

# **Public Waldorf Schools and the Common Core Standards**

## **Co-Alignment Document Overview and Excerpts**

The purpose of this document: To provide the member schools of the Alliance for Public Waldorf Education, their classroom teachers, and interested stakeholders, (including parents, school board members and those with an interest in Waldorf public education) with a document comparing the structure and goals of the Waldorf program as enacted in Waldorf-Inspired Public Schools with the academic content and student goals identified in the Common Core Standards (CC).

The document is intended to serve as a handbook for teacher and school decision-making and use. It is designed as a practical tool for Waldorf-Inspired Public Schools as they examine the new Common Core Standards adopted in their states and consider how, where, and when these standards best fit into their Waldorf-Inspired Public School Program. (Part II)

The document also includes a summary set of Recommendations from the Alliance for the appropriate placement of the Common Core Standards into A Waldorf-Inspired Public School Program. (Part III)

The document is structured to help teachers and schools clarify and identify the appropriate content of their programs in English Language Arts/Literacy and Mathematics, K-8. Short descriptive notes about some of the key considerations useful in determining where, when, and how the individual Common Core Standards should be implemented in their programs are included throughout Part II and in the introduction to Part III.

The document will also help to clarify for public school stakeholders (parents, districts, school boards, educators and the public) where and when Waldorf-Inspired public schools are addressing the Common Core Standards.

**Structure of the Document:** The document has four parts:

**Part I: Introduction**

The Introduction clarifies the structure of the document, and includes an overview of the Waldorf Curriculum and its focus on the healthy, balanced development of the whole child/student, summary descriptions of the Common Core Standards in English Language Arts/Literacy, and Mathematics, and an initial comparison of the relationship between the Waldorf Curriculum and the Common Core Standards. It will also preview the structure, content, and uses of the other parts of the document.

**Part II: Common Core and Waldorf Placement Tables: A Resource for Teachers and Schools, including the Results of the Alliance Review Process**

Part II is organized as a set of grade-level documents, K-8, each including a summary overview of that grade's Waldorf curriculum and tables of the Common Core Standards in English Language Arts and Mathematics, providing space for annotating the appropriate grade-level placement of each Common Core standard in the Waldorf program and recording related notes or comments. The results of this Alliance included in the Tables in Part II.

The following pages are included as a sample – taken directly from the Part II of the Co-Alignment Document for Grade 3 ELA

***Alliance for Public Waldorf Education***  
**Recommended Grade Level Placements of Common Core Standards**  
**In a Waldorf-Inspired Public School Program**

## **Grade Three**

### **Common Core Standards Placement Tables**

***Grade by Grade, Kindergarten through Grade 8,  
Including the Outcomes, Standard by Standard,  
of the Alliance Review Process***

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

***Designed to be a Working Document for School and Teacher Use***

## Grade 3 Curriculum Summary

*(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)*

As the children in the third grade enter their ninth year, they start to see the world differently. No longer are they content to be a part of life without doubts and questions. A nine-year old can feel him/herself growing up and separating from his/her parents, and becoming part of the outer world. The child becomes more independent, and begins to question all that was previously taken for granted. This can be a time of loneliness and insecurity for a child as well as a time of new self-confidence. The third grade curriculum is designed to meet the child's new interests and concerns at this age.

The curriculum provides the student with the opportunity to learn about three essential, practical requirements for all of humankind—how we work with nature to provide ourselves with food, clothing, and shelter.

**Farming and gardening** lessons instruct the child in the importance of the natural systems that support our lives, in the use of farming tools and farming and gardening processes, and how food has been grown over the centuries. These lessons give the child an opportunity for direct involvement in growing his/her own food and begin to establish a foundation for their appreciation of our partnership with nature and an interest in fostering, protecting and preserving the world around them.

The provision of **clothing** is addressed in the textiles unit, usually beginning with the shearing of a sheep and culminating in a woven or knitted garment from that sheep's wool. The child is involved in every practical aspect of the making of the garment.

Many types of **shelter** are presented, modeled and discussed with the students, and some shelters are constructed by the children with the teacher's guidance. A lesson block on building a modern house teaches the critical importance of cooperation amongst architects, contractors, and construction workers as they meet the wide variety of human needs for shelter.

**Mathematics.** In third grade, the child begins to develop a basic awareness for practical applications of mathematics. Measurement of all types is covered: length, weight, and volume; money, and time. All of these measurement systems are put to use in practical activities by the children themselves. In the study of time, money, and measurement, the historical background of the methods, tools, and practices is taught imaginatively before modern methods are explained.

Mathematics and movement go hand in hand. Rhythm is an integral part of the approach to arithmetic and is a significant aid to memorization. For example, the times tables are practiced while jumping rope, tossing bean bags, or bouncing a ball. This increases the child's ability to memorize and retain the information.

**Language Arts.** The importance of words and the beauty of speech underlie the entire language arts curriculum. Through the daily telling of stories, the teacher creates in the child the capacity for inward picturing, setting the stage for conceptual thought. Reading, writing, the fundamentals of grammar, spelling, listening and speaking and penmanship are developed in an artistic manner which speaks to, empowers and inspires the whole child.

Stories from the Hebrew Bible serve as a metaphor for the children's inner experience at this age. From the wonder stimulated by the creation story to the challenges faced as Adam and Eve had to leave the Garden of Eden, the third grade children see that they, too, must one day leave the parental nest and make their own way in the world. This need for the child of this age to experience providing for the basic necessities of life is met in the curriculum through the hands-on study of farming, gardening, food preparation, house-building, and making clothes.

An emphasis on the dramatic presentation of stories culminates in the production of the class play, which echoes a familiar theme from the year's curriculum.

**Music** is an important focus in the curriculum. The third-grade child is ready to experience the complexity and structure of the full diatonic scale. After two years playing the pentatonic flute, the third grade child learns how to play a soprano recorder. This instrument will be used throughout the grades. The children are ready to assert their new independence by learning to sing separate parts in rounds, introducing them to harmony among individual parts and an awareness of rhythmic unity in variety.

**In handwork,** the third grade child graduates from knitting to crochet, completing three or four useful articles for her/himself. Painting and modeling beeswax are weekly activities that sharpen the child's powers of observation and expression.

In the third grade the changing nine year-old is given an opportunity to make new relationships: with nature through farming and gardening; with others through a class building project; and with themselves through drama, music, and art.

### **Grade 3 Curriculum Components**

- **Math:** Higher multiplication tables; division; weight, measure, money and time; review of all four processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems
- **Language Arts:** Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Continuation of garden and nature studies
- **History & Social Studies:** Study of practical life (farming, housing, clothing); stories from ancient history

- **Handwork:** Crocheting (mathematical patterns, working in the round)
- **Foreign Language:** Continuing foreign language study with oral dialogue, dramatization, songs, games and simple written work
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; drama; introduction to the recorder
- **Movement/Physical Education/Games:** Balance, running and chasing games, song and movement

## Common Core Standards Table, Grade 3

### English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 3: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<b>Students at Grade 3:</b>			
<b>Key Ideas and Details</b>			
RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Y		
RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Y		
RL 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Y		
<b>Craft and Structure</b>			
RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA		Gr. 5	
RL 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		Gr. 5	
RL 6. Distinguish their own point of view from that of the narrator or those of the characters.		Gr. 4	
<b>Integration of Knowledge and Ideas</b>			
RL 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Y		

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		Gr. 4	
<b><i>Range of Reading and Level of Text Complexity</i></b>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Y		

**Common Core Standards, Grade 3**  
**English Language Arts: *Reading Informational Text***

Common Core Standards Grade 3: ELA <i>Reading Informational Texts</i>		Student Achievement In the Waldorf Curriculum	
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<b>Students in Grade 3:</b>			
<b>Key Ideas and Details</b>			
RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Gr. 4	Introduced in Gr. 3
RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.		Gr. 4	Introduced in Gr. 3
RI 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		Gr. 6	Introduced in Gr. 3
<b>Craft and Structure</b>			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . (See <b>grade 3 Language standards 4-6 for additional expectations</b> .) CA		Gr. 4	Introduced in Gr. 3
RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Gr. 7	Text features Introduced in Gr. 4
RI 6. Distinguish their own point of view from that of the author of a text.		Gr. 4	
<b>Integration of Knowledge and Ideas</b>			
RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Y		

RI 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		Gr. 6	
RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic.		Gr. 6	
<b><i>Range of Reading and Level of Text Complexity</i></b>			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		Gr. 4	Introduced in Gr. 3

**Common Core Standards, Grade 3**  
**English Language Arts: *Reading Foundational Skills***

<b>Common Core Standards, ELA Grade 3: <i>Reading Foundational Skills</i></b>	<b>Student Achievement In the Waldorf Curriculum</b>		
<b>Student Achievement In the Waldorf Curriculum</b>	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
<b>Students at Grade 3:</b>			
<b><i>Print Concepts</i></b>			
RFS1. Not in CC at Grade 3			
<b><i>Phonological Awareness</i></b>			
RFS 2. Not in CC at Grade 3			
<b><i>Phonics and Word Recognition</i></b>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> CA	Y		
RFS 3a. Identify and know the meaning of the most common prefixes and derivational suffixes.		Gr. 4	
RFS 3b. Decode words with common Latin suffixes.		Gr. 4	
RFS 3c. Decode multi-syllable words.	Y		
RFS 3d. Read grade-appropriate irregularly spelled words.	Y		
<b><i>Fluency</i></b>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		

RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

## Common Core Standards, Grade 3

### English Language Arts: *Writing*

Common Core Standards, ELA Grade 3: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<b>Students at Grade 3:</b>			
<b><i>Text Types and Purposes</i></b>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that support the opinion.		Gr. 6	Introduced in Gr. 5
W 1c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.		Gr. 6	Introduced in Gr. 5
W 1d. Provide a concluding statement or section.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		With guidance
W 2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Y		With guidance
W 2b. Develop the topic with facts, definitions, and details.	Y		With guidance
W 2c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.	Y		With guidance

W 2d. Provide a concluding statement or section.	Y		With guidance
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		Gr. 4	
W 3c. Use temporal words and phrases to signal event order.	Y		
W 3d. Provide a sense of closure.	Y		
<b><i>Production and Distribution of Writing</i></b>			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)		Gr. 4	Introduced in Gr. 3
W 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		Gr. 7	
<b><i>Research to Build and Present Knowledge</i></b>			
W 7. Conduct short research projects that build knowledge about a topic.	Y		

W 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		Gr. 4	Digital at Gr. 7
W 9. (Begins in grade 4)			
<b>Range of Writing</b>			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Gr. 4  Gr. 3	Extended time  Shorter time

**Common Core Standards, Grade 3**  
**English Language Arts: *Speaking and Listening***

<b>Common Core Standards, ELA Grade 3: <i>Speaking and Listening</i></b>	<b>Student Achievement In the Waldorf Curriculum</b>		
<b>Student Achievement In the Waldorf Curriculum</b>	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<b>Students at Grade 3:</b>			
<b><i>Comprehension and Collaboration</i></b>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Y		
SL 1d. Explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		

SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Y		
<b><i>Presentation of Knowledge and Ideas</i></b>			
SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Y		
<b>SL 4a. Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA</b>		Gr. 4	
SL 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		Gr. 7	
SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Y		

## Common Core Standards, Grade 3 English Language Arts: *Language*

Common Core Standards, ELA Grade 3: <i>Language</i>		Student Achievement In the Waldorf Curriculum	
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<b>Students at Grade 3:</b>			
<b><i>Conventions of Standard English</i></b>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1b. Form and use regular and irregular plural nouns.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1c. Use abstract nouns (e.g., <i>childhood</i> ).		Gr. 4	Introduced and developed in Grades 2 and 3
L 1d. Form and use regular and irregular verbs.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1f. Ensure subject-verb and pronoun-antecedent agreement.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		Gr. 4	Introduced and developed in Grades 2 and 3

L 1h. Use coordinating and subordinating conjunctions.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1i. Produce simple, compound, and complex sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
<b>L 1j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA</b>	Y		
<b>L 1k. Use reciprocal pronouns correctly. CA</b>	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Capitalize appropriate words in titles.	Y		
L 2b. Use commas in addresses.		Gr. 4	
L 2c. Use commas and quotation marks in dialogue.		Gr. 4	
L 2d. Form and use possessives.		Gr. 4	
L 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ).	Y		
L 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Y		
L 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Y		
<b>Knowledge of Language</b>			
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Choose words and phrases for effect.	Y		

L 3b. Recognize and observe differences between the conventions of spoken and written standard English.	Y		
<b>Vocabulary Acquisition and Use</b>			
L 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i> ).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i> ).		Gr. 4	Introduced at Gr. 3
L 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <b>in all content areas. CA</b>	Y		Digital at Gr. 7
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i> ).	Y		
L 5b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	Y		
L 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ).		Gr. 4	
L 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	Y		

### **Part III: Alliance Summary Recommendations for the Placement of the Common Core Standards in a Waldorf-Inspired Public School Program**

The Recommendations portion of the document has been designed to meet the needs of Waldorf- Inspired Public Schools and their teachers, and to inform interested stakeholders in a clear and transparent format. Part III lists all of the Common Core Standards re-ordered to reflect the grade- level placements, which were the outcomes of the Alliance review process. This portion of the document is organized to facilitate multiple uses of the information. (See the Introductory materials at the beginning of Part III).

The following pages are included as a sample – taken directly from the Part II of the Co-Alignment Document for Grade 3 ELA

**Alliance for Public Waldorf Education**  
**Recommended Grade Level Placements of Common Core Standards**  
**In a Waldorf-Inspired Public School Program**

**English Language Arts**  
**Grade Three**

**Reading Literature**

**Key Ideas and Details**

- 3 RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3 RL 1)
- 3 RL 1a. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (2 RL 1)
- 3 RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (3 RL 2)
- 3 RL 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3 RL 3)

**Craft and Structure**

- 3 RL 4. Recognize common types of texts (e.g., storybooks, poems, **fantasy**, **realistic text**) (CA). (K RL 5)
- 3 RL 5. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See **grade 2 Language standards 4-6 for additional expectations.**) CA (2 RL 4)
- 3 RL 6. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See **grade 2 Language standards 4-6 for additional expectations.**) (CA) (1 RL 4)
- 3 RL 7. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (1 RL 5)
- 3 RL 8. Identify who is telling a story at various points in a text. (1 RL 6)

**Integration of Knowledge and Ideas**

- 3 RL 9. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (2 RL 7)
- 3 RL 10. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (3 RL 7)

#### ***Range of Reading and Level of Text Complexity***

- 3 RL 11. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (3 RL 10) (Incorporates 2 RL 10)

#### ***Reading Informational Text***

##### ***Key Ideas and Details***

- RI 1. Ask and answer questions about key details in a text. (1 RI 1)(K RI 1)
- RI 2. Identify the main topic and retell key details of a text. (1 RI 2)(K RI 2)
- RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1 RI 3) (K RI 3)

##### ***Craft and Structure***

- 3 RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (2 RI 4)(1 RI 4)(K RI 4)
- 3 RI 5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1 RI 6)
- 3 RI 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (K RI 6)

##### ***Integration of Knowledge and Ideas***

- 3 RI 7. Use the illustrations and details in a text to describe its key ideas. (1 RI 7)  
(Incorporates K RI 7)
- 3 RI 8. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3 RI 7)
- 3 RI 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1 RI 9)

### ***Range of Reading and Level of Text Complexity***

3 RI 10. Actively engage in group reading activities with purpose and understanding. (K RI 10)

3 RI 10a. With prompting and support, read informational texts appropriately complex for the grade level. (1 RI 10)

3 RI 10b. **Activate prior knowledge related to the information and events in texts. (CA)**  
(1 RI 10a) (K RI 10a)

3 RI 10 c. **Make and confirm predictions about what will happen next in a text. CA**  
(1 RI 10b) (K RI 10b))

### **Reading Foundational Skills**

#### ***Phonics and Word Recognition***

3 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** (3 RF 3)

3 RF 1a. Decode multi-syllable words. (3 RF 3c)

3 RF 1b. Decode words with common prefixes and suffixes. (2 RF 3d)

3 RF 1c. Identify words with inconsistent but common spelling-sound correspondences. (2 RF 3e)

3 RF 1d. Read grade-appropriate irregularly spelled words. (3 RF 3d) (2 RF 3f)

#### ***Fluency***

3 RF 2. Read with sufficient accuracy and fluency to support comprehension. (3 RF 4)

3 RF 2a. Read on-level text with purpose and understanding. (3 RF 4a) (1 RF 4a)

3 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (3 RF 4b) (1 RF 4b)

3 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (3 RF 4c)

3 RF 3. Read with sufficient accuracy and fluency to support comprehension. (2 RF 4)

3 RF 3a. Read on-level text with purpose and understanding. (2 RF 4a)

3 RF 3b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (2 RF 4b)

3 RF 3c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (2 RF 4c)

## Writing

### Text Types and Purposes

3 W 1. **Write informative/explanatory texts** to examine a topic and convey ideas and information clearly. (3 W 2)

3 W 1a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (2 W 2)

3 W 1b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (3 W 2a)

3 W 1c. Develop the topic with facts, definitions, and details. (3 W 2b)

3 W 1d. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (3 W 2c)

3 W 1e. Provide a concluding statement or section. (3 W 2d)

3 W 2. **Write narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3 W 3)

3 W 2a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (3 W 3a)

3 W 2b. Use temporal words and phrases to signal event order. (3 W 3c)

3 W 2c. Provide a sense of closure. (3 W 3d)

### Production and Distribution of Writing

3 W 3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (3 W 4)

### Research to Build and Present Knowledge

3 W 4. Recall information from experiences or gather information from provided sources to answer a question. (2 W 8)

3 W 5. Conduct short research projects that build knowledge about a topic. (3 W 7)

## Speaking and Listening

### *Comprehension and Collaboration*

- 3 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (3 SL 1)
- 3 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (3 SL 1a)
- 3 SL 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (3 SL 1b)
- 3 SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (3 SL 1c)
- 3 SL 1d. Explain their own ideas and understanding in light of the discussion. (3 SL 1d)
- 3 SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3 SL 2)
- 3 SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3 SL 3)

### *Presentation of Knowledge and Ideas*

- 3 SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3 SL 4)
- 3 SL 4a. **Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA (2 SL 4a)**
- 3 SL 5. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) (3 SL 6)

## Language

### *Conventions of Standard English*

- 3 L 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (3 L 2)

- 3 L 1a. Capitalize appropriate words in titles. (3 L 2a)
- 3 L 1b. Use commas in dates and to separate single words in a series. (1 L 2c)
- 3 L 1c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). (3 L 2e)
- 3 L 1d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (3 L 2f)
- 3 L 1e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (3 L 2g)
- 3 L 1f. **Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA (3 L 1j)**
- 3 L 1g. **Use reciprocal pronouns correctly. CA (3 L 1k)**

#### ***Knowledge of Language***

- 3 L.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening, (3 L 3)
- 3 L 2a. Choose words and phrases for effect. (3 L 3a)
- 3 L 2b. Recognize and observe differences between the conventions of spoken and written standard English. (3 L 3b)
- 3 L 2c. Compare formal and informal uses of English. (2 L 3a)

#### ***Vocabulary Acquisition and Use***

- 3 L 3. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. (3 L 4)
- 3 L 3a. Use sentence-level context as a clue to the meaning of a word or phrase. (3 L 4a)
- 3 L 3b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (3 L 4b)
- 3 L 3c. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA (3 L 4d) (2 L 4e)**
- 3 L 4. Demonstrate understanding of word relationships and nuances in word meanings. (3 L 5)

- 3 L 4a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). (3 L 5a)
- 3 L 4b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). (3 L 5b)
- 3 L 5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (3 L 6)

## **Part IV: Handbook for School and Teacher Review**

The short handbook for schools and teachers is designed to foster school and teacher reviews of the Common Core Standards and the Alliance Recommendations for their placement and implementation in Waldorf programs. All of the Common Core Standards are included in Part II, with the Alliance recommendations identified within the review Tables and summarized fully in Part III. Part IV is intended to assist schools and individual teachers in designing their own review process to best meet the needs of their students, teachers, and the school as a whole.



## **SCHOOL HANDBOOK**

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

Approved January 22, 2015

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## **ADMINISTRATIVE WELCOME!**

The first and most important educators of children are their parents. Journey School honors this and intends to create powerful school-family partnerships each school year. After all, many years ago, a team of committed parents and educators launched Journey School on Valentine's Day—a true act of love and dedication on behalf of the children and families of southern California. We are dedicated to the realization of this initial impulse to create a thriving Waldorf-inspired public charter school for all children and look forward to striving towards success, together.

Onwards and Upwards!

Shaheer Faltas  
Journey School Executive Director

# JOURNEY SCHOOL PARENT-STUDENT-SCHOOL COMPACT

## INTRODUCTION

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

In the interests of fulfilling our mission and actuating the potential of each child, the following Parent-Student-School Compact has been developed. The compact is to be read thoughtfully, signed and returned in the enrollment/re-enrollment packet. Please read it completely with your child and sign to indicate your commitment. Similarly, all school personnel will commit to this set of parent partnership agreements.

## SCHOOL PURPOSE, MISSION AND CORE VALUES<sup>1</sup>

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

**Mission:** Journey School is dedicated to the optimal development of the intellect, social-emotional well-being, and physical capacities of each student, by presenting core academic subjects artistically. Journey School will enable each student to read, write, speak, and calculate with clarity and precision. Furthermore, students will have the ability to think imaginatively, creatively and become competent, life-long learners.

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

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

---

<sup>1</sup> from the July Interdependence Retreat, 2009

## **PARENT PARTNERSHIP AGREEMENTS**

Enrollment in Journey School is a choice to participate in a unique approach to learning and lifestyle with strong core values. This commitment requires a healthy working partnership between the school and every parent. As partners, we agree to the following:

### **The School Will:**

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

### **Parents Will** (please initial below):

\_\_\_\_\_ Assure their child regularly attends the full day, only missing due to emergency or illness.

\_\_\_\_\_ Drop off and pick up on time—repeated tardies are not acceptable.

\_\_\_\_\_ Follow the school's guidelines for open, direct communication.

\_\_\_\_\_ Work together with teachers, administration, and other parents to solve concerns.

### **The School Strongly Encourages Parents To** (please initial below):

\_\_\_\_\_ Read the School Handbook and follow the school's policies, procedures, and practices; including the policies concerning snack and lunch expectations, media, homework, and dress code.

\_\_\_\_\_ Attend parent events or festivals, conferences, class and community meetings.

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

\_\_\_\_\_ Volunteer at the school, with the goal being a minimum of 5 hours per month on average.

\_\_\_\_\_ Participate in the school's "Close the Gap" program to what ever the degree they are financially able so that the school can provide a full Waldorf program for all students.

We, the parents/guardians of \_\_\_\_\_  
agree to honor the above commitments to our child(ren) and Journey School.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

## **PRACTICAL INFORMATION**

For additional explanation see section concerning Policies and Procedures.

### **SCHOOL HOURS**

**Kindergarten**      Everyday 8:15 am – 12:15 pm

**Grades**              Regular Days are 8:40 am – 3:10 pm  
Minimum Days are 8:40 am – 12:45 pm

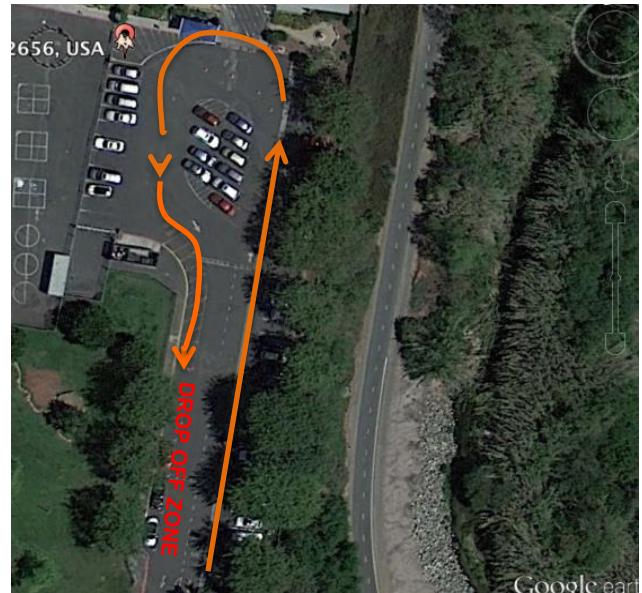
### **PARKING AND DROP-OFF**

Parents and/or guardians should accompany kindergarten students to the classroom and sign them in daily. Limited parking is available in the Journey School parking lot – please note that parking in the yellow “loading” zone is prohibited from 8:20am – 8:45am and at pick up from 3:00pm – 3:20pm (Minimum days from 12:30pm – 12:55pm).

Grades 1-8 will begin promptly at 8:40 am; supervision on the front playground will begin at 8:10 for students who arrive on campus early.

#### **Student Drop Off in the Parking Lot**

If you are dropping off in the parking lot, please instruct your children to remain in the vehicle until you have completed the U-turn and have reached the designated drop-off zone (the curb/sidewalk adjacent to the front field - please see the image below). As a courtesy to those behind you and to decrease the likelihood of traffic jams, please pull as far forward as possible within the drop-off zone before stopping.



### **LATE ARRIVAL**

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

## **DISMISSAL/PICK-UP**

Kindergarten dismissal is at 12:15 pm; students may be picked up at their classrooms. Grades 1-8 dismiss at 3:10, on minimum days grades 1-8 dismiss at 12:45. Students may be picked up at their classrooms OR at the following designated pick up locations: Grades 1-3 in the parking lot, grades 4-8 and younger siblings in the Foxborough cul-de-sac. Students in grades 4-8 and siblings may also exit the back gate towards Woodfield Street. Please see marked locations on the map below.

Please be timely in picking up your child after school. If you anticipate being late, it is important that you call the office so that we may notify your child's teacher prior to dismissal and the student may wait for you in the office. Please note, students who remain at pick up locations for more than 15 minutes after posted dismissal time will be escorted to the office and may be picked up there. Students must be picked up no later than 3:30 pm. Students who remain on campus after 3:30 pm with no notice from a parent/guardian will have emergency contacts called to come pick up the child.



## **SCHOOL CALENDAR**

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

## **MINIMUM DAYS:**

All Wednesdays are minimum days for Grade 1 through Grade 8 to promote effective staff collaboration in the afternoon hours. There will also be multiple minimum days scheduled in the fall

and in the spring to facilitate parent-teacher conferences. Please reference the school's master calendar for a listing of all minimum days.

## **HISTORY OF JOURNEY SCHOOL**

*“Childhood is a journey, not a race. Learning should be the same”*

– Karen Ray

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

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

Since its inception in 2000, Journey has leased its site from CUSD, having made its home on four different campuses in San Juan Capistrano, San Clemente and Aliso Viejo. Journey currently leases space from Capistrano Unified School District at the former Foxborough Elementary site. Journey School currently serves kindergarten through grade eight, with a total student enrollment of approximately 400 students.

### **WHAT IS A CHARTER SCHOOL?**

A charter school is a public school that is freed up from many laws and regulations governing traditional public schools in exchange for a performance-based accountability contract. This contract is the school's charter. Charter schools must be authorized by a school district or other recognized sponsoring entity. Charter schools, like all public schools, may not charge tuition, and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. A charter school must be nonsectarian in its programs, admission policies, employment practices, and all other operations. Waldorf education, and its anthroposophical roots, has been deemed by the courts to be spiritual versus religious in nature, and therefore this type of pedagogy is not considered sectarian, and is allowable for a public school.

The Charter Schools Act of 1992 and subsequent amendments were enacted to provide opportunities for students, teachers, parents, and community members to establish and maintain nonsectarian public schools that operate independently from the existing school district structure. Charter schools are publicly funded and are accountable to their sponsoring district, the state Department of Education, and the taxpayers of California.

# IMPORTANT ASPECTS OF JOURNEY SCHOOL

## PHILOSOPHY

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

– Rudolf Steiner

At Journey School the teachers are committed to educating the whole child and endeavor to foster the unfolding of each child’s full potential. They use pedagogical methods that nurture and inspire creativity, critical thinking, and motivated learning inspired by Austrian educator Dr. Rudolf Steiner. His methodology has come to be known in the private school sector as the Waldorf method, named after the first Waldorf School in Stuttgart, Germany. Similarly, the Journey curriculum places equal emphasis on a solid academic foundation, artistic expression, social development, and attention to the inner life of the child. An integrated thematic approach to learning emphasizes a child’s relationship to the natural world while promoting respect for the environment and humankind. Our teachers nurture the imagination in the early years in order to build a foundation for abstract thinking. The children experience wonder, reverence, and enthusiasm for learning throughout their years at Journey School, and as a result, emerge with a commitment to social responsibility and the potential to impart direction and purpose to their lives. The primary goal of Journey School is to nurture the whole child with the objective of enabling students to become self-motivated, competent, life-long learners. Our graduates will move forward on their lifelong journey equipped with an enthusiasm for learning and the courage to meet life’s challenges.

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

Journey School is based upon:

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

Please be sure to investigate our curriculum and instructional methods thoroughly so you know exactly what Journey School stands for and believes. The last thing we want is for you or your family to be disappointed as a result of unclear expectations. For this reason, Journey School will offer an array of parent development workshops and other learning opportunities throughout the school year (visit our website for further information: [www.journeyschool.net](http://www.journeyschool.net)).

## **JOURNEY SCHOOL EDUCATIONAL PROGRAM**

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

– Rudolf Steiner

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

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

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

Textbooks are not typically used in the elementary grades. The teacher presents creative lessons from his or her own research, and the children make their individual main lesson books for each subject, recording and illustrating the substance of the lessons. These student-generated main lesson books are an important record of learning and allow the arts to be integrated into every subject.

Multicultural content is woven throughout the curriculum by means of biography, storytelling, history, crafts, art, music, the practice of seasonal celebrations, and through foreign language.

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

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

Each school day begins with the “Main Lesson”, a two-hour period in which the core curriculum is presented. Presenting core academic subjects in the “Main Lesson” block allows the students to have adequate time to follow through with all work projects, thus promoting in-depth, long term learning.

The main lesson subject is taught in three to four week blocks. A number of blocks are continued later in the term.

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

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

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

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

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

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

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

## **SCHOOL INFORMATION**

### ***Aesthetics and School Environment***

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

The upper grade classrooms richly reflect the ongoing cultural, historical and academic themes of the curriculum. The lower grade classrooms have a nurturing and magical ambience, which supports the

younger children's transition from home to school. Pastel colors, softened lighting and play spaces that integrate folklore and the natural elements of the season are used to accomplish this. In Kindergarten, the smell of freshly prepared food for snack time and singing voices for gentle guidance allow the children to experience their environment with all of their senses.

Journey School is committed to using natural and high-quality products in every area of the school. The use of natural products supports and enhances the children's inner connection with and their responsibility as caretakers of the Earth.

## **Festivals and Celebrations**

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

As we return to school each year, the days begin to grow shorter and darker. During this contracted time much in nature appears to die. Yet it is during this time that the inner life of humankind is nourished and strengthened. During the fall, we celebrate the Harvest Festival and the Lantern Walk. As the holiday season approaches, families and children create treasures for other children to purchase, as holiday gifts for loved ones in the magical and fanciful Fairy Market. With the New Year comes a gradual transition of winter to spring. The spring equinox marks this transitional renewal. We celebrate May Day in honor of nature's renewed growth and energy.

Please note that Journey School has a special tradition in our celebration of Halloween. Children should wear costumes that correspond with their course of study for that year. Weapons and scary costumes are not permitted.

## **Community Meeting**

A community parent meeting is held once per year. This is a venue to address topics of interest and hold discussions so that everyone including staff, parents and community members have input on the life of the school. They strengthen our school community and our understanding of Journey School's educational program. Parents are encouraged to attend - please look for the announcements in the school newsletter and/or master calendar. In addition, all parents are encouraged and expected to attend each class meeting led by your child's teacher.

## **Enrollment Guidelines**

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

Prior to admission, the family must submit an application, participate in an entry interview, and attend an enrollment tour. The family will also be asked to read this handbook and acknowledge they have read the information and have made an informed choice when choosing Journey School.

Note: Current students, who have 10 or more unexcused absences, will be considered to no longer be attending Journey school and may forfeit their enrollment preference for the subsequent school year and be required to participate in the public admissions lottery. See Attendance Policy.

## **No Shows**

If a new student is designated as a "No Show" after enrollment, then his/her space will be forfeited and offered to the next student on the waiting list if the class is not closed. The Administration uses the following guidelines to determine when a new enrollee is a "No Show":

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

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

### ***Age Requirements***

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

<b>Grade</b>	<b>Age Requirements</b>
Transitional Kindergarten (TK)/Kindergarten	Must turn 5 years old prior to September 1 <sup>st</sup> or for TK turn 5 years old between September 1 <sup>st</sup> and December 2 <sup>nd</sup> .
1 <sup>st</sup>	Must turn 6 years old prior to June 1 <sup>st</sup>
2 <sup>nd</sup>	Must turn 7 years old prior to June 1 <sup>st</sup>
3 <sup>rd</sup>	Must turn 8 years old prior to June 1 <sup>st</sup>
4 <sup>th</sup>	Must turn 9 years old prior to June 1 <sup>st</sup>
5 <sup>th</sup>	Must turn 10 years old prior to June 1 <sup>st</sup>
6 <sup>th</sup>	Must turn 11 years old prior to June 1 <sup>st</sup>
7 <sup>th</sup>	Must turn 12 years old prior to June 1 <sup>st</sup>
8 <sup>th</sup>	Must turn 13 years old prior to June 1 <sup>st</sup>

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

### ***Articulation***

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

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

### ***English Language Learners (ELL)/California English Language Development Test***

The Home Language Survey is completed upon entry into Journey School. Those students whose primary language at home is other than English will be given the California English Language Development Test (CELDT) to determine their English fluency. If a student is identified as an English Language Learner, s/he will annually take the CELDT test until they are reclassified as fluent in English.

### ***Special Education Students with Disabilities***

Journey School complies with all applicable State and Federal laws in serving students with disabilities, including but not limited to Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act (IDEA). Journey School functions as a public school of CUSD for purposes of providing special education and related services to students identified with special needs. CUSD and Journey School will collaboratively develop and implement Individualized Education Programs (IEP) for Journey School students with special needs and ensure that special education students receive services in a manner that is consistent with their IEP and applicable laws and regulations

## ***STUDENT ASSESSMENT***

### ***Measurable Student Outcomes***

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

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

- Parent Conferences for all students take place at least once a year, or more if requested by the parents, teachers or students.
- Comprehensive student main lesson books and portfolios include student work samples, practice papers, written work, reports, artwork, etc.
- Oral recitations, presentations, reports, performances or demonstrations occur regularly beginning in first grade, by both individuals and groups.
- A public Open House or Gallery Walk is held for all grades once a year, during which student work is exhibited.
- Letter grades for academic content (based on tests, written or oral reports, etc.) will be reserved for students at the middle school level when deemed appropriate by the Faculty.

### ***Standardized Testing***

The Smarter Balanced Assessment Consortium is currently developing a system of valid, reliable, and fair next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11. The system—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use computer adaptive testing technologies. This approach represents a significant improvement over traditional paper-and-pencil assessments used in many states today, providing more accurate scores for all students across the full range of the achievement continuum.

Journey School students will participate in this “next-generation” assessment each spring as mandated by the state of California. STAR testing will be discontinued in all subjects except for Science. STAR testing in science will continue in grades 5 and 8 for the time being.

Smarter Balanced will provide assessment results to students, parents, teachers, and directors through a secure, online reporting system. The reports will show student achievement and progress toward mastery of the Common Core State Standards. The State of California will use the scores from these tests to compute the school's Academic Performance Index (API) and the federally required Annual Yearly Progress (AYP) under the No Child Left Behind Act (NCLB).

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

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

## ***PARENT INVOLVEMENT***

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

### ***Support through Volunteering***

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

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

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

### ***Commitment to Educational Program and to Parent Education***

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

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

### ***Support the School's Media Expectation***

Our philosophy includes a commitment to understanding and nurturing each child's unique inner development. For reasons thoroughly defined in the Media section of this handbook, we believe that significantly reducing or eliminating children's television viewing will further enhance their ability to fully develop. We request that our families significantly reduce or eliminate the use of media (television, videos, video games, computer games, tablets, recorded music, movies, etc.) for their

children. We encourage the complete elimination of electronic media during the school week, from Sunday late afternoon to Friday after school, for grades K-5. We support the use of media and/or technologies for students who need such accommodations as determined by the student's teachers, in conjunction with parents.

### ***Support the Snack and Lunch Guidelines***

Nurturing our bodies as well as our minds and spirits is important at Journey School. Meals and snacks eaten at school provide additional opportunities to acknowledge our appreciation for the natural world. For example, snacks prepared in the Kindergarten offer wholesome ingredients and encourage reverence for healthy bodies and a healthy earth. Families are encouraged to support this philosophy at home by following these guidelines:

Send snacks, lunches, and celebration treats to school that use wholesome ingredients, fruits and vegetables (organic if possible), and as little sugar as possible. Gum, candy, soda, juices, other drinks, as well as other unhealthy foods are not allowed.

Pack only water for your child to drink at school. Drinking fountains and purified water are also available at school.

The avoidance of commercialism and excessive food packaging is another aspect of our commitment to environmental consciousness. Please try to send snacks and lunches in reusable containers with reusable utensils. Lunch baskets or boxes should also be void of media/commercial images. We request cloth napkins.

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

### ***Support Ecological Awareness***

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

## ***VOLUNTEER STRUCTURE***

**(Please review the Journey Volunteer Handbook and application process, which is available in the office and on the school website. Additional information is also listed below under Campus Safety)**

Each Journey School family is encouraged to give an average of 5 hours per month or 50 hours over the course of the school year in volunteer service. Many families joyously give well over 100 hours per year to make Journey School available to children and the community at large. Possible volunteer activities include, but are not limited to:

- Playground supervision before and after school and during recess
- Assisting in the classroom or the school office
- Site maintenance and beautification
- Hospitality (welcoming new families, organizing food or hosting a visiting teacher)
- Service as a "class parent" or a "class representative"
- Serving on a school Committee or Council
- Serve as a parent member of the Social Inclusion Coordinating Committee

- Support the class teachers with preparation tasks
- Clerical or research tasks that can be done from home

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

## **ORGANIZATIONAL STRUCTURE**

### **Governance**

Journey School is organized and operated as a California non-profit public benefit corporation and is legally and operationally independent from its sponsor, Capistrano Unified School District. Journey School is a 501(c) (3) organization. The governance structure is composed of the Journey School Council, the Administrative Team, the Faculty, and the Parent Cabinet. These four interactive groups are all responsible for upholding the mission and vision of Journey School. This allows for close collaboration and the sharing of a variety of perspectives so that consensus can be built and solutions can reflect the school community as a whole.

The School Council is responsible for the legal and financial stability of the school. It specifically oversees charter compliance, the school budget and policies, and the school site. Ideally, the composition of the Council reflects a balance of parents, educators and community members who reflect a diversity of expertise and experience. The school is always interested in finding experienced members from the community at large to serve on the Council. The Council includes at least one representative from the parent body at large chosen by the Parent Cabinet and at least one representative from the Faculty as chosen by the Faculty. Capistrano Unified School District may appoint a representative to the Journey School Council.

The Administrative Team follows a collaborative leadership model and currently includes: the Executive Director, the School Director, Co-Educational Directors, Administrative Consultants, Administrative Assistants, and other designated staff. The Executive Director is responsible for oversight of the program and implementing a long-term strategic plan supported by work in development and fundraising. The school director serves as the liaison between Journey School and CUSD, oversees day-to-day operations of the school, implements educational policies and procedures, and provides oversight and leadership to the school staff as a whole.

The Faculty, which is comprised of all teachers, is responsible for overseeing the implementation of the curriculum, mentoring and parent education. The Faculty selects a faculty representative to serve on the Journey School Council.

The Parent Cabinet promotes and supports the school's educational programs, conducts fundraising efforts and coordinates volunteers for festivals and events. All parents are considered part of Parent Cabinet and are encouraged to participate at all PC meetings. A Class Representative for each class is chosen each year by the parents or guardians, in collaboration with their class teacher. The Class Representative attends the Parent Cabinet meetings, as well as any other members of the school community and Committee Chairpersons who wish to attend. The Class Representatives select a Chair, Secretary and Treasurer for the Parent Cabinet.

### **Council Meetings**

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

dates and information please ask the office or check the school's master calendar. You are invited to any council meeting.

## **HEALTH RELATED ISSUES**

### **Medication**

Parent and doctor's permission is needed for administering prescription medication by Journey School staff or faculty. A required form (available in the front office) must be filled out in order for medications to be taken and/or administered on campus. Please supply clearly written instructions for administering the medications consistent with the label, including the time and amount of medication to administer. Please include how the medication is to be stored. Parents are responsible for keeping the medication current. The school is prohibited from administering over the counter medications (e.g. Tylenol, aspirin, cough medicines, etc.) to any student.

### **Allergies**

Journey School is committed to providing a safe and nurturing environment for students. Towards this goal, all life-threatening allergies will be identified and addressed. In order to best balance the needs of all students, the procedures may vary by class and will depend on the severity of the allergy.

It is the parent/guardian responsibility to provide the school pertinent allergy information on the student's Emergency Forms and school records, also please communicate with the class teacher regarding any allergies.

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

Allergy management procedures have been developed with input from faculty and parents. These procedures will be updated from time to time, as needed, in order to accommodate for the needs of all students. The focus of allergy management shall be on prevention, education, awareness, communication and emergency response. The procedures will include implementation of the following:

- Comprehensive educational efforts so that students, staff, parents and the community best understand and implement the school's policy.
- **Allergy Action Plan (AAP)** for each student with a life-threatening allergy. The AAP outlines the care that a student could need in an emergency triggered by an allergen and will be used as a guide to respond to a student who is experiencing a potentially critical situation
- Either a **504 plan** or an **Individual Healthcare Plan (IHP)\*** will be developed for each student with a life-threatening allergy. An IHP will be developed for students who may not be eligible under the requirements of Section 504 **or** for those students who choose to remain unidentified in terms of disability status. Whether students with life-threatening allergies are identified under Section 504 or not, Journey School will develop appropriate plans to address their health and safety needs. The 504 plan or IHP will include:
  - I. A photograph of the student
  - II. A list of the specific allergens that could potentially cause a life-threatening reaction
  - III. A list of symptoms that typically indicate exposure to an allergen
  - IV. Reasonable accommodations for the student while attending Journey School

### **Contagious Illnesses**

In the event of a contagious illness other than routine colds and flu, parents will be notified of the concern if the school determines that their child has been exposed. Children may be asked to stay

home until they are determined to no longer be contagious. Children who are not vaccinated due to an exemption may be excluded from school in the event of an outbreak of one of the contagious illnesses that vaccines are required for. The school will follow health guidelines issued by the California Department of Education for potential outbreaks of flu virus. The following guidelines are recommended to parents to assist the school in minimizing outbreaks of flu:

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

### ***Accidents/Emergencies***

In case of an accident or emergency requiring a physician or hospitalization, we will immediately attempt to contact a parent. If we are unable to reach you, we will contact the person listed on the child's emergency card. If immediate action is required, the school may call 911 while continuing attempts to reach the parents. (See also Emergency Release Form)

### ***Emergency Release Form***

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

### ***FIELD TRIPS***

Field trips are taken throughout the year by all classes. These trips are conducted in conjunction with the curriculum and offer the students an opportunity to experience a deepening of their studies in a different environment. The teacher will share the purpose of the trip as well as guidelines with the accompanying adults/ parents in order to ensure the safety and/ or health needs of the children.

The class teacher will arrange for field trip permission slips (including liability release forms) to be sent to the parents at least one week prior to the field trip. These need to be signed and returned one week before the event.

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

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

## **CAMPUS SAFETY**

The safety of our students is of the highest priority. Therefore any visitor to the campus, including parents, must sign in and out in the office whether they are visiting or performing volunteer services on campus.

Visiting minors left on campus without their parent/ guardian must have an emergency form/ release on file in the office.

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

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

## **ADMINISTRATIVE PROCEDURES FOR CLASSROOM OBSERVATION**

1. Please arrange a mutually agreed upon date and time with the School Director and teacher in advance of the requested classroom observation.
2. All observation sessions must be planned in advance so as to not create conflict with the teacher and student schedule. Therefore, arrangements must be made at least 48 hours prior to the time of the classroom visit or observation.
3. Observations will be limited to one time per month for no more than sixty (60) minutes per visit in order to avoid distraction or disruption to the teacher's schedule and classroom atmosphere. However, under certain circumstances, such as evaluation, upcoming IEP meeting, crisis intervention etc., a parent or provider may request additional days or time for observation. Under these circumstances, the School Director will use his or her discretion to either approve or decline such requests.
4. Formal observation does not include times when parents are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to enjoy lunch with their student.
5. The School Director reserves the right to decline any request for or terminate a classroom observation if it is determined that such an observation would or has caused undue disruption in the educational process.
6. For security reasons, all visitors are required to sign in at the school office, to receive a visitor's badge, and indicate the name of the teacher and destination before proceeding to the class. All visitors are asked to sign out when leaving the building.
7. To protect the learning environment, the parent/guardian or outside provider will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the School Director and have written consent from the parent/guardian describing the reason for the visit/observation.
8. Out of respect for the teaching environment, parents/guardians may not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.

9. Parents/guardians or outside providers that disagree with any decision of the School Director regarding classroom observations have the right to challenge the decision with the Executive Director. The decision of the Executive Director shall be final.
10. During the observation, the School Director or his/her designee may be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.
11. No electronic listening or recording device (including video) may be used in a classroom without the teacher and School Director's permission. (Education Code 51512)

## **VOLUNTEER GUIDELINES**

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

There are two types of volunteers:

- 1) **Tier I Volunteers** – direct student contact. Examples: coach, tutor, or mentor (inside or outside the classroom), or any other **unsupervised** school setting; this includes but is not limited to chaperones of overnight school-sponsored trips and drivers of students for field trips.
- 2) **Tier II Volunteers** – no student contact and/or **supervised** volunteer. Examples: playground or lunchroom monitor; front office/copy volunteers; committee volunteers; volunteers that work under the direct supervision of school staff; parents who come on the school campus to patronize the school store, café, or art studio, or to participate in parent education activities.

## **Screening Requirements for Volunteers**

Here are the specific requirements that each type of volunteer must meet to serve at Journey School.

Screening Requirements for **Tier I** volunteers:

- Be fingerprinted by taking a completed Request for Livescan form to any DOJ- approved Livescan company with photo I.D. and payment. (In cases of financial hardship, Journey may subsidize the “rolling fee” cost of Livescan fingerprinting. Inquire at the school office.)
- Wait one to two weeks; call Journey to ensure your fingerprints have been processed and you have received clearance.
- Present some form of current government-issued photo identification (driver's license, passport, military ID, other government identification).
- Complete and submit for approval the Journey School Volunteer Application.
- Be checked by designated site personnel against the California Department of Justice, Sexual Offender (Megan's Law) website (<http://www.meganslaw.ca.gov>).
- The school reserves the right to also ask for TB clearance. Upon request, a volunteer would then need to present a Tuberculosis clearance card. (Valid for 4 years.)
- Sign in/out on the “Volunteer Sign-in Sheet” located at the main office.

- Display a volunteer identification badge when volunteering.

#### Screening Requirements for **Tier II** Volunteers:

- Present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification).
- Complete and submit for approval the Journey School Volunteer Application
- Be checked by designated site personnel against the California Department of Justice, Sexual Offender (Megan's Law) website (<http://www.meganslaw.ca.gov>).
- If performing volunteer work, sign in/out on the "Volunteer Sign-in Sheet" located at the main office.
- If coming on the school campus to patronize the school store, café, or art studio, or to participate in parent education activities, sign in/out on the "Visitor Sign-in Sheet" in the school store. See California Penal Code Section 627.2.
- Display a volunteer or visitor identification badge when volunteering or visiting.
- The school reserves the right to ask all Volunteers with direct student contact, even if supervised, to get TB clearance. Upon request, such volunteers must present a Tuberculosis clearance card. (Valid for 4 years.)

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

#### **Acceptance as a volunteer is based on factors including, but not limited to:**

1. A completed "School Volunteer Application Form" on file, including a signed Volunteer Statement and Agreement.
2. Live Scan fingerprinting, with clearance from Department of Justice
3. No record of a serious or violent felony conviction (pursuant to Ed Code 45122.1) or requirement to register as a sex offender under California law (Penal Code 290)
4. When requested, Tuberculosis (TB) Clearance (for volunteers with any student contact)
5. Positive attitude and ability to work cooperatively with school personnel
6. Good communication skills, moral character, dependability, and health.

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

### ***AFTER SCHOOL CARE***

A variety of after school programs are currently offered by outside providers. Information regarding these programs are listed on the [School website](#).

## ***POLICIES, PROCEDURES, AND GUIDELINES***

### ***JOURNEY SCHOOL HOMEWORK POLICY***

Journey School is founded on a developmental approach; therefore we understand the need for young children to have the appropriate amounts of time for structured and unstructured learning experiences. We also see the need for older children to have relevant, inspiring homework that allows them to practice skills at home and improve their abilities. The schedule below reflects the growing capacities of children to learn and work with academic concepts.

**Kindergarten, First Grade and Second Grade:** Parents are asked to facilitate completion of the child's homework by reading to their children every day, helping their child complete at least one chore per day, and supporting their child's creative play and exploration.

**Third Grade:** Homework will be given to the students directly and the parents will be asked to help them complete it. This will include reading every school day (with your child either reading with you and/or to you), weekly teacher-generated math or spelling practice, and/or main lesson enrichment mini-projects that entail parent involvement. Homework will be checked by the teacher and then returned to the student with teacher comments each week.

**Fourth and Fifth Grades:** Homework may include teacher-generated math or spelling practice, worksheets from other sources, reading assignments, and occasional main lesson enrichment projects. In addition, instrument-playing practice five days a week will be added. Occasional specialty class homework (Spanish, eurhythmy, handwork, etc.) may also be given during the school week. Written homework will be checked by the teacher and returned to the student each week.

**Sixth to Eighth Grades:** Homework may include math, spelling and/or vocabulary practice and is typically less teacher-generated and more worksheets. In addition, reading assignments, instrument playing practice, occasional main lesson enrichment projects, main lesson book work that was not completed in class and occasional specialty class homework (Spanish, eurhythmy, handwork, etc.) will be given. Homework will be checked and completion or incompleteness will factor into the students' performance.

### ***MEDIA AND TECHNOLOGY***

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

#### **Background**

The philosophy of Journey School is based upon an understanding of the developing child. While television and other media can serve as a source of information and entertainment for adults, children do not think and process images at the same developmental ability level as adults. Children need hands-on, real, multi-sensory experiences to build their thinking capacities and these activities are the seeds of imagination and creativity. It is important that your children be able to absorb the rich artistic Journey School curriculum each day – without electronic interference – in order to integrate and process it during sleeping hours. This is how learning becomes an integral part of life. Allowing your children to attend to the tasks of growing and learning without the stimulation of electronic media also enhances their ability to focus and become immersed in the day's curriculum.

Extensive research has shown that exposure to entertainment media for children has a detrimental effect upon their self-image, their ability to concentrate and develop attention span, their relationship

skills, values, reading skills, physical skills, energy levels, psychological health, creativity and social behavior.

## Agreements

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

## Middle School Media Guidelines

Middle school students are able to think and understand deeply about their world, especially after the 12-year change. In recognition of the maturing capacities and needs of the 12 to 14 year-olds, we encourage and will support parents to dialogue with their children in grades 6 to 8 about the appropriate use of media and technology. We support the use of appropriate technologies for study aids, word processing, and online research for grades 6 to 8 as determined by their teachers. We also support the use of technologies for students who need such accommodations as determined by the student's teachers, in conjunction with parents.

At Journey, we suggest that your child should participate in media, not simply consume media. We recommend limited one-way media from Sunday evening through Thursday night (watching a movie). However, rather than simply consuming media, we encourage participatory media throughout the week (creating a movie). There is a vast difference between creating a short video that captures your friend's multiple attempts to surf (and final success), than simply watching a movie.

## Research

1. Concerns about the effects of television have centered almost exclusively on the content of the programs children watch. Many might argue that watching a nature program is educational and good for the child. However, as Marie Winn states in her book, *The Plug-In Drug*, "It is easy to overlook a deceptively simple fact: one is always watching television when one is watching television rather than having any other experience." Winn goes on to say that certain specific physiological mechanisms of the eyes, ears, and brain respond to the stimuli emanating from the screen regardless of the cognitive content of the programs. Television viewing requires the taking in of particular sensory material in a particular way no matter what the material might be. The sedentary mode of watching television does not match the active internal experience that occurs in response to what is being viewed. For example, one would not jump out of the way of an oncoming car that is on the screen, yet one may feel the anxiety, fear, and panic of the situation being viewed. There is, indeed, no other experience in a child's life that permits quite so much intake while demanding so little output as watching television.

2. In order to function in a society which relies upon mastery of the spoken and written word, a child must acquire fundamental skills in oral and written communication. Frequent use of electronic media can be counterproductive to the development of brain functions needed to master skills such as reading, writing, arithmetic, and language development. It can also work against the natural development of analytical thinking. Joseph Chilton Pearce, an internationally renowned educator, author and lecturer, states that the child's first seven years are devoted to development of the symbolic, metaphoric language structure in the mid-brain and that all future cognitive development rests on the integrated functioning of the right and left sides of the brain. Television viewing disrupts this development and can cause a child to be easily distracted and bored. Reading, writing, speaking, and reasoning are functions of the left side of the brain. This is the part of the brain that orders data

and analyzes what it perceives. The right side of the brain perceives the world as a whole and does not code and decode, as does the left side. Television viewing engages the right side of the brain, and as a child is inundated with the short sequences and the accelerated pace found in any television program, the ability to use the symbolic analytical-thinking brain functions may be diminished.

**3. Recommendations from the American Academy's of Pediatrics** based on media research indicate that parents should:

- Allow children and teens to engage with entertainment media for no more than one or two hours per day, and that should be high-quality content. It is important for kids to spend time on outdoor play, reading, hobbies, and using their imaginations in free play.
- Keep the TV set and Internet-connected electronic devices out of the child's bedroom.
- Establish "screen-free" zones at home by making sure there are no televisions, computers or video games in children's bedrooms, and by turning off the TV during dinner.
- Review TV, movies, and videos with children and teenagers, and use this as a way of discussing important family values.
- Monitor what media their children are using and accessing, including any Web sites they are visiting and social media sites they may be using.
- Model active parenting by establishing a family home use plan for all media. As part of the plan, enforce a mealtime and bedtime "curfew" for media devices, including cell phones. Establish reasonable but firm rules about cell phones, texting, Internet, and social media use.

See more at: <http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Pages/Media-and-Children.aspx> - sthash.jbSIDHO4.dpuf

### **Digital Media Literacy in Middle School**

Grade 6-8 students participate in our Digital Media Literacy Program. The overall goal of these classes is to prepare students to be *safe, responsible, respectful* and *ethical* digital citizens. The program starts in 6<sup>th</sup> grade with a full year of "Digital Citizenship." In 7<sup>th</sup> grade we begin lessons in "Information and Research Literacy," and then in 8<sup>th</sup> grade we move into "Media Literacy" and we start using "Info Literacy" skills when working on the 8<sup>th</sup> grade project.

#### **What's the Issue?**

We may think of our kids' online, mobile, and technological activities as "digital life," but to them, it is a part of life. Their world is as much about creating media as it is about consuming it. Media devices have converged and become extremely powerful and portable. Phones aren't simply for phone calls anymore but for listening to music, sending texts, filming videos, snapping and sharing photos, and accessing the Internet. Our kids use their computers to do their homework, but they also use them to socialize, stream video, and create movies and songs. And they can connect and communicate 24/7 from just about any location.

#### **Why Does It Matter?**

We want our kids to make good decisions so they can take advantage of the powerful technology that fills their lives. But in order to make good choices, kids must know how the digital world works. The very nature of the constantly connected culture means kids must understand the concept of privacy, so that what they post and create won't hurt or embarrass them at some point in the future. The fact that much of digital communication is anonymous means that consequences can be separated from actions, which can lead to irresponsible or disrespectful behavior. Much of the task of childhood and adolescence involves figuring out who you are. But in digital life, anything said or posted can live on indefinitely and create undesired consequences.

The stakes are high because our kids' technological abilities can be greater than their maturity and judgment. Having unrestricted access to information and people can result in gaining a wealth of information and experiences. But it can also mean accessing inappropriate contact and content. The difference between a great experience and an iffy one lies in the decisions kids make. Just as kids learn to eat properly, swim safely, or drive a car carefully, they need to know how to live in the digital world responsibly and respectfully. Their ultimate success depends on their abilities to use digital media to create, collaborate, and communicate well with others. Those who master these skills in using digital tools will be able to harness the digital world's awesome power.

### **Some Helpful Media and Technology Tips:**

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

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

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

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

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

**Seek balance.** It's hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected, or know how to protect themselves. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection. As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose. Kids need to see both the possibilities and the perils of digital life, so they can act responsibly and seize all that is wondrous about digital media to enrich their lives.

—Adapted from Common Sense Media (Common Sense Media's website is an exceptional resource for parents)

### **CELL PHONES/ELECTRONIC DEVICES**

Middle School students (Grades 6-8) may bring cell phones onto campus. With teacher approval, cell phones may be used for emergency purposes or for arranging transportation after school. Otherwise, cell phones must remain turned off and remain in backpacks or within designated baskets during the school day.

When appropriate and with teacher approval, middle school students may use cell phones, tablets and/or computers for educational purposes (study aides, word processing, online research, photography, etc.)

In grades 3-8, mandatory standardized testing is driven by computer adaptive testing technologies. Students will access the test through I-pads or computers, using a secure online browser that disables all other websites and computer functionality. Screen time will be limited to a few hours and occur under the close guidance and support of teaching staff.

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

## **DRESS CODE**

A copy of the dress code policy is available in the school office.

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

## **ATTENDANCE**

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

- Attendance at school is mandatory by law. Note that the school is required to keep accurate attendance records. The school office must “verify” all absences with the parent, regardless of the reason.
- Journey School depends on student attendance for funding. When a student is absent, school funding is reduced, regardless of the reason for the absence.
- Regular attendance shows a commitment by the family to the school and to the student’s education.
- Regular attendance helps to ensure each student can reach his/her full educational potential.
- As a charter school, Journey School is accountable for overall student performance. A low attendance rate generally has a negative effect on student performance and can therefore affect the school as a whole.

## **Punctuality**

If adults have a good relationship with punctuality and attendance, then our children will learn reliability and respect for others. Consistent punctuality, difficult though it is for all of us, will do more than anything else to strengthen the will of both adults and children. For this reason, Journey School maintains a consistent daily rhythm for the children. The beginning of the school day establishes the mood for the day, with activities such as movement, speech, and music, which bring the class together and prepare the children for work. The students recite a morning verse in unison. It is important that your child is present for these activities and it is equally important that latecomers not interrupt the class.

## **Reporting Absences to School**

Parents are to notify the school office of a student's absence (regardless of the reason – excused or unexcused) as soon as possible, ideally before 9:30 am when attendance is entered. Physician, dental, counseling and other appointments should be scheduled after school hours whenever possible. If unavoidable, please notify the office and have the child attend classes both before and after the scheduled appointments. Absences will remain unexcused and accumulate as such unless they are excused for a valid reason (see below). A child's absence may be verified/excused up to five (5) days after your child has been absent. Absences that are not verified within the time allowed will be considered unexcused. Unexcused absences due to no verification generally will not be changed after five (5) days. Extenuating circumstances will be considered.

At the school's discretion, a physician's statement of diagnosis may be required at any point to excuse an absence or extended absence related to illness. Generally, a physician's statement will be requested on the 3<sup>rd</sup> consecutive day of a student's medical absence or when a student's total days of medical related absence reach seven (7). After seven (7) total medical absences, a doctor's statement will be required to excuse any further medical absences for the remainder of the year.

If one or more of the following occurs, your child will be sent home: temperature of 100 or higher, vomiting, pain in the chest or stomach, fainting, live nits or lice found in hair, injury other than minor cuts or bruises. Please have current emergency contacts listed on your child's Emergency Forms. Please contact the school immediately if these numbers change during the year.

## **Absences and Tardy Policy**

Journey School's daily attendance goal is 100% attendance with no tardies. Each day of school is part of a sequential learning process; therefore missing a part of one day without good cause should be avoided.

### *Excused Absence*

Absences for the following reasons will be considered excused:

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

### *Unexcused Absence*

Absences for the following reasons will be considered unexcused:

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

### *Tardy to School*

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

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

### *Leaving Early/Early Departure*

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

### **Procedure for Excessive Unexcused Absences**

The following procedure will be followed to manage Unexcused Absences:

- 1 to 4 Unexcused Absences – A staff or faculty member will call home each occurrence to verify the student's absence and discuss how the school can help to resolve the problem.
- 5th Unexcused Absence – A staff or faculty member will call the family to verify the student's absence and a notice of excessive unexcused absences will be sent home and placed within the student's cumulative record. The School Director will notify the parent that if five (5) more unexcused absences occur, the student may lose his or her admissions preference as a continuing student for Journey School for the following year.
- 7th Unexcused Absence - A staff or faculty member will call the family to verify the student's absence, the parent/guardian will receive a second notification letter and an in-person meeting will be scheduled with the parent/guardian, School Director and classroom teacher to discuss the unexcused absences and create a plan for correcting the problem. The School Director will notify the parent that if three (3) more unexcused absences occur, the student may lose his or her admissions preference as a continuing student for Journey School for the following year.
- 9<sup>th</sup> Unexcused Absence - Upon reaching nine (9) Unexcused Absences, the parent/guardian will receive a notification letter and will be required to meet with the School Attendance Review Team ("SART"). The SART Team may include a School Director, Board member, classroom teacher, and support staff such as psychologist and or counselor. It is the School's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family. The School Attendance Review Team will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
  - The SART shall inform the Parent/Guardian in writing that if one (1) more Unexcused Absence occurs, the student will be considered to no longer be "attending" the school and may lose his or her admissions preference as a continuing student for Journey School for the following year. In that case, the student can re-apply to Journey school the following school year; or, if Journey is over-enrolled, the student can participate in the admissions lottery just like all the other students desiring to attend the school.
  - The parent will be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face escalated actions.
- 10<sup>th</sup> Unexcused Absence – The SART will inform the Parent/Guardian in writing that the student will be considered to no longer be "attending" the school and therefore may have lost his or her admissions preference as a continuing student for Journey School for the following

year. The student can re-apply to Journey school the following school year; or, if Journey is over-enrolled, the student can participate in the admissions lottery just like all the other students desiring to attend the school. Notification will be sent to the district of residence of the "non-attending" student.

The School will use the contact information provided by the parent/guardian in the registration packet. If student is absent seven (7) or more consecutive days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet, the student will be deemed to have voluntarily dis-enrolled and notification of the disenrollment will be sent to the district of residence.

Note: Different procedures may apply to students with extenuating circumstances and/or those students receiving special education services. The school reserves the right to initiate legal action for violation of the compulsory school attendance laws.

### **Procedure for Excessive Tardies and/or Early Departures**

The following procedure will be followed:

- Teachers will conference with the parent if a pattern develops.
- 5<sup>th</sup> unexcused tardy and/or unexcused early departure in a given month: a letter will be sent home and placed in student's records.
- 7<sup>th</sup> unexcused tardy and/or early departure: parent(s)/guardian(s) will be referred to a School Attendance Review Team (SART) meeting at which additional measures for compliance will be discussed and during which enrollment at the school will be discussed and/or additional actions may be considered.
- A SART meeting may be initiated at any time and certainly if a pattern of tardiness and/or early departures occurs monthly.

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

### **Procedure for Chronic Excused Absenteeism**

Students who miss more than 10% of the school year for excused reasons will be asked to attend a meeting with the Director(s) to determine what steps might be necessary to resolve the problem and/or support the student during excused absences. Steps may include

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

### ***EMERGENCY SITUATIONS***

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

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

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

- Please enter the school at the designated entrance only.
- Please remain calm and wait patiently at the front of school/bell-tower for your child to be released by a Journey School staff member – a systematic process for student release is currently in place.

## **Emergency School Closure**

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

## ***DISCIPLINE***

Journey School is committed to creating a safe and nurturing environment for every child. We are equally committed to helping our children grow into healthy, happy, responsible adults. In order to respect, care for and work with others, children must learn to truly love and respect themselves.

Because of this belief, Journey School emphasizes a positive approach to discipline in which the student is gradually led towards an experience of self-discipline. We expect that students behave in a respectful way towards their teachers, any adults, their classmates, and towards the property of others. Each teacher is fully responsible for the discipline in his or her classroom. A clear classroom code of behavior is given to or developed with the students on the first day of school and then again as needed, depending on the age of the students. Each teacher uses positive strategies to guide those students who do not comply with the code of behavior. These strategies are based on the needs of each student. One strategy, for example, may be redirection to another activity in the classroom. Another may be a “lateral send”. In other words, a teacher will send the non-compliant student into a neighboring classroom to contemplate the poor choice they made and disruption that occurred as a result. During the lateral send, a student may be directed to continue work on the current assignment. The student is given a reflection card on a lateral send to serve as a documentation tool and is a useful way to guide students through thoughtful introspection. Disciplinary escalation and administrative involvement will occur when these strategies are exhausted and fail to produce solution.

Because children in a Waldorf school may interact with several different teachers in the course of each day, the faculty recognizes the need for consistent discipline procedures. The following measures are taken at Journey School to help foster consistent discipline for all the students:

- Conferences are held between class teachers and the specialty teachers and /or assistant teachers who work with their classes. In these conferences, class teachers outline for specialty teachers the specific code of conduct, discipline procedures, rules and consequences established in that particular class.
- Specialty teachers also attend Main Lessons at the beginning of the school year to observe how the class teacher interacts with his or her students.

If a discipline problem arises in a specialty class that the teacher cannot solve with the students, the class teacher will meet with the specialty teacher and offer suggestions on how the situation might best be handled. The class teacher may also elect to remain in the specialty class for a period of time, as additional support.

## **JOURNEY SCHOOL CODE OF BEHAVIOR**

In order to create a school environment that fosters cooperation, responsibility and respect, our students will be expected to follow the Journey School Code of Behavior:

### **Support a good learning environment**

Students are expected to cooperate with teachers and classmates, respect the class starting and ending times, line up promptly and quietly whenever requested to do so, and complete assigned classroom chores daily before going home.

### **Treat all students, adults and property with respect**

Respectful, courteous behavior and language are expected towards other children, teachers and parents. Students are expected to respect each other's words and refrain from hurtful actions. Rudeness, teasing, mimicking, swearing, threatening, sexual harassment and lying are not permitted. Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting are cause for immediate intervention. Throwing things (except in supervised games) or any disruptive behavior is not permitted in the classroom or on campus. Any stolen, defaced or destroyed property shall be repaired or replaced by those responsible.

## **DISCIPLINE GUIDELINES FOR GRADES 1-8**

It is a worthy goal that every student has a clear understanding of how their actions affect others. Our goal is to encourage the child to "right the wrong" and do better in the future. Thus, conflict resolution and esteem building are integral parts of our curriculum. We use the following guidelines to help the children learn these skills:

1. When a situation occurs which requires disciplinary action, the first step will be to speak with the student(s) involved so that the teacher and the student(s) understand what has occurred. Then the teacher will have the student(s) "right the wrong". Depending on the situation, the student(s) may fix what was broken, apologize to the one who was hurt, draw a picture or write a letter, help with a school chore during recess, etc. As the students mature, the teachers will encourage the students to help design the appropriate course of action. Depending on the severity, the incident may result in disciplinary escalation and will involve administration and perhaps immediate removal (suspension) of the child from the educational setting.

If the incident occurs in a specialty class, the subject teacher will choose the appropriate course of action and inform the class teacher of the event. A **concern memo** may be written by any teacher to alert and inform other teachers of any student behavior that merits concern and/or further problem solving.

2. Intentional hitting with hands or an object to inflict pain or to damage or destroy property will result in immediate action being taken by the faculty on duty and/or administration. The student will stay with the teacher until a decision is made regarding the next appropriate disciplinary action. For this as well as other serious breaches of the Code of Behavior, an **incident report** will be written by the end of that school day and a copy will be given to the administrator, another will be placed in the student's file, and a third will be given to the student's parents. The class teacher and/or the administration will notify the student's parents that school day by phone or in person. The class teacher, administrator and parents, and possibly the student, will determine the course of action. Aggressive behavior will not be allowed and may result in immediate removal (suspension) of the child from the school setting.
3. A parent-teacher conference will be called if the child experiences hindrances in learning or implementing the school's Code of Behavior. All such meetings shall include the parents, the teacher, and possibly one other faculty representative and/ or the Administrator, and also may include the student, depending on grade level. This conference will include a discussion of the situation, and then the parents and teacher(s) will work together as a team to jointly

prepare a **written course of action**. This plan will outline the steps, which will be taken both at home and at school, to address the student's hindrances and help him or her find success. The plan will include a date at which the group will meet again to determine if improvement is being made.

4. If the written plan does not improve the situation, a teacher will call the parents to schedule another conference to determine the next appropriate course of action. It may be recommended that a Student Support Team, consisting of appropriate faculty members, an administrator, and other professionals as needed, be convened to study the child and his/ her particular challenges. The members of this team will work with the child's family and teacher to cultivate healthy classroom and playground behavior.

\*Please see Early Childhood handbook online for kindergarten discipline methodology.

## **BULLYING AND HARASSMENT POLICY**

Journey School is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, race, color, national origin, religion, gender, marital status, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

*Harassment* - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

*Bullying* – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

*Cyber-bullying* – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

*Hazing* – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group,

regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

*Intimidation* – a course of behavior that instills fear or a sense of inadequacy.

*Violence within a dating relationship* - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

*Sexting* - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

**Prohibited behaviors include all of the above.**

The school Administration and School Council will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to classroom activities, recess or lunch activities, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, or online forums related to school activities, field trips, open houses, school performances, school athletic competitions, and any other in-person school-related activities on school property. This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Parent/Guardian/Caretaker, who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the School Administration. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official. Complaints about prohibited behavior against the school administrator(s) should be first brought to the attention of the School Administration, as mentioned above, for investigation and remedy as described below. If this is not sufficient, further complaints may be filed in accordance with the School's Uniform Complaint Policy.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, s/he should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not make a timely written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process (found in the School Handbook).

All complaints about prohibited behavior shall be kept confidential to the greatest extent possible and will be promptly investigated. The school Executive Director or designee shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm

as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include expulsion for students, discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in the School Handbook.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s)' Parent/Guardian/Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the school Executive Director or designee shall notify in writing the Parent/Guardian/Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students or parents (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law and by the School's Free Speech Policy).

### **Formal Complaints**

Students and/or their Caretakers may file written reports regarding any suspected prohibited behavior by completing the forms found in the Uniform Complaint Policy and sending this to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses.

Students and/or their Parent/Guardian/Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints should be reasonably specific, including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing by completing the appropriate forms. This written report shall be promptly forwarded by the school staff member and/or administrator to the Executive Director or designee for review, investigation, and appropriate action.

### **Privacy/Confidentiality**

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

## ***DRUG FREE ENVIRONMENT***

Journey School maintains a drug, alcohol, and tobacco free environment. Students who violate this policy are subject to disciplinary action.

## ***SENDING A CHILD HOME***

In the interest of maintaining a safe and courteous environment for all members of Journey School, there are certain behaviors that will not be tolerated and may result in immediate removal (suspension) of the child from the school setting. Details can be found in the **EXPULSION/SUSPENSION/EXCLUSION AND DUE PROCESS POLICY** below.

## ***EXPULSION/SUSPENSION/EXCLUSION AND DUE PROCESS POLICY***

The school had adopted this Pupil Suspension and Expulsion Policy in order to promote learning and protect the safety and well-being of students and staff members at Journey School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The school administration and Council have reviewed the suspension and expulsion policies of Capistrano Unified School District and the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. The policy and procedures have also been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its Procedures clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

A student identified as an individual with disabilities (or for whom the charter school has a basis of knowledge of a suspected disability) pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal and state law mandates procedural safeguards and/or additional procedures, such as a manifestation determination.

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Suspension Offenses**

## 1. Discretionary Suspension Offenses:

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

- a) Willfully caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Willfully caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil in accordance with school policy.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, directors, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental

harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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

## **2. Non- Discretionary Suspension Offenses:**

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

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

## C. Suspension Procedures

Suspensions shall be initiated according to the detailed procedures set up by Administration in accordance with the Suspension and Expulsion Policy. These steps are briefly summarized below:

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

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

## D. Expellable Offenses

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

## E. Authority to Expel

A student may be expelled either by the Journey School Council following a hearing before it or by the Journey School Council upon the recommendation of an Administrative Panel to be assigned by the Council as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Council member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

## F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the Pupil has committed an

expellable offense. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

## **G. Students with Disabilities**

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

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

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

### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability (including 11<sup>th</sup> day services) because of a violation of a code of student conduct, all relevant information will be reviewed to reach a determination whether the conduct was a manifestation of the child's disability. Depending on the outcome of this determination, additional steps are taken. Detailed information about how this procedure occurs and what additional steps are taken is found in the administrative procedures set up in accordance with this Suspension and Expulsion Policy.

### **4. Due Process Appeals**

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

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

### **5. Special Circumstances**

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

## **6. Interim Alternative Educational Setting**

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

### **Procedures for Students Not Yet Eligible for Special Education Services**

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

### **H. Record of Hearing**

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

### **I. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Further information on evidence and testimony is found in the administrative procedures set up in accordance with this Suspension and Expulsion Policy.

The final decision by the Journey School Council shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Council is final.

If the expulsion-hearing panel or Council decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **J. Written Notice to Expel**

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

The Director or designee shall send a copy of the written notice of the decision to expel to the sponsoring district and the County. Additional information regarding these written notices may be found in the administrative procedures set up in accordance with this Suspension and Expulsion Policy.

The Council's decision to expel shall be final.

### **K. Disciplinary Records**

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

### **L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

### **M. Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Council, in consultation with Administration, at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

## **N. Readmission**

The decision to readmit a pupil (or to admit a previously expelled pupil from another school district or charter school) shall be in the sole discretion of the Council following consultation with the School Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director shall make a recommendation to the Council following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

## ***JOURNEY SCHOOL FREE SPEECH POLICY***

**BACKGROUND:** This policy has been developed to ensure Journey School is compliant with California Ed Code sections 48907 (B) and 48950 regarding freedom of speech.

Journey School respects students' rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The school will limit students' freedom of expression as allowed by law, in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. In addition to the school site itself, any venue where a school event is held, including but not limited to such places as school athletic events venues, field trip locations, school social event venues, school dance venues or graduation venues, will also be considered "school premises" while that school activity is taking place and while school personnel and students are there.

## **LIMITATIONS ON STUDENT EXPRESSION:**

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the school.
- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts schoolwork or involves substantial disorder or invasion of the rights of others.
- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

## **Written Publications Code**

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

- Before or after any school sponsored activity;
- In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
- Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as yearbooks, newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. Pupil editors of official school publications may be responsible for assigning and editing the news, but journalism advisers (school employees) remain ultimately responsible to supervise and maintain professional standards of English and journalism. There shall be no undue delay on publishing student materials unless there are valid concerns that the material violates these guidelines.

### **Clothing/Buttons and Badges**

Buttons, badges, armbands or clothing bearing slogans or sayings may be worn in accordance with the above, and in accordance with the Journey School Dress Code, unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

### **Discipline and Appeals**

Students or employees may be disciplined for speech, which constitutes harassment, threats, bullying, or intimidation.

Students and employees will not be disciplined solely for activities, which are considered to be constitutionally protected speech or communication, which is nevertheless subject to the restrictions in this policy.

Should disputes arise regarding student freedom of expression, the Executive Director or designee will ensure that due process, as outlined in this handbook, is followed in order to resolve the issue. The school has also adopted a Uniform Complaint Policy, which may be used for formal complaints that are not resolved through initial efforts by the school.

## ***JOURNEY SCHOOL PUPIL FEE POLICY***

**BACKGROUND:** EC Section 47605(d) specifically prohibits a charter school from charging tuition, but does not mention fees or other charges. Charter schools are exempt from many laws governing school districts (EC Section 47610). However, the California Constitution, which is the highest law of the state, cannot be rendered inapplicable by the Legislature. Therefore, the free school guarantee of the California Constitution, Article IX, Section 5, applies to charter schools. The EC, as amended by AB 1575 in 2012, makes clear that the prohibition on pupil fees applies to charter schools. Pupil fee laws are contained in Education Code 49010 to 49013.

**OVERVIEW:** Journey School shall not charge student or pupil fees for any educational activities or programs except as permissible by state law.

## **DEFINITIONS:**

“Educational activity” is defined as an activity offered by the charter school that constitutes an integral fundamental part of the educational program, including, but not limited to, curricular and extracurricular activities.

“Pupil fee” is defined as a fee, deposit or charge imposed on pupils, or a pupil’s parents or guardians, including but not limited to:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity

## **PROHIBITION ON PUPIL FEES**

All of the following apply to the prohibition on pupil fees described above:

1. All supplies, materials and equipment needed to participate in educational activities shall be provided to pupils free of charge.
2. A fee waiver or “scholarship” policy shall not make a pupil fee permissible.
3. The school shall not create a program that pupils may only obtain through payment of a fee or purchase of additional supplies that the school does not provide.
4. The school shall not offer credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil’s parents or guardians, and the school shall not remove credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil’s parents or guardians did not or will not provide money or donations of goods or services to the school district or school.

## **FUNDRAISING AND DONATIONS**

The school may still solicit voluntary donations of funds or property, and may solicit voluntary participation in fundraising activities. This includes voluntary participation in “scholarship funds” to assist the school in raising money to support educational activities. The school may also award student prizes for participation in fundraising activities.

## **ALLOWABLE FEES**

Some fees are permissible by law. It is noted that much of the Education Code (“EC” or “Ed Code”) does not apply to charter schools, however, Ed Code references are included herein to provide more detail about permissible fees. Some of the allowable fees, which may apply to Journey School, include:

### **Materials and equipment:**

1. Reimbursement for the direct cost of materials provided to a pupil for property the pupil has fabricated from such materials to take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the pupil. (EC Section 17551.)
2. Charges for safety glasses, for a pupil to keep, so long as the school provides them free of charge for use in specified courses or activities involving the use of hazardous substances likely to cause injury to the eyes. (EC Sections 32030-32033.)

**Transportation:**

Fees for transportation to and from school, with some limited exceptions. (EC Section 39807.5(b), (d), and (f).)

**Food:**

Charges for food served to pupils, subject to free and reduced price meal program eligibility and other restrictions specified in law. (EC Sections 38082 and 38084.)

**Lost or Damaged Property:**

Payment for the replacement cost for the school's books, supplies, musical equipment or property loaned to a pupil that the pupil fails to return, or that are willfully cut, defaced or otherwise damaged, up to an amount not to exceed \$10,000, adjusted annually for inflation. (EC Sections 19911 and 48904.)

**Field Trips:**

1. Fees for field trips and excursions in connection with school-related social, educational, cultural, or athletic activities so long as no pupil is prevented from making the field trip or excursion because of lack of sufficient funds. (EC Section 35330(b).
2. The school will not require that (but may solicit a donation for) a student pay an admission charge to an exhibit, fair, theater or similar activity for instruction or extracurricular purposes when a visit to such places is part of the school's educational program. (Ops. Cal. Atty. Gen. No. NS 2469 (1940).)

Fees for outdoor science school camp programs, so long as no pupil is denied the opportunity to participate because of non-payment of the fee. (EC Section 35335.)

**Child Care and Development:**

1. Fees for childcare and development services, with some exceptions (EC Sections 8487 and 8488.)
2. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee. (EC Section 8482.6)

**Duplication of Records:**

Fees for the actual cost of duplicating public records, pupil records, or a prospectus of the school curriculum. (Government Code Section 6253; EC Sections 49063(h) and 49091.14.) There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (EC Section 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost. (EC Section 56504.)

**School Sponsored Events:**

Charges for optional attendance as a spectator at a school sponsored activity.

**Physical Education Apparel:**

Charge for standardized physical education attire of a certain color and/or style as long as the school does not require purchase from the school and as long as the grade of a pupil participating in a physical education class is not adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil. (EC Section 49066(c))

#### **NON-ALLOWABLE FEES:**

Based on the opinion of the Attorney General, the following are examples of fees that are specifically not allowable:

- A. A deposit in the nature of a guarantee that the school would be reimbursed for loss to the district on account of breakage, damage to, or loss of school property;
- B. An admission charge to an exhibit, fair, theater or similar activity for instruction or extracurricular purposes when a visit to such places is part of the district's educational program;
- C. A tuition fee or charge as a condition of enrollment in any class or course of instruction, including a fee for attendance in a summer or vacation school, a registration fee, a late registration or program change fee, or a fee for the issuance of a diploma or certificate, among others.
- D. Membership fees in a student body or any student organization as a condition for enrollment or participation in athletic or other curricular or extracurricular activities sponsored by the school.
- E. Charges for textbooks and workbooks. (EC Sections 60070 and 60410.)
- F. Reimbursement for lost Average Daily Attendance revenue for absences from school.

#### **COMPLAINTS:**

Complaints regarding this policy or its implementation should be filed in accordance with the school's Uniform Complaint Policy, following inquiry with Administration regarding an alleged violation. Complaints must be filed within one year after the date the alleged violation occurred.

### ***UNIFORM COMPLAINT PROCEDURE***

The Journey School Council, in its capacity as the Governing Board (hereafter referred to as "Board") of Journey School (hereafter referred to as the "Charter") is committed to compliance with applicable state and federal laws and regulations governing educational programs. Most issues are best handled informally and proactively, and the Board encourages the early resolution of complaints with direct communication whenever possible. Additional information about the school's communication protocols are found on the school website ([www.journeyschool.net](http://www.journeyschool.net)) and School Handbook (also found on the school website). If you have a concern, you can always come and talk to a staff member or the designated Board member liaison (the Board liaison can be found on the school website). If you find that for some reason this informal resolution is not adequate, you can follow our formal complaint policy and procedure set out herein.

The Charter will investigate any complaints alleging failure to comply with applicable laws, and will seek to resolve those complaints in accordance with the Charter's uniform complaint procedures set out herein. The Charter will use the formal complaint procedure to provide a uniform system of complaint processing for the following types of complaints:

- (1) Any complaints alleging unlawful discrimination, harassment, intimidation or bullying in the Charter's programs and activities based on actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex or sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or

more of these actual or perceived characteristics.

(2) Any complaints regarding the Charter's failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities, the requirements for the development and adoption of a school plan under state funding models, the requirements for the development and adoption of a school safety plan, child nutrition programs and special education programs, or other legal requirements for charter schools.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades or work assignments of any student.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the Executive Director or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law.

## **PROCEDURAL REQUIREMENTS**

### **Compliance Officer(s)**

The following Compliance Officer(s) shall receive and investigate complaints and shall ensure the Charter's compliance with law:

Shaheer, Faltas, Executive Director  
Journey School  
27102 Foxborough  
Aliso Viejo, CA 92656  
949-448-7232

The Compliance Officer or designee shall ensure that individuals designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such individuals may have access to legal counsel as determined by the Compliance Officer or designee.

### **Notifications**

The Compliance Officer or designee shall annually provide written notification of the Charter's uniform complaint procedures to students, employees, parents/guardians, any applicable advisory committees, and other interested parties. If fifteen (15) percent or more of the students enrolled at the Charter speak a single primary language other than English, this policy and the notice shall be translated into that language.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints;
2. Include information about complaints that may be related to pupil fees, pursuant to the requirements of Section 1, Article 5.5 of Title 2 of the Education Code;
3. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable;
4. Advise the complainant of the appeal process, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies; and

5. Include statements that:

- a. The Charter is primarily responsible to ensure compliance with applicable state and federal laws and regulations governing education programs;
- b. The complaint review and resolution shall be completed within sixty (60) calendar days from the date of receipt of the complaint by the Compliance Officer, unless the complainant agrees in writing to an extension of the timeline;
- c. A complaint alleging unlawful discrimination, harassment, intimidation or bullying must be filed not later than six (6) months from the date it occurred or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying;
- d. The complainant has a right to appeal the Charter's decision to the CDE by filing a written appeal within fifteen (15) calendar days of receiving the Charter's decision;
- e. The appeal to the CDE must include a copy of the complaint filed with the Charter and a copy of the Charter's decision; and
- f. Copies of the Charter's uniform complaint procedures are available free of charge.

### **Procedures**

All complaints shall be investigated and resolved within sixty (60) calendar days of the Charter's receipt of the complaint, as measured by the date of receipt of the complaint by the Compliance Officer.

The Compliance Officer or designee shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

#### **Step 1: Filing of Complaint**

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. The complaint shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. Upon written request by the complainant, the Compliance Officer or designee may choose to extend the filing period for up to ninety (90) calendar days.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a date stamp. Complaints related to pupil fees for participation in educational activities may also be presented to the school's Executive Director, if that person is not the Compliance Officer. Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections 49010 et seq.

(Pupil Fees).

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, Charter staff shall assist him/her to file the complaint.

If a complaint is filed that describes alleged conduct of the Compliance Officer, the Executive Director will be notified immediately and will designate an alternative Compliance Officer for processing and investigating the complaint. If a complaint is filed that describes alleged conduct of the Executive Director, the Council President will be notified immediately and will designate an alternative Compliance Officer for processing and investigating the complaint.

## **Step 2: Mediation**

Within fourteen (14) days of receiving the complaint, the Compliance Officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation or bullying, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint in order to reach resolution within the required timelines.

The use of mediation does not extend the Charter's 60-day timeline for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

## **Step 3: Investigation of Complaint**

Within fourteen days of receiving the complaint, the Compliance Officer shall provide the complainant (if not anonymous) and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The Compliance Officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the Charter's Compliance Officer or other designated investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engaging in any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegation; provided, however, that complaints permissibly made anonymously shall be investigated by the Charter to the extent possible without participation by the complainant.

In accordance with law, the Charter shall provide the Compliance Officer or other designated investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

## **Step 4: Response**

Within thirty (30) days of receiving the complaint, the Compliance Officer shall prepare and send to the complainant a written response of the Charter's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) calendar day total time limit within which the complaint must

be answered. The Board may also decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the complainant within sixty (60) calendar days of the Charter initially receiving the complaint, as measured by the date of receipt of the complaint by the Compliance Officer, or within the time period that has been specified in a written agreement with the complainant.

### **Step 5: Final Written Decision**

The Charter's decision shall be in writing and sent to the complainant. The Compliance Officer is responsible for preparing or delegating the preparation of the written decision.

The Charter's decision shall be written in English and in the primary language of the complainant whenever required by law.

For all complaints, the decision shall include:

- The findings of fact based on the evidence gathered;
- The conclusion(s) of law;
- Disposition of the complaint;
- Rationale for such disposition;
- Corrective actions, if any are warranted; and
- Notice of the complainant's right to appeal the Charter's decision within 15 calendar days to the CDE, and procedures to be followed for initiating such an appeal.

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

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits and other charges are found to have merit, the Charter shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them.

### **Appeals to the California Department of Education**

If dissatisfied with the Charter's decision, the complainant may appeal in writing to the CDE. The complainant shall file his/her appeal within fifteen (15) calendar days of receiving the Charter's decision and the appeal shall specify the basis for the appeal of the Charter's decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and the Charter's decision.

Upon notification by the CDE that the complainant has appealed the Charter's decision, the Compliance Officer or designee shall forward the following documents to the CDE:

- A copy of the original complaint;
- A copy of the decision;
- A summary of the nature and extent of the investigation conducted by the Charter, if not covered by the decision;
- A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the Compliance Officer of other designated investigator(s);
- A report of any action taken to resolve the complaint;
- A copy of the Charter's complaint procedures; and
- Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter when one of the conditions listed in 5 CCR 4650 exists, including when the Charter has not taken action within sixty (60) calendar days of the date the complaint was filed with the Charter. A direct complaint to the CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside the Charter's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the Charter has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.

# COMMUNICATION

*The healthy Social Life is found when in the mirror of each human being  
The whole community finds its reflection, and when in the community  
The virtue of each one is living.*

– Rudolf Steiner

## COMMUNICATION MODEL

**Direct communication lines** are the vehicles that Journey School uses to foster understanding and to resolve conflicts as they arise. These pathways form a structure and process that encourage parties who have concerns or who are involved in a conflict to reach either resolution or agree to disagree.

### To Whom Do I Speak?

Journey School works through a four-fold governance structure that allows for community decision-making and open communication. Please review the following to know whom to speak to concerning a specific question or concern:

**General Questions** concerning daily operations, policy or procedural issues, events, committee work, enrollment, childcare, carpooling, school newsletter, etc. should be addressed to the Administrative Assistant or designated office staff. The School Administrative Assistant will help direct you to the appropriate person.

**Questions Concerning Your Child** should be addressed to your child's teacher. We feel that healthy, open communication between parent and teacher is essential for your child's educational experience. If you need to relay a message to the teacher, sending a simple note with your child is best. In the event that the message requires dialogue, communicate directly with the teacher after school or leave a message at the office to schedule an appointment. Although a teacher may provide a cell/home phone number, we respectfully request that courtesy be given to the teacher's home life. Ask yourself if the matter can wait until the next school day. If yes, please do so.

**Questions Related to Educational Issues** such as curriculum, teaching methods, classroom management, and teacher-student relationships should be addressed to the Pedagogical Council (a committee of faculty and administration members) and/or Educational Director (if staffed).

**Questions Regarding Capistrano Unified School District** should be addressed to the School Director.

**Questions Pertaining to Legal or Financial Issues** should be addressed to the School Director, School Business Manager, or the Journey School Council. Contacting your class Parent Representative and/or the Parent Cabinet representative to the Council is the first step to contacting the Council. Public comment is also available at every council meeting and the public is encouraged to attend.

## Conflict Resolution and Grievances

Journey School encourages conflict resolution in our community that starts with direct communication with the involved parties.

1. **Direct Resolution** If you have a question or concern, go directly to the person(s) listed under the "To whom do I speak?" categories.
2. **Administrative Resolution** The Administrative Resolution process consists of a meeting between the parties involved with the School Director. This attempt is to be done prior to requesting formal resolution.
3. **Formal Resolution** Formal Resolution consists of the submission of a written complaint or grievance to the Director, who then will direct the matter to the appropriate persons. Depending on the type of complaint, a temporary Grievance Committee may be formed to assist in investigation and resolution of the conflict or grievance. When the Director forms the Grievance Committee, consideration will be given for the best composition to provide impartial resolution. Members of the Committee may include staff members, teachers, directors, parents, and/or outside mediators, depending on who is involved in the conflict or grievance. If the grievance involves the School Director, the Journey School Council will be responsible for arranging an appropriate Grievance Committee, or has the option of handling the resolution directly.
4. **Arbitrated Resolution** In extreme and rare cases, an Arbitrated Resolution can be used, consisting of a meeting or meetings between the involved parties with an impartial third party. After hearing both parties, the arbitrator will then render his or her decision, which will be binding on both parties. This is the final step in the Conflict Resolution/Grievance process.

Note: complaints alleging failure to comply with applicable laws are subject to the Uniform Complaint Procedures, rather than Conflict Resolution.

## EMAIL POLICY AND PROCEDURES

Email is an efficient, useful method of communication that can be tremendously helpful in transmitting large amounts of information, and in expediting process. Email communication presents unique challenges, some of which have the potential to create division within our community. The following policies and procedures will aid us in healthy working together as we become more proficient in email use.

### Confidentiality

Any request for confidentiality is to be honored. In discussion groups, email communication within the specified discussion groups should remain within those groups and confidential unless the group agrees to approve the sharing of such communication to external bodies or individuals. Only persons authorized to represent any discussion group to another group should engage in email communications with those groups. In this spirit of confidentiality, it is best to carefully consider the intentions of the sender as well as the possible implications prior to forwarding email to any other recipients.

### Prohibited content

Email is not to be used for the creation or distribution of any offensive, or disruptive messages, including messages containing offensive comments about race, gender, age, sexual orientation, pornography, religious or political beliefs, national origin, or disability. Employees who receive any emails with this content should report the matter to the School Director while Council members should report directly to the Council President.

### Tone of communication

As people sometimes write that which they might not feel comfortable saying in person it is important that people take time to reflect on the content and tone of emails before they are sent. This is particularly important when emotions are high, as it is easy to hit 'Reply' and fire off an immediate

response to something another person has written. Sometimes an immediate response doesn't *really* reflect the complexities of the emotions involved.

If a particular piece of writing evokes a powerful, passionate response, it can be helpful to pause and reflect on where that reaction comes from -- is the response particularly influenced by your own thoughts, assumptions, previous experiences, feelings or beliefs, over and above what the other person has actually written?

### Ground Rules

1. **Use "I" statements.** "You" statements are often perceived as an attack.
2. **Express needs and wants rather than judgments or critiques;** we always need solutions to our challenges.
3. Respect the views of others.
4. **Speak for oneself,** not for groups unless so authorized, as generalizing can create a false impression.
5. **Use cc: field sparingly.** Do not "cc" others as a way to expose or shame. In general, try not to use the cc: field unless the recipient in the cc: field knows why they are receiving a copy of the message. Using the cc: field can be confusing since the recipients might not know who is supposed to act on the message.
6. **Answer all questions, and pre-empt further questions.** An email reply must answer all questions, and pre-empt further questions – If you do not answer all the questions in the original email, you will receive further e-mails regarding the unanswered questions, which will not only waste time but also cause considerable frustration.
7. **Do not write in CAPITALS.** IF YOU WRITE IN CAPITALS IT SEEMS AS IF YOU ARE SHOUTING. This can be highly annoying and might trigger an unwanted response in the form of overly emotional e-mail. Therefore, try not to send any email text in capitals.
8. **Do not overuse "Reply to All".** Only use "Reply to All" if you really need your message to be seen by each person who received the original message.
9. **Read the email before you send it.** Reading your email through the eyes of the recipient will help you send a more effective message and avoid misunderstandings and inappropriate comments. This is the most important idea in this entire policy.

### Existing Policies and Procedures

All email communications should comply with all Journey School policies and procedures applicable to communications.

### Journey School Council E-mail Correspondence

The members of the Journey School Council may not engage in e-mail correspondence that may be regarded as constituting a "board meeting" under the Brown Act. In particular, one-way correspondence from the Director to the council members is typically appropriate, but e-mail interaction between council members or "Reply All" interactions are typically not appropriate. This section is not intended to limit e-mail correspondence that is not about school business or operational issues or decisions.

## **FUNDING/FUNDRAISING**

### **STATE AND FEDERAL FUNDING**

As a public charter school, Journey School receives money from local taxes as well as the State, and occasionally from the Federal government. The majority of the school's revenue is based on our school's average daily attendance (ADA); therefore, it is extremely important that students attend school regularly and maintain high attendance rates.

If your child has an appointment that must be scheduled during the school day, please consider having him/her attend school at least part of the day. Even a short time on campus in the early morning is considered "in attendance."

As you may know, government-funding sources are typically not sufficient to cover all school costs.

### **FUNDRAISERS**

It is our belief that children should not be involved in the selling of commercial goods for large fundraising purposes. Instead of students soliciting sales of magazines, candy, or gift wrap, Journey School uses catalog sales (of Waldorf-based books and toys), Auctions, Fairy Market, etc., as well as other fundraising methods discussed below.

### **PARENT DONATIONS**

The money that charter schools receive from state and federal sources is inadequate to meet the financial needs of Journey School. Parents should be aware that our school pays for teachers' and directors' compensation, operational costs, instructional supplies, liability insurance, as well as utilities and rent for our school space. These are only a few of our many expenses.

In order to support a curriculum that is taught through the arts and necessitates the use of good quality materials, Journey School has created a separate school-wide parent donation account. All families of Journey School are encouraged to make an annual per-student pledge called "Close the Gap". These donations help with the costs, among other things, of our classroom materials (e.g., main lesson books, colored pencils, watercolor paper and paints, wool yarn, etc.). The monies from this fund are not allocated to a particular expense, grade, class, or child, but are distributed to best benefit all students. The pledge is preferably paid all at once, however quarterly or monthly payments are available. Credit card payments may be set up to pay this donation. Please note that this is a charitable donation, and is not a fee or tuition. For this reason, once paid, the amount is non-refundable, even if your child leaves the school. This donation is tax-deductible. Contact the school office for the school's tax identification number, if needed for tax purposes. Pledge forms are available in the office and are also included in your child's enrollment packet.

### **GRANTS**

Journey School has a group of parent volunteers who are committed to researching and/or writing grants to corporations and foundations that are like-minded to our artistic and developmental approach to education. Please contact the Journey School Foundation or the office if you are able to volunteer (for example, to do at-home internet-searching for potential grantors or in any other capacity).

### **ANNUAL PLEDGE DRIVE**

Journey School holds pledge drives as needed for special projects or any budget shortfalls. Pledge drives can be for the short-term or long-term. All details will be announced prior to holding the pledge drive. The money raised is distributed according to the pledge drive plan. In development of the plan, great consideration is given to the requests of the Faculty, Journey School Council and School Director.

## ***DONATIONS***

Journey School is a 501c3 corporation. Donations are tax-deductible, greatly needed and appreciated. Contact the school office for the corporate tax identification number.

## ***MATCHING FUNDS***

Journey School accepts matching funds from your employer, so please inquire with your employer whenever you want to donate or pledge money to Journey School. Your employer may match whatever you are giving, thus doubling the donation! Please inform the office if you have, or someone you know has a potential donation in another form (stocks, notes etc.).

## ***POTENTIAL INVESTORS***

In the future, Journey School will be looking for its own site. If you know of potential investors, or donors of larger capacity, please speak to the School Director or any Journey School Council member.

## Journey School School Calendar: 2014-15

Attendance Month	Week #	Calendar Month	M	T	W	TH	F	Staff Days	Student Days	Minimum Days	All School Holiday	Calendar Approved by Board 5-29-14
	1	Aug	18	19	20	21	22	5	0	0	Staff Only Work Day	<b>NOTES</b>
	2		25	26	27	28	29	5	0	0	No School for students	
	3	Sept	1	2	3	4	5	4	3	1	Labor Day	1st Day of School=Min Day
	4		8	9	10	11	12	5	5	1	First day of school =9/3	Back to School Night=9/10
	5		15	16	17	18	19	5	5	1	Minimum Day grades K-8	
Month 1	18	6	22	23	24	25	26	5	5	1	Attendance months	
	7	Oct	29	30	1	2	3	5	5	1		
	8		6	7	8	9	10	5	4	1	Student Free Day= Oct 10	
	9		13	14	15	16	17	5	5	1		
Month 2	19	10	20	21	22	23	24	5	5	1		
	11		27	28	29	30	31	5	5	1		
	12	Nov	3	4	5	6	7	5	5	1		
	13		10	11	12	13	14	4	4	1	Nov 11=Veterans' Day	TBD in Nov=Progress reports home
Month 3	19	14	17	18	19	20	21	5	5	5	Week of 11-17 to 11-21 Parent Conferences	Minimum days for parent teacher conference week
	15		24	25	26	27	28	0	0	0	Thanksgiving	
	16	Dec	1	2	3	4	5	5	5	1		
	17		8	9	10	11	12	5	5	1		
Month 4	14	18	15	16	17	18	19	5	5	1	End of P1/M4 is Dec 19	
	19		22	23	24	25	26	0	0	0	Winter Break	
	20	Jan	29	30	31	1	2	0	0	0	Winter Break	
	21		5	6	7	8	9	5	5	1		
	22		12	13	14	15	16	5	5	1		
	23		19	20	21	22	23	4	4	1	Martin L. King Day	
Month 5	19	24	26	27	28	29	30	5	5	1		
	25	Feb	2	3	4	5	6	5	5	1		
	26		9	10	11	12	13	4	4	1		
	27		16	17	18	19	20	4	4	1	Presidents' Day	
Month 6	18	28	23	24	25	26	27	5	5	1		
	29	March	2	3	4	5	6	5	5	1		TBD in mid March=Progress Reports go home
	30		9	10	11	12	13	5	5	1		Minimum days for parent teacher conference week
	31		16	17	18	19	20	5	5	1		
Month 7	20	32	23	24	25	26	27	5	4	1	End of P2/M7 is March 27	
	33	April	30	31	1	2	3	5	5	3	Teacher work day/Student Free Day	
	34		6	7	8	9	10	0	0	0	Spring Break	Easter is 4/05/15, Passover 4/4-4/10
	35		13	14	15	16	17	5	5	1		
Month 8	15	36	20	21	22	23	24	5	5	1		
	37	May	27	28	29	30	1	5	5	1		
	38		4	5	6	7	8	5	5	1		STAR testing window TBD in May
	39		11	12	13	14	15	5	5	1		
Month 9	19	40	18	19	20	21	22	4	4	1		
	41		25	26	27	28	29	4	4	1	Memorial Day	
	42	June	1	2	3	4	5	5	5	1		
Month 10	14	43	8	9	10	11	12	5	5	2	Last day of school=6/12	Last day of school=Min Day
	44		15	16	17	18	19	5	0	0	End of School Staff Holiday	
	45		22	23	24	25	26	5	0	0	Teacher last week	
	46	July	29	30	1	2	3	4	0	0	4th of July-observed	
	47		6	7	8	9	10	5	0	0	Teachers work a total of 5 days out of the 9 days shown, for Art of Teaching, with admin approval of days. Admin staff work 9 days.	
	48		13	14	15	16	17	5	0	0		
	49		20	21	22	23	24	5	0	0	Note: Admin vacation days should NOT be scheduled for staff only work days (green)	
	50		27	28	29	30	31	5	0	0		
	51	Aug	3	4	5	6	7	5	0	0		
	52		10	11	12	13	14	5	0	0		
	175											
								Total Teacher Days	193	175	44	Total Student Days
								Total Admin Days	232			
Teacher/Admin only work days:			Aug 25 to Sept 3, Oct 10, March 27, May 22, June 16 to June 26									
All School Holidays:			Sept. 1 (Labor Day); Nov. 11 (Veterans Day); Nov. 24-28 (Thanksgiving); Dec. 22-Jan 2 (Winter Break); Jan. 19 (Martin Luther King); Feb. 13-16 (President's Day); April 6-10 (Spring Break); May 25(Memorial Day); July 3 (4th of July)									
Attendance months end:			Sept 26, Oct 24, Nov 22, Dec 19, Jan 30, Feb 27, March 27, Apr 24, May 22, June 12									
First and last day of school:			9/3/14 and 6/12/15					for the Teachers:		8/25/14 and 6/26/15		

[illegible]

# JOURNEY SCHOOL DEMOGRAPHIC DATA

## Journey School Student Enrollment In-District vs. Out-of-District

	2011-2012		2012-2013		2013-2014	
GRADE	IN-DISTRICT	OUT-OF-DISTRICT	IN-DISTRICT	OUT-OF-DISTRICT	IN-DISTRICT	OUT-OF-DISTRICT
<i>Kindergarten</i>	57	20	56	23	61	27
<i>First</i>	14	8	35	20	37	13
<i>Second</i>	19	8	20	7	34	18
<i>Third</i>	21	5	20	8	24	6
<i>Fourth</i>	19	10	23	7	22	6
<i>Fifth</i>	20	5	17	10	23	7
<i>Sixth</i>	13	7	22	7	16	11
<i>Seventh</i>	19	5	14	12	24	5
<i>Eighth</i>	16	5	17	5	12	12
<i>Total</i>	198	73	224	99	253	105

## Journey School Student-Teacher Ratio

School Year	Student-Teacher Ratio*
2011-12	22.75
2012-13	25.61
2013-14	25.57

\* Ratio is calculated by dividing enrollment by the total number of Main Class Teachers

## Gender and Race/Ethnic Designation Data 2011-2014

<b>RACE/ETHNICITY</b>	<b>2011-12 %</b>	<b>Number</b>	<b>2012-13 %</b>	<b>Number</b>	<b>2013-14 %</b>	<b>Number</b>
<i>White</i>	66%	181	66%	220	65%	234
<i>Hispanic</i>	12%	32	13%	42	12%	42
<i>Asian</i>	4%	12	5%	17	4%	15
<i>Filipino/Pacific Islander</i>	2%	5	1%	3	1%	3
<i>American Indian/Alaskan Native</i>	0%	0	0%	0	0%	0
<i>African American</i>	.4%	1	.3%	1	1%	5
<i>Two or More Races (Not Hispanic)</i>	12%	32	11%	37	13%	47
<i>Refuse to Report</i>	4%	10	4%	13	3%	12
<b>GENDER</b>	Male - 145 Female - 128		Male-175 Female-158		Male-193 Female-165	

## Other Demographic Data 2011-14

DESCRIPTION	2011-12 %	Number	2012-13 %	Number	2013-14 %	Number
<i>Special Needs</i>	11%	31	11%	37	14%	49
<i>English Language Learners</i>	2%	5	3%	9	3%	11
<i>Free Meal Eligible</i>	7%	16	8%	25	10%	34
<i>Reduced Meal Eligible</i>	4%	10	5%	16	4%	16



# State of California

## SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California this day of

MAY 08 2000

*Bill Jones*

Secretary of State

**ARTICLES OF INCORPORATION  
OF THE  
JOURNEY SCHOOL FOUNDATION,  
A California Nonprofit Public Benefit Corporation**

**ENDORSED - FILED**  
In the Office of the Secretary of State  
of the State of California

**MAY 02 2000**

BILL JONES, Secretary of State

**I**

The name of this corporation is Journey School Foundation.

**II**

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purposes of this corporation are:

(1) To support and promote the Journey School, a California nonprofit public benefit corporation, which operates the Journey School, a California public school, and

(2) To perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

**III**

The name and address in the State of California of this corporation's initial agent for service of process is:

**Gregory V. Moser, Esq.  
c/o Foley & Lardner  
402 West Broadway, 23<sup>rd</sup> Floor  
San Diego, California 92101**

**IV**

A. This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

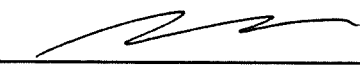
B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

V

A. The property of this corporation is irrevocably dedicated to public or charitable purposes and no part of the net income or assets of it shall ever inure to the benefit of any director, officer, or member hereof, or to the benefit of any private person.

B. Upon the dissolution or winding up of this corporation, its assets shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for public or charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

Dated: April 26, 2000

  
\_\_\_\_\_  
Gregory V. Moser, Incorporator



**UNANIMOUS WRITTEN CONSENT  
BY THE  
JOURNEY SCHOOL COUNCIL**

The undersigned, constituting all of the trustees of the Journey School Council ("Council"), pursuant to Section 5211(b) of the California Corporations Code and Article IV, Section 14 of the Council's bylaws, hereby adopt the following resolution by unanimous written consent with the same force and effect as if adopted by the undersigned at a meeting of the Council duly held:

**WHEREAS**, it has become necessary to amend the articles of incorporation of the Journey School by adding the word charitable to Section A. of Article IV and Section B. of Article V;

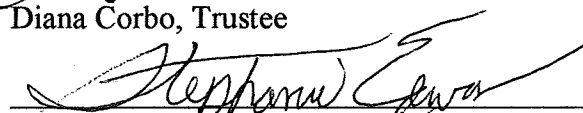
**WHEREAS**, after duly considering the matter, the Council has determined that it is in the best interests of the Journey School to so amend its articles of incorporation;


**NOW, THEREFORE, BE IT RESOLVED**, that the articles of incorporation of the Journey School shall be amended to add the word charitable to Section A. of Article IV and Section B. of Article V.

**RESOLVED FURTHER**, that the Council's officers are, and any one of such officers is, hereby authorized to prepare, execute, and deliver any and all such documents and to take any and all such actions as are required by law or otherwise to effectuate the purposes of this resolution.

As of: January 9, 2001

  
Diana Corbo, Trustee

  
Stephanie Edwards, Trustee

  
Patrick Maloney, Trustee

  
Leland W. Stearns, Trustee

**CERTIFICATE OF AMENDMENT  
OF  
ARTICLES OF INCORPORATION**

Frances Sassin and Diana Corbo, the undersigned, hereby certify that:

1. They are the president and secretary, respectively, of the Journey School, a California nonprofit public benefit corporation.
2. Paragraph A. of Article IV of the Articles of Incorporation of the Journey School is amended to read as follows:

This corporation is organized and operated exclusively for charitable and public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

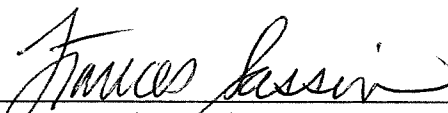
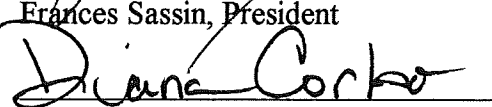
3. Paragraph B. of Article V of the Articles of Incorporation of the Journey School is amended to read as follows:

Upon the dissolution or winding up of this corporation, its assets shall be distributed to a California public entity engaged in education and/or to a nonprofit fund, foundation, or corporation that is organized and operated for charitable and public purposes and that has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

4. The foregoing amendment of the Journey School's Articles of Incorporation has been duly approved by its board of directors.
5. The Journey School has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this Certificate are true and correct of our own knowledge.

Date: January 10, 2001

  
\_\_\_\_\_  
Frances Sassin, President  
  
\_\_\_\_\_  
Diana Corbo, Secretary

# **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; to fix their compensation; and to require security from them for faithful service;
- 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 ("School") as approved by the Capistrano Unified School District.

## 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. At its option, the Capistrano Unified School District ("District") shall have the ability to appoint one (1) Council Trustee, known as the District Trustee. The District Trustee shall be voting or non-voting as the discretion of the District. Should the District fail to appoint such a Trustee, the Council's president may appoint a Trustee to represent the District, but any such appointed Trustee shall serve on the Council at the District's pleasure.

b. The Educational Trustees of Journey School (comprised of all teaching staff at the school) shall appoint one (1) Council Trustee, who shall be a teacher employed by Journey School. This Council Trustee will be referred to as the Teacher Trustee.

c. The Parent Cabinet shall appoint one (1) Trustee, who shall be the parent of a student attending Journey School. This Council Trustee will be referred to as the Parent Cabinet Trustee.

d. The Council may, from time-to-time, elect or appoint additional Trustees through the majority vote of the existing Council, with such elected or appointed Trustees being referred to as Community Trustees. To attract Community Trustees, the

corporation's president may form, on an ad hoc basis, a community trustee nominating committee consisting of representation from each body of the school: Faculty, Parents and Council. Committee members should have knowledge of the Council and how it operates. Said committee shall identify and nominate individuals to become Community Trustees, and the Council shall duly consider each such nomination. It is the intention of the Council to actively recruit Trustees from outside the school community who are neither parents nor staff members. When considering the nomination and election of Trustees, the nominating committee and the Council should attempt to elect nominees with a wide range of talents and expertise, including business, legal and educational experience which would be of benefit to the decision making process of the school.

#### Section 4. Terms of Office of Trustees.

a. In accordance with Section 5220(d) of the California Nonprofit Public Benefit Corporation Law, the Trustee appointed by the District or the Council's president under Section 3.b of this Article shall hold office until the District removes or appoints a new Trustee, or until these bylaws are amended to provide otherwise or are repealed.

b. The Trustee appointed by the Educational Trustees shall have a term of office for one (1) year, but the same teacher may serve up to five (5) consecutive terms.

c. The Trustee appointed by the Parent Cabinet shall have a term of office of one (1) year, but the same parent may serve up to five (5) consecutive terms.

d. The Community Trustees shall have a term of office of two (2) years, but they may serve up to three (3) consecutive terms. The Council may decide to occasionally designate vacancies with a term of one year in order to allow staggering of Council terms. After serving three (3) consecutive terms, such individuals may be re-elected as Community Trustees after a one year absence from the Council

#### 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. If a Trustee is appointed, such Trustee may be removed only by the person or entity entitled to appoint the Trustee. All other Trustees may be removed only 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 Article 3 of Chapter 2 of 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 shall be filled only by the person entitled to appoint the Trustee; provided that a vacancy on the Council to which the Trustee is elected may only 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 and continue to hold office until a qualified successor has been elected, appointed, or designated.

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 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 committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") to the extent required by law.

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, if there is such an officer, the president, the secretary, or any two 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 four (4) days' prior notice by first-class mail or forty-eight (48) hours' notice given personally or by 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 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 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. 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. Voting 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. Action Without Meeting.

Except as otherwise provided in the Brown Act, any action required or permitted to be taken by the Council under any provision of the Nonprofit Public Benefit

Corporation Law may be taken without a meeting if all members of the Council shall individually or collectively consent in writing to such action, and if permitted by applicable public open meeting laws, if any. Such consent(s) shall be filed with the minutes of the proceedings of the Council and shall have the same force and effect as a unanimous vote of such Trustees.

Section 15. 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. 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 (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 16. Adjournment.

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Council meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 17. 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 18. 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 fixing of compensation of the Trustees for serving on the Council or on any committee;
- d. The amendment or repeal of bylaws or the adoption of new bylaws;
- e. The amendment or repeal of any resolution of the Council that by its express terms is not so amendable or repealable;
- f. The appointment of other committees having the authority of the Council;
- g. The expenditure of corporate funds to support a nominee for Trustee if there are more people nominated for Trustee than can be elected; or
- h. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 24 of this Article.

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 19. 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 20. Fees and Compensation.

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 21. Nonliability of Trustees.

No Trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.

#### Section 22. Interested Persons.

Not more than forty-nine percent (49%) of the Trustees serving on the Council may be "interested persons." An "interested person" 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 23. 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 24. Self-Dealing Transactions.

Self-dealing transactions mean transactions to which the corporation is a party and in which one or more of the Trustees (“interested trustee(s)”) has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions do not constitute self-dealing transactions:

i. An action by the Council fixing the compensation of a Trustee as a Trustee or officer of the corporation;

ii. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the public or charitable program;

iii. A transaction of which the interested trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation’s gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or One Hundred Thousand Dollars (\$100,000).

iv. A transaction that the Attorney General has approved either before or after it was consummated.

v. A transaction to which the following facts are established:

(1) The corporation entered into the transaction for its own benefit;

(2) The transaction was fair and reasonable to the corporation when the corporation entered into it;

(3) Prior to consummating the transaction or any part thereof, the Council authorized or approved the transaction in good faith by vote of a majority of the Trustees then in office excluding the vote of the interested Trustee(s) and with knowledge of the material facts concerning the transaction and the interested Trustee’s interest in it. Except as provided in

paragraph (5) of this subsection, action by a committee of the Council will not satisfy this requirement; and

(4) Prior to authorizing or approving the transaction, the Council considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; *or*

(5) A committee or person authorized by the Council approved the transaction in a manner consistent with the standards prescribed for approval by the Council under this subsection; it was not reasonably practical to obtain approval of the Council prior to entering into the transaction; and the Council, after determining in good faith that the conditions set forth in this paragraph (5) of this subsection were satisfied, ratified the transaction at its next meeting by a vote of a majority of the Trustees then in office, excluding the vote of the interested Trustee(s).

#### Section 25. Interested Trustee's Vote.

In determining whether the Council validly met to authorize or approve a self-dealing transaction, interested Trustees may be counted to determine the presence of a quorum, but an interested Trustee's vote may not be counted toward the required majority for such authorization, approval, or ratification.

#### Section 26. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested Trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested Trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

#### Section 27. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm, or association of which one or more of the corporation's Trustees are Trustees is either void or voidable because such Trustee(s) are present at the meeting of the Council or committee thereof which authorizes, approves, or ratifies the contract or transaction if:

i. The material facts as to the transaction and as to such Trustee's other directorship are fully disclosed or known to the Council or committee, and the Council or committee authorizes, approves, or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common Trustee(s); or

ii. As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved, or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

Section 28. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any Trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a Trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Trustee, if, in the absence of such advance, such Trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent, or any subsidiary.

Section 29. 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 30. 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. If the corporation issues an annual report as set forth in Section 28 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

i. Any “covered transaction” (defined below) during the previous fiscal year of the corporation involving (a) more than Fifty Thousand Dollars (\$50,000) or, (b) which was one of a number of “covered transactions” in which the same “interested person” (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any “interested persons” involved in such covered transactions, including such “interested persons” relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the “interested person” is only a partner, only the interest of the partnership need be stated.

ii. For the purposes of this Section, a “covered transaction” is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(1) Any Trustee or officer of the corporation, or its parent or subsidiary; or

(2) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent, or its subsidiary.

iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or Trustee of the corporation.

For purposes of this Section, any person described in either paragraph (1) or (2) of subsection ii. above is an “interested person.”

### Section 31. General Public Agency Prohibitions Governing Certain Transactions.

Notwithstanding the foregoing Sections, nothing in this Article IV shall be construed to authorize any transaction otherwise prohibited by California Government Code Section 1090, or other applicable laws.

## 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 Board.

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 and the chief executive officer of the corporation has, 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.

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 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 addresses. The secretary shall keep the seal of the corporation and shall affix the same on 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, a book 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 to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and 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 books 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 the funds of the corporation as shall be ordered by the Council, shall render to the president and the Trustees, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present 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.

#### 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 Article shall affect any right to indemnification to which (i) persons other than such trustees/directors and officers may be entitled by contract or under the provisions of the California Tort Claims Act, or (ii) such trustees/directors may be entitled under the provisions of the California Tort Claims Act, or (iii) either may otherwise be entitled.

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 207 of the California General Corporation Law.

Section 11. Indemnification and the California Tort Claims Act.

Notwithstanding any other provision of this Article VI, the corporation shall have the right and obligation to insure, defend, and indemnify the corporation's employees, officers, and directors for all claims brought pursuant to the California Tort Claims Act (California Government Code Section 810, et seq.) to the fullest extent allowed under said Act.

## 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.

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 12 2001

JOURNEY SCHOOL  
C/O FRANCES SASSIN  
26440 VIA CALIFORNIA  
CAPISTRANO BEACH, CA 92624

Employer Identification Number:  
33-0912707  
DLN:  
17053235015000  
Contact Person:  
B. THORNTON ID# 95034  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Form 990 Required:  
yes  
Addendum Applies:  
no

 COPY

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

JOURNEY SCHOOL

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

JOURNEY SCHOOL

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

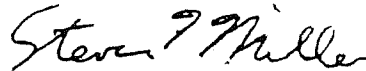
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Steven T. Miller  
Director, Exempt Organizations

**JOURNEY SCHOOL**  
**Five Year Budget Summary**

	<b>2014-15 Trend</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Total Enrollment	395	430	458	484	510
ADA	371.20	404.20	430.52	454.96	479.40
% Free and Reduced	15%	15%	15%	15%	15%
% English Language Learners	3%	3%	3%	3%	3%
% Unduplicated Low Income, EL,	15%	15%	15%	15%	15%
<b>INCOME</b>					
8011-8096 · Local Control Fund	2,456,647	2,843,108	3,077,238	3,317,163	3,568,379
8100-8299 · Other Federal Income	153,952	200,826	202,798	55,565	27,268
8300-8599 · Other State Income	85,019	135,067	72,820	77,001	81,156
8600-8699 · Other Income-Local	8,464	9,154	9,705	10,216	10,727
Grants/Fundraising	388,998	432,223	451,135	468,949	486,820
8999 · Prior Year Adjustment	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>3,093,079</b>	<b>3,620,378</b>	<b>3,813,696</b>	<b>3,928,894</b>	<b>4,174,349</b>
<b>EXPENSE</b>					
1000 · Certificated Salaries	1,170,299	1,253,505	1,335,335	1,412,042	1,490,283
2000 · Classified Salaries	536,021	567,142	578,485	590,054	601,856
3000 · Employee Benefits	426,022	502,100	574,688	651,086	745,518
4000 · Supplies	129,101	232,543	127,092	133,759	140,434
5000 · Operating Services	653,903	704,209	720,864	754,611	789,296
6000 · Capital Outlay	1,342	1,342	1,006	-	-
7000 · Other Outgo	173,045	190,111	202,980	215,156	227,444
<b>TOTAL EXPENSE</b>	<b>3,089,733</b>	<b>3,450,951</b>	<b>3,540,451</b>	<b>3,756,708</b>	<b>3,994,829</b>
<b>NET INCOME</b>	<b>3,346</b>	<b>169,427</b>	<b>273,245</b>	<b>172,185</b>	<b>179,520</b>
Ending Cash Balance	441,087	575,980	847,193	1,208,426	1,238,207

**JOURNEY SCHOOL**
**Five Year Budget Detail**

	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
Enrollment	395	430	458	484	510
ADA	371.20	404.20	430.52	454.96	479.40
<b>Income</b>					
<b>8011-8096 • Local Control Funding Formula Revenue</b>					
8012 Education Protection Account	539,531	624,406	675,826	728,519	783,691
8011 Local Control Funding Formula	192,309	340,542	400,954	474,622	557,103
8096 In Lieu of Property Taxes	1,724,806	1,878,160	2,000,459	2,114,022	2,227,585
<b>Total 8011-8096 • Local Control Funding Formula Revenue</b>	<b>2,456,647</b>	<b>2,843,108</b>	<b>3,077,238</b>	<b>3,317,163</b>	<b>3,568,379</b>
<b>8100-8299 • Other Federal Income</b>					
8291 Title I, A Basic Grants Low-Income	18,981	20,851	22,699	24,177	25,549
8292 Title II, A Teacher Quality	1,271	1,402	1,527	1,626	1,718
8297 All Other Federal Revenue	133,700	178,573	178,573	29,762	-
<b>Total 8100-8299 • Other Federal Income</b>	<b>153,952</b>	<b>200,826</b>	<b>202,798</b>	<b>55,565</b>	<b>27,268</b>
<b>8300-8599 • Other State Income</b>					
8550 Mandate Block Grant	27,290	5,197	5,659	6,027	6,369
8560 State Lottery Revenue	57,641	63,055	67,161	70,974	74,786
8599 All Other State Revenues	88	66,815	-	-	-
<b>Total 8300-8599 • Other State Income</b>	<b>85,019</b>	<b>135,067</b>	<b>72,820</b>	<b>77,001</b>	<b>81,156</b>
<b>8600-8699 • Other Income-Local</b>					
8660 Interest / Dividend Income	700	700	700	700	700
8690 All Other Local Revenue	7,764	8,454	9,005	9,516	10,027
8698 Grants	161,248	184,293	187,060	189,884	192,763
8699 Fundraising	227,750	247,930	264,075	279,066	294,057
<b>Total 8600-8699 • Other Income-Local</b>	<b>397,462</b>	<b>441,377</b>	<b>460,840</b>	<b>479,165</b>	<b>497,547</b>
<b>TOTAL INCOME</b>	<b>3,093,079</b>	<b>3,620,378</b>	<b>3,813,696</b>	<b>3,928,894</b>	<b>4,174,349</b>
<b>Expense</b>					
<b>1000 • Certificated Salaries</b>					
1110 Teachers' Salaries	855,500	937,000	1,012,500	1,082,750	1,154,405
1170 Teacher Salaries - Substitute	15,235	15,540	15,850	16,168	16,491
1175 Teachers' Salaries - Stipend/	6,480	2,020	2,060	2,101	2,143
1300 Certificated Supervisor and A	238,780	243,556	248,427	253,395	258,463
1900 Other Certificated Salaries	54,304	55,390	56,498	57,628	58,780
<b>Total 1000 • Certificated Salaries</b>	<b>1,170,299</b>	<b>1,253,505</b>	<b>1,335,335</b>	<b>1,412,042</b>	<b>1,490,283</b>
<b>2000 • Classified Salaries</b>					
2100 Instructional Aide Salaries	309,098	315,280	321,585	328,017	334,577
2300 Classified Supervisor and Ad	41,580	42,412	43,260	44,125	45,008
2400 Clerical/Technical/Office Sta	161,094	164,315	167,602	170,954	174,373
2900 Other Classified Salaries (Sup	24,250	45,135	46,038	46,959	47,898
<b>Total 2000 • Classified Salaries</b>	<b>536,021</b>	<b>567,142</b>	<b>578,485</b>	<b>590,054</b>	<b>601,856</b>
<b>3000 • Employee Benefits</b>					
3111 STRS - State Teachers Retirement	103,923	134,501	167,985	203,758	242,618
3212 PERS - Public Employee Retirement	42,049	54,655	61,695	68,994	89,538
3311 OASDI - Social Security	33,233	35,163	35,866	36,583	37,315
3331 MED - Medicare	24,742	26,399	27,750	29,030	30,336
3401 H&W - Health & Welfare	164,944	188,139	212,390	237,781	264,404

**JOURNEY SCHOOL***Five Year Budget Detail*

	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
3501 SUI - State Unemployment Insurance	853	910	957	1,001	1,046
3601 Workers' Compensation	54,775	60,783	66,450	72,295	78,569
3902 Other Benefits	1,504	1,549	1,595	1,643	1,692
<b>Total 3000 • Employee Benefits</b>	<b>426,022</b>	<b>502,100</b>	<b>574,688</b>	<b>651,086</b>	<b>745,518</b>
<b>4000 • Supplies</b>					
4110 Approved Textbooks and Copies	1,953	2,169	2,356	2,540	2,729
4210 Books and Other Reference Materials	1,658	1,805	1,923	2,032	2,141
4310 Student Materials	43,389	40,869	42,853	44,696	46,538
4350 Office Supplies	8,549	9,306	9,912	10,475	11,038
4370 Custodial Supplies	7,265	7,909	8,424	8,902	9,381
4390 Other Supplies	38,589	42,008	44,744	47,284	49,824
4400 Non Capitalized Equipment	27,697	128,476	16,880	17,831	18,783
<b>Total 4000 • Supplies</b>	<b>129,101</b>	<b>232,543</b>	<b>127,092</b>	<b>133,759</b>	<b>140,434</b>
<b>5000 • Operating Services</b>					
5200 Travel and Conferences	32,613	35,345	38,172	41,099	44,127
5300 Dues and Memberships	35,882	30,753	13,855	14,934	16,051
5450 General Insurance	19,476	21,184	22,669	24,123	25,628
5500 Operation and Housekeeping	67,409	74,850	81,318	87,653	94,209
5610 Rent - Facilities / Buildings /	213,919	238,097	238,097	238,097	238,097
5620 Equipment Lease	5,586	6,203	6,739	7,264	7,807
5630 Vendor Repairs	1,559	1,731	1,881	2,027	2,179
5812 Field Trips/Pupil Transportation	60,616	67,307	73,123	78,820	84,715
5820 Legal / Audit Fees	30,000	31,972	33,594	35,118	36,647
5830 Advertisement / Recruitment	5,353	5,944	6,457	6,960	7,481
5850 Non Instructional Consultants	122,883	126,374	135,407	143,961	152,626
5851 Instructional Consultants	25,000	27,759	30,158	32,508	34,939
5890 Other Fees / Bank Charges /	17,514	19,447	21,127	22,773	24,477
5897 Fundraising Cost	9,183	10,197	11,078	11,941	12,834
5900 Communications	6,910	7,048	7,189	7,333	7,479
<b>Total 5000 • Operating Services</b>	<b>653,903</b>	<b>704,209</b>	<b>720,864</b>	<b>754,611</b>	<b>789,296</b>
<b>6000 • Capital Outlay</b>					
6900 Depreciation Expense	1,342	1,342	1,006	-	-
<b>Total 6000 • Capital Outlay</b>	<b>1,342</b>	<b>1,342</b>	<b>1,006</b>	<b>-</b>	<b>-</b>
<b>7000 • Other Outgo</b>					
7221 Special Education	148,479	161,680	172,208	181,984	191,760
7299 District Oversight Fee	24,566	28,431	30,772	33,172	35,684
<b>Total 7000 • Other Outgo</b>	<b>173,045</b>	<b>190,111</b>	<b>202,980</b>	<b>215,156</b>	<b>227,444</b>
<b>TOTAL EXPENSE</b>	<b>3,089,733</b>	<b>3,450,951</b>	<b>3,540,451</b>	<b>3,756,708</b>	<b>3,994,829</b>
<b>NET INCOME</b>	<b>3,346</b>	<b>169,427</b>	<b>273,245</b>	<b>172,185</b>	<b>179,520</b>
<b>Beginning Cash Balance</b>	449,169	441,087	575,980	847,193	1,208,426
<b>Cash Flow from Operating Activities</b>					
Net Income	3,346	169,427	273,245	172,185	179,520
Change in Accounts Receivable					

**JOURNEY SCHOOL***Five Year Budget Detail*

	<b>2014-15 Trend</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Prior Year Accounts Receivable	84,293	52,112	87,298	90,336	(100,273)
Current Year Accounts Receivable	(52,112)	(87,298)	(90,336)	100,273	(51,027)
Change in Accounts Payable	(12,088)	(690)	-	(1,561)	1,561
Change in Due to	(48,168)	-	-	-	-
Change in Payroll Liabilities	5,375	-	-	-	-
Depreciation Expense	1,342	1,342	1,006	-	-
<b>Ending Cash Balance</b>	<b>441,087</b>	<b>575,980</b>	<b>847,193</b>	<b>1,208,426</b>	<b>1,238,207</b>

INDEPENDENT STUDY PROGRAM  
REVENUE AND EXPENSES

	# of Classes/ Class Size/ Total Enrollment	2015-16	2016-17	2017-18	2018-19
K	Total Enrollment	3	8	10	14
	Attendance Rate	94.0%	94.0%	94.0%	94.0%
	ADA	2.82	7.52	9.40	13.16
1	Total Enrollment	3	7	10	14
	Attendance Rate	94.0%	94.0%	94.0%	94.0%
	ADA	2.82	6.58	9.40	13.16
2	Total Enrollment	3	7	10	12
	Attendance Rate	94.0%	94.0%	94.0%	94.0%
	ADA	2.82	6.58	9.40	11.28
3	Total Enrollment	3	7	10	12
	Attendance Rate	94.0%	94.0%	94.0%	94.0%
	ADA	2.82	6.58	9.40	11.28
Total Enrollment, TK - 3		12	29	40	52
Average Attendance Rate, TK - 3		94%	94%	94%	94%
Total ADA, TK - 3		11.28	27.26	37.60	48.88
4	Total Enrollment	3	5	9	12
	Attendance Rate	94.0%	94.0%	94.0%	94.0%
	ADA	2.82	4.70	8.46	11.28
5	Total Enrollment	3	5	8	12
	Attendance Rate	94.0%	94.0%	94.0%	94.0%
	ADA	2.82	4.70	7.52	11.28
6	Total Enrollment	3	5	8	10
	Attendance Rate	94.0%	94.0%	94.0%	94.0%
	ADA	2.82	4.70	7.52	9.40
Total Enrollment, 4 - 6		9	15	25	34
Average Attendance Rate, 4 - 6		94%	94%	94%	94%
Total ADA, 4 - 6		8.46	14.10	23.50	31.96
7	Total Enrollment	2	3	5	7
	Attendance Rate	94.0%	94.0%	94.0%	94.0%
	ADA	1.88	2.82	4.70	6.58
8	Total Enrollment	2	3	5	7
	Attendance Rate	94.0%	94.0%	94.0%	94.0%
	ADA	1.88	2.82	4.70	6.58
Total Enrollment, 7 - 8		4	6	10	14
Average Attendance Rate, 7 - 8		94%	94%	94%	94%
Total ADA, 7 - 8		3.76	5.64	9.40	13.16
Grand Total, Enrollment		25	50	75	100
Grand Total, ADA		23.50	47.00	70.50	94.00
# of teachers		1	2	3	4

Independent Study: Revenue and Expense Calculations

		2015-16	2016-17	2017-18	2018-19
<b>8011-8096 • Local Control Funding Formula Revenue</b>					
8012	Education Protection Account	\$ 36,303	\$ 73,780	\$ 112,890	\$ 153,665
8011	Local Control Funding Formula	\$ 19,799	\$ 43,772	\$ 73,547	\$ 109,236
8096	In Lieu of Property Taxes	\$ 109,195	\$ 218,391	\$ 327,586	\$ 436,781
<b>Total 8011-8096 • Local Control Funding Formula Revenue</b>		<b>\$ 165,297</b>	<b>\$ 335,943</b>	<b>\$ 514,023</b>	<b>\$ 699,682</b>
<b>8100-8299 • Other Federal Income</b>					
8291	Title I, A Basic Grants Low-Income	\$ 438	\$ 875	\$ 1,313	\$ 1,750
8292	Title II, A Teacher Quality	\$ 80	\$ 161	\$ 241	\$ 322
8297	All Other Federal Revenue				
<b>Total 8100-8299 • Other Federal Income</b>		<b>\$ 518</b>	<b>\$ 1,036</b>	<b>\$ 1,554</b>	<b>\$ 2,072</b>
<b>8300-8599 • Other State Income</b>					

NOTE: The information on this worksheet is  
NOT incorporated into the main budget

INDEPENDENT STUDY PROGRAM  
REVENUE AND EXPENSES

8550	Mandate Block Grant	\$ 329	\$ 658	\$ 987	\$ 1,316
8560	State Lottery Revenue	\$ 3,666	\$ 7,332	\$ 10,998	\$ 14,664
8599	All Other State Revenues				
<b>Total 8300-8599 • Other State Income</b>		<b>\$ 3,995</b>	<b>\$ 7,990</b>	<b>\$ 11,985</b>	<b>\$ 15,980</b>
<b>8600-8699 • Other Income-Local</b>					
8690	All Other Local Revenue				
8698	Grants				
8699	Fundraising				
<b>Total 8600-8699 • Other Income-Local</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Revenue</b>		<b>\$ 169,810</b>	<b>\$ 344,969</b>	<b>\$ 527,562</b>	<b>\$ 717,734</b>
<b>Total Independent Study Revenue</b>		<b>\$ 169,810</b>	<b>\$ 344,969</b>	<b>\$ 527,562</b>	<b>\$ 717,734</b>
<b>Expenditures</b>					
<b>1000 • Certificated Salaries</b>					
1100	Teacher	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060
1100	Teacher		\$ 50,000	\$ 51,000	\$ 52,020
1100	Teacher			\$ 50,000	\$ 51,000
1100	Teacher				\$ 50,000
<b>Total 1000 • Certificated Salaries</b>		<b>\$ 50,000</b>	<b>\$ 101,000</b>	<b>\$ 153,020</b>	<b>\$ 206,080</b>
<b>2000 • Classified Salaries</b>					
2100	Specialty	\$ 4,619	\$ 9,424	\$ 14,418	\$ 14,706
2400	Administrative Assistant	\$ 27,840	\$ 28,397	\$ 28,965	\$ 29,544
<b>Total 2000 • Classified Salaries</b>		<b>\$ 32,459</b>	<b>\$ 37,820</b>	<b>\$ 43,383</b>	<b>\$ 44,250</b>
<b>3000 • Employee Benefits</b>					
3111	STRS	\$ 5,365	\$ 12,706	\$ 22,081	\$ 33,550
3212	PERS	\$ 4,090	\$ 5,673	\$ 7,202	\$ 8,054
3311	OASDI - Social Security	\$ 2,012	\$ 2,345	\$ 2,690	\$ 2,744
3331	MED - Medicare	\$ 1,196	\$ 2,013	\$ 2,848	\$ 3,630
3401	H&W - Health & Welfare	\$ 16,000	\$ 25,920	\$ 35,840	\$ 46,400
3501	SUI - State Unemployment Insurance	\$ 41	\$ 69	\$ 98	\$ 125
3601	Workers' Compensation	\$ 3,536	\$ 7,214	\$ 11,037	\$ 15,010
3902	Other Benefits	\$ 97	\$ 198	\$ 303	\$ 412
<b>Total 3000 • Employee Benefits</b>		<b>\$ 32,337</b>	<b>\$ 56,138</b>	<b>\$ 82,098</b>	<b>\$ 109,924</b>
<b>4000 • Supplies</b>					
4110	Approved Textbooks	\$ 129	\$ 262	\$ 401	\$ 546
4210	Books and Other Reference Materials	\$ 107	\$ 218	\$ 334	\$ 454
4310	Student Materials	\$ 2,424	\$ 4,944	\$ 7,565	\$ 10,288
4350	Office Supplies	\$ 552	\$ 1,126	\$ 1,723	\$ 2,343
4370	Custodial Supplies	\$ 469	\$ 957	\$ 1,464	\$ 1,991
4390	Other Supplies	\$ 2,491	\$ 5,082	\$ 7,775	\$ 10,575
4400	Non Capitalized Equipment	\$ 2,096	\$ 4,276	\$ 6,542	\$ 8,897
<b>Total 4000 • Supplies</b>		<b>\$ 8,267</b>	<b>\$ 16,866</b>	<b>\$ 25,804</b>	<b>\$ 35,094</b>
<b>5000 • Operating Services</b>					
5200	Travel and Conferences	\$ 1,000	\$ 2,040	\$ 3,121	\$ 4,245
5300	Dues and Memberships	\$ 2,316	\$ 4,726	\$ 7,230	\$ 9,833
5450	General Insurance	\$ 1,257	\$ 2,565	\$ 3,924	\$ 5,337
5500	Operation and Housekeeping Services	\$ 1,085	\$ 2,212	\$ 3,385	\$ 4,604
5610	Rent - Facilities / Buildings / Space	\$ -	\$ -	\$ -	\$ -
5620	Equipment Lease	\$ 361	\$ 736	\$ 1,126	\$ 1,531
5630	Vendor Repairs	\$ 101	\$ 205	\$ 314	\$ 427
5812	Field Trips/Pupil Transportation	\$ 3,913	\$ 7,983	\$ 12,214	\$ 16,611
5820	Legal / Audit Fees	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732
5830	Advertisement / Recruitment	\$ 346	\$ 705	\$ 1,079	\$ 1,467

NOTE: The information on this worksheet is  
NOT incorporated into the main budget

INDEPENDENT STUDY PROGRAM  
REVENUE AND EXPENSES

<b>5850</b>	Non Instructional Consultants	\$ 7,933	\$ 16,183	\$ 24,760	\$ 33,674
<b>5851</b>	Instructional Consultants	\$ 1,614	\$ 3,292	\$ 5,037	\$ 6,851
<b>5890</b>	Other Fees / Bank Charges /Credit Card Fees	\$ 1,131	\$ 2,306	\$ 3,529	\$ 4,799
<b>5897</b>	Fundraising Cost	\$ 593	\$ 1,209	\$ 1,850	\$ 2,517
<b>5900</b>	Communications	\$ 500	\$ 1,000	\$ 1,500	\$ 2,000
<b>Total 5000 - Operating Services</b>		<b>\$ 24,649</b>	<b>\$ 47,738</b>	<b>\$ 71,722</b>	<b>\$ 96,627</b>
<b>Total Independent Study Expenditures</b>		<b>\$ 147,713</b>	<b>\$ 259,562</b>	<b>\$ 376,027</b>	<b>\$ 491,976</b>
<b>Independent Study Program Net Income</b>		<b>\$ 22,097</b>	<b>\$ 85,407</b>	<b>\$ 151,535</b>	<b>\$ 225,758</b>

NOTE: The information on this worksheet is  
NOT incorporated into the main budget

															Actuals as of 12/31/2014	
# of months remaining in FY																
State:																
District:																

Actuals as of 12/31/2014

		# of months remaining in FY													
		12	11	10	9	8	7	6	5	4	3	2	1		
State:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1		
District:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1	P-1		
	2014-15	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL							FORECAST	Budget Variance
	Trend	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Accrual	Better / (Worse)
3601 Workers' Compensation	54,775	-	-	22,972	-	19,480	-	2,054	2,054	2,054	2,054	2,054	2,054	-	8,316
3902 Other Benefits	1,504	-	51	-	-	-	-	-	-	-	-	-	1,452	-	-
<b>Total 3000 - Employee Benefits</b>	<b>426,022</b>	<b>34,875</b>	<b>22,720</b>	<b>74,037</b>	<b>31,386</b>	<b>46,344</b>	<b>29,476</b>	<b>31,935</b>	<b>31,935</b>	<b>31,935</b>	<b>31,935</b>	<b>31,935</b>	<b>27,509</b>	<b>-</b>	<b>62,036</b>
<b>4000 - Supplies</b>															
4110 Approved Textbooks and Core Curriculum	1,953	-	-	1,953	-	-	-	0	0	0	0	0	0	-	-
4210 Books and Other Reference Materials	1,658	-	151	-	266	-	50	199	199	199	199	199	199	-	-
4310 Student Materials	43,389	1,460	2,824	28,911	1,229	482	2,017	1,917	910	910	910	910	910	-	-
4350 Office Supplies	8,549	-	455	604	534	683	145	1,021	1,021	1,021	1,021	1,021	1,021	-	-
4370 Custodial Supplies	7,265	-	645	1,543	80	533	79	731	731	731	731	731	731	-	-
4390 Other Supplies	38,589	-	613	4,343	2,821	2,289	669	4,642	4,642	4,642	4,642	4,642	4,642	-	-
4400 Non Capitalized Equipment	27,697	-	1,251	756	10,080	144	498	2,495	2,495	2,495	2,495	2,495	2,495	-	-
4700 Food and Food Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total 4000 - Supplies</b>	<b>129,101</b>	<b>1,460</b>	<b>5,938</b>	<b>38,110</b>	<b>15,009</b>	<b>4,131</b>	<b>3,458</b>	<b>11,005</b>	<b>9,998</b>	<b>9,998</b>	<b>9,998</b>	<b>9,998</b>	<b>9,998</b>	<b>-</b>	<b>-</b>
<b>5000 - Operating Services</b>															
5200 Travel and Conferences	32,613	2,401	1,553	493	973	1,945	68	1,310	4,774	4,774	4,774	4,774	4,774	-	-
5300 Dues and Memberships	35,882	15,330	605	10,000	20	3,100	-	887	1,188	1,188	1,188	1,188	1,188	-	-
5450 General Insurance	19,476	6,448	1,135	1,445	2,344	230	1,289	960	1,125	1,125	1,125	1,125	1,125	-	-
5500 Operation and Housekeeping Services	67,409	1,579	4,482	6,733	9,981	3,435	4,285	6,152	6,152	6,152	6,152	6,152	6,152	-	-
5610 Rent - Facilities / Buildings / Space	213,919	-	-	17,827	53,481	17,827	-	35,654	17,826	17,826	17,826	17,826	17,826	-	-
5620 Equipment Lease	5,586	-	911	746	-	714	762	409	409	409	409	409	409	-	-
5630 Vendor Repairs	1,559	-	-	151	-	-	-	235	235	235	235	235	235	-	-
5812 Field Trips/Pupil Transportation	60,616	-	2,320	3,074	1,669	4,862	1,623	7,845	7,845	7,845	7,845	7,845	7,845	-	-
5820 Legal / Audit Fees	30,000	1,840	78	1,415	7,161	7,803	3,927	1,296	1,296	1,296	1,296	1,296	1,296	-	(40,000)
5830 Advertisement / Recruitment	5,353	25	40	-	423	600	-	711	711	711	711	711	711	-	-
5850 Non Instructional Consultants	122,883	-	1,650	1,500	3,200	3,025	-	18,918	18,918	18,918	18,918	18,918	18,918	-	83,796
5851 Instructional Consultants	25,000	-	-	-	1,786	3,572	254	3,231	3,231	3,231	3,231	3,231	3,231	-	-
5853 ExED	-	-	-	20,949	6,983	-	-	-	(6,983)	(6,983)	(6,983)	(6,983)	(6,983)	-	(83,796)
5890 Other Fees / Bank Charges /Credit Card F	17,514	-	94	1,161	5,652	2,727	154	1,288	1,288	1,288	1,288	1,288	1,288	-	(248)
5897 Fundraising Cost	9,183	176	89	114	979	597	2,831	733	733	733	733	733	733	-	-
5900 Communications	6,910	293	359	497	551	251	1,136	637	637	637	637	637	637	-	-
<b>Total 5000 - Operating Services</b>	<b>653,903</b>	<b>28,092</b>	<b>13,315</b>	<b>66,104</b>	<b>95,203</b>	<b>50,687</b>	<b>16,330</b>	<b>80,265</b>	<b>66,368</b>	<b>59,385</b>	<b>59,385</b>	<b>59,385</b>	<b>59,385</b>	<b>-</b>	<b>(40,248)</b>
<b>6000 - Capital Outlay</b>															
6900 Depreciation Expense	1,342	112	212	212	(88)	112	112	112	112	112	112	112	112	-	0
<b>Total 6000 - Capital Outlay</b>	<b>1,342</b>	<b>112</b>	<b>212</b>	<b>212</b>	<b>(88)</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>-</b>	<b>0</b>
<b>7000 - Other Outgo</b>															
7221 Special Education	148,479	-	-	9,069	42,322	12,092	-	12,092	10,581	21,161	10,581	10,581	20,000	-	(845)
7299 District Oversight Fee	24,566	-	-	1,494	6,972	1,992	-	1,992	1,743	3,486	1,743	1,743	3,401	-	(140)
<b>Total 7000 - Other Outgo</b>	<b>173,045</b>	<b>-</b>	<b>-</b>	<b>10,563</b>	<b>49,294</b>	<b>14,084</b>	<b>-</b>	<b>14,084</b>	<b>12,324</b>	<b>24,647</b>	<b>12,324</b>	<b>12,324</b>	<b>23,402</b>	<b>-</b>	<b>(984)</b>
<b>TOTAL EXPENSE</b>	<b>3,089,733</b>	<b>96,702</b>	<b>159,835</b>	<b>340,995</b>	<b>350,620</b>	<b>270,148</b>	<b>199,331</b>	<b>294,194</b>	<b>277,529</b>	<b>282,869</b>	<b>270,546</b>	<b>270,546</b>	<b>276,419</b>	<b>-</b>	<b>(19,706)</b>
<b>NET INCOME</b>	<b>3,346</b>	<b>(67,135)</b>	<b>195,150</b>	<b>(70,729)</b>	<b>(135,889)</b>	<b>(32,283)</b>	<b>41,646</b>	<b>(55,029)</b>	<b>2,544</b>	<b>20,727</b>	<b>(82,359)</b>	<b>(101,833)</b>	<b>236,424</b>	<b>52,112</b>	<b>(6,104)</b>
<b>Beginning Cash Balance</b>	<b>449,169</b>	<b>449,169</b>	<b>440,397</b>	<b>632,989</b>	<b>601,810</b>	<b>463,455</b>	<b>402,754</b>	<b>437,115</b>	<b>383,345</b>	<b>386,000</b>	<b>406,839</b>	<b>324,591</b>	<b>222,870</b>	<b>441,087</b>	<b>449,169</b>
<b>Cash Flow from Operating Activities</b>															
Net Income	3,346	(67,135)	195,150	(70,729)	(135,889)	(32,283)	41,646	(55,029)	2,544	20,727	(82,359)	(101,833)	236,424	52,112	3,346
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	84,293	84,728	3,551	11,767	1,075	-	-	1,147	-	-	-	-	(17,976)	-	84,293
Current Year Accounts Receivable	(52,112)	-	-	-	-	-	-	-	-	-	-	-	-	(52,112)	(52,112)
Change in Due from	-	-	-	-	343	-	-	-	-	-	-	-	(343)	-	0
Change in Accounts Payable	(12,088)	16	(12,030)	21,688	(13,230)	(7,732)	(800)	-	-	-	-	-	-	-	(12,088)
Change in Due to	(48,168)	(24,438)	(576)	2,429	579	(19,478)	(6,683)	-	-	-	-	-	-	-	(48,168)
Change in Payroll Liabilities	5,375	(12,958)	14,691	3,455	446	(345)	86	-	-	-	-	-	-	-	5,375
Change in Prepaid Expenditures	9,930	10,902	-	-	3	(975)	-	-	-	-	-	-	-	-	9,930
Depreciation Expense	1,342	112	212	212	(88)	112	112	112	112	112	112	112	112	-	1,342
<b>Cash Flow from Investing Activities</b>															
Capital Expenditures	-	-	(8,406)	-	8,406	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash Balance</b>	<b>441,087</b>	<b>440,397</b>	<b>632,989</b>	<b>601,810</b>	<b>463,455</b>	<b>402,754</b>	<b>437,115</b>	<b>383,345</b>	<b>386,000</b>	<b>406,839</b>	<b>324,591</b>	<b>222,870</b>	<b>441,087</b>	<b>441,087</b>	<b>441,087</b>

JOURNEY SCHOOL														FORECAST	
2015-16 Cash Flow Forecast															
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	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Accrual	Jul-15 - Jun-16	
Income															
Total 8011-8096 · Local Control	116,576	220,064	317,644	161,542	161,542	317,644	161,542	331,906	341,712	185,611	185,611	341,712	-	2,843,108	
Total 8100-8299 · Other Federal	-	-	-	-	-	-	5,563	-	-	139,493	-	-	55,770	200,826	
Total 8300-8599 · Other State Income	-	-	-	-	-	5,197	15,764	-	-	15,764	-	66,815	31,528	135,067	
Total 8600-8699 · Other Income	20,851	15,923	63,602	38,673	38,690	33,071	38,508	38,460	38,266	38,314	38,557	38,460	-	441,377	
<b>TOTAL INCOME</b>	<b>137,427</b>	<b>235,988</b>	<b>381,246</b>	<b>200,215</b>	<b>200,232</b>	<b>355,912</b>	<b>221,378</b>	<b>370,366</b>	<b>379,978</b>	<b>379,182</b>	<b>224,168</b>	<b>446,988</b>	<b>87,298</b>	<b>3,620,378</b>	
Expense															
Total 1000 · Certificated Salaries	20,296	112,110	112,110	112,110	112,110	112,110	112,110	112,110	112,110	112,110	112,110	112,110	-	1,253,505	
Total 2000 · Classified Salaries	17,227	17,227	50,369	54,512	50,369	58,654	56,583	54,512	46,226	48,298	58,654	54,512	-	567,142	
Total 3000 · Employee Benefits	36,983	40,681	43,233	43,552	43,233	43,871	43,712	43,552	42,914	43,074	38,806	38,487	-	502,100	
Total 4000 · Supplies	52,491	52,491	52,491	8,341	8,341	8,341	8,341	8,341	8,341	8,341	8,341	8,341	-	232,543	
Total 5000 · Operating Services	62,215	58,684	58,684	58,684	58,684	58,684	58,684	58,684	58,684	58,684	56,919	56,919	-	704,209	
Total 6000 · Capital Outlay	112	112	112	112	112	112	112	112	112	112	112	112	-	1,342	
Total 7000 · Other Outgo	14,639	15,674	16,650	15,089	15,089	16,650	15,089	16,792	16,890	15,329	15,329	16,890	-	190,111	
<b>TOTAL EXPENSE</b>	<b>203,963</b>	<b>296,980</b>	<b>333,649</b>	<b>292,399</b>	<b>287,938</b>	<b>298,422</b>	<b>294,630</b>	<b>294,103</b>	<b>285,278</b>	<b>285,948</b>	<b>290,271</b>	<b>287,371</b>	<b>-</b>	<b>3,450,951</b>	
<b>NET INCOME</b>	<b>(66,535)</b>	<b>(60,992)</b>	<b>47,597</b>	<b>(92,184)</b>	<b>(87,705)</b>	<b>57,490</b>	<b>(73,252)</b>	<b>76,263</b>	<b>94,700</b>	<b>93,234</b>	<b>(66,103)</b>	<b>159,617</b>	<b>87,298</b>	<b>169,427</b>	
Beginning Cash Balance	441,087	392,210	344,700	392,409	314,562	226,969	288,582	215,441	291,816	386,628	479,974	413,983	573,712	441,087	
Cash Flow from Operating Activities															
Net Income	(66,535)	(60,992)	47,597	(92,184)	(87,705)	57,490	(73,252)	76,263	94,700	93,234	(66,103)	159,617	87,298	169,427	
Change in Accounts Receivable															
Prior Year Accounts Receivable	18,237	13,370	-	14,225	-	4,012	-	-	-	-	-	-	-	49,844	
Current Year Accounts Receivable													(87,298)	(87,298)	
Change in Accounts Payable	(690)												-	(690)	
Depreciation Expense	112	112	112	112	112	112	112	112	112	112	112	112	-	1,342	
<b>Ending Cash Balance</b>	<b>392,210</b>	<b>344,700</b>	<b>392,409</b>	<b>314,562</b>	<b>226,969</b>	<b>288,582</b>	<b>215,441</b>	<b>291,816</b>	<b>386,628</b>	<b>479,974</b>	<b>413,983</b>	<b>573,712</b>	<b>573,712</b>	<b>573,712</b>	

**JOURNEY SCHOOL**
**2016-17 Cash Flow Forecast**

														FORECAST
	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Accrual	Jul-16 - Jun-17
<b>Income</b>														
Total 8011-8096 · Local Con	129,446	242,135	349,371	180,414	180,414	349,371	180,414	347,036	364,138	195,181	195,181	364,138	-	3,077,238
Total 8100-8299 · Other Fe	-	-	-	-	-	-	6,056	-	-	139,986	-	-	56,756	202,798
Total 8300-8599 · Other St	-	-	-	-	-	5,659	16,790	-	-	16,790	-	-	33,581	72,820
Total 8600-8699 · Other Inc	21,436	16,187	66,971	40,418	40,436	34,452	40,243	40,191	39,984	40,036	40,295	40,191	-	460,840
<b>TOTAL INCOME</b>	<b>150,882</b>	<b>258,322</b>	<b>416,341</b>	<b>220,832</b>	<b>220,850</b>	<b>389,481</b>	<b>243,503</b>	<b>387,227</b>	<b>404,122</b>	<b>391,993</b>	<b>235,476</b>	<b>404,329</b>	<b>90,336</b>	<b>3,813,696</b>
<b>Expense</b>														
Total 1000 · Certificated Sal	20,702	119,512	119,512	119,512	119,512	119,512	119,512	119,512	119,512	119,512	119,512	119,512	-	1,335,335
Total 2000 · Classified Salari	17,572	17,572	51,376	55,602	51,376	59,827	57,715	55,602	47,151	49,263	59,827	55,602	-	578,485
Total 3000 · Employee Bene	40,926	46,957	49,560	49,886	49,560	50,211	50,048	49,886	49,235	49,398	44,673	44,348	-	574,688
Total 4000 · Supplies	15,880	15,880	15,880	8,828	8,828	8,828	8,828	8,828	8,828	8,828	8,828	8,828	-	127,092
Total 5000 · Operating Serv	63,850	60,072	60,072	60,072	60,072	60,072	60,072	60,072	60,072	60,072	58,183	58,183	-	720,864
Total 6000 · Capital Outlay	112	112	112	112	112	112	112	112	112	-	-	-	-	1,006
Total 7000 · Other Outgo	15,645	16,772	17,844	16,155	16,155	17,844	16,155	17,821	17,992	16,302	16,302	17,992	-	30,772
<b>TOTAL EXPENSE</b>	<b>174,688</b>	<b>276,877</b>	<b>314,357</b>	<b>310,166</b>	<b>305,615</b>	<b>316,406</b>	<b>312,441</b>	<b>311,832</b>	<b>302,901</b>	<b>303,375</b>	<b>307,326</b>	<b>304,465</b>	<b>-</b>	<b>3,540,451</b>
<b>NET INCOME</b>	<b>(23,806)</b>	<b>(18,555)</b>	<b>101,984</b>	<b>(89,334)</b>	<b>(84,765)</b>	<b>73,075</b>	<b>(68,938)</b>	<b>75,395</b>	<b>101,221</b>	<b>88,618</b>	<b>(71,850)</b>	<b>99,864</b>	<b>90,336</b>	<b>273,245</b>
<b>Beginning Cash Balance</b>	575,980	573,612	599,812	701,908	628,450	543,797	622,547	553,721	629,228	730,560	819,178	747,328	847,193	575,980
<b>Cash Flow from Operating Activities</b>														
Net Income	(23,806)	(18,555)	101,984	(89,334)	(84,765)	73,075	(68,938)	75,395	101,221	88,618	(71,850)	99,864	90,336	273,245
Change in Accounts Receivable														
Prior Year Accounts Rec	21,327	44,643	-	15,764	-	5,563	-	-	-	-	-	-	-	87,298
Current Year Accounts Receivable													(90,336)	(90,336)
Depreciation Expense	112	112	112	112	112	112	112	112	112	-	-	-	-	1,006
<b>Ending Cash Balance</b>	<b>573,612</b>	<b>599,812</b>	<b>701,908</b>	<b>628,450</b>	<b>543,797</b>	<b>622,547</b>	<b>553,721</b>	<b>629,228</b>	<b>730,560</b>	<b>819,178</b>	<b>747,328</b>	<b>847,193</b>	<b>847,193</b>	<b>847,193</b>

**JOURNEY SCHOOL**
**Enrollment & ADA**

		# of Classes/ Class Size/ Total Enrollment	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
K	Total Enrollment	88	88	88	88	88	88
	Attendance Rate	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
	ADA	82.72	82.72	82.72	82.72	82.72	82.72
1	Total Enrollment	52	54	54	54	54	54
	Attendance Rate	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
	ADA	48.88	50.76	50.76	50.76	50.76	50.76
2	Total Enrollment	52	54	54	54	54	54
	Attendance Rate	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
	ADA	48.88	50.76	50.76	50.76	50.76	50.76
3	Total Enrollment	52	52	54	54	54	54
	Attendance Rate	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
	ADA	48.88	48.88	50.76	50.76	50.76	50.76
Total Enrollment, TK - 3		244	248	250	250	250	250
Average Attendance Rate, TK - 3		94%	94%	94%	94%	94%	94%
Total ADA, TK - 3		229.36	233.12	235.00	235.00	235.00	235.00
4	Total Enrollment	46	52	52	54	54	54
	Attendance Rate	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
	ADA	43.24	48.88	48.88	50.76	50.76	50.76
5	Total Enrollment	27	48	52	52	54	54
	Attendance Rate	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
	ADA	25.38	45.12	48.88	48.88	50.76	50.76
6	Total Enrollment	28	28	48	52	52	52
	Attendance Rate	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
	ADA	26.32	26.32	45.12	48.88	48.88	48.88
Total Enrollment, 4 - 6		101	128	152	158	160	160
Average Attendance Rate, 4 - 6		94%	94%	94%	94%	94%	94%
Total ADA, 4 - 6		94.94	120.32	142.88	148.52	150.40	150.40
7	Total Enrollment	26	28	28	48	52	52
	Attendance Rate	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
	ADA	24.44	26.32	26.32	45.12	48.88	48.88
8	Total Enrollment	24	26	28	28	48	48
	Attendance Rate	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
	ADA	22.56	24.44	26.32	26.32	45.12	45.12
Total Enrollment, 7 - 8		50	54	56	76	100	100
Average Attendance Rate, 7 - 8		94%	94%	94%	94%	94%	94%
Total ADA, 7 - 8		47.00	50.76	52.64	71.44	94.00	94.00
Grand Total, Enrollment		395	430	458	484	510	510
Grand Total, ADA		371.30	404.20	430.52	454.96	479.40	479.40

**JOURNEY SCHOOL***Schedule A - Revenue, Part 1, Local Control Funding Formula*

	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
<b>Formula Factors</b>					
COLA	0.86%	2.20%	2.40%	2.60%	2.70%
Gap-Closing Increment	29.00%	32.19%	11.00%	12.82%	12.82%
K-3 Grade Span Adjustment Percentage	10.40%	10.40%	10.40%	10.40%	10.40%
9-12 Grade Span Adjustment Percentage	2.60%	2.60%	2.60%	2.60%	2.60%
Supplemental Grant Percentage	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant Percentage	50.00%	50.00%	50.00%	50.00%	50.00%
Concentration Grant Threshold	55.00%	55.00%	55.00%	55.00%	55.00%
<b>School Factors</b>					
TK-3 ADA	228.46	233.12	235.00	235.00	235.00
4-6 ADA	93.14	120.32	142.88	148.52	150.40
7-8 ADA	49.60	50.76	52.64	71.44	94.00
<b>Total ADA</b>	<b>371.20</b>	<b>404.20</b>	<b>430.52</b>	<b>454.96</b>	<b>479.40</b>
3-Year Average FRPM/EL/FY Unduplicated P	16.07%	15.72%	15.12%	15.09%	15.08%
District of Residence Unduplicated Percenta	26.00%	26.00%	26.00%	26.00%	26.00%
<b>Rates</b>					
<b>Base LCFF Target Rates</b>					
TK-3	\$ 7,012	\$ 7,166	\$ 7,338	\$ 7,529	\$ 7,732
4-6	\$ 7,117	\$ 7,274	\$ 7,449	\$ 7,643	\$ 7,849
7-8	\$ 7,328	\$ 7,489	\$ 7,669	\$ 7,868	\$ 8,080
<b>Grade Span-Adjusted Target Rates (TK-3 &amp; 9-12 adjusted by grade span adjustment percentage)</b>					
TK-3	\$ 7,741	\$ 7,911	\$ 8,101	\$ 8,312	\$ 8,536
4-6	\$ 7,117	\$ 7,274	\$ 7,449	\$ 7,643	\$ 7,849
7-8	\$ 7,328	\$ 7,489	\$ 7,669	\$ 7,868	\$ 8,080
9-12	\$ 8,712	\$ 8,904	\$ 9,117	\$ 9,354	\$ 9,606
<b>Supplemental Grant Rates</b>					
TK-3	\$ 1,548	\$ 1,582	\$ 1,620	\$ 1,662	\$ 1,707
4-6	\$ 1,423	\$ 1,455	\$ 1,490	\$ 1,529	\$ 1,570
7-8	\$ 1,466	\$ 1,498	\$ 1,534	\$ 1,574	\$ 1,616
9-12	\$ 1,742	\$ 1,781	\$ 1,823	\$ 1,871	\$ 1,921
<b>Concentration Grant Rates</b>					
TK-3	\$ 3,871	\$ 3,956	\$ 4,051	\$ 4,156	\$ 4,268

**JOURNEY SCHOOL****Schedule A - Revenue, Part 1, Local Control Funding Formula**

	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
4-6	\$ 3,559	\$ 3,637	\$ 3,725	\$ 3,822	\$ 3,925
7-8	\$ 3,664	\$ 3,745	\$ 3,835	\$ 3,934	\$ 4,040
9-12	\$ 4,356	\$ 4,452	\$ 4,559	\$ 4,677	\$ 4,803
<b>LCFF Calculation</b>					
<b><u>LCFF Target Calculation (Full Implementation)</u></b>					
<b><i>Supplemental Add On Rate (Supplemental Rate * % Unduplicated)</i></b>					
TK-3	\$ 249	\$ 249	\$ 245	\$ 251	\$ 257
4-6	\$ 229	\$ 229	\$ 225	\$ 231	\$ 237
7-8	\$ 236	\$ 235	\$ 232	\$ 237	\$ 244
9-12	\$ 280	\$ 280	\$ 276	\$ 282	\$ 290
<b>Total Supplemental Grant</b>	<b>\$ 89,920</b>	<b>\$ 97,529</b>	<b>\$ 101,935</b>	<b>\$ 110,224</b>	<b>\$ 118,976</b>
<b><i>Concentration Add On Rate (Concentration Rate * % Undupl. Capped @ District of Residence %)</i></b>					
TK-3	\$ -	\$ -	\$ -	\$ -	\$ -
4-6	\$ -	\$ -	\$ -	\$ -	\$ -
7-8	\$ -	\$ -	\$ -	\$ -	\$ -
9-12	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Concentration Grant</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b><i>School Target Rates (Adjusted Base Rates Plus Supplemental and Concentration Rates)</i></b>					
TK-3	\$ 7,990	\$ 8,160	\$ 8,346	\$ 8,563	\$ 8,793
4-6	\$ 7,346	\$ 7,503	\$ 7,674	\$ 7,874	\$ 8,086
7-8	\$ 7,564	\$ 7,724	\$ 7,901	\$ 8,105	\$ 8,324
9-12	\$ 8,992	\$ 9,184	\$ 9,393	\$ 9,636	\$ 9,896
<b>LCFF Total Target (School Target Rates * Average LCFF Target Rate per ADA)</b>	<b>\$ 2,884,748</b>	<b>\$ 3,197,090</b>	<b>\$ 3,473,680</b>	<b>\$ 3,760,773</b>	<b>\$ 4,064,945</b>
Average LCFF Target Rate per ADA	\$ 7,771	\$ 7,910	\$ 8,069	\$ 8,266	\$ 8,479
<b><u>Current Year Funding Calculation</u></b>					
PY Average LCFF Rate per ADA	\$ 6,147	\$ 6,618	\$ 7,034	\$ 7,148	\$ 7,291
Gap b/t PY LCFF Rate per ADA and CY Average	\$ 1,624	\$ 1,291	\$ 1,035	\$ 1,118	\$ 1,188
CY Gap Closing Increment (Gap * Gap Closing Rate)	\$ 471	\$ 416	\$ 114	\$ 143	\$ 152
CY Average LCFF Rate per ADA	\$ 6,618	\$ 7,034	\$ 7,148	\$ 7,291	\$ 7,443
<b>Current Year Local Control Funding Formula</b>	<b>\$ 2,456,647</b>	<b>\$ 2,843,108</b>	<b>\$ 3,077,238</b>	<b>\$ 3,317,163</b>	<b>\$ 3,568,379</b>

**Components of Local Control Funding Formula Revenue**

**JOURNEY SCHOOL****Schedule A - Revenue, Part 1, Local Control Funding Formula**

	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
In Lieu of Property Tax (CUSD) Rate per ADA	\$ 4,647	\$ 4,647	\$ 4,647	\$ 4,647	\$ 4,647
In Lieu of Property Tax Funding	\$ 1,724,806	\$ 1,878,160	\$ 2,000,459	\$ 2,114,022	\$ 2,227,585
Education Protection Account % Offset	21.96%	21.96%	21.96%	21.96%	21.96%
Education Protection Account Funding	\$ 539,531	\$ 624,406	\$ 675,826	\$ 728,519	\$ 783,691
LCFF, State Portion	\$ 192,309	\$ 340,542	\$ 400,954	\$ 474,622	\$ 557,103

**Calculation of Proportional Share of LCFF Dollars Attributable to Supplemental and Concentration Grants**

Total LCFF Supplemental and Concentration	\$ 89,920	\$ 97,529	\$ 101,935	\$ 110,224	\$ 118,976
PY LCFF Funds Spent on High Need Pupils (Above Speding on	\$ 26,077	\$ 26,077	\$ 49,077	\$ 54,892	\$ 61,985
Gap between Target and PY Amount Spent	\$ 89,920	\$ 71,452	\$ 52,858	\$ 55,333	\$ 56,990
Gap Closing Increment (Gap * Gap Closing I	\$ 26,077	\$ 23,000	\$ 5,814	\$ 7,094	\$ 7,306
CY Investment, High Need Students (PY spe	\$ 26,077	\$ 49,077	\$ 54,892	\$ 61,985	\$ 69,291
CY Base Funding (CY LCFF Total Revenue les	\$ 2,430,570	\$ 2,794,030	\$ 3,022,347	\$ 3,255,177	\$ 3,499,087
Minimum Proportionality Percentage	1.07%	1.76%	1.82%	1.90%	1.98%
Supplemental & Concentration Grant Spend	\$ -	\$ -	\$ -	\$ -	\$ -
Difference	\$ 26,077	\$ 49,077	\$ 54,892	\$ 61,985	\$ 69,291

**Apportionment Calculations****Advance Apportionment (Prior Year P-2 ADA)**

<b>State Portion</b>					
TK-3	\$ 408,864	\$ 545,394	\$ 583,060	\$ 621,457	\$ 657,252
4-6	\$ 158,830	\$ 222,363	\$ 300,934	\$ 377,846	\$ 415,383
7-8	\$ 98,421	\$ 118,402	\$ 126,957	\$ 139,206	\$ 199,805
<b>Total, Advance Apportionment, State Po</b>	<b>\$ 666,115</b>	<b>\$ 886,159</b>	<b>\$ 1,010,951</b>	<b>\$ 1,138,509</b>	<b>\$ 1,272,440</b>
<b>In Lieu, Advance Apportionment Calculati</b>	<b>\$ 1,569,904</b>	<b>\$ 1,724,806</b>	<b>\$ 1,878,160</b>	<b>\$ 2,000,459</b>	<b>\$ 2,114,022</b>

**P-1 Apportionment (Current Year P-1 ADA; For Budget Year: P-1 ADA from ADA Forecast Used)**

TK-3	\$ 456,544	\$ 556,528	\$ 587,762	\$ 621,457	\$ 657,252
4-6	\$ 185,161	\$ 287,240	\$ 357,359	\$ 392,761	\$ 420,641
7-8	\$ 98,218	\$ 121,179	\$ 131,659	\$ 188,923	\$ 262,901
<b>Total, P-1 Apportionment, State Portion</b>	<b>\$ 739,922</b>	<b>\$ 964,948</b>	<b>\$ 1,076,780</b>	<b>\$ 1,203,141</b>	<b>\$ 1,340,794</b>
<b>In Lieu, P-1 Apportionment Calculation (F</b>	<b>\$ 1,743,853</b>	<b>\$ 1,878,160</b>	<b>\$ 2,000,459</b>	<b>\$ 2,114,022</b>	<b>\$ 2,227,585</b>

**JOURNEY SCHOOL****Schedule A - Revenue, Part 2, Other Revenue Assumptions**

	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
<b>ADA</b>					
<b>P2 ADA</b>	<b>371.20</b>	<b>404.20</b>	<b>430.52</b>	<b>454.96</b>	<b>479.40</b>
TK-3	228.46	233.12	235.00	235.00	235.00
4-6	93.14	120.32	142.88	148.52	150.40
7-8	49.60	50.76	52.64	71.44	94.00
<b>Demographics</b>					
Free #	35	38	41	43	46
Reduced #	24	26	28	30	31
<b>Total Free and Reduced #</b>	<b>60</b>	<b>65</b>	<b>69</b>	<b>73</b>	<b>77</b>
Free # - 5 - 17 yr olds	35	38	41	43	46
Reduced # - 5 -17 yr olds	23	25	27	28	30
<b>Total Free and Reduced # - 5 -17 yr olds</b>	<b>58</b>	<b>64</b>	<b>68</b>	<b>72</b>	<b>76</b>
English Language Learners #	12	13	14	15	16
Immigrant Student #	0	0	0	0	0
<b>Rates*</b>					
Government COLA Increase for Revenue	0.86%	2.20%	2.40%	2.60%	2.70%
State Lottery - Base (Non-Prop 20)	\$ 126.00	\$ 126.00	\$ 126.00	\$ 126.00	\$ 126.00
State Lottery - Prop 20	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00
Mandate Reimbursement Block Grant, K	\$ 14.00	\$ 14.00	\$ 14.00	\$ 14.00	\$ 14.00
Mandate Reimbursement Block Grant, 9	\$ 42.00	\$ 42.00	\$ 42.00	\$ 42.00	\$ 42.00
<b>Federal Funding</b>					
<b>Title Funding</b>					
Title I & II Funding, Significantly Expanded	1.10	1.10	1.09	1.07	1.06
Title Funding, Federal Sequestration Cut Assumption					
Title I Entitlement	\$ 18,898	\$ 20,851	\$ 22,699	\$ 24,177	\$ 25,549
Title II Entitlement	\$ 1,271	\$ 1,402	\$ 1,527	\$ 1,626	\$ 1,718
<b>Other Federal Revenue Breakdown</b> <i>(Add more rows above Total Other Federal Revenue if Necessary)</i>					
Charter School Facilities Incentives G	\$ 133,700	\$ 178,573	\$ 178,573	\$ 29,762	
<b>Total Other Federal Revenue</b>	<b>\$ 133,700</b>	<b>\$ 178,573</b>	<b>\$ 178,573</b>	<b>\$ 29,762</b>	<b>\$ -</b>
<b>State Funding</b>					
Mandate Reimbursement Block Grant	\$ 4,730	\$ 5,197	\$ 5,659	\$ 6,027	\$ 6,369
<b>Lottery</b>					
Non-Prop 20 (Unrestricted)	\$ 46,556	\$ 50,929	\$ 54,246	\$ 57,325	\$ 60,404
Prop 20 (To be used for student mater	\$ 11,085	\$ 12,126	\$ 12,916	\$ 13,649	\$ 14,382
<b>Total Lottery</b>	<b>\$ 57,641</b>	<b>\$ 63,055</b>	<b>\$ 67,161</b>	<b>\$ 70,974</b>	<b>\$ 74,786</b>

**JOURNEY SCHOOL****Schedule A - Revenue, Part 2, Other Revenue Assumptions**

	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
<b>Other State Revenue Breakdown</b> <i>(Add more rows above Total Other State Revenue if Necessary)</i>					
One Time Mandate Funding	\$ 22,560				
Common Core Implementation One Time Funding		\$ 66,815			
Total Other State Revenue	\$ 22,560	\$ 66,815	\$ -	\$ -	\$ -
<b>Local Funding</b>					
<b>Other Local Revenue Breakdown</b> <i>(Add more rows above Total Other Local Revenue if Necessary)</i>					
Other	\$ 7,764	\$ 8,454	\$ 9,005	\$ 9,516	\$ 10,027
Total Other Local Revenue	\$ 7,764	\$ 8,454	\$ 9,005	\$ 9,516	\$ 10,027

**JOURNEY SCHOOL***Schedule B - Development*

Object Code	Description	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
<b>8698: Grants</b>						
8698	Parent Cabinet	7,000	7,000	7,000	7,000	7,000
	Parent Cabinet towards Teacher	21,000	21,000	21,000	21,000	21,000
8698	Training					
8698	Foundation - Facility	15,000				
8698	Foundation - Reimbursement	100,350	138,394	141,162	143,985	146,864
8698	Foundation - Reimbursement	17,899	17,899	17,899	17,899	17,899
<b>Total, 8698: Grants</b>		<b>\$ 161,248</b>	<b>\$ 184,293</b>	<b>\$ 187,060</b>	<b>\$ 189,884</b>	<b>\$ 192,763</b>
<b>8699: Fundraising</b>						
8699	Close the Gap	177,750	193,500	206,100	217,800	229,500
8699	Class Fund	50,000	54,430	57,975	61,266	64,557
<b>Total, 8699: Fundraising</b>		<b>\$ 227,750</b>	<b>\$ 247,930</b>	<b>\$ 264,075</b>	<b>\$ 279,066</b>	<b>\$ 294,057</b>
<b>5897: Fundraising Cost (from Schedule D)</b>		<b>\$ 9,183</b>	<b>\$ 10,197</b>	<b>\$ 11,078</b>	<b>\$ 11,941</b>	<b>\$ 12,834</b>
<b>FYI: Net Fundraising Income</b>		<b>\$ 218,567</b>	<b>\$ 237,733</b>	<b>\$ 252,996</b>	<b>\$ 267,125</b>	<b>\$ 281,223</b>

**JOURNEY SCHOOL****Schedule C - Salary**

Object Code	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
<b>1000 Series, Certificated Salaries</b>					
Total, 1110: Teachers' Salaries	\$ 855,500	\$ 937,000	\$ 1,012,500	\$ 1,082,750	\$ 1,154,405
Total, 1170: Teacher Salaries - Substitute	\$ 15,235	\$ 15,540	\$ 15,850	\$ 16,168	\$ 16,491
Total, 1175: Teachers' Salaries - Stipend/	\$ 6,480	\$ 2,020	\$ 2,060	\$ 2,101	\$ 2,143
Total, 1300: Certificated Supervisor and /	\$ 238,780	\$ 243,556	\$ 248,427	\$ 253,395	\$ 258,463
Total, 1900: Other Certificated Salaries	\$ 54,304	\$ 55,390	\$ 56,498	\$ 57,628	\$ 58,780
Total, 1000 Series	\$ 1,170,299	\$ 1,253,505	\$ 1,335,335	\$ 1,412,042	\$ 1,490,283
1000 Series, Total Number of Staff	23	23	24	25	26
1000 Series, Total FTEs	20.00	20.00	21.00	22.00	23.00
<b>2000 Series, Classified Salaries</b>					
Total, 2100: Instructional Aide Salaries	\$ 309,098	\$ 315,280	\$ 321,585	\$ 328,017	\$ 334,577
Total, 2200: Classified Support Salaries (N	\$ -	\$ -	\$ -	\$ -	\$ -
Total, 2300: Classified Supervisor and Ad	\$ 41,580	\$ 42,412	\$ 43,260	\$ 44,125	\$ 45,008
Total, 2400: Clerical/Technical/Office Sta	\$ 161,094	\$ 164,315	\$ 167,602	\$ 170,954	\$ 174,373
Total, 2900: Other Classified Salaries (Sup	\$ 24,250	\$ 45,135	\$ 46,038	\$ 46,959	\$ 47,898
Total, 2000 Series	\$ 536,021	\$ 567,142	\$ 578,485	\$ 590,054	\$ 601,856
Total Salaries	\$ 1,706,320	\$ 1,820,647	\$ 1,913,820	\$ 2,002,096	\$ 2,092,138

**JOURNEY SCHOOL***Schedule D - Expense*

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3,346	169,427	273,245	172,185	179,520
441,087	575,980	847,193	1,208,426	1,238,207

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395	430	458	484	510
16	17	18	19	20
2%	2%	2%	2%	2%

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Object Code	Description	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
<b>4000 Series, Books &amp; Supplies</b>						
<b>4110: Approved Textbooks and Core Curriculum Materials</b>						
4110	Preliminary Estimate	1,953	2,169	2,356	2,540	2,729
<b>Total, 4110: Approved Textbooks and Core Curriculum</b>		<b>\$ 1,953</b>	<b>\$ 2,169</b>	<b>\$ 2,356</b>	<b>\$ 2,540</b>	<b>\$ 2,729</b>
<b>4210: Books and Other Reference Materials</b>						
4210	Preliminary Estimate	1,658	1,805	1,923	2,032	2,141
<b>Total, 4210: Books and Other Reference Materials</b>		<b>\$ 1,658</b>	<b>\$ 1,805</b>	<b>\$ 1,923</b>	<b>\$ 2,032</b>	<b>\$ 2,141</b>
<b>4310: Student Materials</b>						
4310	Preliminary Estimate	18,289	19,910	21,206	22,410	23,614
4310	Visual Arts Specialty	700	762	812	858	904
4310	Woodworking Specialty	2,500	2,722	2,899	3,063	3,228
4310	Handwork Specialty	2,500	2,722	2,899	3,063	3,228
4310	Science Materials	4,000	4,354	4,638	4,901	5,165
4310	3rd Grade materials	5,000				
4310	4th Grade materials	5,000				
4310	New Grade Materials		5,000	5,000	5,000	5,000
4310	Other	5,400	5,400	5,400	5,400	5,400
<b>Total, 4310: Student Materials</b>		<b>\$ 43,389</b>	<b>\$ 40,869</b>	<b>\$ 42,853</b>	<b>\$ 44,696</b>	<b>\$ 46,538</b>
<b>4350: Office Supplies</b>						
4350	Preliminary Estimate	8,549	9,306	9,912	10,475	11,038
<b>Total, 4350: Office Supplies</b>		<b>\$ 8,549</b>	<b>\$ 9,306</b>	<b>\$ 9,912</b>	<b>\$ 10,475</b>	<b>\$ 11,038</b>
<b>4370: Custodial Supplies</b>						
4370	Preliminary Estimate	7,265	7,909	8,424	8,902	9,381
<b>Total, 4370: Custodial Supplies</b>		<b>\$ 7,265</b>	<b>\$ 7,909</b>	<b>\$ 8,424</b>	<b>\$ 8,902</b>	<b>\$ 9,381</b>
<b>4390: Other Supplies</b>						
4390	Campus Improvement	796	866	922	975	1,027
4390	Food	8,435	9,182	9,780	10,335	10,890
4390	Wahoo's	19,359	21,074	22,446	23,721	24,995

**JOURNEY SCHOOL***Schedule D - Expense*

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3,346	169,427	273,245	172,185	179,520
441,087	575,980	847,193	1,208,426	1,238,207

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395	430	458	484	510
16	17	18	19	20
2%	2%	2%	2%	2%

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Object Code	Description	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
4390	Other (Plants, Fabric, Balloons, Spin Lights, Holiday Decorations, Hats, Cables, Frames, Mats, Keys, Flying Discs, Bike Pumps, Flowers, Thermometer, Lice Comb, Wool, Candles, Stopwatch, Bearing Balls, Hotwheels, Plaques)	10,000	10,886	11,595	12,253	12,911
<b>Total, 4390: Other Supplies</b>		<b>\$ 38,589</b>	<b>\$ 42,008</b>	<b>\$ 44,744</b>	<b>\$ 47,284</b>	<b>\$ 49,824</b>
<b>4400: Non Capitalized Equipment</b>						
4400	Preliminary Estimate	4,697	4,991	5,285	5,578	5,872
4400	Computers	9,000	66,815			
4400	Computer Cart	2,000				
4400	Assistive Technology	2,000				
4400	Prop 39 Energy		45,784			
4400	Music Specialty	7,500	8,165	8,696	9,190	9,684
4400	Games Specialty	2,500	2,722	2,899	3,063	3,228
<b>Total, 4400: Non Capitalized Equipment</b>		<b>\$ 27,697</b>	<b>\$ 128,476</b>	<b>\$ 16,880</b>	<b>\$ 17,831</b>	<b>\$ 18,783</b>
<b>Total, 4000 Series</b>		<b>\$ 129,101</b>	<b>\$ 232,543</b>	<b>\$ 127,092</b>	<b>\$ 133,759</b>	<b>\$ 140,434</b>
<b>5000 Series, Operating Expenses and Services</b>						
<b>5200: Travel and Conferences</b>						
5200	Art of Teaching Summer Institute	18,473	20,020	21,622	23,279	24,995
5200	Professional Development	3,140	3,403	3,676	3,957	4,249
5200	MISC	11,000	11,921	12,875	13,862	14,883
5200						
<b>Total, 5200: Travel and Conferences</b>		<b>\$ 32,613</b>	<b>\$ 35,345</b>	<b>\$ 38,172</b>	<b>\$ 41,099</b>	<b>\$ 44,127</b>
<b>5300: Dues and Memberships</b>						
5300	CCSA Membership	2,039	2,264	2,459	2,651	2,849
5300	Rudolf Steiner Waldorf Certification Progr	18,000	18,000		-	-
5300	Engrade	2,305	2,559	2,781	2,997	3,221
5300	Alliance for Public Waldorf Education Due	2,039	2,264	2,459	2,651	2,849
5300	SmartChoice	10,000	4,000	4,346	4,684	5,035
5300	MISC	1,500	1,666	1,810	1,950	2,096
<b>Total, 5300: Dues and Memberships</b>		<b>\$ 35,882</b>	<b>\$ 30,753</b>	<b>\$ 13,855</b>	<b>\$ 14,934</b>	<b>\$ 16,051</b>

**JOURNEY SCHOOL***Schedule D - Expense*

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3,346	169,427	273,245	172,185	179,520
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16	17	18	19	20
2%	2%	2%	2%	2%

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Object Code	Description	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
<b>5450: General Insurance</b>						
5450	Barney Quotes	15,476	17,184	18,669	20,123	21,628
5450	Contingency	4,000	4,000	4,000	4,000	4,000
5450						
5450						
<b>Total, 5450: General Insurance</b>		<b>\$ 19,476</b>	<b>\$ 21,184</b>	<b>\$ 22,669</b>	<b>\$ 24,123</b>	<b>\$ 25,628</b>
<b>5500: Operation and Housekeeping Services</b>						
5500	Utilities	50,609	56,195	61,052	65,808	70,730
5500	Goldeneye Janitorial	16,800	18,654	20,266	21,845	23,479
<b>Total, 5500: Operation and Housekeeping Services</b>		<b>\$ 67,409</b>	<b>\$ 74,850</b>	<b>\$ 81,318</b>	<b>\$ 87,653</b>	<b>\$ 94,209</b>
<b>5610: Rent - Facilities / Buildings / Space</b>						
5610	CUSD FUA	213,919	238,097	238,097	238,097	238,097
<b>Total, 5610: Rent - Facilities / Buildings / Space</b>		<b>\$ 213,919</b>	<b>\$ 238,097</b>	<b>\$ 238,097</b>	<b>\$ 238,097</b>	<b>\$ 238,097</b>
<b>5620: Equipment Lease</b>						
5620	Preliminary Estimate	5,586	6,203	6,739	7,264	7,807
<b>Total, 5620: Equipment Lease</b>		<b>\$ 5,586</b>	<b>\$ 6,203</b>	<b>\$ 6,739</b>	<b>\$ 7,264</b>	<b>\$ 7,807</b>
<b>5630: Vendor Repairs</b>						
5630	Preliminary Estimate	1,559	1,731	1,881	2,027	2,179
<b>Total, 5630: Vendor Repairs</b>		<b>\$ 1,559</b>	<b>\$ 1,731</b>	<b>\$ 1,881</b>	<b>\$ 2,027</b>	<b>\$ 2,179</b>
<b>5812: Field Trips/Pupil Transportation</b>						
5812	Preliminary Estimate	60,616	67,307	73,123	78,820	84,715
<b>Total, 5812: Field Trips/Pupil Transportation</b>		<b>\$ 60,616</b>	<b>\$ 67,307</b>	<b>\$ 73,123</b>	<b>\$ 78,820</b>	<b>\$ 84,715</b>
<b>5820: Legal / Audit Fees</b>						
5820	Annual Audit	10,000	10,200	10,404	10,612	10,824
5820	Legal	20,000	21,772	23,190	24,506	25,823
<b>Total, 5820: Legal / Audit Fees</b>		<b>\$ 30,000</b>	<b>\$ 31,972</b>	<b>\$ 33,594</b>	<b>\$ 35,118</b>	<b>\$ 36,647</b>
<b>5830: Advertisement / Recruitment</b>						
5830	Website	311	346	376	405	435
5830	Teacher Recruitment	2,500	2,776	3,016	3,251	3,494

**JOURNEY SCHOOL***Schedule D - Expense*

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3,346	169,427	273,245	172,185	179,520
441,087	575,980	847,193	1,208,426	1,238,207

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395	430	458	484	510
16	17	18	19	20
2%	2%	2%	2%	2%

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Object Code	Description	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
5830	Misc	2,542	2,822	3,066	3,305	3,552
<b>Total, 5830: Advertisement / Recruitment</b>		<b>\$ 5,353</b>	<b>\$ 5,944</b>	<b>\$ 6,457</b>	<b>\$ 6,960</b>	<b>\$ 7,481</b>
<b>5850: Non Instructional Consultants</b>						
5850	Administrative Consultant	18,000	19,987	21,714	23,406	25,156
5850	IT Support	3,000	3,331	3,619	3,901	4,193
5850	Eurhythmy	3,000	3,331	3,619	3,901	4,193
5850	Susan Goldstein - Mentoring		-	-	-	-
5850	Festival consultants/entertainment	-	-	-	-	-
5850	Gradalis - External Evaluator	5,000	5,552	6,032	6,502	6,988
5850	Prop 39 Planning	5,087				
5850	ExED	83,796	88,621	94,392	99,750	105,109
5850	MISC	5,000	5,552	6,032	6,502	6,988
<b>Total, 5850: Non Instructional Consultants</b>		<b>\$ 122,883</b>	<b>\$ 126,374</b>	<b>\$ 135,407</b>	<b>\$ 143,961</b>	<b>\$ 152,626</b>
<b>5851: Instructional Consultants</b>						
5851	Earthroots Field School	20,000	22,208	24,127	26,006	27,951
5851	Kelly Services	5,000	5,552	6,032	6,502	6,988
<b>Total, 5851: Instructional Consultants</b>		<b>\$ 25,000</b>	<b>\$ 27,759</b>	<b>\$ 30,158</b>	<b>\$ 32,508</b>	<b>\$ 34,939</b>
<b>5890: Other Fees / Bank Charges /Credit Card Fees</b>						
5890	OCDE Payroll	5,382	5,976	6,493	6,998	7,522
5890	Fingerprinting / Background Checks	10,000	11,104	12,063	13,003	13,976
5890	Wells Fargo Fees	1,006	1,117	1,213	1,308	1,406
5890	Treasury Cost	126	140	152	164	176
5890	Other	1,000	1,110	1,206	1,300	1,398
<b>Total, 5890: Other Fees / Bank Charges /Credit Card Fe</b>		<b>\$ 17,514</b>	<b>\$ 19,447</b>	<b>\$ 21,127</b>	<b>\$ 22,773</b>	<b>\$ 24,477</b>
<b>5897: Fundraising Cost</b>						
5897	MISC	5,000	5,552	6,032	6,502	6,988
5897	E Check Fees	960	1,066	1,158	1,248	1,342
5897	Encards (Credit Card Donations)	2,263	2,513	2,730	2,943	3,163
5897	AMEX	960	1,066	1,158	1,248	1,342

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395	430	458	484	510
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2%	2%	2%	2%	2%

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Object Code	Description	2014-15 Trend	2015-16	2016-17	2017-18	2018-19
<b>Total, 5897: Fundraising Cost</b>		<b>\$ 9,183</b>	<b>\$ 10,197</b>	<b>\$ 11,078</b>	<b>\$ 11,941</b>	<b>\$ 12,834</b>
<b>5900: Communications</b>						
5900	Phone/Internet	4,034	4,114	4,197	4,280	4,366
5900	Web	67	69	70	71	73
5900	Postage/Fed Ex/UPS	1,809	1,845	1,882	1,919	1,958
5900	MISC	1,000	1,020	1,040	1,061	1,082
<b>Total, 5900: Communications</b>		<b>\$ 6,910</b>	<b>\$ 7,048</b>	<b>\$ 7,189</b>	<b>\$ 7,333</b>	<b>\$ 7,479</b>
<b>Total, 5000 Series</b>		<b>\$ 653,903</b>	<b>\$ 704,209</b>	<b>\$ 720,864</b>	<b>\$ 754,611</b>	<b>\$ 789,296</b>