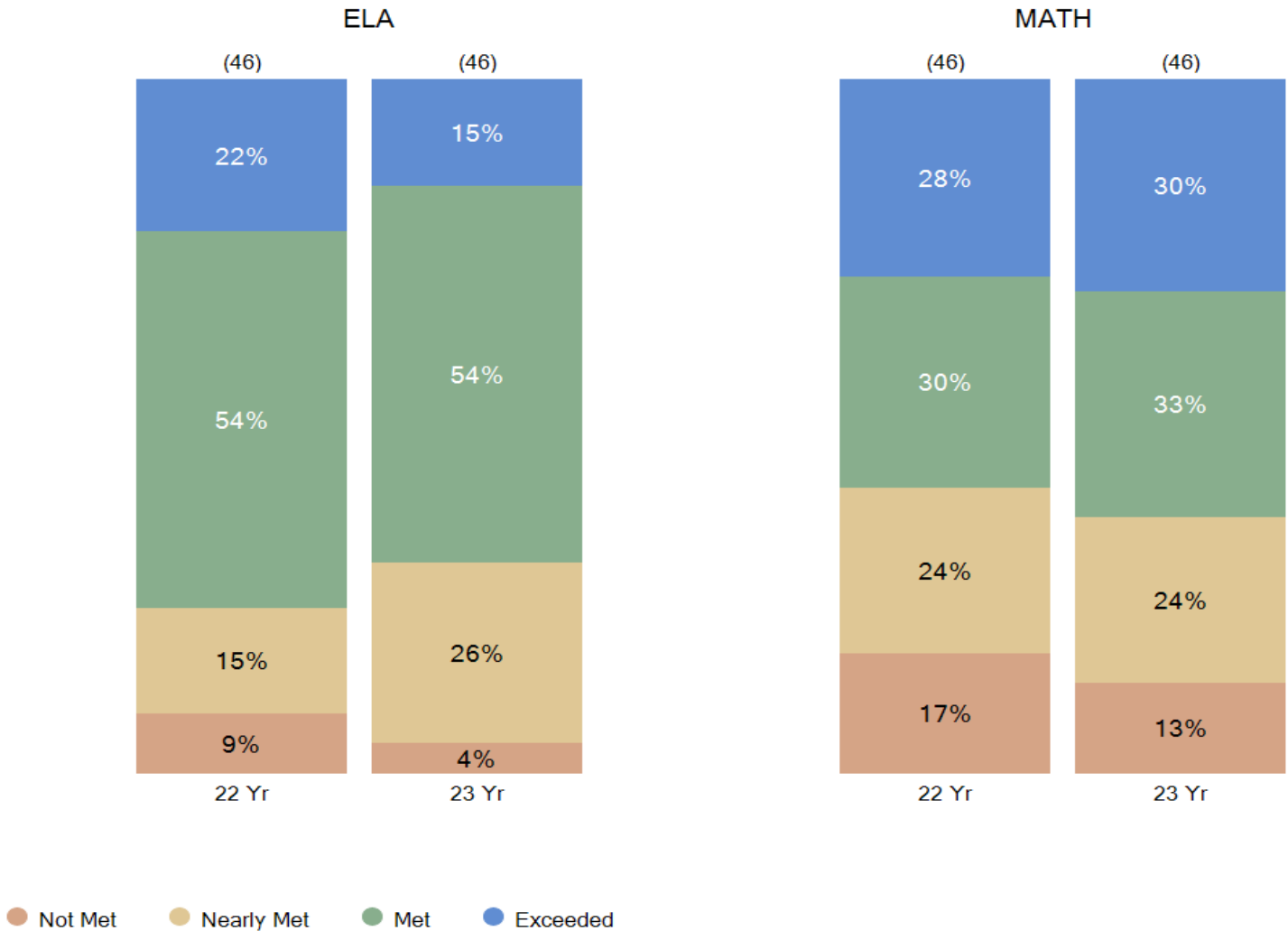
SBAC Achievement

Each bar shows the percentage of students at each achievement level. Each block of years is a COHORT, showing the exact same set of students over time.

Journey School

All Teachers

2023 Tested Grade 7 MATCHED COHORT



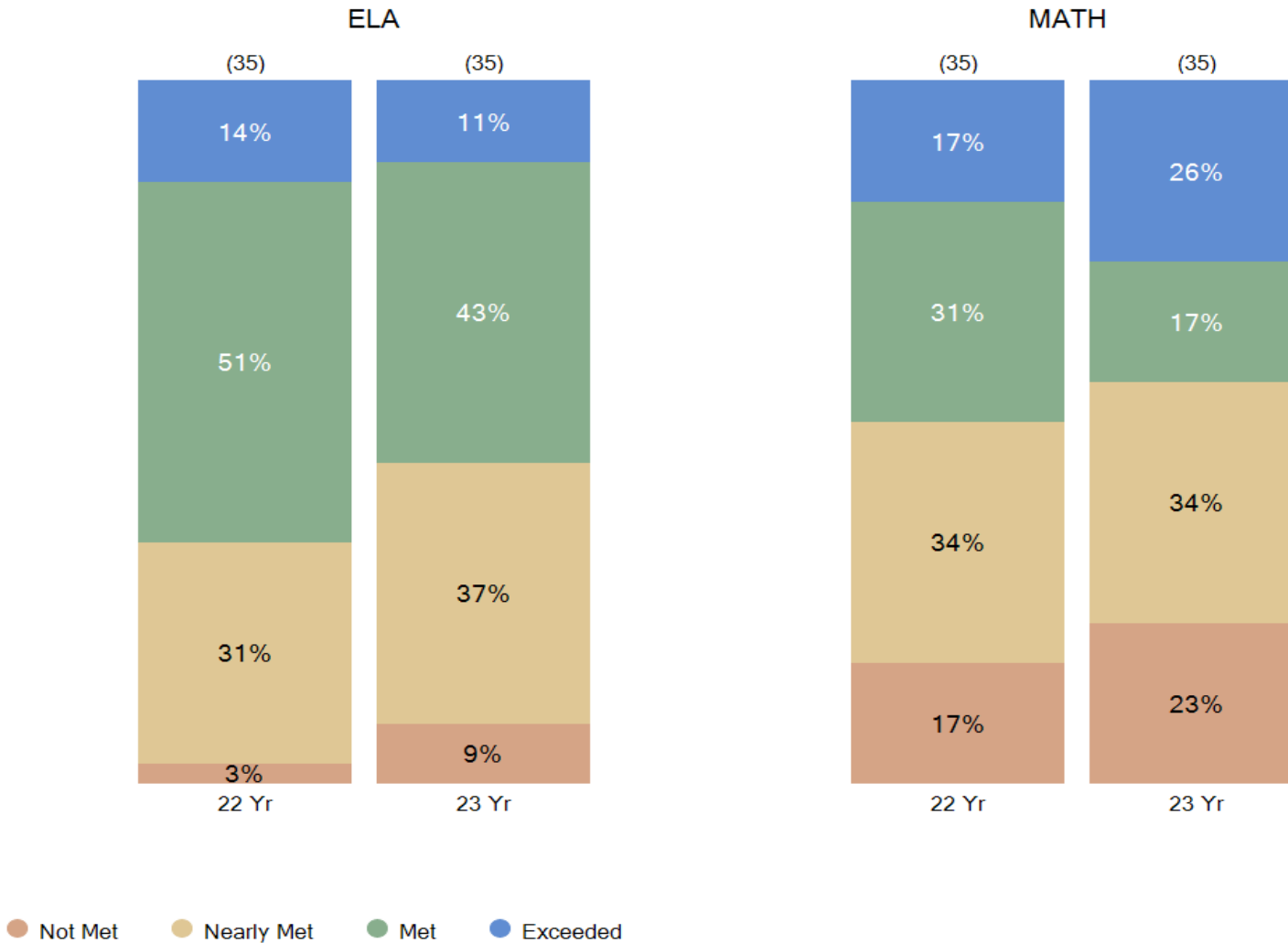
SBAC Achievement

Each bar shows the percentage of students at each achievement level. Each block of years is a COHORT, showing the exact same set of students over time.

Journey School

All Teachers

2023 Tested Grade 8 MATCHED COHORT

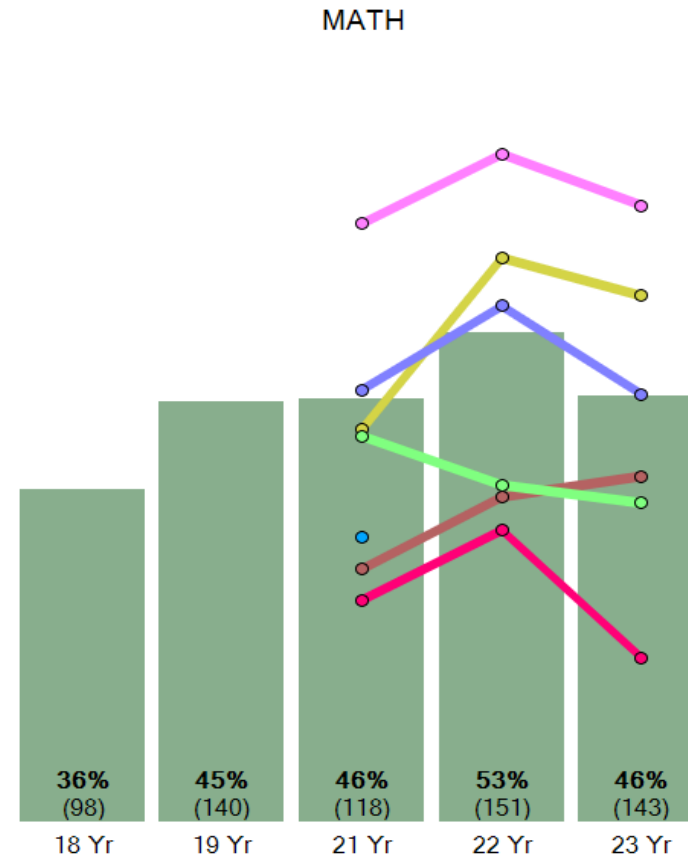
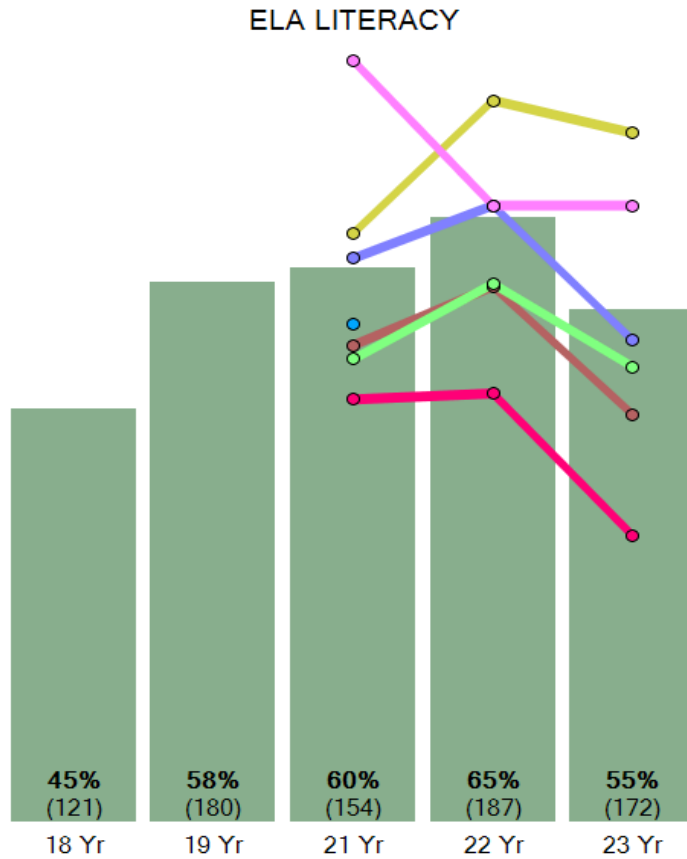


SBAC Standard

Performance Level

Each bar represents the percentage of students meeting or exceeding standard. The superimposed lines represent the comparison groups, as shown in the legend.

Journey School
All Tchrs
All Grds



- (all)
- Asian
- Hisp Latino
- White
- Two+
- EL
- SED
- SWD

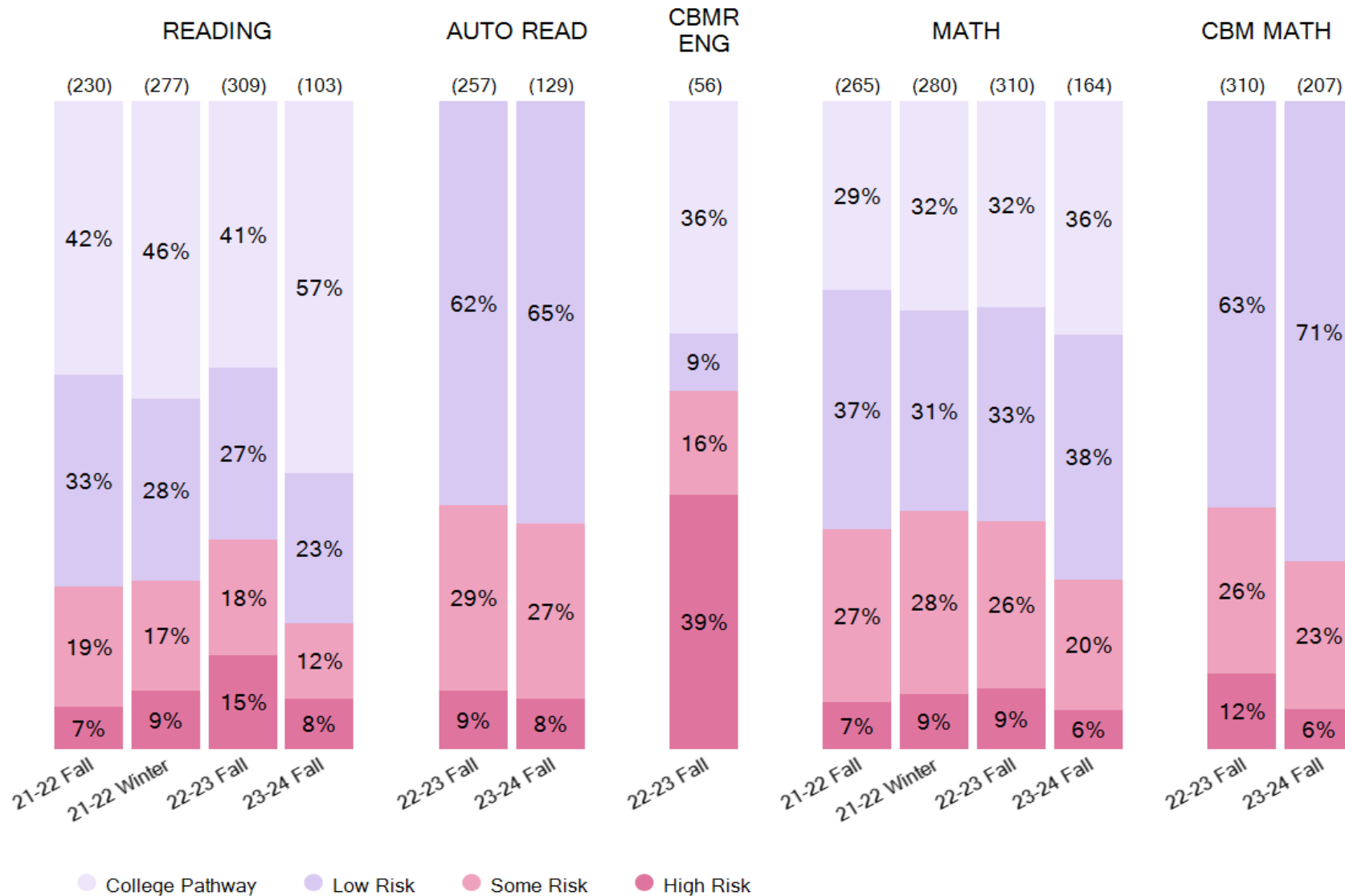
Fastbridge Benchmark Levels

Performance Level

Journey School

All Teachers

All Grades



JOURNEY SCHOOL COUNCIL COMPOSITION POLICY

APPROVED Dec.5, 2019

BACKGROUND:

The Journey School Council is the governing body for Journey School, a California public charter school. Journey School is organized as a California public benefit corporation and in addition has 501c3 status from the IRS. The Journey School Council is the Board of Directors for the corporation. Those seated on the Council are referred to as Council members. The Council follows a Policy Governance model.

DESIRED COUNCIL COMPOSITION:

The Council believes that it is in the best interest of the school for the Council to represent a balance of the following stakeholders, while also meeting all legal requirements for California corporations:

PARENTS or FORMER PARENTS

TEACHERS

COMMUNITY AT LARGE

AUTHORIZING DISTRICT

ALUMNI

In addition, it is also in the best interest of the school to have members of the Council with expertise in the following areas:

LEGAL

FINANCIAL and FUNDRAISING

EDUCATION

WALDORF METHODS

FACILITIES/OPERATIONS

BOARD LEADERSHIP

REAL ESTATE

The Council recognizes that having members who are paid staff members or consultants of the school, in any capacity in which the school provides compensation, creates financial conflicts of interest that must be carefully addressed in order to follow the law and also to avoid a perception of any conflicts. In addition, spouses or other immediate family members of school staff also have a financial conflict of interest if seated on the Council.

The Council also recognizes that parents of former students or former students (alumni) are especially able to provide the broad perspective, the detachment from day to day operations, and deep experience that are such desired attributes for visionary board members.

COUNCIL COMPOSITION GOALS and GUIDELINES:

In order to allow the Council to be composed of the desired balance of members, the following guidelines are hereby adopted as policy. These guidelines are to be used when recruiting, nominating and electing Council members. The figures below are based on a total number of Council members of five. If there are greater or less than five Council members, the relative percentage of each category would apply.

- ② From one to two of the Council members may be parents of a child currently enrolled at the school.
- ② The Council may have one but not more than two “interested parties”. The definition of an “interested person”, using the legal definition, includes all employees of the school, anyone who receives any type of compensation by the school within the previous 12 month, and any immediate family member of anyone who received such compensation from the school. Nothing in this policy is intended to contradict any legal guidelines for charter school or non-profit boards. The Council may choose not to have any “interested parties” on the Council.
- ② Three to five of the Council members will be community members at large, who are neither current parents, staff members nor family members of staff. Parents of former students and alumni of Journey School may be particularly well suited to fill this role as they understand the student and parent perspective but have more distance from the day to day operations after graduating from Journey.
- ② CUSD, the authorizing district of Journey School, may, at its discretion, appoint one voting member to the Council. If CUSD does not choose to seat a member on the Council, it may designate a liaison in an advisory capacity instead.

- Ⓢ The school Administrator will serve as advisor, designee and support to the Council and has the responsibility to carry out School operations in accordance with Board policy, the charter and the law.

The expertise of each member will be examined and new members from every category will be selected or elected with the goal of balancing types of professional expertise on the Council. At the annual meeting and/or the meeting at which the Council performs its self evaluation, the composition of the Council will be reviewed and analyzed for how closely it aligns to this policy, and strategies will be developed to attain a close match between the actual Council composition and the desired composition as stated in this policy.

COUNCIL ADVISORY POSITIONS

In order to expand the input from stakeholder groups the Council will make use of Advisors , who will act in an advisory capacity rather than a voting capacity. The following Advisory positions will be regular positions. Additional advisory positions may be created on an as- needed and temporary basis.

Parent Cabinet: Parent Cabinet, in consultation with the Administration and Council, may select a representative to serve in an advisory capacity to the Council.

Faculty: The instructional staff of Journey School, in consultation with the Administration and Council, may select a representative to serve in an advisory capacity to the Council.

Administration: A school Administrator will serve as advisor, designee and support to the Council and has the responsibility to carry out School operations in accordance with Board policy, the charter and the law.

Authorizer: If CUSD does not choose to seat a member on the Council, it may designate a liaison in an advisory capacity instead.



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

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

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

**27102 FOXBOROUGH
ALISO VIEJO, CA 92656**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Journey School

CDS Code: 30 66464 6117758

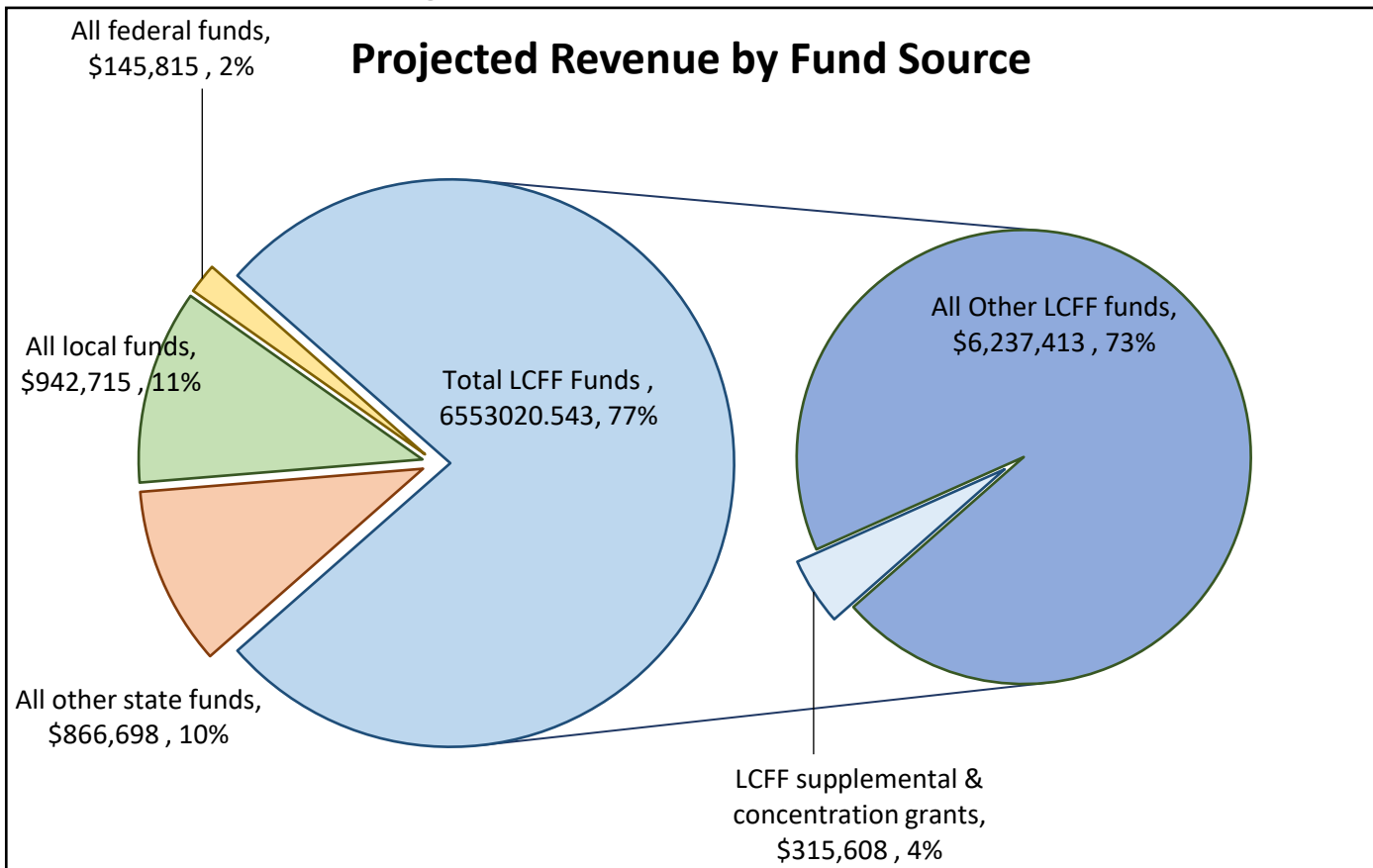
School Year: 24-25

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

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

Budget Overview for the 24-25 School Year

Projected Revenue by Fund Source

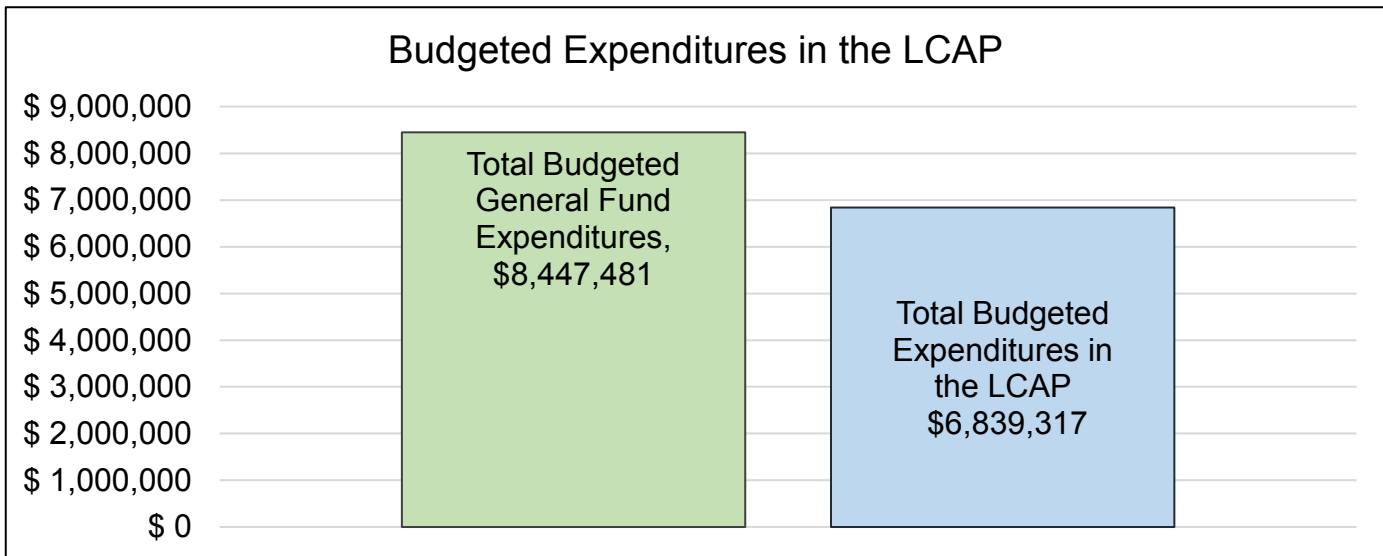


This chart shows the total general purpose revenue Journey School expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

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

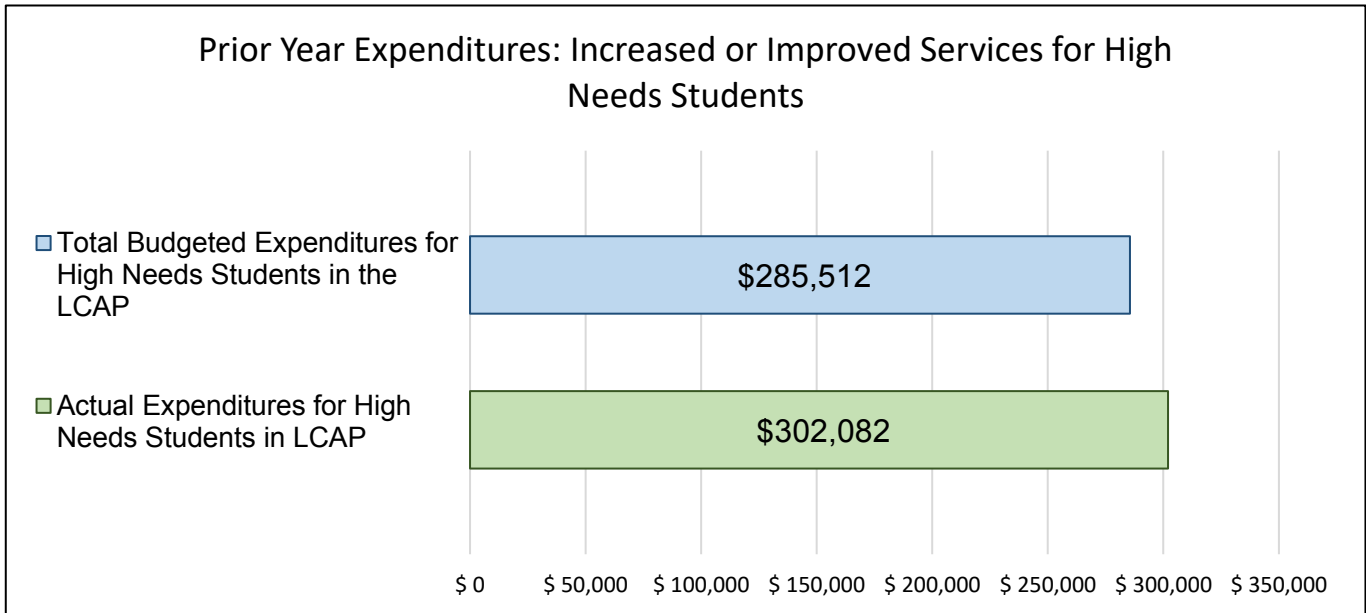
Administrative and operational expenses

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

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

LCFF Budget Overview for Parents

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



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

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

Local Control and Accountability Plan

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

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

Plan Summary [2024-2025]

General Information

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

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

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Goal Analysis for [2023-2024 LCAP Year]

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

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

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

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

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

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

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

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

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

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

Actions

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Goal Analysis for [2023-2024 LCAP Year]

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to a Broad Course of Study	Hire and retain high performing specialty and elective teachers to support and educational experience rooted in the core principals of public Waldorf education	\$572,447	No
2	Improve Attendance Messaging and Attendance Tracking	Increase frequency of school messaging as it relates to student attendance that includes automated delivery of attendance notes, reminders, and compliance letters.	\$104,022	No
3	Independent Study	Continue to fund a temporary independent study program and process to directly support students who are home ill and or traveling (but are still able to remain engaged and participating in school).	\$198,000	No
4	Safe and Secure Learning Environment	Enhance security measures across campus, including automated gates, visitor kiosks and additional staff presence at school entry points during arrival and dismissal. Add a campus supervisor to staffing plan to oversee recess/lunch and other unstructured periods of the day.	\$296,443	No
5	Little Acorns	Aftercare programming for kindergarten students to extend their school day	\$113,325	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension Rate	1.5% of students suspend at least one day			Maintain percentage at or below 3%	
2	Local Indicator: Climate Survey	Local Indicator: Standard Met			Local Indicator: Standard Met	
3	% of initial Student Support Team (SST) plans that are successful (subsequent SST meetings, revised plans and/or special education referrals are not necessary)	58% of initial SST plans are successful (students are making progress towards goals) and are supported by plan			75% of SST plans are successful (students are making progress towards goals) and supported by plan	
4	SAEBRS (Social, Academic, Emotional Behavior Risk Screener)	85% of students are low risk whereas 15% of students are in elevated risk categories.			Maintain greater than 80% of student population in low risk category and less than 20% in elevated risk categories	

Goal Analysis for [2023-2024 LCAP Year]

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fund access to mentorship and Professional Development	Provide mentorship and professional development opportunities for staff members focused on IEP implementation, classroom management, behavior and discipline practices	\$119,570	No
2	Fund specialized Staff Members	Fund and retain the following positions in the staffing plan: school counselors (increase to 2.0 full time employees), school nurse, and behavioral support providers (“Hearth Keepers”)	\$275,597	Yes
3	Implement SE Curriculum	Implement social-emotional learning curriculum and Compassionate Campus activities, civics classes and student access to field trips and overnight excursions	\$91,476	Yes
4	Increase Student Supervision	Increase campus supervision at recess and lunch times and provide training for campus supervisors.	\$468,081	No
5	Janitorial services to ensure clean school facilities	Continue to fund and provide high quality janitorial support.	\$128,561	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Local Indicator: Access to a Broad Course of Study	Local Indicator: Standard Met			Local Indicator: Standard Met	
2	Class Participation Rate in a field trip associated with environmental awareness and/or an Earthroots class	24 classes/24 classes = 100%			24 classes/24 classes = 100%	

Goal Analysis for [2023-2024 LCAP Year]

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Earth Roots programming	Continue contract with Earth Roots to bring high quality environmental literacy lessons and “on campus field trips” to the children	\$28,011	No
2	Farming/Gardening	Continue to fund a garden/farm program on campus	\$5,000	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of participants in Alumni Survey (combination of students and families)	84			126	
2	Percentage of students represented by parent participation in annual Parent Survey for School Improvement	15%			30%	
3	Percentage of parent body volunteering at the school (annually)	49%			70%	

Goal Analysis for [2023-2024 LCAP Year]

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Communication	Fund social media expert and Parent Square communication platform	\$32,828	No
2	Report Card Access	Fund Report Card Maker system to communicate student achievement to parents	\$2,000	No
3	Student Information System	Purchase new license with a student information system for parents to utilize and access.	\$23,500	No
4	Parent Education	Coordinate and fund guest speakers and related events	\$3,049	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$315,608	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.06%	0%	\$0	5.06%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 4	Percentage of students who are socioeconomically disadvantaged achieving SBAC met/exceeded status: 44% ELA and 37.34% Math (2022-2023 Results)	Actions detailed in Goal 1 are being provided on an LEA-wide basis to maximize their impact in increasing SBAC scores for this subgroup of students.	SBAC Scores
Goal 2, Action 4	Chronic Absenteeism Rate (Subgroup: English Learners): 26.8% of students are classified as chronically absent	Actions detailed in Goal 2 are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	Chronic Absenteeism Rate

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

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

24-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
24-25	\$ 6,237,413	\$ 315,608	5.060%	0.000%	5.060%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,351,643	\$ 1,341,859	\$ -	\$ 145,815	\$ 6,839,316.82	\$ 5,289,396	\$ 1,549,921

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Learning Materials and Supplies	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 106,493	\$ 69,565	\$ 36,928	\$ -	\$ -	\$ 106,493	0.000%
1	2	Develop Special Education Programming at Journey	SPED	No	Schoolwide		Journey School	On-going	\$ 665,135	\$ 520,222	\$ 389,726	\$ 700,622	\$ -	\$ 95,009	\$ 1,185,357	0.000%
1	3	Mentorship and Professional Development	All	No	Schoolwide		Journey School	On-going	\$ 22,865	\$ 48,312	\$ 34,288	\$ 30,200	\$ -	\$ 6,689	\$ 71,178	0.000%
1	4	Curriculum and Training	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 45,207	\$ 45,207	\$ -	\$ -	\$ -	\$ 45,207	0.000%
1	5	Assessment and Data	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 2,200	\$ 2,200	\$ -	\$ -	\$ -	\$ 2,200	0.000%
1	6	High Quality Instruction	All	No	Schoolwide		Journey School	On-going	\$ 2,353,946	\$ 23,309	\$ 2,180,191	\$ 197,064	\$ -	\$ -	\$ 2,377,255	0.000%
1	7	Middle School "Honors" Track	All	No	Schoolwide		Journey School	On-going	\$ 95,369	\$ -	\$ 95,369	\$ -	\$ -	\$ -	\$ 95,369	0.000%
1	8	Elementary "Teacher on Special Assignment" (TOSA)	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 97,781	\$ -	\$ 97,781	\$ -	\$ -	\$ -	\$ 97,781	0.000%
1	9	Expanded Learning Opportunity Program	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	\$ 150,000	0.000%
2	1	Access to a Broad Course of Study	All	No	Schoolwide		Journey School	On-going	\$ 572,447	\$ -	\$ 513,482	\$ 58,965	\$ -	\$ -	\$ 572,447	0.000%
2	2	Improve Attendance Messaging and Attendance Tracking	All	No	Schoolwide		Journey School	On-going	\$ 104,022	\$ -	\$ 104,022	\$ -	\$ -	\$ -	\$ 104,022	0.000%
2	3	Independent Study	All	No	Schoolwide		Journey School	On-going	\$ 183,615	\$ 14,385	\$ 193,700	\$ 4,300	\$ -	\$ -	\$ 198,000	0.000%
2	4	Safe and Secure Learning Environment	All	No	Schoolwide		Journey School	On-going	\$ 63,041	\$ 233,402	\$ 278,287	\$ 18,156	\$ -	\$ -	\$ 296,443	0.000%
2	5	Little Acorns	All	No	Schoolwide		Journey School	On-going	\$ 98,325	\$ 15,000	\$ 113,325	\$ -	\$ -	\$ -	\$ 113,325	0.000%
3	1	Fund access to mentorship and Professional Development	All	No	Schoolwide		Journey School	On-going	\$ 114,570	\$ 5,000	\$ 119,570	\$ -	\$ -	\$ -	\$ 119,570	0.000%
3	2	Fund specialized Staff Members	All	No	Schoolwide		Journey School	On-going	\$ 275,597	\$ 0	\$ 162,287	\$ 113,310	\$ -	\$ -	\$ 275,597	0.000%
3	2	Fund specialized Staff Members	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 91,476	\$ -	\$ 91,476	\$ -	\$ -	\$ -	\$ 91,476	0.000%
3	3	Implement SE Curriculum	All	No	Schoolwide		Journey School	On-going	\$ 312,058	\$ 156,022	\$ 409,001	\$ 16,500	\$ -	\$ 42,580	\$ 468,081	0.000%
3	3	Implement SE Curriculum	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 128,561	\$ -	\$ 128,561	\$ -	\$ -	\$ -	\$ 128,561	0.000%
3	4	Increase Student Supervision	All	No	Schoolwide		Journey School	On-going	\$ 80,437	\$ -	\$ 80,437	\$ -	\$ -	\$ -	\$ 80,437	0.000%
3	5	Janitorial services to ensure clean school facilities	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 166,130	\$ 150,317	\$ 15,813	\$ -	\$ -	\$ 166,130	0.000%
4	1	Earth Roots programming	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 28,011	\$ 28,011	\$ -	\$ -	\$ -	\$ 28,011	0.000%
4	2	Farming/Gardening	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%

24-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
24-25	\$ 6,237,413	\$ 315,608	5.060%	0.000%	5.060%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,351,643	\$ 1,341,859	\$ -	\$ 145,815	\$ 6,839,316.82	\$ 5,289,396	\$ 1,549,921

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	1	School Communication	All	No	Schoolwide		Journey School	On-going	\$ 30,150	\$ 2,678	\$ 32,828	\$ -	\$ -	\$ -	\$ 32,828	0.000%
5	2	Report Card Access	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	0.000%
5	3	Student Information System	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 23,500	\$ 23,500	\$ -	\$ -	\$ -	\$ 23,500	0.000%
5	4	Parent Education	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 3,049	\$ 1,512	\$ -	\$ -	\$ 1,537	\$ 3,049	0.000%

24-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,237,413	\$ 315,608	5.060%	0.000%	5.060%	\$ 317,818	0.000%	5.095%	Total:	\$ 317,818
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 317,818

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	8	Elementary "Teacher on Special Assignm	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 97,781	0.000%
3	2	Fund specialized Staff Members	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 91,476	0.000%
3	3	Implement SE Curriculum	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 128,561	0.000%

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
[Goal 1]	Develop and enhance appropriate interventions to meet the academic, behavioral and social-emotional needs of at-risk students.

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Fund access to mentorship and Professional Development	Provide mentorship and professional development opportunities for staff members focused on IEP implementation, classroom management, behavior and discipline practices	\$59,785	N
[Action 2]	Fund specialized Staff Members	Fund and retain the following positions in the staffing plan: school counselor, school nurse, and behavioral support providers	\$153,597	Y
[Action 3]	Implement SE Curriculum	Implement social-emotional learning curriculum (Positive Outcomes), Compassionate Campus activities, civics classes and student access to field trips and overnight excursions	\$167,957	N
[Action 4]	Increase Student Supervision	Increase campus supervision at recess and lunch times and provide training for campus supervisors	\$305,189	N
[Action 5]	Fund Student Support Services	Assign academic interventionists and teachers on special assignment to various grade bands	\$237,185	Y

Action #	Title	Description	Total Funds	Contributing
[Action 6]	Additional Counseling Support	Hire a second counselor to support counseling efforts	\$79,360	Y
[Action 7]	Special Education Services	Contract with CUSD for provision of Special Education Services on the Journey School campus.	\$270,055	N
[Action 8]	Hire Director of Special Education	Hire and administrator to serve as a liaison between CUSD and Journey School employees, sit in on IEP meetings, serve as the 504 Coordinator, lead the Care Stream/SST, and ensure delivery of high quality supports and interventions for students in all settings across the program.	\$117,288	N

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Referral Rates to Student Study Team (Social, emotional, behavioral and academic needs combined)	11% of students referred to at least one team meeting (2018-2019 data)	16.3% of students were referred to at least one team meeting	16.4% of students were referred to at least one team meeting	12% of students have been referred to at least one team meeting	Decrease to less than 10%
Suspension Rate	2.6% of students suspended at least one day (2018-2019)	.9% of students were suspended at least one day (2020-2021 Results)	.9% of students were suspended at least one day (2021-2022 Results)	1.5% of students were suspended at least one day (2022-2023 Results)	Maintain a sub 1% suspension rate
Percentage of Special Education (SPED) students achieving SBAC met/exceeded status	28.85% ELA and 17.31% Math (2018-2019)	45.65% ELA and 23.92% Math (2020-2021 Results)	46.30% ELA and 31.49% Math (2021-2022 Results)	30.88% ELA and 17.64% Math (2022-2023 Results)	Increase ELA scores and math scores by 5% each year
Percentage of Socio Economically Disadvantaged (SED) students achieving SBAC met/exceeded status	47.6% ELA and 38.1% Math (2018-2019)	51.51% ELA and 27.27% Math (2020-2021 Results)	57.90% ELA and 35.09% Math (2021-2022 Results)	44% ELA and 37.34% Math (2022-2023 Results)	Increase ELA scores and math scores by 5% each year
Percentage of English Language Learner (EL) students achieving SBAC met/exceeded status	41% ELA and 44.8% Math (2018-2019)	53.85% ELA and 30.77% Math (2020-2021 Results)	In order to protect student privacy, data is suppressed because 10 or fewer EL students tested.	In order to protect student privacy, data is suppressed because 10 or fewer EL students tested.	Increase ELA scores and math scores by 5% each year
SAEBRS (Social, Academic, Emotional Behavior Risk Screener)	84% of students are low risk whereas 16% of students are in elevated risk categories	NA	Established baseline of 84% of students are low risk whereas 16% of students are in elevated risk categories (2022-2023 Results)	85% of students are low risk whereas 15% of students are in elevated risk categories.	Maintain greater than 80% of student population in low risk category and less than 20% in elevated risk categories

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences, all planned actions were implemented.

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

The differences between budgeted expenditures and estimated actual expenditures were immaterial.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The increased number of staff on campus in coordination with expanded services and support for students have supported school operations immensely. While we have seen a decrease in academic achievement results as detailed above along with an increase in formal suspension rates, the percentage of students requiring SST support has decreased, which is a clear indicator that TIER I and TIER II supports are working effectively in the general education classrooms.

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

This goal and related metrics and actions will be adjusted in the 24-25 LCAP. The goals for the 24-25 LCAP have been adjusted and expanded in number so to directly align to outcomes specified by the school's charter document. High quality support and interventions remain highly valued at Journey School and actions will be captured in several LCAP goals moving forward.

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

Goal

Goal #	Description
[Goal 2]	Students in TK-8 will demonstrate academic growth and proficiencies needed to ensure they are progressing towards high school readiness.

This goal was developed in response to the most recent (2022) SBAC scores for math and ELA. While our achievement levels continue to increase, even thru school closures, it is important to continue focusing resources to support teacher implementation of instruction that is aligned with our charter and drives student achievement levels to new heights.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of All Students achieving SBAC met/exceeded status	57.93 % ELA and 45.45% Math (2018-2019)	59.92 % ELA and 45.73% Math (2020-2021 Results)	65.38% ELA and 52.80% Math (2021-2022 Results)	55.30% ELA and 45.98% Math (2022-2023 Results)	Increase ELA scores and math scores by 5% each year
Percentage of All Students achieving CAST met/exceeded status	46.39 % Science (2018-2019)	41.86% Science (2020-2021 Results)	44.71% Science (2021-2022 Results)	30.18% Science (2022-2023 Results)	Increase baseline CAST scores by 5%
Interim ELA and Math assessments (Illuminate Education)	Wasn't established/available	25% of Students are in the elevated risk categories for ELA (2021-2022 Results) 37% of students are in the elevated risk categories for Math (2021-2022 Results)	31% of Students are in the elevated risk categories for ELA (2022-2023 Results) 36% of students are in the elevated risk categories for Math (2022-2023 Results)	35% of Students are in the elevated risk categories for ELA (2023-2024 Results) 36% of students are in the elevated risk categories for Math (2023-2024 Results)	Reduce Year 1 rate of students in elevated risk categories by 5% for ELA and 10% for math

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Learning Materials and Supplies	Procure high quality supplies and learning materials that support delivery of a Waldorf inspired education	\$116,720	N
[Action 2]	Student Support Services	Assign academic interventionists and teachers on special assignment to various grade bands	\$287,518	Y
[Action 3]	Mentorship and Professional Development	Provide ongoing training and staff development opportunities in core academic areas and use of data to drive lesson plans	\$38,365	N
[Action 4]	Curriculum	Provide access to a thorough and rigorous course of study at each grade level, using research-based core curriculum and methods of instruction	\$75,786	N
[Action 5]	Literature	Procure high quality reading material and improved access to literature in every classroom library	\$4,000	N
[Action 6]	High Quality Instruction	Retain high performing teachers and support their effort in developing a dynamic educational experience rooted in the core principles of Public Waldorf education.	\$1,655,328	N
[Action 7]	Middle School “Honors” Track	Develop “honors’ or accelerated programming in the middle school to ensure a seamless transition and access for students wishing to pursue high school honors/AP tracks	\$46,459	N
[Action 8]	Access to a Broad Course of Study	Hire and retain high performing specialty and elective teachers to support and educational experience rooted in the core principals of public Waldorf education	\$578,241	N

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences, all planned actions were implemented.

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

The differences between budgeted expenditures and estimated actual expenditures were immaterial.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions implemented have been successful in improving our academic program and we anticipate that the CAASPP achievement scores will increase as one indicator of growth that reflects the actions and expenditures identified in this goal.

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

This goal and related metrics and actions will be adjusted in the 24-25 LCAP. The goals for the 24-25 LCAP have been adjusted and expanded in number so to directly align to outcomes specified by the school's charter document. Academic performance and progress remain highly valued at Journey School and actions will be captured in several LCAP goals moving forward.

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

Goal

Goal #	Description
[Goal 3]	Improve attendance rates for all students and all subgroups and increase parent engagement across the program.

This goal was developed in response to challenges in chronic absenteeism across the program and in a variety of student sub-groups as seen in California Dashboard results and further detailed in a local comprehensive needs assessment. Additionally, we have seen a generalized distancing in parent engagement levels in the aftermath of the COVID-19 pandemic. Focusing upon these two aspects of school engagement is an essential task and will be a primary goal for the school year, especially those efforts to improve student attendance so to ensure that all students are receiving the instruction and supports made available through the actions and detailed in Goal 1 and Goal 2 on a daily basis.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance Rate	95.5% ADA (2018-2019)	92.2% ADA (through P2)	92.1% ADA (through P2)	93.8% ADA (through P2)	Return ADA to baseline rate (pre-pandemic rate)
Chronic Absenteeism Rate (ALL STUDENTS)	11.2% of Students (2018-2019)	28% all students (2020-2021 Dashboard)	31.3% All students (2021-2022 Dashboard)	30.1% All students (2022-2023 Dashboard)	Less than 15% ALL Students
Chronic Absenteeism Rate (Subgroup: Asian)	28.9% Chronically Absent (2022 Dashboard)	New metric starting Year 2	28.9% Chronically Absent (2021-2022 Dashboard)	31% Chronically Absent (2022-2023 Dashboard)	Less than 15%
Chronic Absenteeism Rate (Subgroup: English Learners)	24.4% Chronically Absent (2022 Dashboard)	New metric starting Year 2	24.4% Chronically Absent (2021-2022 Dashboard)	26.8% Chronically Absent (2022-2023 Dashboard)	Less than 15%
Community Satisfaction/School Input Survey	91% Satisfied and/or Neutral Rate (2018-2019)	92% Satisfied and/or Neutral Rate (2021-2022)	88.7% Satisfied and/or Neutral Rate (2022-2023)	90.6% Satisfied and/or Neutral Rate (2023-2024)	Maintain rate in the 90 th percentile

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator on CA School Dashboard (Parent and family engagement)	Standard Met (2018-2019)	Standard Met (2020-2021)	Standard Met (2021-2022 Dashboard)	Standard Met (2022-2023 Dashboard)	Maintain Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Improve Attendance Messaging and Attendance Tracking	Improve school messaging as it relates to student attendance, including contracting with a technology/program to provide access to a suite of attendance intervention services that includes automated delivery of attendance notes, reminders and compliance letters. We will also be implementing the CDE Attendance Works Toolkit and the strategies listed therein.	\$76,561	N
[Action 2]	Independent Study	Develop a temporary independent study policy and process to directly support students who are home ill and or traveling (but are still able to remain engaged and participating in school).	\$139,487	N
[Action 3]	Translation Services	Utilize translation services to prepare messages and letters to families in their primary language, including notes and letters outlining attendance expectations. Hire translators to join attendance meetings with families as needed.	\$2,600	N
[Action 4]	Parent Education	Develop and offer parent education resources and opportunities. “Coffee Talks” will be held monthly in coordination with Parent Cabinet meetings to help convey information transparently and build trust. The school will also be offering free access to a English class for adults through Saddleback CC.	\$1,074	N
[Action 5]	“Clubs” and other learning opportunities	Develop and offer “clubs” for middle school students and related curricular/extracurricular opportunities that may increase student interest and connection to the school and peers.	\$88,892	N

Action #	Title	Description	Total Funds	Contributing
[Action 6]	Parent Partnership and Communications	Coordinate a variety of school events to encourage parent participation engagement, and community development within the school. Hire a communication coordinator that will focus on ParentSquare communications, weekly newsletters, social media posts, coordination of calendar and event planning, and reception.	\$155,159	N
[Action 7]	Diversity, Equity and Inclusion	Support the Diversity, Equity and Inclusion working group to drive curricular enhancement and improve school climate in support of the school's vision	\$2,700	N
[Action 8]	Safe and Secure Learning Environment	Enhance security measures across campus, including fence and gate upgrades, additional staff presence at school entry and various trainings for school staff. Continue to provide high quality janitorial support.	\$373,510	N

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences, all planned actions were implemented except for a portion of action 4, hiring a full-time communication coordinator. Instead, the job description was rein visioned and the responsibilities of the position were divided into a part time receptionist and a part time social media specialist. Remaining responsibilities were added to several current administrative support positions

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

The differences between budgeted expenditures and estimated actual expenditures were immaterial except for action 4 for the reasons described above.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The goal was effective – the school experienced an increase in average daily attendance and a decrease in chronic absenteeism rates for all students. As a whole, parents remained engaged at high rates and largely satisfied with programming at the school.

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

This goal and related metrics and actions will be adjusted in the 24-25 LCAP. The goals for the 24-25 LCAP have been adjusted and expanded in number so to directly align to outcomes specified by the school's charter document. High rates of attendance and student engagement remain highly valued at Journey School and actions will be captured in several LCAP goals moving forward.

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

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,032,817.10	\$ 5,028,224.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fund access to mentorship and Professional Development	No	\$ 59,785	\$ 45,170
1	2	Fund specialized Staff Members	No	\$ 52,095	\$ 43,448
1	2	Fund specialized Staff Members	Yes	\$ 101,501	\$ 73,274
1	3	Implement SE Curriculum	No	\$ 167,957	\$ 163,005
1	4	Increase Student Supervision	No	\$ 305,189	\$ 313,756
1	5	Fund Student Support Services	No	\$ 176,331	\$ 171,072
1	5	Fund Student Support Services	Yes	\$ 60,854	\$ 59,113
1	6	Additional Counseling Support	Yes	\$ 79,360	\$ 74,479
1	7	Special Education Services	No	\$ 270,055	\$ 290,000
1	8	Hire Director of Special Education	No	\$ 117,288	\$ 123,366
2	1	Learning Materials and Supplies	No	\$ 116,720	\$ 60,608
2	2	Student Support Services	No	\$ 243,722	\$ 312,340
2	2	Student Support Services	Yes	\$ 43,796	\$ 95,216
2	3	Mentorship and Professional Development	No	\$ 38,365	\$ 94,540
2	4	Curriculum	No	\$ 75,786	\$ 44,901
2	5	Literature	No	\$ 4,000	\$ 1,946
2	6	High Quality Instruction	No	\$ 1,655,328	\$ 1,622,428
2	7	Middle School "Honors" Track	No	\$ 46,459	\$ 45,477
2	8	Access to a Broad Course of Study	No	\$ 578,241	\$ 602,670
3	1	Improve Attendance	No	\$ 76,561	\$ 76,889
3	2	Independent Study	No	\$ 139,487	\$ 165,488
3	3	Translation Services	No	\$ 2,600	\$ 425
3	4	Parent Education	No	\$ 1,074	
3	5	"Clubs" and other learning opportunities	No	\$ 88,892	\$ 88,892

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,032,817.10	\$ 5,028,224.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	6	Parent Partnership	No	\$ 155,159	\$ 103,371
3	7	Diversity, Equity and Inclusion	No	\$ 2,700	\$ 2,200
3	8	Safe and Secure Learning Environment	No	\$ 373,510	\$ 354,151
				\$ -	\$ -

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 292,140	\$ 285,512	\$ 302,082	\$ (16,570)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Fund specialized Staff Members	Yes	\$ 101,501	\$ 73,274.24	0.00%	0.00%
1	5	Fund Student Support Services	Yes	\$ 60,854	\$ 59,113.09	0.00%	0.00%
1	6	Additional Counseling Support	Yes	\$ 79,360	\$ 74,478.59	0.00%	0.00%
2	2	Student Support Services	Yes	\$ 43,796	\$ 95,215.77	0.00%	0.00%

Journey
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	27102 Foxborough Aliso Viejo, CA , 92656-3377	Principal:	Gavin Keller, Executive Director
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 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.

About This School

Gavin Keller, Executive Director

📍 Principal, Journey

About Our School

Contact

Journey
27102 Foxborough
Aliso Viejo, CA 92656-3377

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Email: gavin@journeyschool.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)	
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 2023–24)	
School Name	Journey
Street	27102 Foxborough
City, State, Zip	Aliso Viejo, CA , 92656-3377
Phone Number	(949) 448-7232
Principal	Gavin Keller, Executive Director
Email Address	gavin@journeyschool.net
Website	www.journeyschool.net
County-District-School (CDS) Code	30664646117758

Last updated: 1/16/24

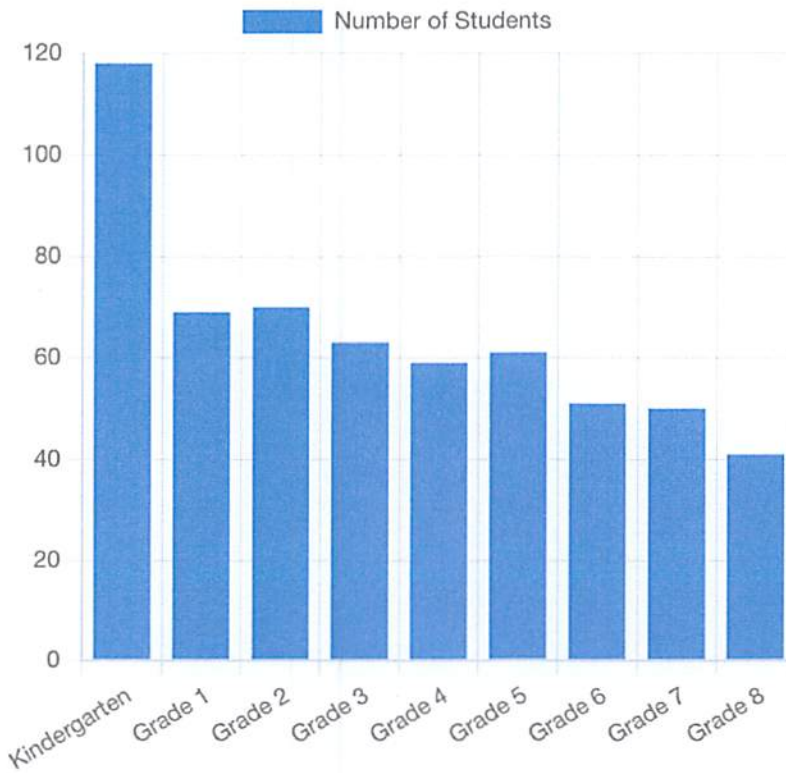
School Description and Mission Statement (School Year 2023–24)

The mission of **Journey School** is to educate TK-8th grade students in Southern California, guided by the Core Principles of Public Waldorf Education, in a public school setting. Journey School is dedicated to the optimal development of the intellect, social-emotional well-being, and physical capabilities of each student by artistically presenting core academic subjects.

Last updated: 1/16/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	118
Grade 1	69
Grade 2	70
Grade 3	63
Grade 4	59
Grade 5	61
Grade 6	51
Grade 7	50
Grade 8	41
Total Enrollment	582



Last updated: 1/16/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.80%
Male	52.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	7.20%
Black or African American	1.70%
Filipino	0.70%
Hispanic or Latino	19.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	13.40%
White	49.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.00%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	24.10%
Students with Disabilities	14.80%

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.

Last updated: 1/16/24

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.

Last updated: 1/16/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	1.00
Misassignments	2.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	1.00

Last updated: 11/2/23

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

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

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.50%	0%
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%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Houghton Mifflin - GoMath! 2. Pearson TERC Investigations 3. Singapore Math 4. Various "Waldorf Inspired" Resources and Texts <p data-bbox="597 1423 613 1451">?</p>		0
Science	<p data-bbox="597 1514 854 1619">Various "Waldorf Inspired" Resources and Texts</p>		0
History-Social Science	<p data-bbox="597 1780 854 1885">Various "Waldorf Inspired" Resources and Texts</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Various "Waldorf Inspired" Resources and Texts		0
Health	Various "Waldorf Inspired" Resources and Texts		0
Visual and Performing Arts <small>Note: Cells with N/A values do not require data.</small>	Various "Waldorf Inspired" Resources and Texts		0 <i>Last updated: 1/17/24</i>
Science Lab Equipment (Grades 9-12)	N/A	N/A	0
<p>School Facility Conditions and Planned Improvements</p> <p>According to the most recent Facility Inspection Tool (FIT), Journey School is maintained in good repair with non-critical deficiencies resulting from minor wear and tear and are in the process of being mitigated.</p> <p style="text-align: right;"><i>Last updated: 1/17/24</i></p>			

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: April 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
Interior: Interior Surfaces	Fair	Water stained ceiling tiles need to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	Light diffuser panels missing and/or cracked
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Fair	Skid paint is peeling on ramps
Structural: Structural Damage, Roofs	Good	Dry rot on siding
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Swing arm cover is missing on a door

Overall Facility Rate

Year and month of the most recent FIT report: April 2022

Overall Rating	Good
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Last updated: 1/17/24

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 the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	65%	55%	68%	68%	47%	46%
Mathematics (grades 3-8 and 11)	53%	46%	55%	56%	33%	34%

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 Assessment 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.

Last updated: 1/17/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	320	311	97.19%	2.81%	55.31%
Female	150	145	96.67%	3.33%	62.07%
Male	170	166	97.65%	2.35%	49.40%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	19	18	94.74%	5.26%	66.67%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	61	98.39%	1.61%	49.18%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	52	51	98.08%	1.92%	74.51%
White	177	171	96.61%	3.39%	52.05%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	75	94.94%	5.06%	44.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	72	70	97.22%	2.78%	30.00%

Note: ELA test results include the Smarter Balanced Summative Assessment 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.

Last updated: 1/17/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	320	311	97.19%	2.81%	45.98%
Female	150	145	96.67%	3.33%	44.83%
Male	170	166	97.65%	2.35%	46.99%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	19	18	94.74%	5.26%	66.67%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	61	98.39%	1.61%	34.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	52	51	98.08%	1.92%	56.86%
White	177	171	96.61%	3.39%	46.20%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	75	94.94%	5.06%	37.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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.

Last updated: 1/17/24

**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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	44.71%	39.58%	51.47%	52.85%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST 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.

Last updated: 1/17/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	96	96.00%	4.00%	39.58%
Female	42	41	97.62%	2.38%	34.15%
Male	58	55	94.83%	5.17%	43.64%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	21	20	95.24%	4.76%	25.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	46.67%
White	56	53	94.64%	5.36%	41.51%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	18	16	88.89%	11.11%	37.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	19	18	94.74%	5.26%	100%

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 2022-23)

Not applicable for K-8 school setting

Last updated: 1/17/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Not applicable for K-8 school setting

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Not applicable for K-8 school setting

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/17/24

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 2022–23)

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 during 2021–22 and 2022–23 school years, only participation results are required 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.

Last updated: 1/17/24

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 2023–24)

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):

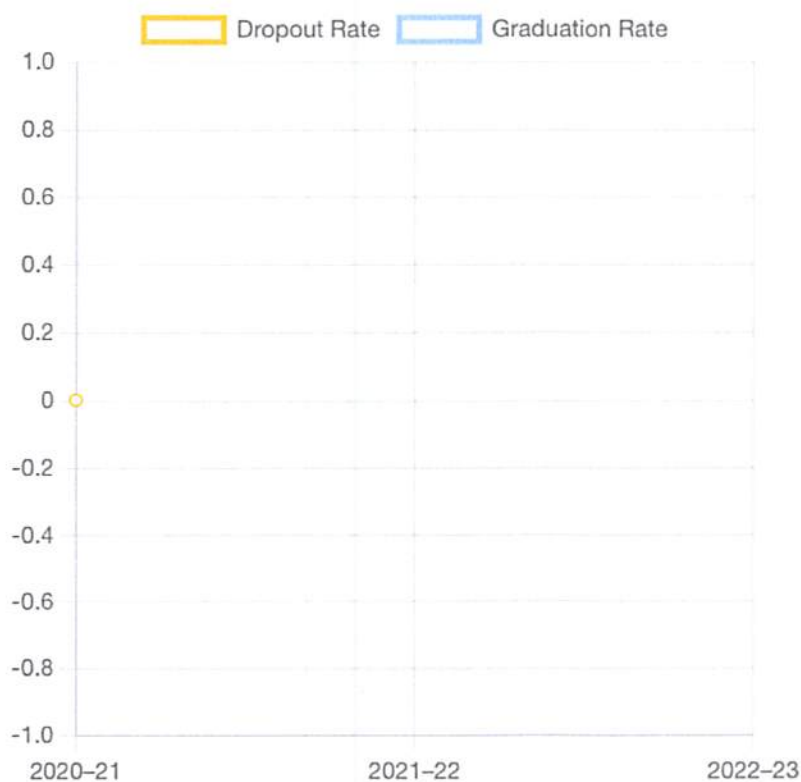
- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Not applicable for K-8 setting

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				3.1%	2.7%	4.5%	9.4%	7.8%	8.2%
Graduation Rate				93.2%	94.1%	92.8%	83.6%	87%	86.2%

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



Last updated: 1/17/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

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.

Last updated: 1/17/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	592	589	177	30.1%
Female	287	285	92	32.3%
Male	305	304	85	28.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	42	42	13	31.0%
Black or African American	10	10	3	30.0%
Filipino	4	4	2	50.0%
Hispanic or Latino	116	116	36	31.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	80	80	28	35.0%
White	296	294	83	28.2%
English Learners	41	41	11	26.8%
Foster Youth	2	2	0	0.0%
Homeless	1	1	0	0.0%
Socioeconomically Disadvantaged	155	154	51	33.1%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	111	110	41	37.3%

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.18%	1.20%	1.86%	0.49%	1.96%	2.15%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.02%	0.05%	0.00%	0.07%	0.08%

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.

Last updated: 1/17/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.86%	0.00%
Female	0.35%	0.00%
Male	3.28%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.38%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.72%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.25%	0.00%
White	1.69%	0.00%
English Learners	2.44%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.58%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.50%	0.00%

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

Last updated: 1/17/24

School Safety Plan (School Year 2023–24)

Journey School has a Comprehensive School Safety Plan. It was last reviewed, updated and approved in March 2023.

Last updated: 1/17/24

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of	
			Classes* 21-32	Classes* 33+
K	18.00	6		
1	23.00	1	1	
2	25.00		2	
3	26.00		2	
4	24.00		2	
5	28.00		2	
6	23.00		2	
Other**	19.00	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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of	
			Classes* 21-32	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	Number of	
			Classes* 21-32	Classes* 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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

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	23.00	2	2	
Mathematics	18.00	4	2	
Science	23.00	2	2	
Social Science	23.00	2	2	

* 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 2021–22) (HIGH SCHOOL)

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) (HIGH SCHOOL)

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.

Last updated: 1/17/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	117

* 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.

Last updated: 1/17/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	1.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	3.00
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.

Last updated: 1/17/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11861.00	\$1486.00	\$10375.00	\$67079.00
District	N/A	N/A	--	\$92478.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/17/24

Types of Services Funded (Fiscal Year 2022–23)

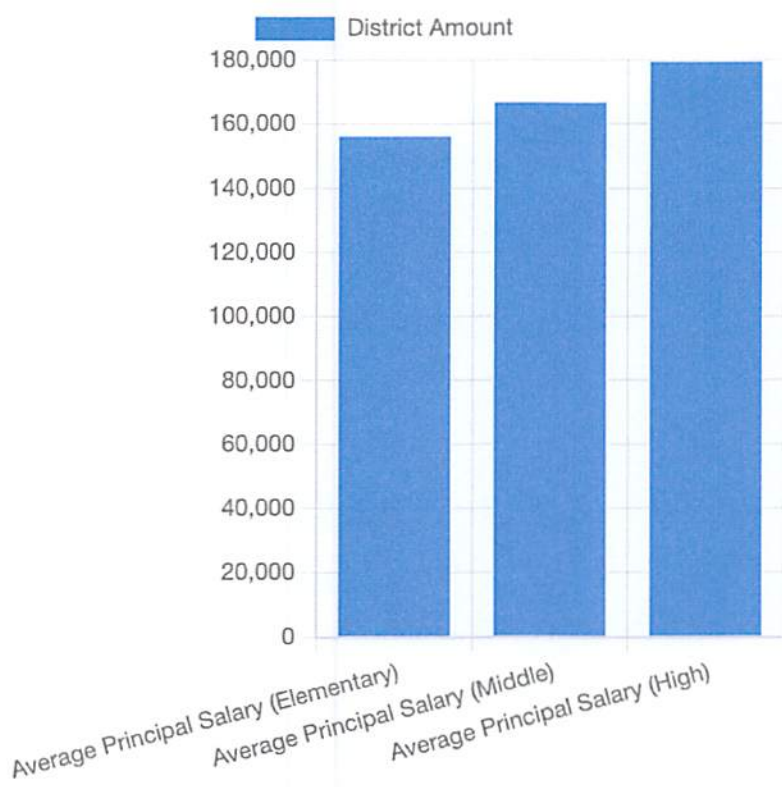
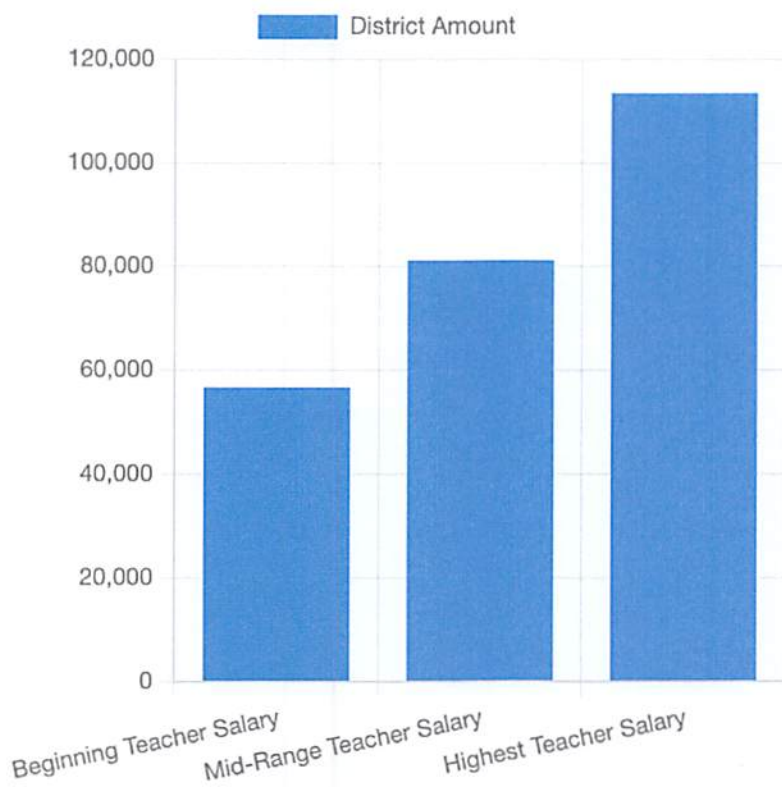
- Waldorf Inspired Educational Approach
- Specialty Programming (Practical Arts, Music, Creative Arts, Digital Media Literacy, Physical Education, Foreign Language, Theatre, Farming)
- Field Trips and Overnight Adventures in Grades 3-8
- Festivals and Events Monthly
- Student Clubs (Photography, Cooking, Farming, Sports, Leadership)
- "Three Care Streams" MTSS for Social Emotional, Behavioral and Academic Interventions
- Special Education Programming
- Enrichment Classes and After School Child Care Programming

Last updated: 1/17/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56698.00	\$55549.60
Mid-Range Teacher Salary	\$81138.00	\$80702.84
Highest Teacher Salary	\$113569.00	\$109417.68
Average Principal Salary (Elementary)	\$156183.00	\$137703.47
Average Principal Salary (Middle)	\$166633.00	\$143759.63
Average Principal Salary (High)	\$179452.00	\$159020.77
Superintendent Salary	\$343493.00	\$319442.91
Percent of Budget for Teacher Salaries	35.85%	30.35%
Percent of Budget for Administrative Salaries	4.75%	4.87%

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



Last updated: 1/17/24

Advanced Placement (AP) Courses (School Year 2022–23)

NA

Percent of Students in AP Courses 0 %

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.

Last updated: 1/17/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16

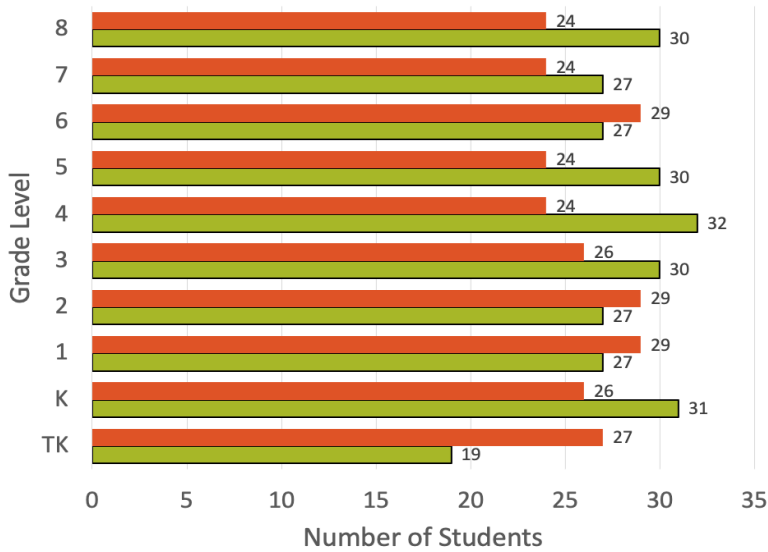
Last updated: 1/17/24

JOURNEY SCHOOL ENROLLMENT

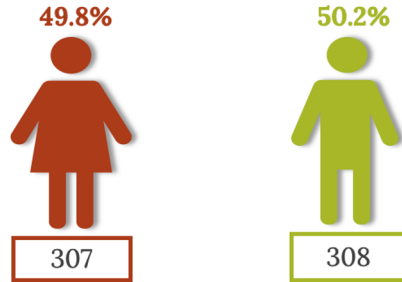
616
Students

Seat-Based Enrollment

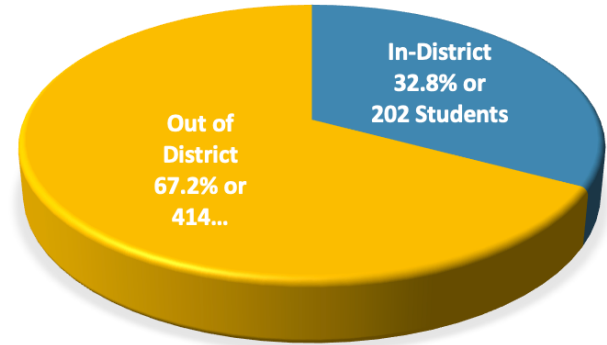
542 Students (Female = 262 and Male = 280)



Gender Assigned at Birth

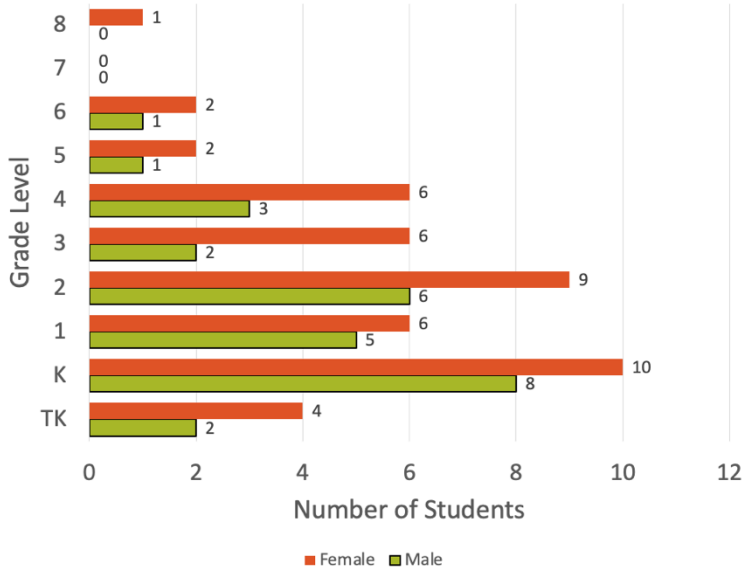


District of Residence



Independent Study Enrollment

74 Students (Female = 46 and Male = 28)

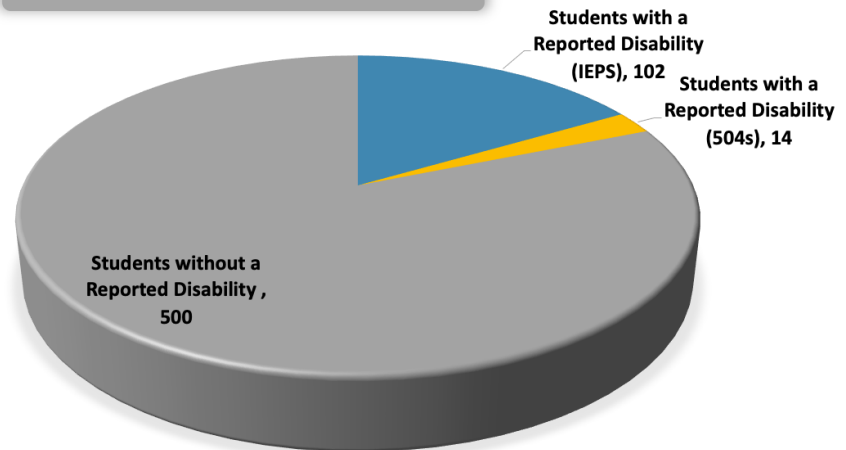


Other Gender

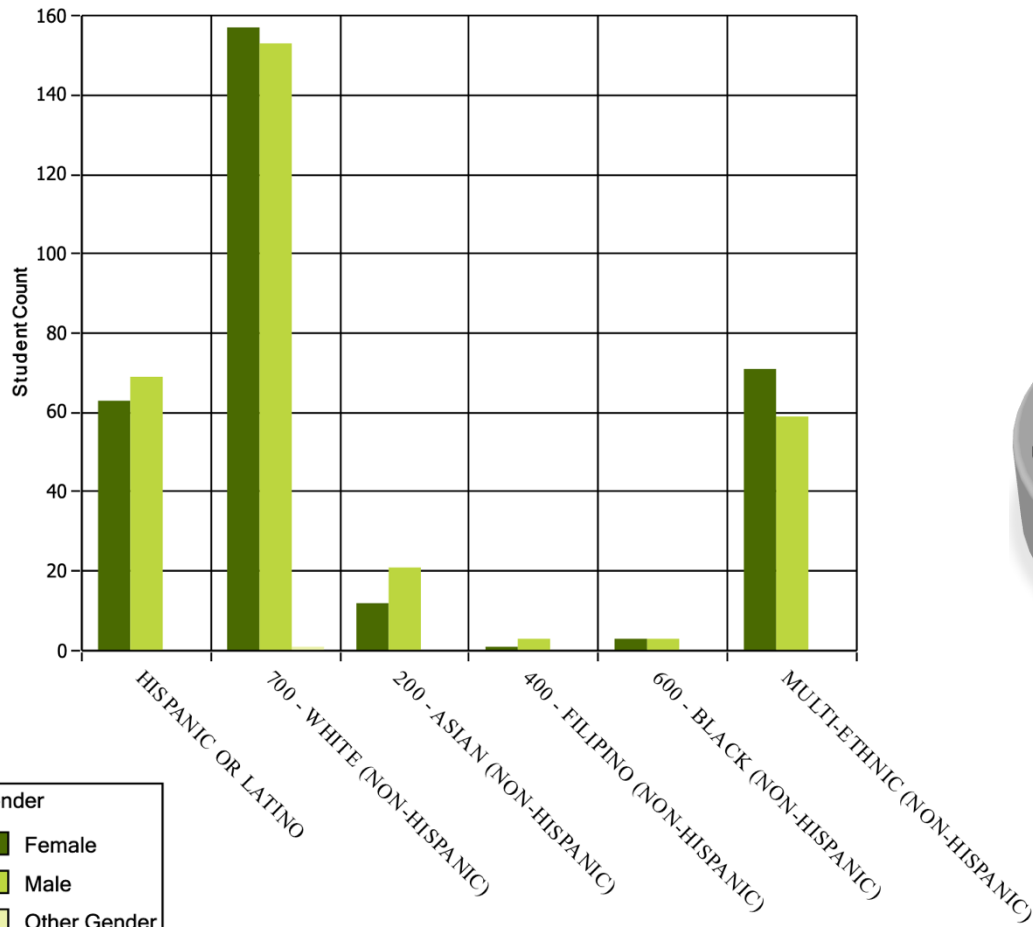
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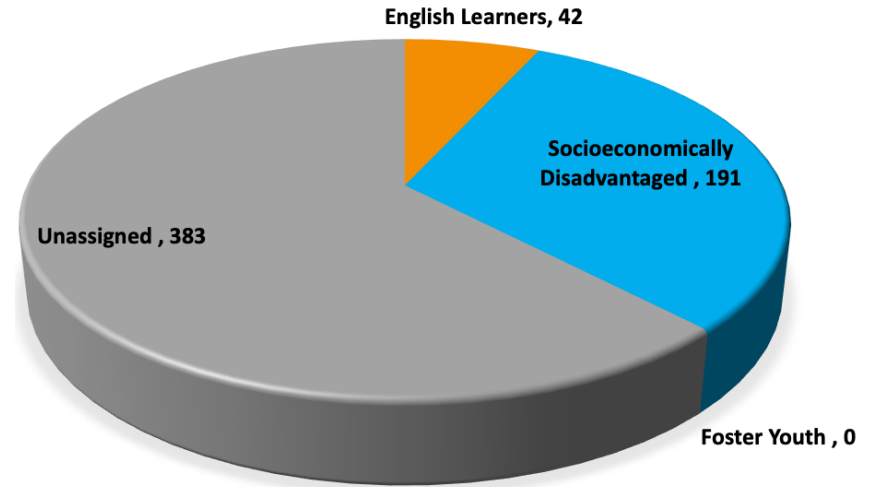
Students with a Reported Disability



Race and Ethnicity



Unduplicated Student Subgroups

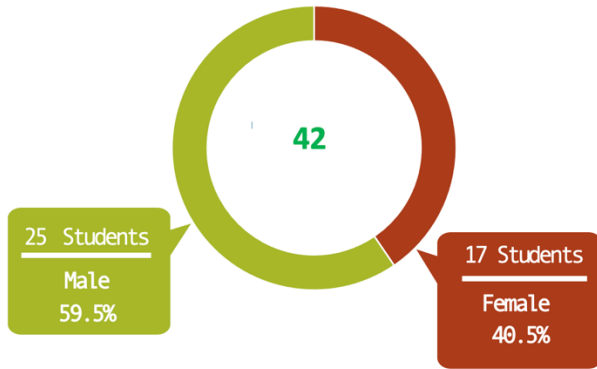


Ethnic Codes	Female	Male	Other Gender	Total	Percent
HISPANIC OR LATINO	63	69	0	132	21.43%
700 - WHITE (NON-HISPANIC)	157	153	1	311	50.49%
200 - ASIAN (NON-HISPANIC)	12	21	0	33	5.36%
400 - FILIPINO (NON-HISPANIC)	1	3	0	4	0.65%
600 - BLACK (NON-HISPANIC)	3	3	0	6	0.97%
MULTI-ETHNIC (NON-HISPANIC)	71	59	0	130	21.10%
Totals:	307	308	1	616	

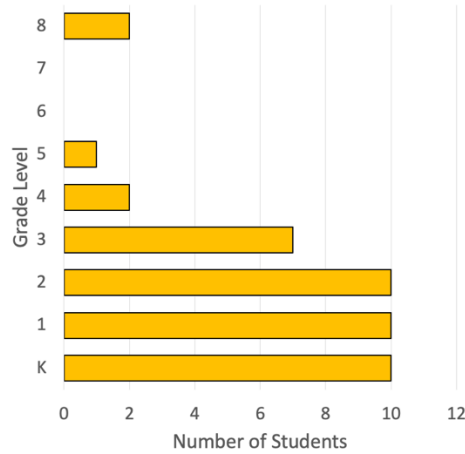
Note: Totals include special programs.

English Language Learners

School Enrollment

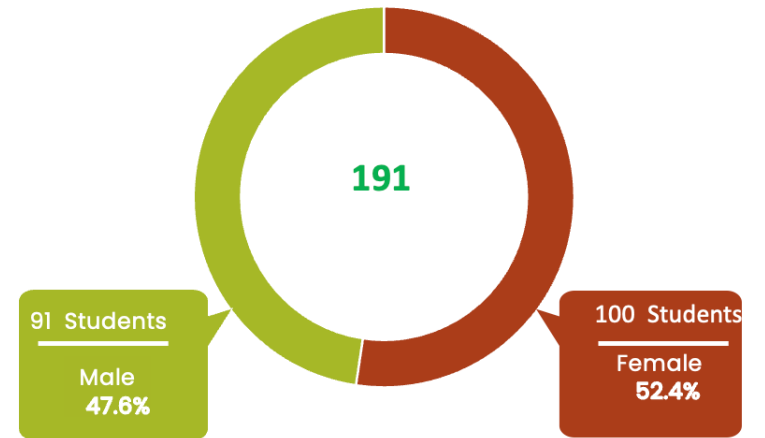


Grade Level Data

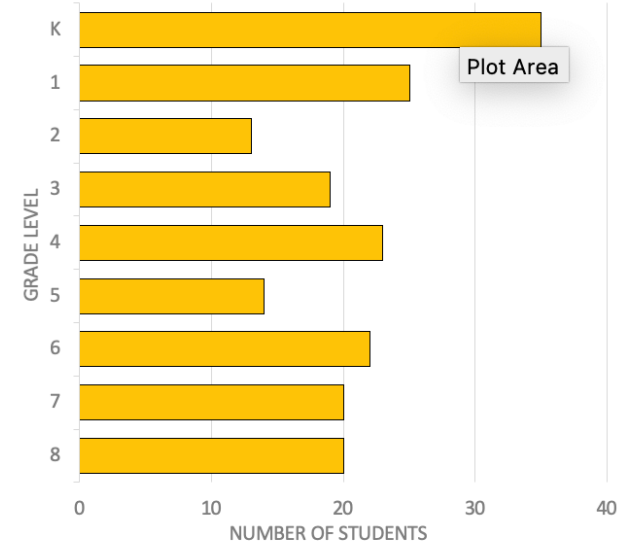


Socioeconomically Disadvantaged

School Enrollment

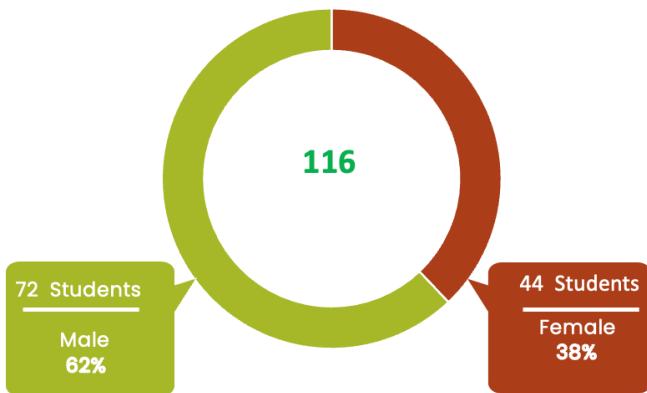


Grade Level Data

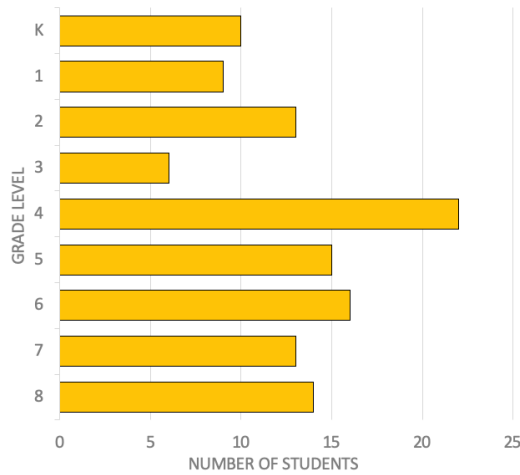


Students with a Reported Disability

School Enrollment



Grade Level Data



**BYLAWS
OF
JOURNEY SCHOOL**

**ARTICLE I
Purposes**

The corporation is organized for the public purposes specified in its Articles of Incorporation.

**ARTICLE II
Offices**

Section 1. Principal Office.

The corporation's principal office shall be located at such place within the County of Orange, State of California as the Journey School Council ("Council") shall determine. The Council has full power and authority to change the principal office from one location to another within Journey School's attendance boundaries in the County of Orange, California.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Council at any place or places where the corporation is qualified to do business.

**ARTICLE III
Membership**

Section 1. No Members.

The corporation shall have no members as that term is defined in Section 5056 of the California Nonprofit Corporation Law.

Section 2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Council, but such individuals may not vote. The corporation may confer, by amendment of its Articles of Incorporation or these Bylaws, some or all of a member's rights, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Council members, on a disposition of substantially all of the corporation's assets, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056.

ARTICLE IV
Journey School Council

Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation, these Bylaws, and such California local public agency laws of general application as may be applicable to the corporation, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Council, with the individual members of the Council being generically referred to as Trustees. The Council may delegate the management of the corporation's activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Council. No assignment, referral, or delegation of authority by the Council or anyone acting under such delegation shall preclude the Council from exercising full authority over the conduct of the corporation's activities, and the Council may rescind any such assignment, referral, or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Council shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

i. To select and remove all of the officers, agents, and employees of the corporation; to prescribe powers and duties for them that are not inconsistent with law, the corporation's Articles of Incorporation, or these Bylaws; and to fix their compensation;

ii. To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations therefore that are not inconsistent with law, the corporation's Articles of Incorporation, or these Bylaws;

iii. To adopt, make, and use a corporate seal and to alter the form of the seal from time to time;

iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities therefore;

v. To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity in which it may lawfully engage;

vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange, and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and,

ix. To carry out such other duties as are described in the Charter of Journey School as approved by the Capistrano Unified School District (“District”) or other authorizer.

Section 2. Number and Qualifications of Trustees Comprising the Council.

a. The number of Trustees on the Council shall not be less than four (4) nor more than eleven (11) unless changed by amendment to these Bylaws. The exact number of Trustees shall be fixed, within these limits, by a resolution adopted by the Council.

b. The qualifications for Trustees are generally the ability to attend Council meetings, a willingness to actively support and promote Journey School, and a dedication to its educational philosophy and goals. In addition, Trustees should demonstrate leadership, initiative and a high level of professionalism. Trustees must be able to work effectively as a member of a team and to put aside all personal agendas so that the best interests of the school as a whole are put foremost.

Section 3. Appointment or Election of Trustees.

a. Trustees shall be elected by the vote of a majority of Trustees then in office. At its option, the District, or other charter authorizer, shall have the ability to appoint one (1) Council Trustee, known as the Authorizer Trustee.

b. The corporation’s president may form, on an ad hoc and as needed basis, a nominating committee consisting of, at the discretion of the president, Faculty, Parents and less than a quorum of Trustees, to assist the Council with locating and reviewing candidates for election to the Council. If formed by the president, said committee may identify possible Trustee candidates, as well as review and/or nominate individuals to be brought forward as potential Trustees. ~~Parent Cabinet will work to provide a candidate for consideration by the nominating committee if formed by the president.~~ It is the intention of the Council to have Trustees who have relevant background and experience in various areas important to the school community, including the parent and staff perspectives, and in addition, to actively recruit Trustees from outside the school community who are neither parents nor staff members. If formed by the president, the nominating committee will take these priorities into consideration, as well as the current composition of the Council, when recruiting Trustee candidates.

Section 4. Terms of Office of Trustees.

a. In accordance with Section 5220(d) of the California Nonprofit Public Benefit Corporation Law, the Authorizer Trustee, if appointed, shall hold office until the District (or other authorizer) removes or appoints a new Authorizer Trustee, or until these bylaws are amended to provide otherwise or are repealed.

b. Trustees shall have a term of office of two (2) years, and there shall be no limitation on the number of consecutive terms to which a Trustee may be re-elected. The Council may decide to occasionally designate vacancies with a term of one year in order to allow staggering of Council terms.

Section 5. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Trustee may resign effective upon giving written notice to the chairman, the president, the secretary, or the Council, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Trustees may be removed at any time upon the vote of a majority of the Trustees then in office.

Section 6. Vacancies.

i. A Council vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, is removed, or otherwise becomes ineligible, or if the authorized number of Trustees is increased.

ii. Notwithstanding Section 5, the Council may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. A vacancy on the Council may be filled by a vote of a majority of the Trustees then in office. Each Trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced Trustee.

iv. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's term of office.

Section 7. Place of Meeting.

Meetings of the Council shall be held at the principal office of the corporation or at any other place within or without the State of California allowable by law and that has been designated in the notice of the meeting, or, if there is no such notice, by resolution of the Council.

Section 8. Meetings; Annual Meeting.

Notwithstanding any other provision of these bylaws, all meetings of the Council and its standing committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") and California Education Code Section 47604.1, as added by California Senate Bill No. 126 (2019).

The Council shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the

meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Council.

Section 9. Regular Meetings.

Regular meetings of the Council, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Council.

Section 10. Special Meetings.

Special meetings of the Council for any purpose may be called at any time by the chairman of the Council, or the president if a chairman has not been designated, or by a majority of Trustees. The party calling a special meeting shall determine the place, date, and time thereof.

Section 11. Notice of Special Meetings.

i. Special meetings of the Council may be held only after each Trustee has received notice given personally or by email, telephone, telegraph, facsimile, telex, or other similar means of communication.

ii. Any such notice shall be addressed or delivered to each Trustee at the Trustee's address or email address as it is shown on the records of the corporation or as may have been given to the corporation by the Trustee for purposes of notice or, if an address or email address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Trustees are regularly held.

iii. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

iv. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 12. Quorum.

A majority of the voting Trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the voting Trustees present at a meeting duly held at which a quorum is present is an act of the Council, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law or other applicable laws.

A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of voting Trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 13. Consent to Meetings.

Except as otherwise provided in the Brown Act, the transactions of the Council at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each Trustee entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any Trustee who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such Trustee.

Section 14. Telephonic and Electronic Video Meetings.

Except as otherwise provided in the Brown Act, members of the Council may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, to the extent permitted by applicable open meeting laws, if any. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another and so long as all other applicable legal requirements are followed. Participation in a meeting through the use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if, in addition to following all other applicable legal requirements, (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Council including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Council are taken or cast only by the Trustees and not by persons who are not Trustees.

Section 15. Adjournment.

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Council meeting to another time or place in accordance with applicable legal requirements.

Section 16. Rights of Inspection.

Every Trustee has the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, to the full extent permitted under applicable federal and state laws regarding pupil confidentiality.

Section 17. Council Committees.

The Council may appoint an executive committee and one or more other committees each consisting of two (2) or more Trustees to serve at the pleasure of the Council, and delegate to such committee any of the authority of the Council, except with respect to:

- a. The approval of any action for which the California Nonprofit Public Benefit corporation Law requires the approval of the Council;
- b. The filling of vacancies on the Council or on any committee that has the authority of the Council;
- c. The amendment or repeal of bylaws or the adoption of new bylaws;
- d. The amendment or repeal of any resolution of the Council that by its express terms is not so amendable or repealable; or
- e. The appointment of other committees having the authority of the Council.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Council shall specify. The Council may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Council shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Council, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Council. Minutes shall be kept of each meeting of each committee.

Section 18. Other Committees.

a. The chairman of the Council (if there is such a position) or the president, subject to the limitations imposed by the Council, or the Council, may create other committees, either standing or special, to serve the Council that do not have the powers of the Council. The president, with the approval of the Council, shall appoint members to serve on such committees, and shall designate the committee chairman. If a Trustee is on a committee, he or she shall be the chairman. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the chairman of the Council (if there is such a position), the chairman of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of

the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Council. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the chairman of the committee or to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The chairman may, with prior approval of the Council, remove any appointed member of a committee. The president, with the Council's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Section 19. Reimbursement.

Trustees and members of committees shall not receive any compensation for their services; however, the Council may approve reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 20. Nonliability of Trustees.

To the fullest extent permitted by law, no Trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 21. Interested Persons.

Not more than forty-nine percent (49%) of the Trustees serving on the Council may be "interested persons." An "interested person" for purposes of this provision, is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 22. Standard of Care.

A Trustee shall perform the duties of a Trustee, including duties as a member of any committee of the Council upon which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;

ii. Counsel, independent accountants, or other persons as to matters that the Trustee believes to be within such person's professional or expert competence; or

iii. A committee of the Council upon which the Trustee does not serve as to matters within its designated authority, provided that the Trustee reasonably believes that such information merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 23. Conflicts of Interest.

The corporation shall comply with all applicable laws regarding conflicts of interest, including the California Nonprofit Public Benefit Corporation Law. For so long as the Corporation is authorized to and operates a California charter school, the Corporation shall adhere to the conflict of interest requirements set forth in Education Code Section 47604.1, as added by California Senate Bill No. 126 (2019).

Section 24. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each Trustee not later than 120 days after the close of the fiscal or calendar year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 25. Annual Statement of Certain Transactions and Indemnifications.

If required by applicable law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the Trustees no later than 120 days after the close of the fiscal year that includes any information required by Corporation Code Section 6322.

ARTICLE V
Officers

Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer (Treasurer). The corporation may also have, at the discretion of the Council, a chairman of the Council, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Council. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president or chairman of the Council.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the corporation shall be chosen annually by the Council and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Council may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Council may from time to time determine.

Section 4. Chairman of the Council.

The chairman of the Council, if one is designated, shall preside at all meetings of the Council and exercise and perform such other powers and duties as may from time to time be assigned by the Council.

Section 5. President.

The president (as well as the chief executive officer, who may be referred to as the School Executive Director) of the corporation have, subject to the control of the Council, general supervision, direction, and control of the day-to-day business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Council. In the absence or nonexistence of a chairman of the Council, the president shall preside at all meetings of the Council.

Section 6. Vice President.

In the absence or disability of the president, the vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Council or if not ranked, the vice president designated by the Council) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as the Council may prescribe from time to time.

Section 7. Secretary.

The Secretary shall keep or cause to be kept, at the principal office of the corporation in the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all Trustees and their respective email addresses. The secretary shall cause the seal of the corporation to be affixed to such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Council may order, including

digital storage, a record of minutes of all meetings of the Council and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The Secretary shall give, or cause to be given, notice of all the meetings of the Council required by these bylaws or by law.; The Secretary shall cause all reports, statements and other documents required by law to be properly kept or filed, except to the extent the same are to be kept or filed by the treasurer. The Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Council.

Section 8. Chief Financial Officer/Treasurer

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The records of account shall at all times be open to inspection by any Trustee. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Council. The chief financial officer shall disburse, or cause to be disbursed, the funds of the corporation as shall be ordered by the Council or designated chief executive officer (who may be known as the School Executive Director). The chief financial officer shall render, or cause to be rendered, to the president and the Trustees, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present , or cause to be presented, an operating statement and report, since the last preceding board meeting, to the Council at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Council.

Notwithstanding anything to the contrary contained herein, the funds of the corporation shall be held on behalf of the corporation by the Treasurer of the County of Orange and shall be disbursed upon the direction of the chief financial officer of the corporation and in accordance with the policies of the County of Orange. Funds of the corporation may also be held in other accounts as needed for the business of the corporation.

Section 9. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Council at any time by a majority vote of a quorum of the Council. In the case of an officer appointed by the president, the president shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE VI
Indemnification

Section 1. Definitions.

For the purposes of this Article, “agent” means any person who is or was a Trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and “proceeding” means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and “expenses” includes, without limitation, attorneys’ fees and any expenses of establishing a right to indemnification under Sections 4 or 5.b. of this Article.

Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the Corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or brought by the Attorney General or a person granted relator status by the

Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of Trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by this corporation.

Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by

or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's trustees, directors, or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Section 7 shall affect any right to indemnification to which persons other than such trustees/directors and officers may be entitled by contract or otherwise.

Section 8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5.b., in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit corporation Law.

Section 10. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such Trustee, investment manager, or other fiduciary to the extent permitted by subdivision (f) of Section 5140 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VII
Miscellaneous

Section 1. Fiscal Year.

The fiscal year end of the corporation shall be determined by the Council.

Section 2. Checks, Drafts, Etc.

All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Council or the president.

Section 3. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chairman of the Council, the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Council, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Council, or the chairman of the Council, or the president. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII
Amendments

These bylaws shall be reviewed at least once every three (3) years and such review shall be documented in the minutes of the Council meetings. These bylaws may be amended or repealed and/or new bylaws adopted only by approval of a majority of the number of Trustees then in office.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

1. That I am the Secretary of Journey School.

2. That the foregoing Bylaws constitute the Bylaws of said school as duly adopted by the school's Council on **November 20 , 2024**. The revised bylaws shall go into effect on _____.

Date: _____

_____,
Margaret Moodian, Board Secretary

RESTATED BYLAWS

JOURNEY SCHOOL

Revised

Approved December 5, 2019