



JOURNEY SCHOOL
CHARTER

Approved by CUSD on March 11, 2020

Original charter approved February 2000
and renewed May 2005, May 2010, May 2015, and March 2020

For more information contact:
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COVER LETTER

January 15, 2020

Board of Trustees of Capistrano Unified School District
33122 Valle Road
San Juan Capistrano, CA 92675

Dear Capistrano Unified School District Board of Trustees,

As Executive Director of Journey School, I have been authorized to submit our charter school renewal application package for consideration by the Capistrano Unified School District Board of Trustees.

This package includes a complete narrative addressing the required application elements, as well as all additional provisions required for a complete charter renewal proposal. In addition, Exhibits A-E as referenced in the charter narrative are included.

We are submitting one (1) original document, with original signatures and a flash drive containing a searchable PDF version for the charter renewal petition and exhibits referenced therein. The first page of the document, which is this cover letter, is numbered and the entire document is comprised of 120 pages (including signature page at end of charter).

Our understanding is that this charter petition will be scheduled for a public hearing at the Capistrano Unified School District Board of Trustees meeting on February 5, 2020. Additionally, we understand that a public hearing to discuss and vote on admission preferences will be scheduled at the Capistrano Unified School District Board of Trustees meeting on February 19, 2020. Lastly, we look forward to a vote on the charter scheduled at the Capistrano Unified School District Board of Trustees meeting on March 18, 2020.



Our team at Journey School is available to answer questions and provide additional information or clarity where needed. We look forward to collaborating with your staff during the review process.

Should you or district staff members have any questions, please don't hesitate to call me at (949) 448-7232 or reach out to my email address gavin@journeyschool.net.

On behalf of the Board of Directors for Journey School, thank you for your consideration of this charter renewal application.

Sincerely,

A handwritten signature in black ink, appearing to read "Gavin Keller". The signature is fluid and cursive.

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

HISTORY

Journey School was the first charter school in the Capistrano Unified School District (CUSD) and the first parent-initiated charter school in all of Orange County. CUSD's governing board authorized the school's inaugural charter on Valentine's Day 2000, which culminated years of start-up work rendered by dedicated parents and educators who envisioned a ***school of choice that blended academics, arts, and ethics in a nurturing environment.***

Journey School opened its doors to ninety students in grades K-3 in September 2000 and subsequently added a grade each year. The charter was then renewed in 2005, 2010, and 2015. Enrollment has steadily increased over the years in response to the community's demand for public Waldorf education and academic excellence. As per the school's expansion plan, Journey School currently offers 4 kindergarten classes, two classes in each grade 1 through 8, and a rigorous independent study option which opened to the public in 2016. **Journey currently serves nearly 600 students with an additional 200 students on the waiting list.**

From the beginning, Journey School has drawn students from the entire southern Orange County area. Approximately eighty percent of students reside within Capistrano Unified School District, and the remainder come from nearby areas such as Irvine, Laguna Beach, Saddleback, and even as far away as Santa Ana and northern San Diego County.

The school continues to lease facilities from CUSD and has occupied five different campuses over the years, including the current location at a former CUSD elementary school site in Aliso Viejo. In spite of considerable challenges due to relocation in the early years, the school has drawn an increasingly large and committed community of parents, partners and educators to participate in our unique educational model, ***which emphasizes the optimal development of the whole child.***

Since its inception, Journey has grown from a burgeoning start-up project to a full-fledged learning community that is well positioned to serve students in the shifting landscape of the 21st century. To assist CUSD, our sponsoring district, and the public at large in considering the achievements of Journey School, a summary of accomplishments is included below. Additional details can be found in published reports located on the school's website (www.journeyschool.net) and are available upon request.

ACCOMPLISHMENTS

Academic and Educational Achievements

The law expressly encourages the renewal of a charter petition as long as the school meets one of the minimum academic standards (Ed. Code, §§ 47607(a)(2); 47605(b).) Under California Education Code section 47607(b), and applied consistent with section 52052(f), in order to qualify for renewal, a charter school must meet one of the minimum renewal criteria. There are only two usable criteria today since California abandoned API scores in 2013 and adopted a multi-measure accountability system that provides a fuller picture of how schools are addressing the needs of its students. The newest and most relevant criterion today is under Education Code section 52052(f):

Criterion 1: Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among numerically significant pupil subgroups shall be used.

This criterion focuses on **growth** in academic achievement. It is the newest and most relevant criterion because growth or “increases in pupil academic achievement” is the “most important factor” in a renewal under Education Code section 47607(a)(3)(A).

The second criterion is under Education Code section 47607(b)(4):

Criterion 2: The entity that granted the charter determines that the academic performance of the charter school is **at least equal** to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As shown below, Journey School qualifies for charter renewal.

Based on Journey School’s performance under the new accountability system, the school has demonstrated increases in academic achievement, both school-wide and by numerically significant student subgroups.

- ✓ Based on 2018 and 2019 CAASPP scores, Journey School has experienced growth in both ELA/Literacy and Math school-wide.
- ✓ Journey School’s student groups that were numerically significant in 2018 and 2019 (i.e., Hispanic or Latino, White, socioeconomically disadvantaged, and students with disabilities) have also experienced growth in both ELA/Literacy and Math on the CAASPP.
- ✓ Journey School lowered its suspension rate between 2018 and 2019, going from 3.3% to 2.6%, and did not expel a single student over the current charter term, which indicates Journey School is creating a positive school climate and increasing student engagement.
- ✓ Based on parent surveys, 92% of parents believe that Journey School is increasing student achievement, creates a positive learning environment, has qualified staff members, etc.

The California School Dashboard contains important information on schools, districts and county offices of education to provide a more complete picture of school accountability and what factors contribute to a positive educational experience for students. Academic performance in Mathematics and English Language Arts on state adopted standardized tests is one indicator that the state reports on. **Using test data from Spring 2019 California Smarter Balanced Assessments (the most recent available for analysis), Journey students met or surpassed the state average in nearly all grade levels in both Math and English Language Arts.** Academic results as displayed on the California School Dashboard are included below in Figure 1. Figures 2 and 3 display a more detailed review of grade band performance on the state assessments administered in Spring of 2019.

Figure 1. California School Dashboard – Academic Performance of Journey School 2018-2019

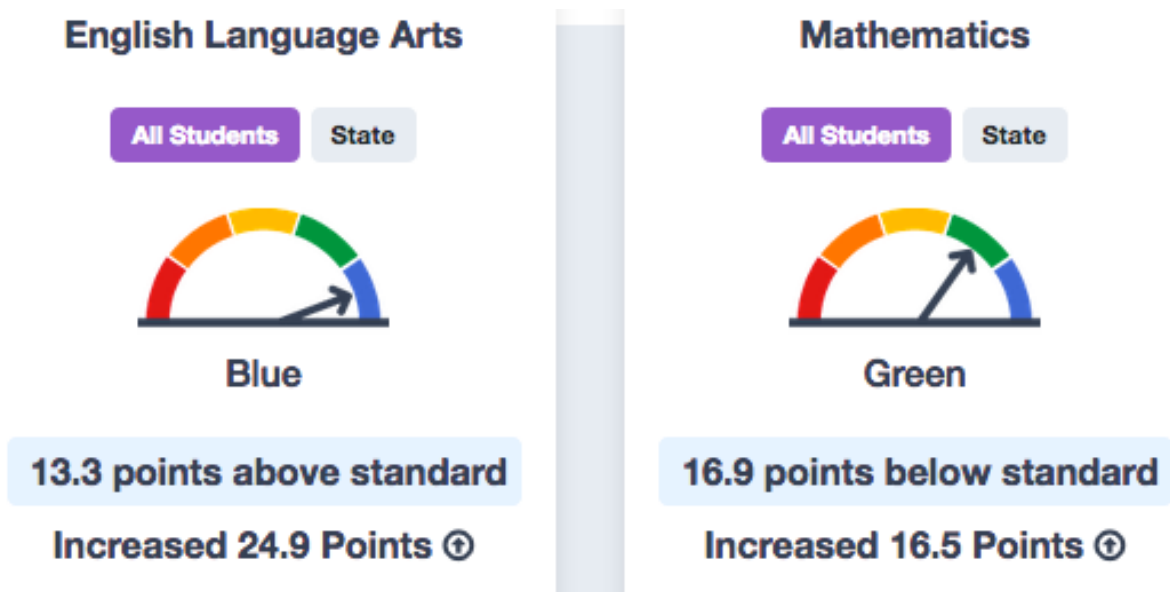


Figure 2. SBAC English State Test Proficiency 2018-19

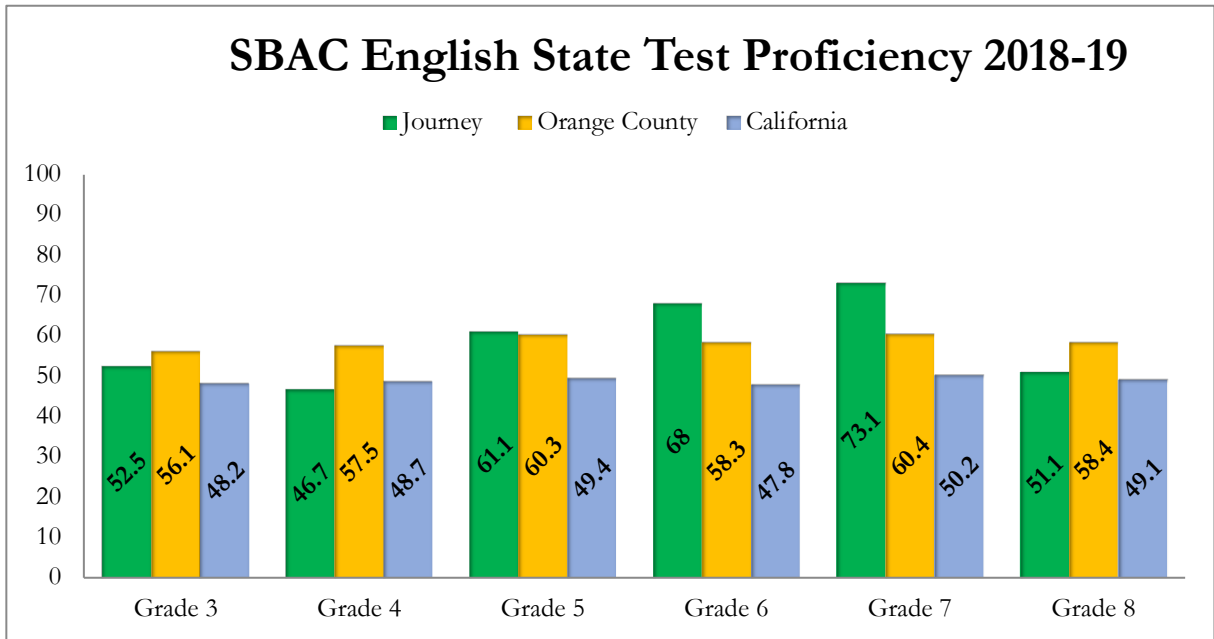
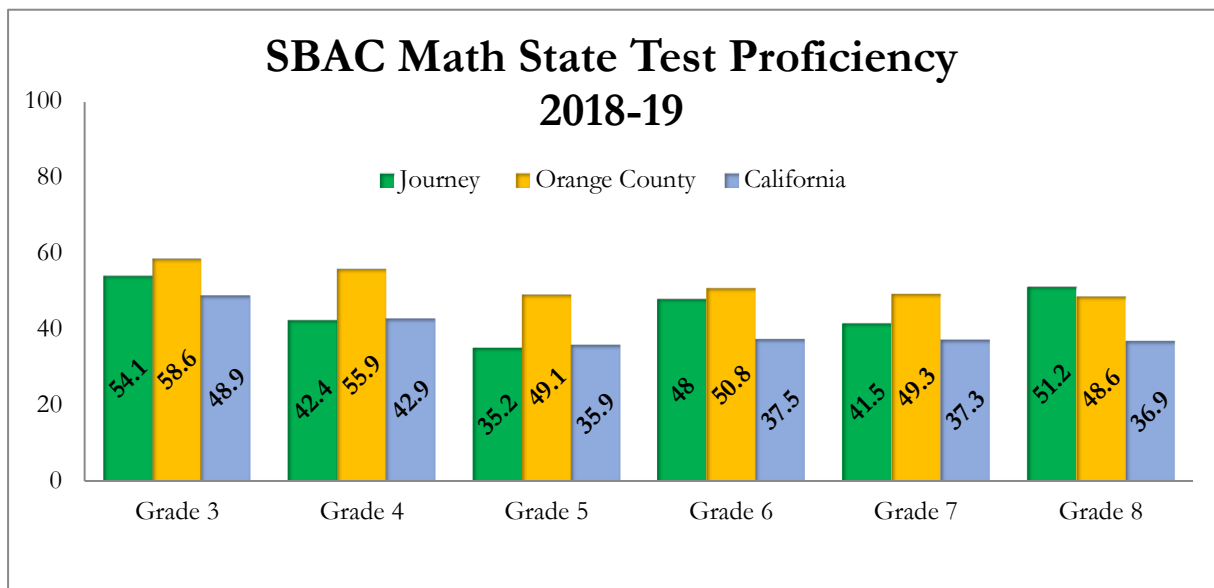


Figure 3. SBAC Math State Test Proficiency 2018-19



Further analysis of 2019 California Smarter Balanced Assessments achievement levels in English Language Arts and Math demonstrates significant growth in nearly all grade levels when compared to results on the prior year (spring 2018) assessments. The number of students who met or achieved the standard in English increased by over 13% and increased by nearly 10% in Math averaged across all grade levels as seen in Figures 4 and 5.

Figure 4. SBAC ELA Test - Achievement over time

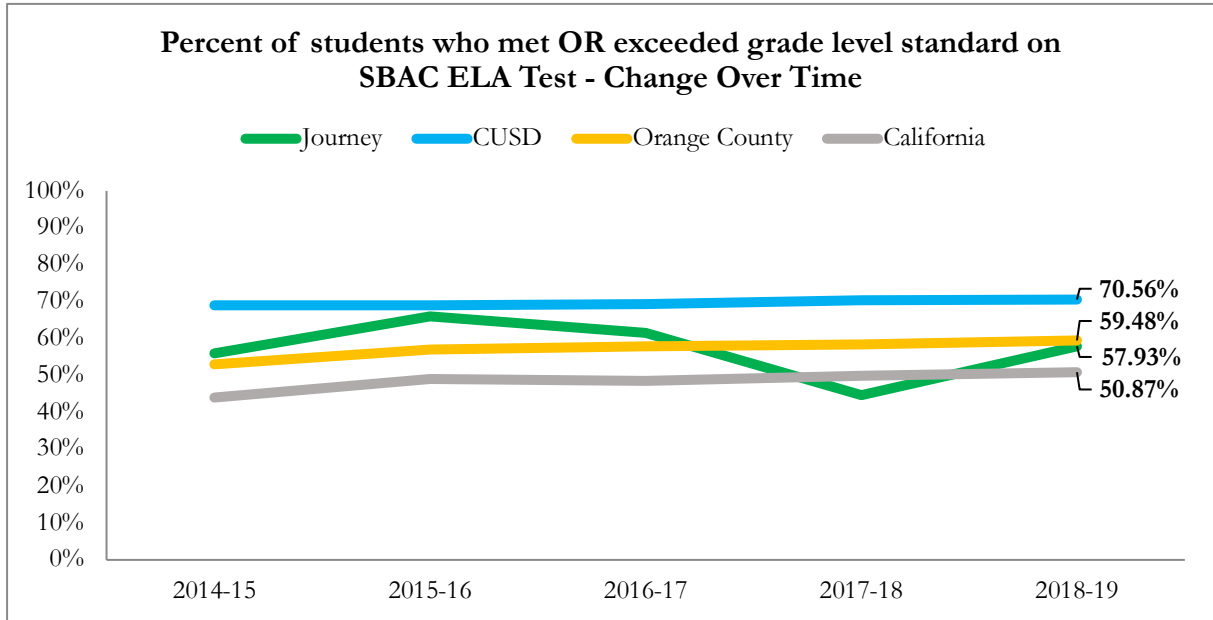
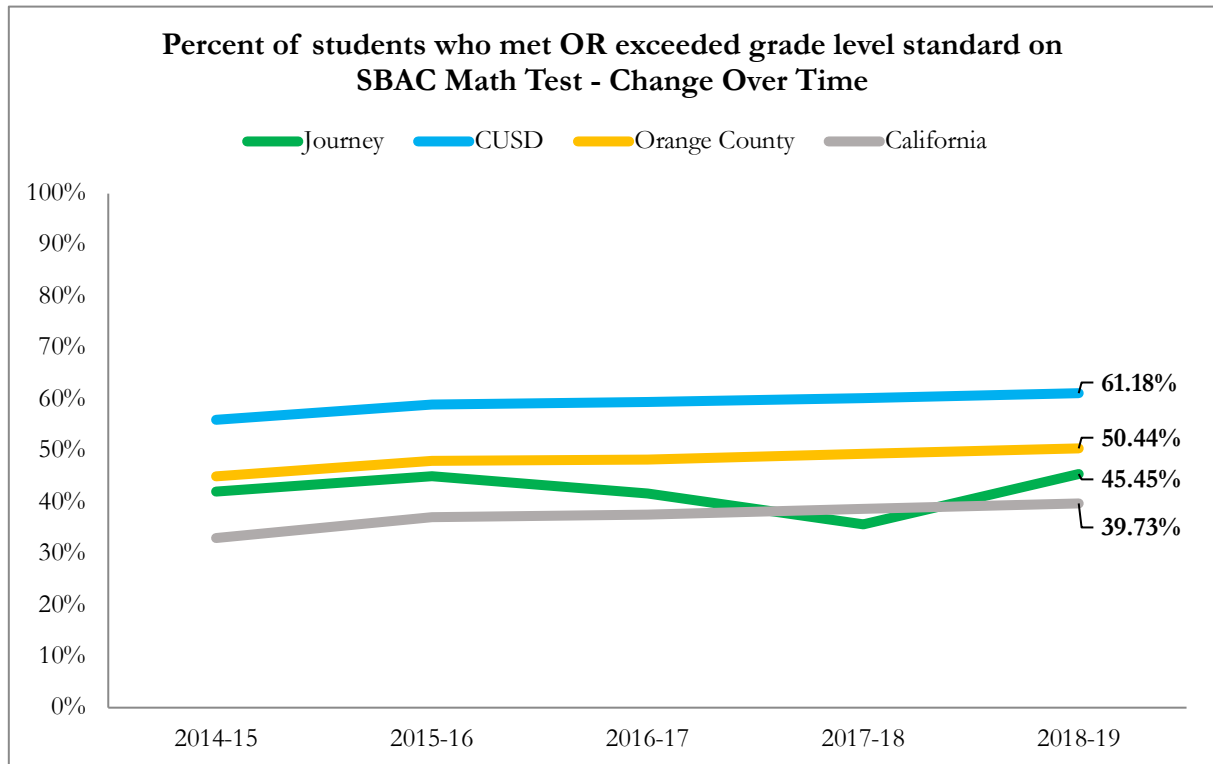


Figure 5. SBAC Math Test - Achievement over time



It is important to highlight that the school's CAASPP scores fluctuate from year to year. There are several reasons that cause this to occur; primarily, the introduction of technology as a platform for standardized testing to be administered. Journey School was granted permission by the California Department of Education to utilize a "paper-pencil" version of the California Smarter Balanced Assessments from 2015-2017. This waiver was granted to all Waldorf-inspired charter schools due to our unique model and long-standing approach to technology use in the classrooms. We anticipated a permanent waiver from CDE, although it was not granted. Therefore, the 2018 test administration represented the first time Journey students experienced the annual assessment as a computer adaptive test using technology. The results in 2018 represented a significant dip in achievement scores, likely a result of a lack of technology skills among Journey students. Additional factors which cause some fluctuation from year to year include the following:

- (1) Our testing cohort is inconsistent overtime, effected by student mobility and the significant growth rate of the school.
- (2) Our CAASPP student participation levels have dropped below 95% in several years. The state has used several methods in calculating the school's scores on the CAASPP tests that create a negative impact for any student who does not participate and therefore the school's test scores were negatively impacted by these methods of calculation in use by the CDE.

Journey School is dedicated to serving all students and closing the achievement gap that can present in traditional models of education. Several subgroups closed in on typical achievement gaps in performing on the SBAC in Math and English Language Arts assessments in 2018-19. In Figure 6, it should be noted that Journey's English Learners scored higher on the SBAC Math and English assessments than English Learners enrolled in other California public schools and the achievement gap is minimal at Journey School. Similarly, Journey students who are economically disadvantaged outperformed this subgroup in California on the Smarter Balanced Math and English assessments in 2018-19 and an achievement gap is also minimal, as seen in Figure 7.

Figure 6. SBAC ELA and Math Tests - Subgroup: English Language Fluency

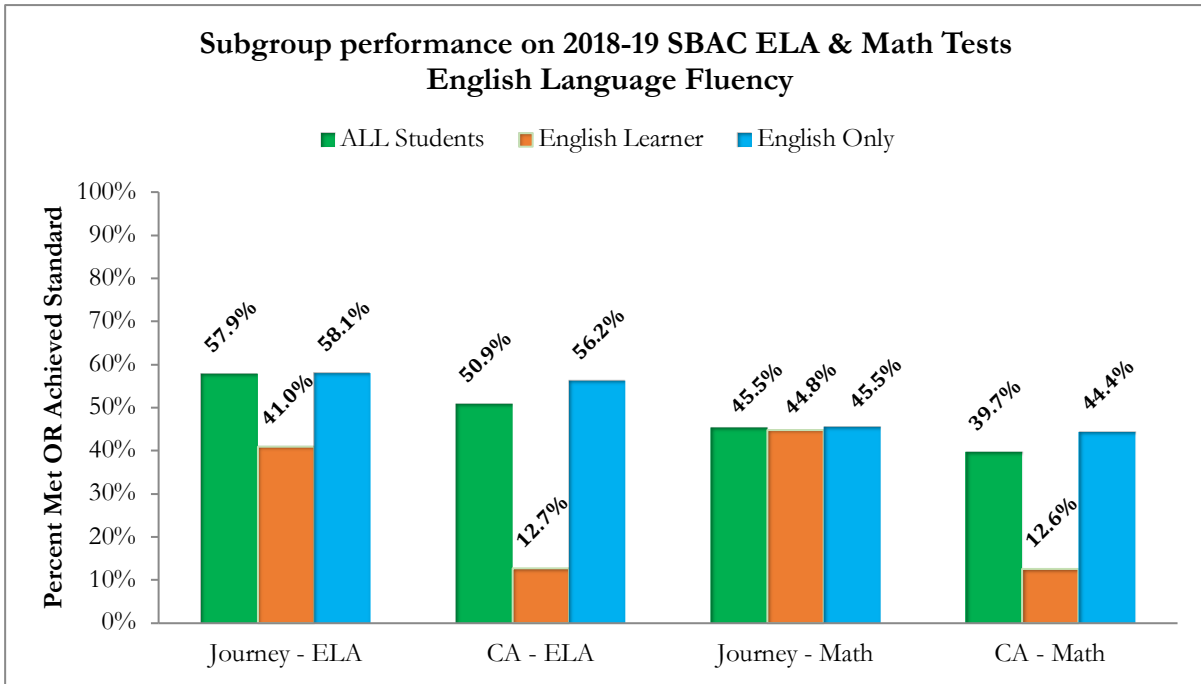
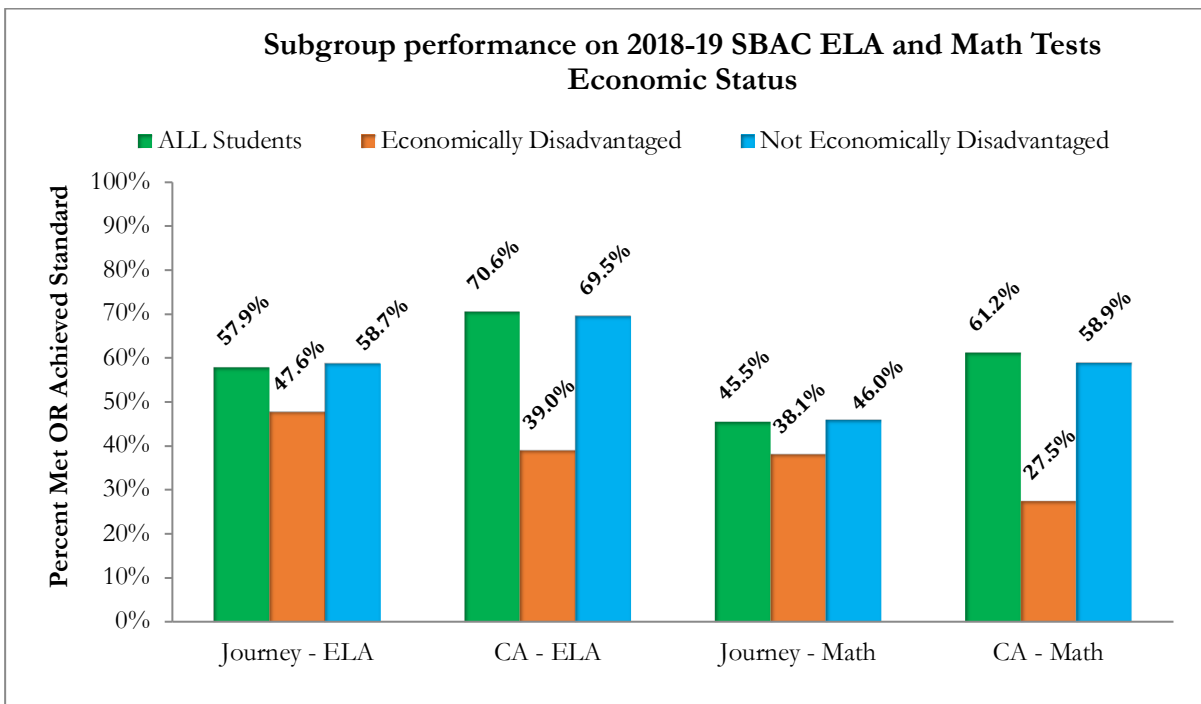


Figure 7. SBAC ELA and Math Tests - Subgroup: Economic Status



Student academic achievement is the highest priority for Journey School. We are proud of our students' growth in terms of academic achievement, but Journey School is always looking for new ways to improve our program so that our students are prepared for high school and beyond. Over the past several years, the school has implemented a variety of strategies and utilized a variety of resources to support school improvement and student performance. These actions have been included in the school's improvement planning and included in Journey School's Local Control and Accountability Plan (LCAP). These include the following:

- Implementing core curriculum: All About Reading, Step Up to Writing, Houghton Mifflin Go Math!, TERC investigations;
- Implementing supplemental curriculum: Standards Plus and Newsela;
- Procuring assistive technology devices;
- Adding specialized staff dedicated to providing intervention type instruction;
- Expanding the existing intervention programs;
- Implementing Professional Learning Communities (PLCs) within the faculty;
- Adding targeted professional development for teachers aimed at areas of greatest student need; and
- Adding academic resources and supplemental materials for students who are struggling in core academic classes

Regularly evaluating the academic performance of students, using student performance data to drive changes and improvements to the school program, increasing use of PLCs, and developing annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance.

English Learner Progress

Journey School is committed to excellence in the area of supporting and guiding English Learners (EL) towards English language proficiency. We see a commitment to the arts and a culturally rich educational program as a strong foundation for all language learning. Additionally, Waldorf education, by its nature, is a culturally and linguistically responsive pedagogical approach. As such, we feel that our approach at Journey empowers all students--intellectually, socially, and emotionally--by using cultural and historical referents to impart knowledge and skills, and to change attitudes. Specifically, our program utilizes rich imagery, front-loaded vocabulary, prior knowledge, and frames of reference to support ethnically diverse students and English learners. Journey School's educational approach teaches *to and through* the strengths of these students. In monitoring their progression towards language fluency in English, Journey uses a variety of measures including the English Language Proficiency Assessment in California (ELPAC). Figure 8 summarizes EL progress towards English language proficiency over the past several years.

Figure 8. EL Progression Towards Fluency at Journey School

YEAR	# of Students who are English Learners (ELs)	# of ELs redesignated as English proficient	Percentage of ELs who are redesignated	Average # of Years from EL identification to redesignation
2015-16	28	5	17.9 %	4.2
2016-17	23	7	30.4 %	2.4
2017-18	25	0	na	na
2018-19	31	11	35.5 %	4.4
2019-20	23	TBD	TBD	TBD

Innovations – Eco-Literacy

In 2009-10, Journey launched its Eco-Literacy project. This supported Journey’s vision to be a school where critical and ethical thinking are inherent in the curriculum, where nature and the environment are the larger classrooms, and where service is a natural extension of educational activities. On Earth Day 2013, the U.S. Department of Education (USDOE) selected Journey as a national U.S. Green Ribbon School. Journey was chosen as one of three California public schools for its exemplary efforts to reduce environmental impact and utility costs, promote better health in students and stakeholders, and ensure effective environmental education, including civics and green career pathways.

Since 2015, Journey has expanded our green efforts to support 5 large gardens on campus and creation of more than 20 smaller gardens in front of nearly every classroom on campus. In 2017, Journey School was awarded a sizeable grant by the California Energy Commission intended to reduce energy on campus. Through this grant, the school upgraded fixtures and heating and cooling systems in an attempt to reduce energy consumption. The energy project has reduced the school’s energy usage by nearly 38 thousand kilowatt hours per year.

Further, the school has developed recycling and composting programs on campus and students participate in zero waste days on campus at least once per week.

Innovations – Compassionate Campus

The Compassionate Campus Project was initiated in the winter of 2010. The project assigns all students in grades 5-8 as buddies for students in grades 1-4. Time is built into the weekly schedule for weekly meetings wherein they connect with each other, connect to their campus, and weave the school’s social fabric.

In 2018-19, the school partnered with Kim John Payne’s Center for Social Sustainability, an organization that has trained thousands of teachers, parents, and students in the Three Care Streams of Student Support, which aligns academic, social-emotional, and behavioral supports to children who struggle in the school environment. This cutting-edge Response to Intervention (RTI) approach is yielding positive outcomes in just its second year of rollout. A key intervention which aligns with our compassionate campus effort is the Student Social Action Team, comprised entirely of 8th graders. Students learn conflict resolution skills and reflect upon their own experiences to bring understanding and empathy to their work with the younger students. The eighth graders take an active role in supporting and guiding the younger students at recess. They are asked to lead by example and to take an active role in contributing to the

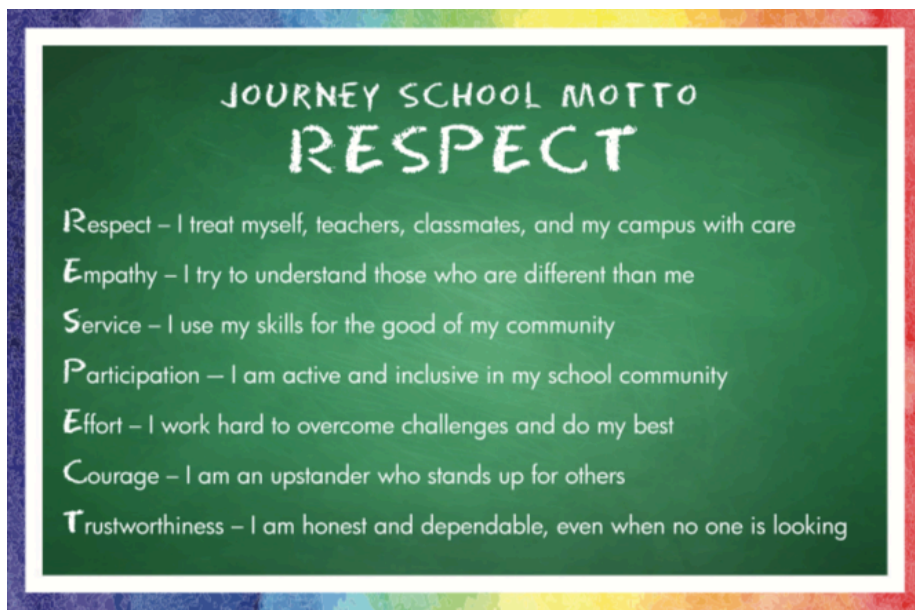
healthy social life of the school and community. In addition to weekly meetings, they lead student trainings in the classroom, conduct assemblies, lead role-playing and skits in younger classes, mentor younger classes, and participate in Circles of Friendship or No Blame Meetings intended for conflict resolution.



3rd Graders Play 9-square with 7th Graders During Buddy Time

In 2018-19, Journey School also developed a Positive Behavioral Interventions and Supports (PBIS) model using a character education acrostic verse centered around RESPECT as seen in figure 9. School climate is very positive at Journey, office referrals are low, and suspension rates have decreased dramatically since employing PBIS coupled with our efforts in utilizing the Three Streams Process of student supports.

Figure. 9 RESPECT at Journey School



Innovations – Digital Media Literacy and Technology

Journey School pioneered its Digital Media Literacy Project in 2010. This project was initiated to address a growing need to prepare students to use technology equipped with the skills to be ethical, confident, and empowered digital citizens. The Digital Media Literacy project cultivates key skills and understandings for the 21st Century while promoting wise cyber conduct. Since 2010, only a handful of cyberbullying incidents have been reported and Journey School has received widespread acclaim from the OC Register, Common Sense Media, the National Association for Media Literacy Education, the Huffington Post, Al Jazeera, CNN, and the Journal of Media Literacy Education. In 2014, the OC Tech Alliance recognized Journey School for Educational Innovation in Science, Math, and Technology.

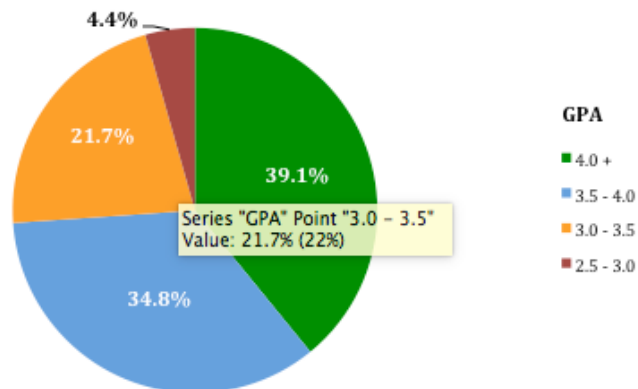
Currently, over 300 schools across the U.S. and in seven countries are using the Digital Media Literacy curriculum developed at Journey School. Our efforts even caught the attention of the Today Show and the program was featured during one of their episodes in 2018 as a model of how to address a growing problem in education regarding inappropriate use of technology.

In 2017-2018, Journey school moved forward with technology acquisition to ensure a 1:1 student to device ratio in the middle school (currently Chromebooks). Further, the school acquired document cameras and projectors in all upper grades and outfitted several classrooms with 3-D printers, and other cutting-edge technology. We feel that it is important for students to utilize technology and acquire 21st century related skills while ensuring that technology is used ethically, responsibly, and with a purpose towards research and creation.

Additional impacts and innovations include, but are not limited to, the following:

- **Alumni Success:** Journey School graduates have successfully matriculated into CUSD high schools and other comprehensive public and private high school settings. To ensure organizational improvement as well as accountability to CUSD and the public, we have initiated a longitudinal alumni study to track the performance of our graduates. Recent graduates who are still attending high school have an average GPA of 3.82. Alumni GPAs are displayed in Figure 10. In addition to academic success, 53% participated in high school athletics, 48% are members of a club on their high school campus, 48% participate in some form of visual or performing arts, 17.5 % participate in student government, 9% are recognized by the National Honors Society.

Figure. 10 Alumni GPAs in high schools



- **Educational Dissemination and Community Partnerships:** Since the last charter renewal, Journey School has exerted strong effort to create and maintain collaborative relationships with many agencies, including the U.S. Department of Education, the California Department of Education, the Orange County Department of Education, the California Charter Schools Association, Cyberwise, Earthroots, the Wyland Foundation, Orange County Master Gardeners, Alliance for Public Waldorf Education, as well as private companies, universities, foundations, and myriad community-based organizations to enhance student learning and to fuel innovation. The school has hosted hundreds of interested stakeholders for campus tours and workshops.
- **CUSD Partnerships:** Special Education personnel from the district and school employees have a close working relationship in service to the students we share.
- **Safe and Inspiring Learning Environment:** Journey School provides the families of Orange County with an exceptionally safe and inspiring school community, as per annual student and parent survey results, as well as formal school data.
- **Relationship-Based Education:** The school has maintained superb student-teacher ratios in all classes and provides long-term continuity in terms of student-teacher relationships. Class size continues to be a top priority, with target class sizes of 22 students in Kindergarten and 28 students in the grades classes.

Other Achievements

Parent and Community Engagement

- The school has established a strong school community with families voluntarily contributing an average of 50 hours per family per year and in excess of two hundred thousand dollars in annual donations.
- Parents actively engage in parent education through the school's unique approach in offering parents access to a variety of parenting workshops and class meetings, which build strong bridges between home and school.
- Journey School follows a governance model that involves all constituency groups which rests upon research-based governance principles. Board members are leaders in the community and are committed to upholding the mission and vision of the school.
- The school administers an anonymous parent satisfaction survey at the end of each school year, the results of which are published on the school website and input is used in the development of the Local Control Accountability Plan (LCAP) and considered in day to day school improvement efforts. Parents consistently report very high overall satisfaction levels, in a survey completed in May 2019, 92% of parents reported satisfaction levels of 8 or higher on a scale from 1-10 (1 = not satisfied – 10 = highly satisfied).
- Community partnerships enable vibrant after-school programs, such as circus arts, gardening, athletics, handwork, homework club, art, music, academic chess, etc.

Improved Facilities and Fiscal Stability

- Journey School has expanded and beautified the school facility, including multiple fruit and vegetable gardens, a native garden, rainwater harvesting sites, ten outdoor classrooms, a school-wide composting program, and a community-supported recycling and compost center.
- Monetary and equipment grants have been received from outside organizations allowing for certain program expansions and enhancements.
- Fiscal stability has been achieved as evidenced by balanced budgets, adequate cash flow, and substantial reserves, etc.
- Audit reports with no major findings have been concluded each of the past five years.

Enhanced support for instructional Staff

- Support for the professional growth of teachers has increased. Weekly planning time for teachers has doubled over the past five years and collaboration and mentoring has increased as well. Teachers are able to attend professional development sessions offered both internally and externally. Teachers receive salary enhancements for pursuing on-going professional development, Waldorf certification, advanced degrees, and various certificates applicable to their field of expertise.
- The growth and success of the school has led to a significant increase in the amount of instructional support staff available to support students and teachers.
- Additional administrative positions have been added to provide support for teachers in all aspects of their work.

SECTION I: FOUNDING GROUP

Describe the founding group for the proposed charter school, providing evidence that the applicants possess the necessary background in the following areas critical to the charter school's success and/or that the founders have a plan to secure the services of individuals who have the necessary background in these areas:

- *Curriculum, instruction, and assessment;*
- *Finance, facilities, and business management; and*
- *Organization, governance, and administration*

The founders of Journey School are made up of the governing board, committed educators, a strong and active parent community, and expert consultants. The governing board of Journey School recognizes the need for the specialized skills required for operating a charter school and has worked closely with Journey School's administration to gather an extensive group of experts in all the major areas of charter school operations. As with many charter schools, relying on the resources available within the parent community remains central to the school's success.

Governing Board

The Journey School governing board (known as the Journey School Council) has members who bring a broad range of expertise and backgrounds to help serve the school. At the time of charter renewal, the Council is comprised of the following members:

Anna Brown, Council President

Anna Brown, as the current Journey School Board President, is a committed advocate for maintaining the integrity and rigor of the Waldorf-inspired education at Journey School. Born in Poland and taught in the rigorous German academic environment since the age of 10, Anna fondly recalls the benefits she received from her Waldorf-inspired education there. Anna holds a (master's equivalent degree) Diplom Kauffrau in Business Administration, which she obtained from the European University Viadrina (EUV) near Berlin. Her college-level education included lengthy exchange student visits at universities in both Istanbul, Turkey, and Irvine, California. Since graduating, Anna has been dedicated to fostering learning and nurturing students at the elementary school level. Anna's 4th and 7th-grade children have been attending Journey School since Kindergarten.

Julie Chiaverini, Council Vice-President

Julie Chiaverini is a Lecturer in the School of Education at University of California at Irvine, as well as an Independent Literacy Curriculum and Instruction Consultant at local elementary schools throughout California. She has held numerous teaching and leadership positions in New York City, Chicago, and Orange County public schools and has been an active member in several start-up charter schools serving low-income neighborhoods. Ms. Chiaverini holds an Ed.M. in Educational Leadership from Teachers College, Columbia University, and an M.A. in Childhood Education from NYU. She is committed to child-centered learning and fostering achievement and growth for both students and teachers.

Lorraine Donovan, Council Treasurer

Lorraine Donovan is a successful Orange County businesswoman, communicator, author, and dyslexia advocate. Her book, “A Child’s Touchstone,” was launched in 2015. Ms. Donovan also presents in-service professional development on dyslexia for classroom teachers, SPEDs, school psychologists, etc., utilizing “A Child’s Touchstone” as the educators’ tool resource book. Many organizations such as The International Dyslexia Association, the National Institute of Learning Development, Decoding Dyslexia, 4th District (Orange County) PTA, and others have tapped Ms. Donovan for speaking events.

Richard Martin, Council Secretary

Richard Martin served as a teacher at Journey School for over a decade, retiring in 2017. In addition to graduating two eighth grade classes, he specialized in middle school science and woodworking. Prior to working at Journey School, Mr. Martin taught 10 years at the Waldorf School of Orange County, including 6 years as a main class teacher.

Mr. Martin completed his BA in Social Ecology at UC Irvine in 1984. Years later, he discovered Waldorf Education at an informational evening, fell in love, and signed up for Waldorf teacher training the next day, completing his Waldorf training in 1998 and earning his CA teaching credential in 2007. Mr. Martin has studied conflict resolution (NVC) and restorative justice, including Kim John Payne’s work in Social Inclusion. Having seen Journey grow from a school of under 100 students to almost 600, Mr. Martin is gratified both by Journey’s growth and success, and its continuing commitment to Waldorf principles.

Meggan Bunce, Council Member and Parent Cabinet Representative

Meggan Bunce became a parent at Journey School in 2009 and shortly after served as president of Journey School’s Parent Cabinet. She has three children who each attended Journey school over the last ten years with the youngest currently in third grade. Ms. Bunce has a B.S. from Cal Poly, SLO and is now working to complete her master’s degree in Marriage and Family Therapy. As the Parent Cabinet representative on the board, Ms. Bunce brings an understanding of the current parent experience and a focus on the long-term health of the Journey community. This community has been foundational in her own children’s individual developments and she hopes it will be that for many future families to come.

Jeannie Lee, Council Member and Faculty Representative

Jeannie Lee is a proud member of the Journey School faculty. She is a teacher, writer, naturalist, and mother who has an abiding love of children and the outdoors. She has taught students and teachers alike for over twenty years, including eight years teaching English, Algebra, and science in middle school. Ms. Lee has also worked training public school teachers to effectively convey information in the classroom. Her education and credentials include a BA. In English Literature from McGill University, an MA in Art Theory and Criticism from Art Center of Pasadena, a Multiple Subject Credential, a Single Subject Credential in English from Chapman, and she is currently enrolled in the Waldorf Teacher Training Program at the Waldorf School of Orange County.

Staff and Consultants

Executive Director, Gavin Keller

Mr. Keller launched his career as a teacher in Los Angeles, where he taught PE classes and then moved into the classroom to teach 5th grade for six years. Mr. Keller first came to Journey in 2009 as a main class teacher, leading his class through 5th, 6th and 7th grade and was not only a standout teacher, but also took on additional leadership assignments such as faculty representative on the School Council, member of the budget committee, and literacy coach.

Though teaching will always be his first passion, Mr. Keller left the classroom in 2011 in order to have a larger impact on entire school communities as an administrator. For two years he served as an Assistant Director in Student Affairs at University of California, Irvine, where he was responsible for supporting students with disabilities to navigate the accommodation process and 504 plans at the college level.

Mr. Keller rejoined Journey School in the role of Assistant Director in 2013 and by 2015 he was promoted to the Executive Director position. He currently manages all aspects of the school's operations including financial oversight, human resources, facilities, and the educational program.

Mr. Keller holds an Administrative Services Credential, a Multiple Subject Teaching Credential, a Master's Degree in Education, and B.A. degrees in Psychology and Communication.

Education Director, Shelley Kelley

Shelley Kelley joined the administrative team at Journey School in 2016. She works closely with teachers, parents, and students to ensure academic, social, and emotional success of all students. Prior to becoming the Education Director at Journey, Ms. Kelley was a main class teacher, where she led her class from 4th grade to 8th. She has worked in education for the last 20 years. She also travels the country training teachers and parents on digital citizenship using Cyber Civics (the curriculum developed at Journey School). Ms. Kelley holds a Multiple Subject Teaching Credential, a Master's Degree in Education, a Waldorf Teaching Credential, and B.A. degree in Philosophy (with a special focus on Philosophy of Education).

Independent Study Director, Amanda Simmons

Ms. Simmons became a teacher at Journey School nearly 10 years ago after teaching in both CUSD and Irvine USD. She started as a main class teacher taking a class from first grade through sixth grade. Then nearly four years ago, she developed Journey School's Independent Study Program. The program went from 17 students the first year to over 80 students three years later.

As Independent Study Director, some of the duties Ms. Simmons oversees are updating and implementing IS policies and handbooks, ensuring attendance and student records are accurate, supporting the enrollment specialist with the enrollment processes related to IS, regularly assessing the IS program and making recommendations for improvement, and supporting with school-wide student services.

In addition to being the Independent Study Director, Ms. Simmons teaches third through fifth graders in the classroom. She has served on the budget committee, pedagogical council, as a school mentor, and is one of the two therapeutic and academic care stream coordinators. Ms. Simmons also taught at Rudolf Steiner College teaching practical applications to new Waldorf teachers over the summer. Ms. Simmons holds an Administrative Services Credential, a Multiple Subject Teaching Credential, A Master's Degree in Education, and a B.A in Liberal Studies.

Assisting the Journey School leadership in their work are the following community consultants:

Greg Moser, School Legal Counsel
Procopio, Cory, Hargreaves and Savitch, LLP

Mr. Moser and the other attorneys at Procopio have many years of experience in public agency law as well as non-profit corporation law. In addition, Mr. Moser is one of the foremost charter school attorneys in the state. He has been legal advisor for many years to the California Charter Schools Association.

Dr. Frances Sassin, Administrative Consultant

Dr. Sassin began her professional career as a veterinarian; after becoming a parent, however, she began directing her energy into the field of education. Dr. Sassin was one of the founders of Journey School and was subsequently employed as the school's Business and Operations Manager for 2 ½ years. During this time, she also served as President of the school's Council. Dr. Sassin then began consulting work in the charter school field and currently works as the Director of Business Services for California Connections Academy Schools. Both her children attended Journey School for grades K to 6, and then Orange County School of the Arts for 7th through 12th grade. Dr. Sassin received her BA degree from UC San Diego, a DVM degree from UC Davis, and continues to provide veterinary services to her community through volunteer activities.

Larry Tamayo, Financial/Business Consultant

Mr. Tamayo works with ExED, a non-profit provider of business services for charter schools in Southern California. He oversees the business operations for San Diego and Orange County charter school clients, which includes supervising finances, payroll, human resources, compliance, and general operations. Prior to leading ExED's San Diego office, Mr. Tamayo was the School Development Coordinator and a Compliance Analyst in ExED's Los Angeles office. He previously worked as a program coordinator at the Atlantic Community Economic Development Corporation. Mr. Tamayo earned an M.A. in public policy at the University of California, Los Angeles and a B.A. in criminology, law and society at the University of California, Irvine.

SECTION II: EDUCATIONAL PHILOSOPHY AND PROGRAM

Provide a clear and concise mission statement that defines the purposes and nature of the charter school. Describe here, as well as within other applicable elements of the application, how the charter will improve learning for the targeted population and increase learning opportunities for its students. This statement should be written for understanding by the charter authorizer and the general public. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(B)]¹

A. MISSION

Why does Journey School exist? What are we deeply passionate about? What enduring contributions will we make to the lives of children and families? How will we uniquely impact the broader educational landscape? How will we develop sustainable resources to deliver superior performance relative to our mission?² Such essential questions have sparked powerful dialogue within the Journey School community throughout our ongoing school improvement efforts, which have already confirmed the following:

Mission, Vision and Values

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

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

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

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

¹ While these State Board of Education regulations setting forth criteria for review of charter petitions are not binding, they serve as helpful guidance regarding what should be included in a legally adequate proposal.

² Collins, Jim. *Good to Great and the Social Sectors*, 2005

B. EDUCATIONAL PROGRAM

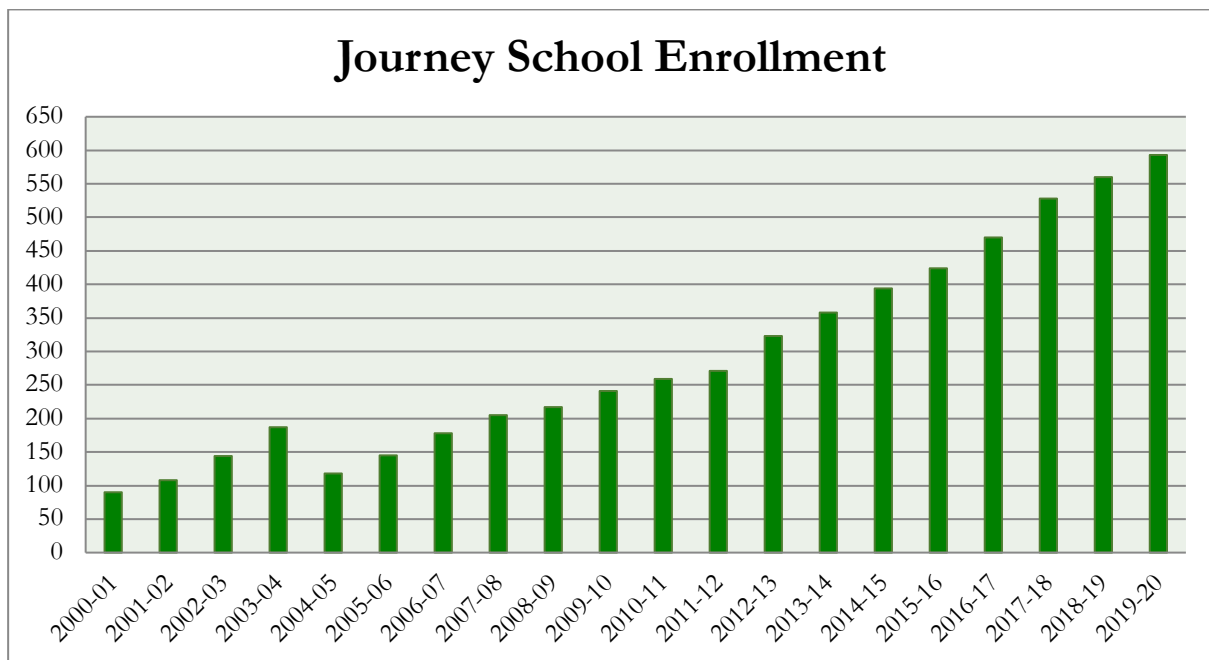
Describe the educational program of the proposed charter school: Identify those whom the school is attempting to educate; and, describe what it means to be an “educated person” in the 21st century? Provide the applicant’s view of how learning best occurs. The goals identified in the educational program must include the objective of enabling students to become self-motivated, competent, and lifelong learners. [Ref. California Education Code §47605 (b)(5)(A)(i)]

Identify those whom the school is attempting to educate:

Journey School is designed to educate southern California K-8 grade students who come from families that seek out a progressive learning model that blends the **arts, academics, and ethics in a nurturing community**.

Since the last charter renewal in 2015, enrollment demand has increased significantly, and the school’s educational program expanded responsibly to meet the demand. Figure 11 depicts enrollment trends over time. Roughly 80 percent of students live within CUSD boundaries and the school has a current waitlist of 150 students. Approximately 200 additional students are expected to submit applications for the 2020 enrollment lottery.

Figure. 11 Journey Enrollment Growth based on October census counts

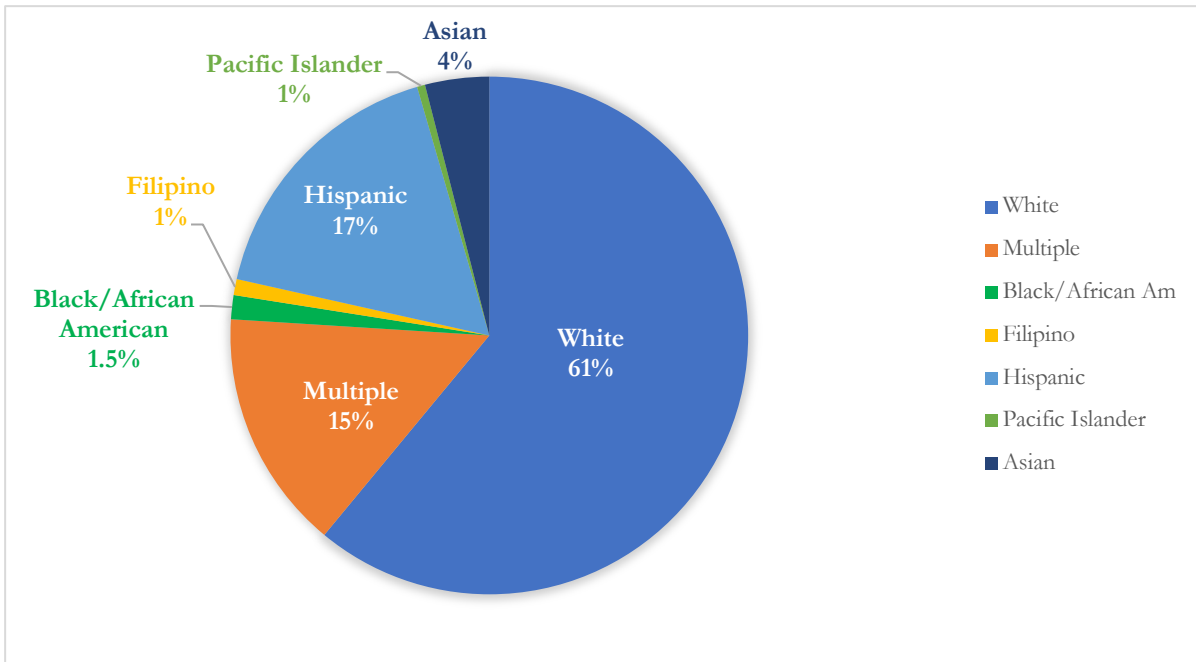


**In 2004-05, the school was relocated from San Clemente to Aliso Viejo*

Demographics

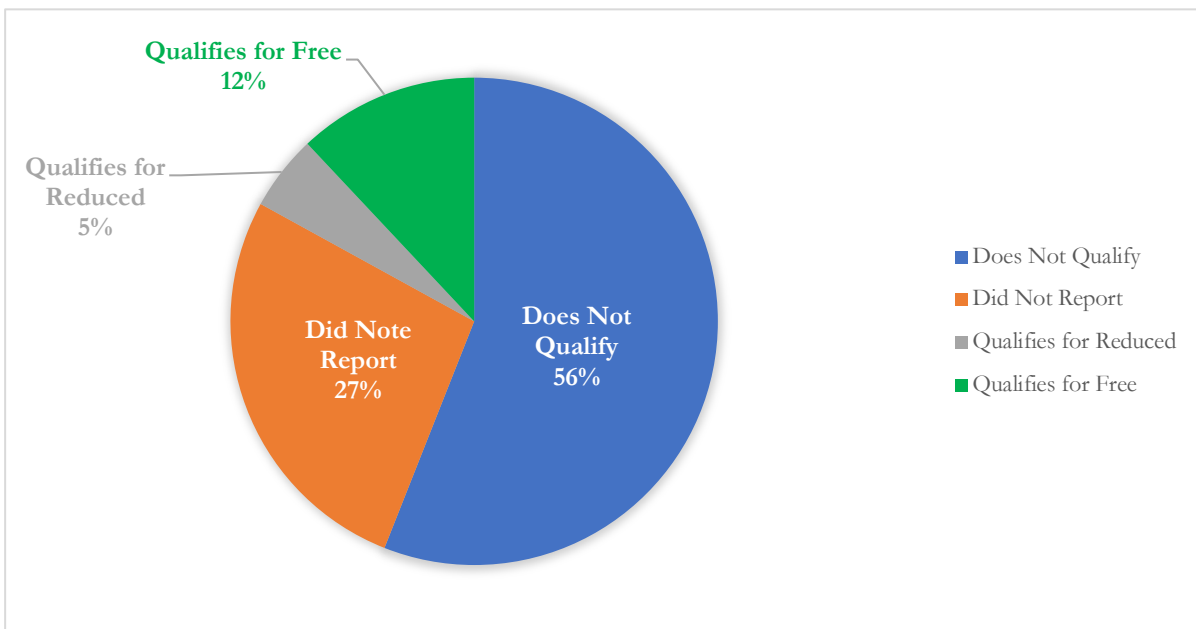
Journey School serves a diverse student population with 17% of students identifying as Hispanic/Latino, 15% of students identifying as multi-ethnic, 4% of students identifying as Asian and small percentages of students identifying as African American, Pacific Islander, or Filipino as of November 1, 2019, as illustrated in Figure 12.

Figure. 12 Ethnicity Breakdown of Journey School as of October 2019



In addition, approximately 17% of the students served by Journey School (as of October 2019) are socio-economically disadvantaged, when measured by family income eligibility (defined as income levels that would qualify for free or reduced-price meal benefits under federal guidelines), as illustrated in Figure 13. Please note that this number is most likely higher as 27% of families opted out of reporting this information.

Figure. 13 Percentage of Enrolled Students Meeting Free and Reduced-Price Meals Criteria as of October 2019



Enrollment Patterns

Our percentage of students who qualify for free and/or reduced-price meal benefits has increased over the past several years in large part due to the development of after-care programming and provision of meal services on campus. Diversity is also increasing on campus due to specialized outreach efforts and school tours in a variety of languages. Generally speaking, enrollment has grown substantially nearly every year that the program has been available. Although the school does not have current plans for further expansion, some responsible growth should be expected over the coming years as demand continues and waitlists grow due to a variety of factors including the following:

(1) Improved Student Achievement: Student performance indicators demonstrate substantial improvement in learner outcomes since the last charter renewal, as noted on prior pages.

(2) Growing School Choice and Charter School Movements: Journey's growth mirrors the advance of the school choice and charter school movements across America. Research from the *National Center for School Choice* at Vanderbilt University indicates that policymakers, educators, and families perceive choice options, like specialized charter schools, as effective vehicles for achieving educational quality and innovation.³ The philosophical shift towards choice has resulted in an expansion of the number of charter schools. The *National Center for Education Statistics* reports that between 1999 and 2017, the number of students enrolled in charter schools nationwide increased from .3 million to 2.9 million. Further, the actual number of charter schools nationwide grew from 1,500 to 6,855 during this time. By 2017, California led the nation with the most students in charter schools: 600,569, representing ten percent of the state's public school students.⁴

(3) Waldorf Inspired Public Education on the Rise: There are over a thousand Waldorf schools in approximately 100 countries, including roughly 160 in the United States, where Waldorf's growth has been particularly vigorous. While many of these schools are private, the *George Lucas Educational Foundation* reported in 2009 that the number of public schools inspired by Waldorf educational methods is growing fast, with more than 75 Waldorf-inspired public schools nationally—at least 40 of them located in California according to the *National Alliance for Public Waldorf Education*.⁵

(4) Research Based Education: In his landmark book, *What Works in Schools: Translating Research into Action*, Dr. Robert Marzano asserts that we could be on the brink of unprecedented effectiveness for the public practice of education if we are willing to implement what is known about effective schooling.⁶ His basic position is simple: Schools can have a tremendous impact on student achievement if they follow the direction provided by research. The latest research in educational neuroscience establishes strong linkages between high student achievement and Waldorf-inspired methods. In fact, Marzano's findings confirm that certain instructional practices found at Journey, like summarization and visualization, arts-infused education, and interdisciplinary teaching allow students to

³ <http://www.vanderbilt.edu/schoolchoice/blog>

⁴ National Center for Education Statistics, *The Condition of Education*, 2010

⁵ Costello-Dougherty. "Waldorf Public Education Are On the Rise," *Edutopia*, 2009 and Alliance for Public Waldorf Education Website

⁶ Marzano, Robert. *What Works in Schools: Translating Research into Action*, 2012 edition

excel on a variety of assessments, including standardized tests.⁷ In addition to applying these research-based practices in the classroom, Journey School has had the opportunity to benefit from this work at the school level as well, basing its blueprint for success since 2009 upon Marzano’s framework.

“I believe that Waldorf education possesses unique educational features that have considerable potential for improving public education in America... Waldorf schools provide a program that... not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities.”— Elliot Eisner, Professor of Education at Stanford University and former President, American Association for Educational Research

Describe what it means to be an “educated person” in the 21st century:

Enduring Nature of Waldorf Education

Waldorf education began in the aftermath of World War I, when socio-economic, political, and technological circumstances were shifting rapidly. It was developed as a schooling system that cultivated the basis on which young people would develop into free-thinking, moral, and integrated individuals who could meet the challenges of the future.

Waldorf education holds that human beings have a four-fold nature: *physical, social-emotional, intellectual, and ethical*. Hence, the heart must be reached as well as the mind and body. Journey School adheres to Waldorf Education’s holistic educational picture. Learning is balanced to allow each child to fully develop physical will and artistic sensibility alongside strong intellectual and ethical capacities. Addressing the entire nature of children allows them to move gradually and healthily into adulthood.

Today’s global society faces progressively more complicated political, socioeconomic, scientific, health, and environmental challenges. There is an undeniable urgency to educate students for the 21st century. A shift is underway as we move from a society built on the logical linear, computer-like capabilities of the *Informational Age* to the inventive, empathetic, big-picture capabilities of what is taking its place--the *Conceptual Age*.⁸ Students must become expert communicators and decision makers.⁹ We are compelled to prepare future generations to thrive in careers we can’t even imagine will exist. Journey School draws upon a time-tested yet innovative educational tradition to accomplish this imperative.

“What really struck me are Journey’s students. They are really mature and articulate as high school students, easily. They’ve got fantastic life skills.”¹⁰

—Andrea Faulken, Director of US Green Ribbon Schools and Built to Last School Tours

⁷ Oberman, Ida. “The Relevance of Waldorf Education for Urban Public School Reform,” *Encounter*, 2008

⁸ Pink, Daniel, “A Whole New Mind: Why Right-Brainers Will Rule the Future,” 2005

⁹ <http://gseweb.harvard.edu/news/features/murnane06012004.html>

¹⁰ 9/17/13 Federal Education Officials Visit Journey School Page 6 OC Register

Our definition of an educated person in the 21st century is derived from this context.

An educated person must demonstrate the following:

- **Reverence and Stewardship:** A sense of reverence empowers students with the ability to develop an understanding and appreciation for the interdependence of all life. Students with a strong sense of reverence reflect this knowledge through conscientious respectful actions involving themselves, other people, and the world around them. They have appreciation for truth, beauty, and the world. They connect with others. They are compassionate, communicative, grateful, and strive to build interdependent relationships, which positively impact the world.
- **Creative and Imaginative Thinking:** Creative and imaginative thinking empowers students with the ability to think unconventionally, to question assumptions, and to imagine new scenarios. Imaginative thinkers craft astonishing work because they recognize their creative capacities and celebrate them through a variety of artistic mediums. They also act on opportunities and show willingness to take reasonable risk.
- **Critical Thinking and Good Judgment:** Critical thinking and sound decision-making empower students with the ability to assess the credibility, accuracy, and value of the information that barrages them every day. Critical thinkers and wise decision-makers analyze and evaluate information while still honoring their intuitive capacities. They think through solutions and alternatives and explore new options if their approaches don't work. This often entails working well with diverse peoples to make reasoned, ethical decisions and take purposeful action.
- **Literacy:** Literacy empowers students with the ability to read, write, listen and articulate in compelling ways. At Journey School, literacy goes beyond the traditional meaning to also include people who are mathematically competent, environmentally aware, and scientifically and technologically adept. They develop their creative and physical abilities as well.
- **Responsibility and Self-Reliance:** A strong sense of responsibility empowers students with the ability to be vital, disciplined, and hard-working individuals. Responsible people take initiative, self-regulate, and are fully accountable for their own actions. They honor their capacities and have a *can-do* attitude. They follow-through on commitments and honor their word.
- **Life-Long Learning:** The qualities listed above culminate in an enthusiastic life-long learner. Students in the 21st century must be joyful, confident, self-motivated, aware, inquisitive, resourceful, and persistent people if they are to know how to best learn and therefore thrive in an ever-changing world.

Provide the applicant's view of how learning best occurs:

“The greatest scientists are artists as well. Imagination is more important than knowledge. Knowledge is limited. Imagination circles the world.”

—Albert Einstein

Overview of How Learning Best Occurs

At the core of Journey’s educational program is the conviction that education is an art and a science. Journey School’s teachers are effective in teaching the whole child; it is educating that goes beyond the intellect. Each child is regarded as an integrated person whose physical, emotional, and intellectual capacity will grow and thrive in response to guided cultivation. Academic studies are therefore enlivened and balanced with artistic and social activities. Each lesson engages the student’s needs for doing, feeling, and thinking.

In addition to the core academic areas, a rich array of specialty subjects is integral to the school program. Music, movement, physical education, gardening, foreign language, digital media literacy, compassionate campus, visual and performing arts, and practical activities occur on a weekly basis. In this educational age of standardized testing and narrowing of curricula, Journey School has adhered to its comprehensive vision by investing instructional time and resources into a variety of subjects.¹¹

Journey adheres to state adopted standards across all grades and subjects. The sequence, timing, and presentation of curricular themes and concepts are intentionally designed to be developmentally appropriate and well suited for students as they come of age.

Distinctive Features of Journey School Education:

“Journey School offers students an education that celebrates creativity, beauty, and critical thinking. Environmental literacy, digital citizenship, and deep exploration of the arts are three of the many ways in which students connect their academic learning with the real world. This is an exemplary school.”

-Dr. Jeff Hittenberger, Chief Academic Officer,
Orange County Department of Education

The following *distinctive features* create an environment where learning best occurs:

Specially-Tailored Curriculum

As a public charter school, Journey School teaches the Common Core State Standards, delivered through Waldorf inspired methods and blended with Waldorf inspired content. The result is an integrated, rigorous, and relevant curriculum (see Exhibit A for a sample of the co-alignment between the Common Core State Standards and the traditional Waldorf developmental curriculum).

Age-Appropriate Schooling

The school’s developmental guidelines for when content is presented are in alignment with prevailing theories of cognitive development such as those of Erik Erikson, Jean Piaget, Maria Montessori, and John Dewy.¹² In addition, we now know that the brain grows in spurts,

¹¹ [http://www.jaacap.com/article/S0890-8567\(14\)00578-4/abstract](http://www.jaacap.com/article/S0890-8567(14)00578-4/abstract)

¹² Iona H. Ginsburg, "Jean Piaget and Rudolf Steiner: Stages of Child Development and Implications for Pedagogy," *Teachers College Record, Volume 84 Number 2, 1982, p. 327-337*

releasing new capacities in the maturing child and adolescent.¹³ Journey’s methods are aligned with these developmental windows whenever possible.

The Teacher’s Role

Journey School teachers understand the word educate is derived from the Latin word educare, which means “to bring forth” or “draw out.” Teachers create a classroom environment where each student is honored, allowing learning to be free from high levels of inhibition or fear. This also enables the class teacher to gain detailed insight into each child, facilitating more in-depth assessment and encouraging resolution of problems, leading to better results.

Relationship-Based Education

A core principal of the school’s program is that a cohort of students moves through multiple grades together with the same class teacher. The class teacher, while not the only teacher with whom the group has contact, acts as guardian. The class teacher provides leadership for the class and continuity over several years of development. The resultant relationship between student and teacher facilitates trust, understanding, ethical reasoning, and the learning process. Researchers have demonstrated strong advantages to relationship-based learning models.¹⁴ Notably, during each of the past three school years, Journey School has retained 95 to 100 percent of its teachers and administrative staff, which has in turn amplified the aforementioned benefits.

“Meaningful relationships and social and emotional learning are a crucial part of teaching the whole child.”¹⁵

-Linda Darling Hammond, Stanford University Professor

Forming the Class

At the beginning of each school year, teachers carefully “form” their classes—especially at the 1st grade level, or if there are significant changes to the composition of the class. The initial period of intentional community building lasts approximately one month and is constantly reinforced throughout the school year. The forming stage is a time when students are acclimated to any changes in their environment while still engaging in the learning process. Positive relationships with new staff, specialists, and classmates are cultivated as well as important habits, expectations, and procedures for this next grade. This is also a time when

¹³ Pearce, Joseph Chilton. *The Biology of Transcendence*, 2002

¹⁴ Marzano, R. *A Different Kind of Classroom: Teaching with Dimensions of Learning*, 1992

¹⁵ The Collaborative Classroom: An Interview with Linda Darling-Hammond, The Stanford University education professor says social and emotional learning is a crucial part of teaching the whole child. 2008.

students learn how to complete chores and to use high-quality classroom materials or newly introduced musical instruments. As new class dynamics invariably occur at the beginning of each year, a primary goal of the forming stage is to establish order and calmness within the classroom. Once the class has been formed, a consistent structure to the daily, weekly, and monthly activities occurs. In turn, this stability empowers the students. In Montessori education, such forming of the class is referred to as “normalization” and it is also more commonly known as “setting the tone.” This intentional process is part of the relationship-based model discussed above.

Rhythms in Learning

Journey School’s approach sees consistency as a vital element of learning. During the school day the rhythm of learning ebbs and flows. The school’s master schedule of classes ensures a balance of experience between concentration and relaxation, mental and practical work, movement and stillness, listening and participation, observing and doing. Such rhythm sparks interest, maintains attention, and supports children physiologically. Rhythms in learning are flexible, so teachers plan a variety of activities to suit the attention span of a given class and vary the pattern according to need. For example, Monday morning may have a different quality than Friday morning. These factors actively play into lesson planning.¹⁶

Another example of school-wide rhythm is the celebration of community events or festivals, which provide a natural sense of continuity and connection. Parents are supported in their efforts to establish clear and predictable patterns on the home front as well (e.g. bedtime habits, sharing family stories, reading, chores, meals, etc.). As a result of these concerted efforts, Journey School students are provided with a strong and secure foundation that fosters healthy development and resiliency.¹⁷

The Role of the Arts

The arts are infused throughout the curriculum for several reasons. The visual and performing arts develop the aesthetic sense and support the students’ emotional life. Secondly, artistic activities such as painting, drawing, drama, singing, and instrumental music are combined with core academics to enrich and enliven learning. Also, studying the arts stimulates the various ‘intelligences’¹⁸ which in turn brings out the best in each student. Art projects are thematically linked to academic work. For example, fractions may be demonstrated through experiencing musical whole, half, and quarter notes.

Research has proven that students who experience arts-infused education consistently perform better in academic pursuits and that music enriches a person’s thinking capacities and overall health. In one study, researchers increased students’ music lessons from one to five a week while cutting back on math and language studies. After three years, these students were as good at math as students who had stayed in the standard curriculum, and even better at languages.¹⁹ Researchers also found the music students to be more cooperative with one another.²⁰ Music training has also been shown to facilitate development of fine motor skills and emotional and behavioral maturation.

¹⁶ Rawson and Richter. *The Educational Tasks and Content of the Steiner Waldorf Curriculum*, 2005

¹⁷ Krovetz, Marty. *Fostering Resiliency*, 1998

¹⁸ Gardner, Howard. *Multiple Intelligences: New Horizons in Theory and Practice*, 2006

¹⁹ Catterall, James. *Ten Year Study Shows Music Improves Test Scores*, 2004

²⁰ Oppenheimer, Todd. “Schooling the Imagination,” *Atlantic Monthly*, 1999



The Integration of Art and Writing with Learning

Learning from Whole-to-Parts

The learning process is integrated and holistic, so material is comprehensible and connected across disciplines. Learning typically starts with concrete and familiar examples and moves from there into more abstract concepts. Ideas are presented within the broader context first and then broken down into smaller pieces. This practice is particularly evident in the presentation of **Main Lesson** (see Section II C below also).

During **Main Lesson**, there are three distinct stages of learning:

- **Stage One** generally takes place over one day. The teacher guides students through specific learning activities from *whole-to-part*. The children experience this with minimal abstraction so they can absorb the new information deeply. For example, at the beginning of a sixth grade geometry lesson, students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical concepts emerge. This method is in contrast to teaching that is too abstract or isolated from context, which can then become discouraging and indigestible.
- **Stage Two** usually occurs the next day. After literally “sleeping-on” the previous day’s content, the children summarize it in their own words with minimal but conscious input from the teacher. In *Classroom Instruction that Works*, Dr. Robert Marzano established that summarization and effective questioning boost student achievement more than nearly any other known teaching strategies.²¹ Additionally, research in cognitive psychology has found that long-term memory is greatly improved if students process material in a deep and meaningful way. Self-generated elaboration (as happens when a child retells or summarizes information) leads to better recall than mere study of material, as it establishes a long-term memory trace. In this way, the content becomes “owned” and “reconstructed” in new ways by the students. Retelling during Stage Two is consistently more vivid and integrated. The literal process of sleep is seen as an

²¹ Marzano, Robert. *Classroom Instruction that Works*, 2000

essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep.²²

- **Stage Three** may take place over ensuing weeks and leads further towards the development of analytical thinking capacities. In this third stage, there is emphasis on promoting deep understanding at the conceptual level through the use of critical thinking strategies. In the example above, the sixth grade geometry students have now worked with complex theorems and can solve challenging math problems since their learning has been appropriately scaffolded.

In summary, Journey School teachers work hard to present information from whole to parts and in thoughtful, thorough ways. They understand if teaching is too detached, unstructured, or chaotic, students will not engage, which could lead to boredom, frustration, and underachievement.

Story and Ethics

Another key feature of the Journey School learning program is *storytelling*. Stories direct attention to personal experience, thereby increasing students' intrinsic motivation to learn, as well as their sense of ethics.

Journey School teachers tell stories *from the heart* and in *their own words*. During Main Lesson teachers recite compelling pedagogical stories to students directly related to the content of the lesson. Classic literature and expository texts are also read at appropriate times after Main Lesson. Teachers make special efforts to use vivid language and imagery to spark the students' curiosity, hold their attention, and model high standards for speech. Through storytelling and the accompanying chalkboard drawings, students become enthusiastic participants in the learning process.

²² *Sleep, Learning, and Memory*, A Resource from the Division of Sleep Medicine at Harvard Medical School, October 2007.



Journey Teachers Complement Storytelling with Beautiful Chalkboard Art

Journey School teachers tell stories *from the heart* and in *their own words*. During Main Lesson teachers recite compelling pedagogical stories to students directly related to the content of the lesson. Classic literature and expository texts are also read at appropriate times after Main Lesson. Teachers make special efforts to use vivid language and imagery to spark the students' curiosity, hold their attention, and model high standards for speech. Through storytelling and the accompanying chalkboard drawings, students become enthusiastic participants in the learning process.

In his book, *The Literary Mind*, cognitive scientist Mark Turner writes that stories are fundamental instruments of thought.²³ Stories are important cognitive events because they encapsulate information, knowledge, context, and emotions into one compact package.²⁴ The story is one of the basic tools invented by the human mind for the purpose of understanding because stories convey complex ideas in a memorable and meaningful way.

Stories enable children to face and accept their own circumstances. Difficult emotions such as isolation, anger, or fear can be implicitly addressed by the teacher in story form, thus allowing students to come to terms with their own needs. Conflicts in the classroom can also be worked out through the use of tailored stories.

Teaching through stories has been proven to equip students with deep empathy and strong ethics.²⁵ The pedagogical story is used to give children strong moral pictures. This has proven far more effective than moralizing, confronting, or criticism. Subsequently, a sense of right and wrong is developed in the individual as well as the community of the class. An American study found that Waldorf-educated students scored significantly higher on a test of moral reasoning

²³ Turner, Mark. *The Literary Mind: The Origins of Thought and Language*, 1996

²⁴ Norman, Don. *Things That Make Us Smart: Defending Human Attributes in the Age of the Machine*, 1994

²⁵ In his well-known books on the development of a moral and spiritual intelligence in children, child psychologist Robert Coles stresses an immersion in moral stories.

than students in traditional high school *and* students in a religiously affiliated high school. Waldorf students are also far more likely to voice opinions based on sound principles.²⁶

Storytelling is inextricably linked to the learning process. Stories are how people remember.²⁷ As philosopher Isak Dinesen explains, “*To be a person is to have a story to tell.*”

Positive Discipline

Journey School is committed to creating a safe and nurturing environment for every child²⁸ and helping them 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 and logical approach to discipline in which firm, clear boundaries are set and students are gradually led towards an experience of self-discipline. The foundation of our approach to discipline is rooted in several core beliefs about working with children. Those core beliefs include the following:

Relationship Based Education

Teachers study students’ interests and personalities deeply, which fosters a strong connection between students and educators on campus. Once those relationships are established, particularly with difficult students, maintaining compliance is easier.

- **Natural consequences:** Consequences are tailored to meet the unique needs of individual students and infractions.
- **De-escalation:** To the greatest extent possible, power struggles are avoided, and the student is directed to appropriate choices that will redirect the undesired behavior and teach enduring lessons.
- **Collaboration:** Teachers are trained to solve problems and concerns collaboratively with students and parents.
- **Dignity:** Staff members maintain dignity and empathy for the child throughout the discipline process.

For more details, see Section VI and the Discipline Policies and Code of Conduct in the School Handbook, included in Exhibit B.

Preservation of Childhood

To ensure optimal learning, the school prioritizes the preservation of childhood. For example, in Kindergarten, premature intellectual demands are avoided, fostering a healthy, cooperative, and

²⁶ Hether, Christine Anne, *The Moral Reasoning of High School Seniors from Diverse Educational Settings*, Ph.D. dissertation, Saybrook Graduate School and Research Center, 2001

²⁷ Pink, Daniel. *A Whole New Mind: Why Right-Brainers Will Rule the Future*. 2006

²⁸ *Love and Logic*® is the primary framework currently employed when it comes to disciplining students. The Love and Logic® method was developed by educational expert Jim Fay, child psychiatrist Foster W. Cline, M.D. and Charles Fay, Ph.D. The approach promotes healthy parent/teacher and teacher/student relationships and positive school-wide discipline.

non-competitive environment distinguished by a love for learning. Preservation of childhood also calls for the healthy development of the imagination through creative play, nature-based activities, and appropriate autonomy.

As advocates for childhood, Journey works hard to establish a culture free from consumer-oriented messages and commercial images. One way of accomplishing this is through a “slow tech” approach to media exposure and usage. Many families report that the school’s media policy, as included in the School Handbook (See Exhibit B), has had a positive influence on their children *and* family life.

“Children are more likely to invent their own games in green play spaces rather than on flat playgrounds or playing fields. And green play spaces also suit a wider array of students and promote social inclusion, regardless of gender, race, class, or intellectual ability. In addition, studies confirm, they were safer. One study found that so-called at-risk students in week-long outdoor camp settings scored significantly better on science testing than in the typical classroom.”²⁹

-Children in Nature Network



Kindergarten Students Enjoy a Weekly Nature Walk

Educational research shows that proper nutrition³⁰ makes for happier, smarter, and healthier students. Nutrition and schooling performance go hand in hand. Simply put, bad eating habits negatively affect student attendance, achievement, and behavior. As a result, Journey has

²⁹ Quote from Children in Nature Network article “*Want Your Kids to Get Into Harvard? Tell ‘Em To Go Outside*”

³⁰ Report by GENYOUth Foundation, National Dairy Council (NDC), American College of Sports Medicine (ACSM) and the American School Health Association (ASHA) reinforces the crucial link between quality nutrition, physical activity and academic performance.

established school-wide nutritional guidelines (see the School Handbook in Exhibit B) to improve learning and to embed positive lifelong habits.



Students Enjoy Harvesting Nutritious Food from of our Gardens

Physical Activity

The qualities of physical fitness and health enhance the students' welfare and academic achievement. Each student is encouraged to rise to his/her individual physical potential. Movement activities, dance, and other forms of creative physical expression are infused into the everyday curriculum. To the greatest extent possible, classrooms and play yard space are organized to maximize the children's opportunities for movement. State testing results demonstrate that Journey School students are exceptionally healthy and fit.



5th graders compete in the annual Pentathlon alongside other Waldorf schools

Parental Involvement

Parent participation is a keystone of our program. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student

achievement and satisfaction. Increased attendance, fewer discipline problems, and higher aspirations have all been correlated with successful parent involvement.³¹



A Parent Committee Meets to Discuss our Annual Harvest Faire

Active parents strengthen the school on many levels. As a charter school, the individual skills, talents, and interests of the parent body are resources that the school depends on. Additionally, strong partnerships with parents bring greater meaning and purpose to education by integrating the children’s school life into their family lives and into their communities.

Successful parent involvement requires ongoing parent education. In collaboration with parents, the school organizes educational lectures, workshops, book talks, support groups, school festivals, and class meetings—all of which focus on child development as well as specific aspects of the educational program. There are dozens of learning opportunities offered each school year for parents to learn as partners and the various experiences allow parents to explore and discover new knowledge and skills in the following areas:

- Methods to bridge between home and school
- Waldorf educational philosophy, methods, and curriculum
- Nutrition
- Brain research, child development theory, and positive parenting
- Media and technology use at home

Further details about the role of parents and parent volunteers at Journey School can be found in Section IV D.

C. CURRICULUM AND INSTRUCTIONAL DESIGN

Include a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. Describe the basic learning environment (e.g., site-based matriculation, independent study, technology-based education).

³¹ Jeynes, William. “Parental Involvement and Student Achievement: A Meta-Analysis,” *Harvard Family Involvement Research Digest*, October 2005.

Discuss how the chosen instructional approach will enable the school's students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. The discussion of instructional design should include, but not be limited to, curriculum, teaching methods, materials, and technology. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]

Instructional Design

Effective instructional design starts with the end in mind. Successful assessment is paramount to teaching and learning. Information about Journey School's assessment program is found in Section III. Additionally, instruction is organized using a schedule, which includes *Main Lesson*, *Practice Periods*, and *Specialty Subjects*. The breadth of Specialty Classes, combined with the depth of Main Lesson, and the reinforcement of Practice Periods creates a curricular offering reminiscent of a *Renaissance-based* education.

Main Lesson

Introduction: After personally greeting each student, the teacher will precede Main Lesson with opening activities designed to stimulate and inspire the students, often incorporating movement. The day's study begins with the *Main Lesson*, introducing new concepts or subject areas when the child's mind is fresh. Each lesson is designed to address multiple learning modalities with an interdisciplinary approach. This two-hour lesson is the academic cornerstone upon which the day is built.

Block Rotation: The main subjects (language arts, science, mathematics, and social studies) are taught in cycles of three to four-week instructional blocks. Presentation in the block system guarantees adequate access to each subject, allowing students to learn material in depth.

At the beginning of each year, teachers create and share a written yearly *block rotation*. The block rotation organizes learning goals from the Journey School curriculum co-alignment (see Exhibit A for an excerpt from the school's co-alignment) into thematic, integrated units of study. The teachers' planning process has three distinct stages:

- 1) **Identify** the goals and outcomes of each block
- 2) **Decide** how students will demonstrate the accomplishment
- 3) **Deliver** engaging lessons

Main Lesson Book: Each student produces a Main Lesson Book for every block of study. What begins as a blank journal becomes an individual record of experiences, observations, and gained knowledge, along with hand-drawn illustrations, and often poetry. As a portfolio of work, Main Lesson Books reflect key understandings and skills students have learned, while also displaying their inspiration. Multidimensional, complex, and thoughtful Main Lesson Books are an important way in which learning is expressed and they become a valuable assessment tool for teachers. The book shows the child's day-to-day ups and downs as well as their finished work, illustrating the learning process in authentic ways. Students benefit from the motivation of producing a finished product that is a personal accomplishment.



Eighth Grade Main Lesson Work

Practice Periods

Students engage in mathematics and English language arts lessons in the hours following Main Lesson. These rigorous daily classes give students opportunities to learn essential standards and sharpen skills in the core content areas.

Specialty Classes

Rounding out the day are Specialty Classes. These offer a rich array of courses encompassing all aspects of a complete education. (See below for more details.)

Curricular Approaches

Journey School utilizes a detailed *co-alignment* of the Common Core State Standards with Waldorf inspired curricular goals. This framework is in active use on a daily basis. Journey School's commitment to each child is delivery of this written framework with fidelity and using proven instructional strategies. An excerpt from the school's co-alignment is included in Exhibit A.

Clarification of the *research-based approaches* underlying each area of the curriculum is included below.

Overview of Kindergarten

Our kindergarten curriculum is developmental; that is, we meet the children "where they are," while simultaneously laying the foundation for academic success in later grades. It is designed to enhance the young child's physical development, which includes fine and gross motor skills, language development, and sensory integration. In addition, the activities of the kindergarten are structured to strengthen the child's imagination, creativity, social skills, and sense of self-confidence. Teachers involve the students in maintaining the organization of classroom materials, preparing the foundation for orderly thinking.

Literacy begins in the kindergarten with a rich oral language base. The teachers use multicultural storytelling to develop the students' attention span, concentration, vocabulary,

speaking, and listening comprehension skills, as well as to lay the basis for reading comprehension and phonemic awareness. Through drama, rhythmic poetry, nursery rhymes, and songs, the teachers further immerse the children in vivid and imaginative oral speech and literature. The teachers use puppetry, engage the children in acting out stories rich in vocabulary and imagination, and lead singing games to teach comprehension strategies such as story sequence and character development.

Kindergarten introduces the fundamental concepts of mathematics through creative play and daily practical activities. Mathematics begins in the kindergarten with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes. Through daily practical activities such as setting the table, students learn to pattern, as well as to identify, sort, and classify objects by attribute. The approach, through imitation and creative play, uses raw materials such as logs, nature blocks, driftwood of different shapes and sizes, seashells, stones, pinecones, etc. By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns. They explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

The science curriculum in kindergarten gives the children a multiplicity of experiences with the natural world. In the physical sciences, students' creative play involves them deeply in exploring basic physics principles, such as mass, density, gravity, balance, and the creation of pulleys and levers. Students experience the properties of heat and cold, in addition to observing seasonal changes. Life science and earth science start with students exploring common objects using their five senses. Students learn to communicate observations orally and through drawings. Nature tables as well as frequent nature walks provide an awareness of the seasons and a connection to the natural environment. The students experience the cycle of growth through gardening—from seed to harvest—to transformation through cooking.

Other activities involve students directly in the transformation of colors and natural materials into useful and beautiful creations. These activities include combining colors in watercolor painting, carding and felting raw wool, and making dolls from garden grasses. Finger-knitting develops fine-motor skills and nurtures children's ability to focus and concentrate, while fostering hand-eye coordination. Students' development of fine motor skills and focus is essential for learning to read and write, as well as for doing mathematics and other academic work.

Problem-solving skills have their foundation in creative play that transforms the environment in inventive ways. Creative play provides students with opportunities to imagine, plan, and carry out increasingly complex activities. During creative play, teachers guide students' growing capacities for creative problem solving, social interaction, and self-regulation. Early childhood research shows that free play is serious work for young children, forming the basis for later academic success.³²

Overview of the Grades

The school's co-alignment framework describes the specific scope and sequence in which the state standards are addressed at each grade level. Grades 1-5 are largely self-contained, while

³² *New York Times*, November 7, 2006 and www.pbs.org/wholechild

grades 6-8 are more departmentalized, where students rotate from teacher to teacher and class to class. Student schedules in the middle school are dependent upon skill level, they will attend either remedial, grade level, or accelerated courses. (See Exhibit A for an excerpt of the co-alignment; the entire co-alignment can be found on the school's website.)

Overview of Independent Study

Journey School's Independent Study is a free, voluntary educational program that gives parents the opportunity to educate their child fully or partially from home with professional guidance from a supervising teacher. Curriculum, high-quality materials, resources, and one-on-one, small group, and whole class support are provided to assist parents with instruction to help ensure student success.

Our Independent Study Program offers home-based and hybrid classes. The home-based students learn at home with a parent and meet regularly with their supervising teacher to ensure academic growth. The hybrid program allows children to participate in campus activities 2-3 days a week then spend the rest of the week at home learning with a parent. While on campus, students engage in song, poetry, movement, nature walks, creative play, nature-based crafts, snack time, and story. Additionally, students participate in specialty classes such as handwork, games, music, art, and/or eco-literacy.

Independent Study students come together regularly to participate in school-wide festivals, parent nights, field trips, crafting days, park days, holiday parties, and a summer workshop. We have a strong, welcoming community at Journey School. We value connection and see how children thrive when supported by a loving community.

Approach to Literacy

As with all good teaching, we build from the known to the unknown when it comes to literacy. Rather than push a student to decode quickly, we concentrate on building a solid foundation for long-term writing and reading success. This foundation begins with what the child already knows—*oral language*. The average first grader has a working vocabulary of approximately 10,000 words³³. This number is even higher at Journey since Kindergarten teachers and committed parent partners consciously model and cultivate expansive vocabularies.

The first grade child learns how to write and then read what he has already learned to say. This builds upon his assets versus deficits. Over the course of the year, the teacher introduces the letters and sounds in imaginative ways. Story, art, music, movement, sculpture, vivid language, and other creative learning strategies are used to integrate the senses and inspire students. As a result, the students' motivation and joy in learning are significantly raised.³⁴

Students become increasingly capable of writing and reading sight words as the first grade year progresses. The teacher presents the study of these words in the context of compelling and age-appropriate stories. This work is done during Main Lesson and practice periods. Current educational research³⁵, including several longitudinal studies, demonstrates that such an approach to literacy is highly effective.³⁶

³³ Reading First National Conference, *Oral Language and Vocabulary Development Kindergarten & First Grade*, 2008

³⁴ Educational Leadership, *September 2008*

³⁵ David Elkind, "Much Too Early", *Education Next, a Journal of Opinion and Research*, Hoover Institute, Stanford University, Summer 2001

³⁶ Hart, Leslie. *Human Brain, Human Learning*, 2002

Learning to Read: Journey School uses both the whole language approach and phonics instruction to teach students to read. The reading process begins from the teacher’s own instruction and writing. Learning is familiar and relevant. By the end of first grade, many students will be reading simple books and will know dozens of sight words. Most will clearly understand that letters represent sounds, which form words, and that these words can be used to say fun, creative, and powerful things on paper. They will be able to listen attentively and concentrate for more than 30 minutes at a time. Such control is a remarkable milestone and translates into proven future academic success.³⁷

Students enjoy a variety of stories and become adept at talking about the sequence, characters, settings, and events of a story. Some students may learn to read independently and fluently in the first grade year. The focus of literature is primarily on fairytales because they speak to the developmental needs and interests of this age.

By second grade, students’ writing will become increasingly beautiful as the teacher carefully models penmanship and guides them through form-drawing classes (see below), which actually teaches cursive handwriting through brain integration. By the end of the second grade year, more students will have learned to read independently and fluently.

The vast majority of third grade students read independently and fluently. Their cursive handwriting and spelling improves dramatically over the course of the year.

While the approach described above is typical for Journey School, other strategies may be implemented when needed.

Reading to Learn: The literacy level of students begins to soar during third grade as students enter the *reading to learn* stage of their development. Students become increasingly motivated to read independently about their own interests as well as to study for school. They comprehend more fully what they’ve read and are equipped with an arsenal of effective reading strategies, including clarification, questioning, summarization, and prediction.

Students in the upper grades are often seen reading respected fiction and rigorous nonfiction, as well as articles from magazines and newspapers. Students in Waldorf-inspired schools have been shown to begin to outperform their counterparts in traditional school settings on standards-based test scores in English-Language Arts at third grade and above.³⁸

Currently Journey School utilizes NewsELA, Step Up to Writing, and All About Reading curricular materials to support students’ progression towards literacy. These programs were carefully selected and dove tail with the Waldorf approach in supporting effective instruction that is consistent with our mission and aligned to Common Core State Standards.

Parents are informed when the delivery of the Journey School curriculum differs in sequence from traditional schools, so that they may make well-informed decisions on the enrollment of their children. Parents learn of the benefits of remaining in the school throughout the grades and long-term commitment to the school is sought. Parents are

³⁷ www.nytimes.com, September 29, 2009

³⁸ Oberman, Ida. “Assessment & Waldorf Public Charter Schools,” as presented at the *Alliance for Public Waldorf Education Annual Conference*, January, 2010

highly encouraged to support the school's literacy efforts by reading to their children for a minimum of thirty minutes each evening. Journey's approach to literacy inspires students to love reading and in our upper grades, students often read 40 or more books from at least six different genres annually. The *Chevron Corporation* and the *Rise Up Foundation* teamed up with the school in 2014 to augment existing classroom libraries with hundreds of new books. In 2018-2019, thousands of new books and leveled readers were introduced to classroom libraries, hand-picked and reviewed by a literacy expert that Journey School contracted. According to students, teachers, parents, and researchers³⁹, the following has led to increased achievement and motivation: access to books, student choice, time to read, school-wide support, and well-stocked libraries with qualified staff. These components are crucial to Journey's literacy efforts.

Approach to Mathematics

A school-wide effort has been made to strengthen Journey School's mathematics program even more since the last charter renewal. Middle school math class sizes are skill-based with an average ratio of 3 teachers to 25 students. Further, Journey's qualified instructors have more opportunities to co-plan and team-teach with colleagues. Currently we use Houghton Mifflin GoMath and Engage NY as curricular guides and resources within our middle school math program.

Our elementary program currently utilizes Singapore Math and TERC Investigations in addition to Waldorf resources, strategies, and manipulatives. In the early elementary years, math instruction flows from the whole-to-parts and is especially integrated and playful. Stories, art, manipulatives, mental games, music, and movement are used to stimulate students' neural resources and to create a learning context. The primary mathematical operations are taught side by side to demonstrate their interdependence and to discourage the "one right answer" mode of thinking. Such an integrated approach to mathematics commands attention, builds-up critical thinking capacities, facilitates memory, and imparts a joyful appreciation for the qualities of numbers.

³⁹ Richard L. Allington and Rachael E. Gabriel, *Every Child, Every Day*, 2012.



First Graders Are Introduced to Math Through Chalkboard Art and Stories

The mathematics program becomes increasingly practical for the nine to eleven year-old child, when useful skills for daily life are strongly emphasized from the state standards, including: multiplication, long-division, measurement, decimals, and fractions. Such topics are introduced in the context of thematic instructional blocks related to gardening, cooking, building, zoology, etc. In this way, mathematics is made meaningful and comes *alive*. Additionally, children of this age are challenged to make good use of their expanding capacities for personal discipline and responsibility through increased homework levels.

By the time students reach middle school, their confidence as mathematicians is solidified. Journey School is careful to ensure that individual children have positive experiences with mathematics from the outset. Now equipped with a solid foundation and positive attitude, most of our adolescents develop an affinity for the concrete nature of mathematical laws. The *objectivity* of mathematics offers them comfort during potentially turbulent years.

The curriculum meets the expanding developmental capacities of students through in-depth study of business math, algebra, and geometry. Students create order, think rationally, engage in logical exercises, and visualize spatially. Nearly 50% of our graduates have completed advanced math classes, including Algebra I, by the end of their 8th grade year and are ready to excel in high school mathematics.

Science is Alive

Next Generation Science Standards (NGSS) are taught through *observation* and *experience* of our natural environment, with consistently impressive results evidenced by standardized test results. Through nature studies, gardening, and environmentally conscious practices, young children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up engaging experiments and calls upon the children to observe carefully, ponder, discuss, and write up thoughtful scientific observations. The students are then drawn to their own conclusions. Through this process, rigorous independent thinking and sound judgment are cultivated. Subjects like zoology, botany, chemistry, physics, astronomy, meteorology, and physiology are presented in the upper grades.



7th Grade Students are Mesmerized by an Outdoor Science Lesson

Eco-Literacy

Eco-literacy is an integrated, age-appropriate, standards based, environmental curriculum designed to prepare students for the 21st century. The intent is to foster cross-disciplinary learning, high levels of social and emotional intelligence, and creative problem solving, along with global awareness and environmental stewardship. This empowers students to become the innovative and inspired leaders needed to sustain the world. As part of the Eco-Literacy program, Journey offers environmental classes focused on topics such as: gardening, native agriculture, ancestral skills and tool making, composting workshops including worm composting, recycling, water conservation and rainwater harvesting, fruit tree pruning and management, permaculture principles, and alternative energy sources. Educational research shows that nature-based studies and *proper nutrition* make for happier, smarter, and healthier students.⁴⁰

⁴⁰ Report by GENYOUth Foundation, National Dairy Council (NDC), American College of Sports Medicine (ACSM) and the American School Health Association (ASHA) reinforces the crucial link between quality nutrition, physical activity and academic performance.

Slow-Tech Approach

At Journey School, technological literacy occurs in a specific and gradual timeframe. Technology is used as a powerful learning tool during middle school. In middle school, students explore the ethical dimensions of digital media as they become proficient in computer technology and web-based research. As a result, many Waldorf graduates are pursuing successful careers in the computer industry.⁴¹

In Journey's elementary program, students will practice typing skills, mouse skills, and word processing often—under the close guidance and support of teaching staff. Journey recognizes the importance of preparing students to use these tools for mandatory standardized testing, which is currently driven by computer adaptive testing technologies. That said, we largely adhere to a classical approach to instruction without reliance on technology. It is critical for students to interact with one another and with teachers in exploring the world of ideas, participating in the creative process, and developing their social skills and inner qualities.

A report from the MacArthur Foundation supports this slow-tech approach. It asserts that we must first foster in students the social skills and cultural knowledge necessary so they may deploy technological tools properly and gain their full benefit. "Our goal should be to encourage youth to develop the skill, knowledge, ethical framework, and self-confidence needed to be full participants in contemporary culture."⁴²

Digital Media Literacy

With this approach in mind, Journey pioneered an effective Digital Media Literacy Project. This project was initiated to address a growing need to prepare students to enter high school equipped with the skills to be ethical, confident, and empowered digital citizens.

Digital Media Literacy is a three-year program which begins in 6th grade with "**Digital Citizenship**"—a year of study whereby students are equipped with the skills necessary to be ethical, confident, and empowered digital citizens. "**Information and Research Literacy**" is the focus in 7th grade Digital Media Literacy. These middle school students extend the digital citizenship skills acquired in 6th grade and learn how to use critical thinking skills to find and use online information. In 8th grade, "**Media Literacy**" becomes the focus—students utilize critical thinking skills, ethical discussion, and decision-making to evaluate all forms of media. The end result is students who approach media and technology with the tools, skills, and ethical lens to create meaning and not merely consume information.

⁴¹ For additional reading, see *Fools Gold*, a special report from the *Alliance for Childhood* (www.allianceforchildhood.org).

⁴² Jenkins, H., Purushotma, R., Clinton, K., Weigel, M., & Robinson, A. J. (2006). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. Retrieved September, 12, 2009 from <http://newmedialiteracies.org/>.

Compassionate Campus and Social Literacy

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. The Compassionate Campus project was designed to support these goals.

The Compassionate Campus project uses student-to-student interactions in real life situations, with coaching from teachers, to hone students' empathy skills over the course of each school year. This project connects upper grade "mentors" with lower grade "buddies" for bi-weekly meetings wherein they connect with each other, connect to their campus, and weave the social fabric of community. These peer-mentor relationships develop into safe forums for children to speak their truth and discover new perspectives towards their challenges. Empathy grows as the students learn to inquire without judgment and to listen to each other, without a rush to find a solution, simply to understand.

Additionally, on a weekly basis, students have a classroom civics lesson that includes coaching on a particular social-emotional skill, beginning with listening for understanding. Afterwards, the students in grades 1-8 attend an assembly together to interactively explore a social challenge as it relates to school-wide virtues. The project also uses the power of mentorship to spark an inner motivation for children to call up the best in themselves for the service of others. As these mentors focus on modeling empathy for their younger buddies, they begin to internalize the skill and begin to be more empathetic with their same age peers. As the younger buddies become the older mentors, they carry forward the lessons learned from earlier years and pass the skill on to the next cycle of students.

Humanities and Multiculturalism

Journey School teaches students to appreciate the diverse cultures that have influenced humanity over the centuries. Children are exposed to world cultures through the presentation of the peoples, legends, and literature of the world. The students gain flexibility and an appreciation of the diversity of humankind. The performing arts curriculum is an integral part of these studies, culminating in an annual class play performance in second through eighth grades.

Significantly, it is not only through their studies that students learn to be *multicultural and tolerant*. The children in any class come from a variety of backgrounds. These groups of mixed religious, cultural, social, economic, and ethnic elements coalesce together into a cohesive community, which stays together for *multiple years*. In this way, Journey School classrooms are microcosms of larger society. Social harmony is developed through positive peer interactions that are sustained over time.

The net result of our multicultural curricula and intimate educational environment is an especially inclusive schooling experience. Waldorf education was commended by the *United Nations* for promoting peace and tolerance in impactful ways.⁴³

⁴³ *Tolerance: The Threshold of Peace*, UNESCO, 1994.

World Languages

Foreign language classes typically begin in first grade at Waldorf schools, giving children insight into and familiarity with another language and culture when they are especially primed to absorb it. Through the grades, world language programs expand to include reading, writing, grammar, and conversation so students become increasingly proficient. Historically, Spanish has been offered at Journey; although it is not a current program as a teacher search committee is in the process of seeking a qualified teacher. Aspects of other languages (e.g., Latin, Greek, Hebrew, and Japanese) are naturally woven into the curriculum in an artistic and practical manner.

Music

Music is a central component of our curriculum and is found in every classroom. Instrumental music practice begins in first grade, with flutes and recorders that are stored in cases the students knit themselves. In 4th grade students learn an orchestral instrument, usually the violin or cello. In the upper grades, Journey School currently offers numerous other music classes as well—including singing, musical theatre, ukulele, advanced recorder, strings ensemble, and guitar.



First Grade Students Learn to Play the Pentatonic Flute

Practical Subjects

Practical work such as crafts, woodworking, cooking, and handwork (handicrafts) are brought to the students using natural materials. Research confirms that optimal brain development is founded on refined motor development. Learning to knit, crochet, sew, whittle, etc. develops the motor skills that enhance intellectual development, concentration, coordination, perseverance, and imagination.⁴⁴ Students also have hands-on experiences building shelters, gardening, and cooking.

Wonder and Awe: Such practical learning builds on the students' innate sense of *wonder* and *awe* at nature. For instance, in gardening they observe seeds, the young seedlings about to be transplanted, the young plants with leaves reaching for the sun, the developing plant with

⁴⁴ Brotherson, Sean. *Understanding Brain Development in Young Children*, 2005

flowers, and the mature plant with its fruits, vegetables, or roots for harvest. Students also observe the circle of life by watching the older, dying plant with its seeds and then its transformation through the composting process into rich soil to nourish new seeds.

Interdependence and Stewardship: Another primary goal of the practical curriculum is to instill in students a deep understanding and respect for the interdependence between humans and the natural world. Students appreciate that every action impacts the environment, and that their choices have significant consequences for the natural world and other human beings. Students engage in learning experiences and activities that cross curricular boundaries, promoting a strong sense of environmental stewardship and community responsibility.

Will and Work Ethic: Practical responsibilities increase as the children become more capable. Over each year, expectations for sustained and focused work become more apparent. The practical offerings instill positive life habits such as responsibility, hard work, and appreciation for others' labor. Developing the will and drive to complete practical hands-on projects in turn fosters a sense of accomplishment and pride.



Making Something from Nothing

Physical Education and Games

A wide variety of age-appropriate physical education classes and games occur at Journey School. They are an integral component of the educational program and promote spatial awareness, healthy group dynamics, and physical health.



7th Grade students compete in an annual Track Meet with other Waldorf schools

Three Unique Offerings to Waldorf Education

Form Drawing, the freehand drawing of geometric shapes, is a subject taught in Waldorf-inspired schools that is not offered in most other schools. Journey School students practice form drawing starting in first grade and typically continue with it through fifth grade. The forms the children draw each year are chosen to resonate with the developmental challenges they typically experience that year and with the academic subjects they study in each grade. In fourth grade, for instance, the children work with fractions, so they draw geometric forms that express fractions in visual shapes. Students also draw forms that relate to the cultures they are studying. In fifth grade, elaborate designs are derived from ancient Greece and Egypt as they study those cultures. Form drawing aims to develop specific qualities in students such as the following:

- *Concentration:* The children draw slowly and with care, trying to make each shape as well done as possible. Even “simple” forms require focus.
- *Hand-Eye Coordination:* Drawings are usually modeled from an example the teacher draws on the board, which requires the child to repeatedly look up at the example and back down to his or her own work.
- *Beautiful Handwriting:* Children draw flowing shapes that are reminiscent of numbers, letters, and beautiful cursive handwriting.
- *Spatial Intelligence:* Form drawing requires students to distinguish between left and right, or top and bottom. This develops spatial intelligence, organization, and an understanding of how individual parts relate to the whole.

Handwork is a key element of the Journey School educational program, and is critical to the social-emotional, physical, and intellectual development of children. Handwork typically begins in kindergarten with finger knitting and continues with more complex knitting, crochet, cross-stitch, sewing, spinning, weaving, and wood carving as the student progresses through the grades. Individual project-based activities develop eye-hand coordination, hand strength, dexterity, fine-motor skills, and the ability to purposefully track with the eyes (which helps eliminate some reading difficulties). Brain research has found that using the hands in such ways opens up neurological pathways that would otherwise atrophy.⁴⁵ According to school surveys, most students find handwork to be highly creative, imaginative, and joyful. While relaxing and fun, handwork also involves strong “will-activity” as it demands concentration, perseverance, and problem solving.



Eurythmy may be the most distinctive course offered in some Waldorf-inspired schools. The word “*eurythmy*” stems from Greek roots meaning *beautiful* or *harmonious rhythm*. Eurythmy is a dance-like art form in which music and speech are expressed through bodily movement. Specific gestures represent spoken sounds, both vowels, and consonants. Eurythmy can be thought of as “visible speech or song.” Eurythmy enhances coordination, strengthens the ability to listen, and promotes harmony in groups.

Other Instructional Approaches

Homework

Because we employ a developmentally appropriate approach to education, we understand the need for young children to have the right amount of time for both structured and unstructured learning experiences. We also recognize that homework can be a valuable way to extend and reinforce classroom lessons, giving older students more practice and review time to assimilate new learning. Homework can also help students develop good study skills, discipline, and responsibility, while providing parents the opportunity to be involved and stay current with their children’s education (See the Journey School Handbook in Exhibit B for detailed homework policies).

High-Quality Materials & Aesthetics

High quality materials, many of which are specially designed for the curriculum, further allow students the experience of success in their school activities, promoting self-esteem, a sense of value for quality work, and increased motivation for completing schoolwork in the classroom as well as at home. For example, using quality colored pencils, paints, and crayons on appropriate drawing and painting paper allows students to create work with color to create detailed and beautiful writing, pictures, and designs. In first through eighth grades, specially designed main lesson books are used to allow students to create their own thematic subject books for each unit block. In the kindergartens and lower grades, age-appropriate play materials are selected or hand-made, and include wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend

⁴⁵ Schwartz, Eugene. *Discover Waldorf Education: Knitting and Intellectual Development*, 2009

to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding classroom decor that is too busy.

Appropriate and carefully selected textbooks are seen as valuable resources for teachers and students. Depending on the grade and subject matter, Journey School uses state-adopted textbooks as teacher resources for lesson preparation, and as important research tools for students to augment their lessons. In particular, Step Up to Writing and All About Reading English language arts curriculum, as well as math resources from Newsela, Houghton Mifflin, Singapore Math, and TERC Investigations are currently used to guide our standards-based practice periods. It is important to note, however, that textbooks do not *drive* decisions about what is essential for students to learn. Rather, with the support of curriculum experts, Journey teachers design and deliver standards-based lessons, using an array of resources, including textbooks adopted by the school’s instructional leadership team and administration.

Field Trips

Field trips give students the opportunity to explore, learn, and retain curriculum content through highly interactive experiences and activities. Interactivity promotes effective teaching and leads to enjoyment, satisfaction, and curiosity as well as intellectual stimulation. Research shows that field trips are highly effective and should be particularly experience-driven rather than information driven. Journey School teachers typically assess student knowledge prior to the experience and then follow up after the field trip with related classroom activities to maximize student learning.⁴⁶ Educational research proves that nature-based experiential education results in higher motivation levels and significant student gains.⁴⁷



Students Experience Curriculum-driven as well as Character-building Field Trips

School Day, School Calendar & Instructional Minutes

Journey School follows a traditional school year calendar that includes a minimum of 175 days during which instruction is provided by school staff. The Journey School bell schedule provides for at least the legally mandated minimum instructional minutes for every grade. The Journey

⁴⁶ Bitgood, Stephen (1993). “What do we know about school field trips?” *What Research Says About Learning in Science Museums* (Vol. 2, pp. 12-16)

⁴⁷ Children in Nature Network article “*Want Your Kids to Get Into Harvard? Tell ‘Em To Go Outside*”

School calendar, daily schedule, and instructional minutes for 2019-20 are included as an example in Exhibit C.

Independent Study Program

Waldorf-inspired educational programs are not common in Southern California. There are many families in the region who choose this type of educational approach for their children but are also interested in having their children in a home-based program. Enrollment in the Waldorf-inspired Independent Study program offered through Journey School provides these families a local option. The primary goal of the home-based program is to extend the Journey School educational program to more students with integrity and depth. Specifically, the home-based program supports our school's primary learning goals, which include the following:

- Ensure student attainment of essential standards
- Enable students to learn the skills and knowledge identified in the curriculum co-alignment
- Develop the whole child through a rich a variety of cultural, artistic, and other developmentally appropriate activities

The quality of Journey's Independent Study program is assured through adherence to the following principles: a consistent Journey-adopted curriculum, appropriate instructional pacing, a robust assessment system, timely targeted interventions, high-quality teacher support, dedicated administrative oversight, and connections with the Journey community.

Advantages to the families include certificated teacher support and oversight of instruction, access to Journey's curriculum as well as high quality instructional materials provided by the school, and the opportunity to be part of the school community through participation in school functions such as seasonal festivals, field trips, after school activities, and parent education. Subject to availability of facility and staff resources, the students enrolled in the Independent Study program are offered some on-site specialty class instruction as well.

Families interested in enrolling in this program go through a separate admissions process, and if there are more families interested in enrolling than spaces available, a separate Independent Study lottery is held. Journey School expects to enroll approximately 100 students or approximately twenty percent of overall enrollment. Students enrolled in Journey's Independent Study program do not receive admissions preferences except as otherwise allowed by the admissions preferences listed in Section VI A. The Independent Study program uses a separate waiting list than the classroom-based program.

The school provides one or more credentialed teachers to supervise and provide oversight for each student's individual program. Leaning heavily on Journey's curriculum and co-alignment, the home-based program focuses on developing a unique strategy for each child, with the assigned supervising teacher and parent working together. The assigned supervising teacher in the Independent Study Program, meets with the students and their parents to determine goals, guide instruction, and assess the students' progress. Students are assigned curriculum activities monthly and expected to submit work throughout the month with no more than 20 school days passing between the date of assignments and the date of completion and submission of the assignments. Meetings are scheduled and expected at least once every twenty school days to ensure that each student in the program is progressing adequately and receiving appropriate support. During these meetings, teachers may go over the assignments and standards, administer assessments and interventions, and assign new lessons and materials. Parents (or another designated adult facilitator) are provided with materials for lessons that reinforce concepts through these monthly meetings with the teachers.

The philosophy of the Journey School Independent Study Program is that students learn best when they are consistently completing their assignments. Under the Journey School Master Agreement, students are responsible for completing assignments in each subject area. A sample Master Agreement is included as Exhibit F. The Agreement also outlines the consequences for missed assignments. These consequences are implemented to ensure that students who are enrolled in the Journey School Independent Study Program are learning and completing a body of work representative of their grade level. The Master Agreement will address the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion as required by Education Code section 51747.

The need to document a missed assignment can be triggered when any pupil fails to complete and submit at least 75% of the entire monthly assignment during any period of twenty (20) school days. In this scenario, the school shall conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study.

Students in the Independent Study Program are held to the same standards and expectations as students in the regular education program. The supervising teacher generates a progress report for each student in the Independent Study Program timed with the seat-based program reports. Students enrolled in the Independent Study Program have the same access to resources currently available to students in the seat-based program. Independent Study students are referred to and expected to participate in interventions, if needed for student success. Independent Study students are included in the statewide assessment process and are required to be on campus during testing periods in order to take the assessments with school proctors. The school administers regular benchmark assessments to all students in the Independent Study Program and may require that some assessments are taken in a proctored setting. Students completing a year of Independent Study will be promoted to the next grade level.

In addition to complying with all the laws that apply to charter schools in California in general, Journey complies with all specific laws applicable to Independent Study for its Independent Study Program. Education Code §47612.5 (b) states that a charter school that provides Independent Study shall comply with Education Code §51745 et. seq. This includes the creation and execution of master agreements, creation and adoption of Board policies regarding Independent Study, appropriate maintenance of work products, staffing that complies with the required pupil to teacher ratios, and the geographic limitations on the place of residence of the pupils. In addition, Journey School complies with Education Code Section 51747.3 and does not provide any “thing of value” to Independent Study pupils that may not be legally provided to any or all of its pupils.

Further, Journey adheres to all applicable sections of the Education Code for Independent Study, § 51745 et seq. along with its implementing regulations and funding determination requirements of Education Code § 47612.5 and § 47634.2, and Title 5 California Code of Regulations §11963 - 11963.7 ("SB740"). As laws pertaining to charter schools change, Journey reserves the right to make changes to ensure compliance and to encourage excellence in the Independent Study Program, upon the recommendation of the Executive Director and approval by the Board of Directors.

D. STUDENTS TO BE SERVED

Identify the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or

challenges. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)]

Journey School serves students eligible for transitional kindergarten through 8th grade throughout Capistrano Unified School District, southern Orange County, and even north San Diego County. Enrollment over the next 5 years, 2020-25 is targeted at approximately 600-640 students. Given facilities restraints, further expansion is not anticipated during the charter term.

Journey School addresses a growing need for students to be educated with methods outside of traditional educational methods. This need is substantiated by the dramatic growth of charter schools and other alternative educational programs, as demonstrated by Journey School's substantial growth since the school opened its doors.

Approximately eighty percent of Journey students are drawn from the Capistrano Unified School District while the remaining twenty-percent come from surrounding areas, including Irvine to the north and northern San Diego County to the south.

E. HIGH SCHOOL PROGRAMS

If the proposed school will serve high school students (any of grades nine through twelve), the petition must describe how the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. [Ref. California Education Code, §47605(b)(5)(A)(ii)]

Journey School does not currently plan to offer a high school program. If there is a strong community interest in a high school program that aligns with the Journey School educational program, a charter amendment will be submitted with details about the high school program for consideration by CUSD.

F. PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(F)]

Introduction

Journey School makes a significant effort to respond to the behavioral, social-emotional and academic needs of each child, and to identify and serve those who are academically low achieving. The school's small size, student-staff ratios, and looping model allow educators to develop special sensitivity towards individual student needs and backgrounds. This translates into a nurturing learning environment with low-stress levels and maximized success.

However, some students will invariably need additional academic support which can be complicated by the fact that social and emotional well-being is a prerequisite for academic success. Journey School is committed to providing support for those students who are experiencing challenges in the academic setting. Generally, this support begins in the form of Tier I and Tier II interventions consistent with a Response to Intervention (RTI) framework.

- **Tier I: Prevention:** Tier I includes high quality classroom instruction and classroom management strategies delivered by qualified teachers and regular assessments of all students to monitor their progress toward reaching grade level benchmarks. Teachers are trained to differentiate instruction and address various learning styles of their students. Specific examples are provided in the chart below.

General Tier One Interventions/Supports Used at Journey

- Seated near teacher
- Seated near a positive role model
- Individual work space
- Stands while working/uses alternate type of chair
- Teacher stands near student when giving directions/in order to redirect
- Acknowledge positive behavior
- Frequent, immediate, positive feedback
- Touch student or student's desk to redirect
- Use breathing or calming/centering techniques for transitions
- Explicit expectations
- Structured, predictable routine
- Use student as helper
- Send student on errand
- Call on student frequently
- Use eye contact before giving directions
- Give choices
- Use putty, clay, beeswax or other fidget
- Give 5 min warning before transitions
- Use countdown for complying with directions
- Use noise canceling headphones
- Movement breaks within lessons

Behavioral and/or Social Interventions

- Group guidelines and agreements
- Immediate consequences and interventions to redirect minor problematic behaviors
- Effective teacher communication that invites cooperation and self-correction
- Explicit classroom behavioral expectations and procedures
- Visual classroom schedule/procedures
- Break/transition behaviors are taught and practiced
- Interactive Journals
- Give students options and choices
- Link learning to student's interests and real-world applications
- Use a variety of teaching strategies (kinesthetic, oral, visual)
- Class meetings
- Give student responsibility so they can rise to the occasion and be seen doing positive things
- Allow for plenty of movement breaks. Allow student to go outside if needed.
- Give student something to focus on each day (ie being kind to friends). At the end of the day, have the student report how he/she did.
- Group guidelines and agreements
- Morning Meetings
- Strategic table groupings
- Pair shares (elbow partners) and small group discussions
- Class meetings
- Group gatherings, group closings
- Interactive journals
- Play dates at school

- Lunch bunch with teacher
- Class check-ins - how are we doing socially?
- Role plays for social situations
- Big Buddies (peer advocacy)
- No Blame Meetings (peer advocacy)
- Hearth Space (a designated break location)

Academic Interventions

- Preview directions or lesson content
- Provide a variety of activities in each lesson
- Simplify or breakdown assignment/directions into smaller steps
- Provide visual cues, charts, & models
- Use graphic organizers to focus attention on key ideas
- Provide plenty of practice
- Provide more time to complete a task
- Provide think time
- Use a timer as a guide to complete tasks
- Allow student to respond in a variety of ways (thumbs up, white/chalk board, partner share)
- Allow student to show mastery in alternative ways
- Reduce number of problems on HW, quizzes, or tests
- Shortened assignments
- Require fewer problems
- Use a calculator or multiplication chart
- Problem-solving steps handout/visual
- Assign partners to help with work
- Additional time
- Attend study hall (middle school)
- Attend math club (Wednesdays - middle school)
- Small group instruction
- Partner read
- Choral read
- Provide multiplication chart or other similar tool
- Provide written material on student's desk when copying from board
- Enlarge print size
- Assign a volunteer HW buddy
- Provide student with assignment notebook
- Allow open book tests
- Allow take home quizzes
- Provide clear written directions with step-by-step instructions & illustrations
- Provide small group instruction
- Work one-on-one when possible

Fine/Gross Motor Interventions

- Handwriting Without Tears

- Shortening assignments
- Allow for use of Chromebook/technology to type
- Form drawing
- Pencil grip
- Visual and verbal prompts for correct fingering
- Cursive writing
- Write on a vertical space (prop up a paint board)
- Bigger lined paper
- Assistive technology

- **Tier II: Identification and Selected Interventions:** Selected interventions are implemented by teachers for students identified as achieving below average grade level expectations. Interventions may include, but are not limited to, any of the following:
 - Utilizing other teachers for collaborative, individual, or small group instruction
 - Utilizing parent volunteers for individual or small group instruction
 - Peer support with older students, e.g. “reading buddies”
 - Individualized or differentiated math, writing, reading, and spelling approaches
 - Increased movement/sensory integration activities
 - Modified class work, extra lessons, or extended learning opportunities
 - Additional parent/teacher communication or partnerships

If there is little or no improvement during the first two tiers, the student will likely be referred to our Three Streams of Student Support Process, for further assessment and intervention. As a general education function, the Three Streams attempts to provide as much support as possible for students who are experiencing social, disciplinary, or learning challenges. Similar to a multi-tiered system of support process, we study the child and meet with all stakeholders in order to align interventions in an effort to maximize student success. The Three Streams process is based on the work of Kim John Payne, who is respected worldwide for helping children, parents, and teachers navigate challenge as well as conflict.

Overview of the Three Streams

- ***Therapeutic and Academic Care Stream:*** Often referred to as Student Study Team (SST) in traditional settings, this stream observes, gains an understanding of, and provides support for students experiencing challenges to learning and academic success (not necessarily just for academic concerns). This group offers suggestions for academic and therapeutic support for students including lesson adaptations, accommodations, and differentiated instructional strategies. Resources and tools may include targeted reading intervention in small group sessions using the Barton Method and the Rewards program, targeted math intervention provided in small groups using TERC investigations and Singapore Math, and utilizing assistive technology and other accommodations to increase a student’s ability to access classroom instruction. The classroom teacher is responsible for documenting all modifications and services, indicating the student’s level of success and improvement with each strategy.

- ***Discipline and Guidance Care Stream:*** A student is directed to this stream when faculty members and administrators observe that he or she is pushing the school's behavioral boundaries. A student who misbehaves is a disoriented student. This stream helps teachers and administrators provide clear and firm guidance so that students can reorient themselves and find their footing at school. Resources and tools may include use of behavior contracts or behavior improvement plans, token economy systems, and a program called the Zones of Regulation.
- ***Social Inclusion Care Stream:*** Students are brought to this stream when they are having difficulties in the social realm. These difficulties may be noticed by teachers or family members at recess or in the classroom and may include (but are not limited to) non-inclusion, excluding/being excluded, bullying/being bullied, and teasing/being teased. Resources and tools to support these students may include peer advocacy groups, class circles, character education efforts through use of Positive Outcomes curriculum, and counseling services.

The structured interventions developed through these meetings are documented carefully and progress is measured and observed. Should a student fail to make adequate progress within a 4-6 week period of time, Journey School schedules and holds subsequent meetings. Through these meetings and this process, the school may recommend that a student undergo a full psycho-educational assessment to determine special education eligibility. In this scenario, an assessment plan is delivered to and reviewed with parents during a Three Streams meeting in accordance with legal requirements.

Child Find

The process detailed above ensures that we are observing and supporting all students who may become eligible for special education services and such referrals may be made by one of the Three Streams should insufficient progress be noted despite best efforts to support the child in the general education environment. As such, we feel that our "Child Find" process meets the legal requirement that schools find all children who have disabilities and who may be entitled to special education services.

G. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are academically high achieving. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

The curriculum inspired by Waldorf education is, by nature, multi-disciplinary. It involves academic learning supported by a rich artistic curriculum along with movement instruction and social learning. Ideally, this creates a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere builds individual self-esteem, as well as students' respect for each other as important members of their classroom learning community.

In addition to using an approach to learning that is inspired by Waldorf education, Journey School's plan for students who are academically high achieving includes the following:

- Differentiated instruction in such areas as math, writing, reading, and spelling to meet different student learning levels in practice periods. Examples include the teacher challenging students with different levels of math problems or spelling words on the

board or during other classroom activities. Extra credit problems and projects may be given to more advanced students.

- Leveled math programs using Common Core State Standards aligned textbooks and instructional materials in sixth through eighth grades may also be used. Middle school students may be placed in math levels of various tiers based on student achievement data and teacher recommendation/evaluation. This allows students who are advanced to be provided with opportunities for enrichment and challenges, while students who need additional math support can receive personalized instruction and interventions to ensure academic success.
- Teachers providing extra challenges to students as needed, and the school makes available supplemental materials, such as advanced mathematics materials inspired by Waldorf education.
- Teachers providing academic and artistic leadership opportunities for students, such as assisting their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.
- Eighth grade student projects (required for all 8th grade students) allow academically high achieving students to select a subject of interest for in-depth research and reporting.
- Administration of the OLSAT to determine Gifted or Talented designation for students recommended by their teachers, or upon parental request.

H. PLAN FOR ENGLISH LEARNERS

Indicate how the charter school will identify and respond to the needs of English learners. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

Journey School is committed to excellence in the area of English Language proficiency. We see a commitment to the arts and a culturally rich educational program as a strong foundation for all language learning. Our methods are directly aligned with *Specially Designed Academic Instruction in English (SDAIE)* as well as *Sheltered Instructional Observation Protocol (SIOP)* approaches that are beneficial for English Learners (ELs). Additionally, it should be noted that Waldorf education, by its nature, is a culturally and linguistically responsive pedagogical approach. Culturally and linguistically responsive teaching empowers all students intellectually, socially, and emotionally, by using cultural and historical referents to impart knowledge and skills and to change attitudes. Specifically, in activating cultural knowledge, prior experiences, frames of reference, and performance styles for ethnically diverse students and English Learners, learning encounters become more relevant to and effective for them. Journey School's educational approach teaches *to and through* the strengths of these students.

Journey School commits to implementing the following three guiding principles in all of its instructional services for ELs:

- ELs possess a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent.
- ELs are typically mainstreamed all day, therefore teachers teach both English Language Development (ELD) skills and content.

English Language Development

English Language Development (ELD) is a component of classroom instruction at Journey School, specifically intended for EL students. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity. At Journey School, ELD instruction includes the following:

- Emphasizes listening and speaking, although it can incorporate reading and writing
- Explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions)
- Is planned and delivered with specific language objectives for each lesson
- Integrates meaning and communication to support explicit teaching of language
- Includes carefully planned interactive activities among students
- Provides students with corrective feedback on form
- Emphasizes academic language as well as conversational language
- Continues until students meet reclassification criteria

The overall structure of the approach for English Learners over the next five years will be primarily based on the Sheltered Instructional Observation Protocol (SIOP). The SIOP model is a research proven framework for meeting the needs of English Learners in ways that are in alignment with Waldorf educational methodologies. Journey teachers will become adept at using best practices from the SIOP model as part of their professional development.

Explicit support strategies for English Learners will include the following:

- Collaborative, engaging, and purposeful teaching strategies
- Connecting content with students' prior knowledge to build context and meaning
- Authentic learning experiences, including project-based approaches
- Increased focus on conceptual understanding and learning
- Arts infused learning as well movement activities
- Scaffolding techniques to temporarily support students as they develop proficiency
- Predictable rhythms, routines, and schedules
- Safe learning environments that build community and reward risk-taking
- Use of manipulatives, graphic organizers, and other hands-on tools
- Reading and writing workshops
- Building phonological awareness and explicitly teaching academic vocabulary

For all English Learners, teachers will use a number of assessments to monitor progress.

Journey School utilizes established criteria and procedures to identify limited English proficient (LEP) students. All incoming Journey School students are required to fill out the California Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occur using tests required by the state of California (such as the English Language Proficiency Assessment of California - ELPAC) and using trained test administrators.

Journey School conducts the required ongoing assessments of progress and improvements in English proficiency for its LEP students. Policies are in place for reclassification criteria and

processes. All mandated state tests for LEP students are administered as required by law.

I. PLAN FOR SPECIAL EDUCATION

Indicate how the charter school will identify and respond to the needs of students with disabilities. Fully describe the charter school's special education plan, including, but not limited to, the following:

- The means by which the charter school will comply with the provisions of Education Code Section 47641;*
- The process to be used to identify students who qualify for special education programs and services;*
- How the school will provide or access special education programs and services;*
- The school's understanding of its legal responsibilities for special education students; and*
- How the school intends to meet those obligations.*

Journey School is committed to providing eligible students with disabilities a free and appropriate public education (FAPE) consistent with appropriate laws and regulations for charter schools. Currently, Journey School is considered a school of the district as it relates to special education services, operating under the Special Education Local Plan Area (SELPA) coordinated by Capistrano Unified School District.

Journey School is committed to serving children with special needs whether such children are currently or newly identified as such. Journey School will not deny admission to students on the basis of disability.

To support enrolled students with Individualized Education Programs (IEPs), Journey School has established the following protocols:

- Holds Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals, and obtaining parent consent for and approval of the new IEP
- Employs a qualified administrator to oversee and participate in IEP meetings and support Special Education programming on campus
- Conducts Triennial Reviews, in which students may be formally reassessed, or, if no new data is needed, a review of the records may take place
- Includes appropriate district staff in this process when requested or required by either Capistrano Unified School District or members of the IEP team

Child Find and Student Referrals

Child Find is a process of identifying, locating, and evaluating children and youth, birth to 22 years of age, who are suspected of having or have been diagnosed with a disability or developmental delay. As Journey School is a school of the district for special education purposes, the school participates with the District to identify students and provide appropriate special education services under Federal and State laws to students with disabilities.

Journey School's child find strategies will include various policies and practices, including, but not limited to the following:

- Post-matriculation intake practices that identify students with exceptional needs to help ensure that the school and District are aware of all students who have identified special needs;
- Staff development and training to ensure an understanding of tools and techniques used to identify students who may have exceptional needs;
- Review of student assessment data, including but not limited to, state-mandated testing, to identify students who fall below expectations in their academic progress and are may be in need of additional support or services;
- Collection of data on enrollment forms;

Parents who suspect their child ~~has a~~ may have a disability are encouraged to contact their teacher or the administrator to discuss the concerns. Additionally, teachers, and other school staff members, doctors, or anyone else, including the student may bring suspected concerns forward to the school for further discussion. As a result of this discussion, a child may be referred to the Three Streams of Student Support Process (or SST) to brainstorm and implement additional strategies for student success and to monitor the progress of those interventions. If a Specific Learning Disability (SLD) or other qualifying disability is not suspected and the student is making good progress and responding well to the interventions, the regular education program remains in place with possible further suggested program strategies or interventions.

If a SLD or other qualifying disability is suspected, the Three Streams team will refer the student for special education evaluation. An assessment plan, along with a copy of *Procedural Safeguards*, will be presented to and reviewed with parents. Should parents consent to the student evaluation, the signed Assessment Plan is returned to Journey School. The assessment must be completed and an Individualized Education Program (IEP) meeting held within 60 calendar days of the date of receipt of the written consent for assessment.

Parents are an integral part of the IEP team and are invited to the IEP team meeting to review the assessment results. After thoroughly analyzing assessment data, the team, including the child's parent, determines if the student has a disability. If the student has a disability, special education services may be offered through a free and appropriate education (FAPE).

Special Education services can be provided in several ways, including but not limited to, the Specialized Academic Instruction, support in the classroom, and other appropriate services. The Journey School partners with CUSD, who is the Special Education Local Plan Area (SELPA). All Special Education services will be provided by Journey School's designated Special Education team as agreed upon with CUSD as the school's SELPA, or by contracted providers if appropriate.

Journey School, in conjunction with the special education staff, will maintain responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools.

As a public school, Journey School shall, through its policies and procedures, comply with all applicable requirements of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. Seq. (IDEA), and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). Journey School, in association with the District, will provide a FAPE to children with disabilities, including, but not limited to identifying, evaluating, planning educational programs, and implementing placements in accordance with those Acts.

As a charter school, Journey School has the option under Ed Code Section 47641 to be deemed a Local Educational Agency (LEA) for special education purposes. Alternatively, the charter school would be considered a public school within the sponsoring district's LEA. This choice will be made annually. If, at any time, Journey School chooses to be designated as an LEA, the school will provide verifiable assurances of its ability to fulfill all obligations in this capacity, as well as assurances that it will participate in a Special Education Local Plan Area (SELPA) approved by the State Board of Education. Journey School reserves the right to annually determine if its students are best served by participation in the Capistrano Unified School District SELPA as a school within the district, or by participating as its own LEA in a SELPA. Journey will provide a year plus one day written notice to the CUSD Assistant Superintendent of Special Education if it intends to join another SELPA. A change in SELPA would require a material revision of this charter. As such, if Journey School becomes designated as an LEA for Special Education purposes, the processes and procedures above may be modified accordingly, as Capistrano Unified School District will then have no obligation to provide any Special Education services.

Services under Section 504

Journey School will be solely responsible for identifying and serving students with a 504 Accommodation Plan. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the School and shall be accommodated. The general education staff, support staff, and special education staff will work together to meet the needs of these students.

Journey School shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act ("ADA") with respect to eligible students.

Journey's Section 504 evaluations will be conducted by a team or group of persons including those who are knowledgeable about the student, the suspected handicapping condition, evaluative procedures, the meaning of evaluative data, and accommodation and placement options. If Journey School does not employ individuals who meet the above-listed requirements, Journey will contract with an appropriately qualified agency that has experience evaluating students to determine eligibility pursuant to Section 504, at Journey's sole expense.

Journey School will implement a 504 Plan Team to monitor and guide referrals for Section 504 Services. Journey School will develop, maintain, and implement policies and procedures to ensure identification of students who may require Section 504 accommodations, modifications, and/or placement and related services. Unless otherwise agreed between CUSD and Journey School, all aspects of Section 504 compliance will be the sole responsibility of Journey School.

Journey School shall adopt and regularly review its Section 504 policies, procedures, and forms. By September 1 of each year, Journey School shall designate a school employee responsible for Section 504 compliance.

J. LOCAL CONTROL AND ACCOUNTABILITY PLAN COMPLIANCE

Indicate how the charter school will comply with the requirements pursuant to California Education Code § 47605(b)(5)(A)(ii).

Journey School will comply with all requirements for charter schools pursuant to California Education Code § 47605(b)(5)(a)(ii) including developing annual goals for all pupils and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight state priorities identified in California Education Code § 52060(d). These

outcomes are included in Section III A which describes the measurable pupil outcomes for the school-wide goals for relevant sub-groups and the corresponding assessments. Journey School will comply with all elements of the Local Control and Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. Journey School will comply with all requirements of Education Code §47606.5, including, but not limited to, the requirement to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP, and to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the Local Control and Accountability Plan and annual update. The annual update to the Local Control and Accountability Plan, as described in Education Code §47606.5, will be submitted to the District and the County Office of Education no later than July 1 of each year, in accordance with Education Code §47604.33.

SECTION III - ASSESSMENT AND USE OF DATA

A. MEASURABLE STUDENT OUTCOMES

Describe the measurable student outcomes that will be used by the charter school. "Student outcomes," (also referred to as "pupil outcomes") for the purposes of this part, means the extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Student outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. [Ref. California Education Code § 52060 (d), § 47605 (b)(5)(B), 47605 (b) (5) (A) (ii) and § 47607 (a) (3)(B)]

Journey School has clearly defined school-wide outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). Journey will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including Common Core State Standards) and reflect proficiency measures required by the state, as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined per the appropriate Education Code applicable to charter schools.

The following set of student outcomes delineates Journey School's school-wide and subgroup outcome goals, measurement tools, and performance targets aligned to the state's priorities that apply for the grade levels served by the charter school. All outcomes listed apply to all students, including all numerically significant subgroups. Below each outcome is a listing of the state's priorities defined in California Education Code Section 52060(d) in order to demonstrate alignment of the school's charter outcomes with the state priorities. In order to further demonstrate progress towards the eight state priorities, Journey School will develop and update its Local Control and Accountability Plan (LCAP) annually. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter.

Goal 1: Academic Performance

Journey utilizes a variety of indicators to measure academic achievement including state mandated standardized on a yearly basis. Journey is fully accountable for its students' achievement in keeping with current California accountability laws, including California Education Code § 52052, as well as applicable federal law, and any other applicable statutory achievement requirements for charter schools.

Measurement Tools will include the following:

- a) Student performance on the state's standardized assessments administered annually
- b) School placement on the California School Dashboard academic achievement indicators for math and English language arts
- c) Journey School report cards

- d) Student achievement on age-appropriate assignments, projects, and reports that demonstrate students' ability to plan, initiate, and complete work
- e) Student performance on the Eighth (8th) grade projects
- f) Alumni survey administered to graduates of Journey School (graduates defined as leaving Journey after fifth grade or higher and having been at Journey more than two years)

Performance Criteria

Journey School strives to meet or exceed academic performance of demographically comparable schools on statewide standardized assessments and local achievement measures. Students will meet or exceed the class standards for each grade level, which are developed from the curricular co-alignment, and which is evidenced by satisfactory progress reports. Additionally, students who have exited our program and have begun high school, will report that they were prepared to continue their education successfully in a variety of other educational environments.

State Priorities

This goal aligns with State Priority 4: Student Achievement and State Priority 8: Pupil Outcomes.

Goal 2: Student Progress

Students should demonstrate a year of academic growth for each year that they are enrolled in Journey school. A year of growth may look different for each unique child, however, when students do not meet benchmark targets, Journey intervenes and provides additional support until an acceptable level of achievement is reached.

Measurement Tools will include the following:

- a) Student performance measured over time on the state's standardized assessments
- b) School placement on the California School Dashboard academic achievement indicators for math and English language arts
- c) Journey School report cards

Performance Criteria

A year of academic growth can be defined as movement up at least one performance band (e.g., from "Standard Not Met" to "Standard Nearly Met") on the state's standardized assessments (in the grades for which comparisons are possible). Students who do not improve at least one performance band but who have either "Met Standard" or "Exceeded Standard" are also considered to have achieved a year of academic growth. For subgroup calculations, this performance measure only applies to subgroups that have sufficient numbers as defined in California Education Code § 52052 (or its successors). Performance may also be met by teacher assessment as documented on annual standards based report cards.

State Priorities

This goal aligns with State Priority 4: Student Achievement.

Goal 3: Engaged and Creative Learners

Students will attend school at a high rate and have access to a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

Measurement Tools will include the following:

- a) Average Daily Attendance (ADA) rate
- b) Annual review of the school's master schedule of classes
- c) Journey's performance on the California School Dashboard engagement indicator: Local indicator—Parent and Family Engagement
- d) Teacher participation at professional development opportunities developed for staff and faculty
- e) Student completion of art portfolios or "Main Lesson" books
- f) Student participation in theatre and or musical performances
- g) Student completion of projects in practical arts

Performance Criteria:

Journey will schedule classes at each grade level to include core academics and at least one class in each of the following categories: music, physical education, visual arts, and practical arts. Each year, students will perform in at least 3 performances; complete at least 5 main lesson books; and complete at least 2 projects annually in the area of practical arts. Further, administration will ensure that faculty and staff attend at least three (3) professional development offerings each year towards supporting teacher efforts in delivery of our broad course of study. Lastly, Journey targets an ADA rate of at least 94% through the year.

State Priorities

This goal aligns with State Priority 5: Student Engagement and State Priority 7: Course Access.

Goal 4: Positive School Climate and Social Emotional Literacy

Student conduct and development of character will align with the school's expectations as it relates to our behavior motto—RESPECT: Respect, Empathy, Service, Participation, Effort, Courage, Trustworthiness. Further, students will demonstrate competency in the 5 core Social Emotional Literacy (SEL) competencies developed by CASEL (Collaborative for Academic, Social and Emotional Learning): Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-making.

Measurement Tools will include the following:

- a) Journey's performance on the California School Dashboard Conditions and Climate indicator: Suspension Rate/Percentage
- b) Journey's performance on the California School Dashboard Conditions and Climate indicator: Local Climate Survey
- c) Rate of students referred to the Behavioral and Guidance Stream and/or Social Inclusion Stream

Performance Criteria

The percentage of Journey students suspended on an annual basis, as reported on the California School Dashboard, will be no higher than 5% and the percentage of students annually referred to the Behavioral and Guidance Stream and/or Social Inclusion Stream will be no higher than 10%. Further, 75% of students will indicate a positive school climate on a local climate survey administered to student’s each year.

State Priorities

This goal aligns with State Priority 6: School Climate.

Goal 5: Environmental and Ecological Literacy

Students will demonstrate an awareness for the natural world around them, including an ability to be responsible stewards for the earth.

Measurement Tools will include the following:

- a) Participation in school-wide recycling and composting programs
- b) Participation in community service efforts
- c) Participation in the maintaining of school and/or classroom gardens
- d) Attendance in school sponsored events focused on environmental awareness and stewardship (fieldtrips and/or overnight camping trips)

Performance Criteria

The percentage of Journey Students who participate in the following activities each year, will exceed 90%: school-wide recycling and composting programs, environmental service projects, weekly gardening efforts, field trips, and overnight camping trips (grades 3-8) focused on environmental awareness.

State Priorities

This goal aligns with State Priority 2: Implementation of State Standards and State Priority 6: School Climate.

Goal 6: Program Satisfaction and Parental Involvement

Journey School parents and students will be satisfied with the program.

Measurement Tools will include the following:

- a) Alumni Survey
- b) Parent Satisfaction Survey

Performance Criteria

Of the alumni survey participants, at least 75% of students will share positive responses regarding their school experience and will report they were prepared to continue their education successfully in a variety of other educational environments. The parent survey will gauge parent satisfaction level from 1-10 (10 being highly satisfied). At least 85% of survey participants will report satisfaction levels of 7 or higher.

State Priorities

This goal aligns with State Priority 3: Parental Involvement and State Priority 6: School Climate.

B. ACADEMIC ACCOUNTABILITY SYSTEM

Where applicable, include a plan for attaining improvement in pupil outcomes and addressing the state's evaluation rubrics.

California has a new accountability system that measures a variety of factors which typically indicate school success. This system, known as the California School Dashboard ("the Dashboard"), provides information to schools and to the public about how local educational agencies, including charter schools, are meeting the needs of California's diverse student population. The indicators are derived from the California Department of Education's 8 State Priorities and include reports on suspension, attendance/engagement, test scores, English learner progress, school climate, and parent engagement among others. Journey School complies with all applicable state laws with respect to academic accountability for public schools, including administration of the CAASPP standardized assessments which are based on the California Common Core State Standards. Further, Journey provides other data and completes reports as required by the State for accountability purposes. Through the Dashboard, Journey School then receives ratings on student performance and progress, as well school performance on a variety of indicators which are measured each year as well as growth observed over time.

Journey School administration evaluates whether the Journey program needs to make any adjustments in order to meet its targets. Programmatic recommendations are brought to the board level for evaluation, discussion, and possible approval. Further, a report is presented annually to the school's Governing Board regarding student performance on state standardized testing as well as the Dashboard results and other relevant metrics. Based on the results and the input from various stakeholder groups, the school leadership team creates school goals and a related action plan for attaining those goals as part of the Local Control Accountability Plan (LCAP). Following approval or modification, this plan is then implemented for the upcoming school year and the cycle continues as the effectiveness of the goals are measured in part by Dashboard results.

C. METHODS OF ASSESSMENT

Describe the proposed methods by which student progress in meeting the desired student outcomes will be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

[Ref. Cal. Ed. Code § 47605(b)(5)(C)]

The school's plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress.

Assessments should include annual results from the California Assessment of Student Performance and Progress (CAASPP) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the English Language Proficiency Assessments for California (ELPAC) and the physical performance test.

What matters is that you rigorously assemble evidence—quantitative or qualitative—to track your progress. If the evidence is primarily qualitative, think like a trial lawyer assembling the combined body of evidence. If the evidence is primarily quantitative, then think of yourself as a laboratory scientist assembling and assessing the data.

-Jim Collins, Good to Great and the Social Sectors

Assessment Overview

Assessment of student performance is one of the most powerful tools a classroom teacher or school can use to enhance student achievement and drive school-wide performance. Assessment as part of daily instruction is especially effective because it engages students and teachers in a frequent and ongoing reflective process. Together with an age-appropriate curriculum and brain-compatible instructional strategies, assessment for learning has become an integral part of the pursuit of excellence at Journey School.

The school's methods of assessment, discussed in detail below, address students' individual strengths and weaknesses and build upon their assets versus their deficits. Journey School's assessment system is supported by current educational research on multiple intelligences theory, interdisciplinary teaching, and instructional methodologies which address the whole child. Educators provide descriptive feedback to students and families within a non-competitive learning environment.⁴⁸

In addition to internal assessment tools, Journey School adheres to the same accountability measures, administers the same state assessments, and follows the same proficiency measures as all public charter schools in California. As established in the previous section, where the measurement tools were listed for each charter outcome, Journey School will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations.

Key Assessment Practices

School-wide Performance Outcomes: Journey School has established school-wide performance outcomes that reflect its mission, core values, and educational philosophy. These performance goals are described in Section IIIA. In order to achieve these performance outcomes, Journey School's Local Control and Accountability Planning process will continue to encourage the school community to consistently focus on student learning and measurable outcomes.

Journey School's Co-Alignment: Journey School follows a coherent and rigorous educational framework. This framework blends Common Core State Standards with Waldorf-inspired learning expectations. In keeping with the school's mission and philosophy, age-appropriate learning goals have been written for each grade and address three realms of a child's development; their *social-emotional, physical, and cognitive aspects*.

The co-alignment serves as a foundation for curriculum development, teaching decisions, and programmatic quality review. This process ensures the school will continue to meet its commitments to all stakeholders as stated in the charter. An excerpt from the co-alignment is included as Exhibit A and the complete co-alignment is found on the school's website.

Classroom Based Assessments and the Role of the Teacher: Journey School attaches great value to growing teachers' capacities as instructional leaders. Teachers need to be empowered to design and administer classroom-based assessments. They must be able to design

⁴⁸ Stiggins, Richard, *Assessment for Learning*, 2008

assessments on a daily basis so they can provide timely and specific instructional feedback to students, families, and service providers. Classroom-based assessments are vital because teachers need *continuous* information about where each student is *now* in relation to key understandings. Periodic information, gathered once a year or even every few weeks, does not meet the immediate needs of the students and their teachers.

Multiple Measures: Employing many different methods to assess students is important if we are to successfully measure the depth and breadth of what students are learning. Multiple measures provide a more complete and accurate representation of student achievement over time than is possible with a single measurement of assessment. The use of multiple measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles.

A balanced approach to assessment is sensible. If all students are to meet essential standards, then they must each believe that success is within reach. Students should recognize that there is a correlation between how hard they try and what they can achieve. Students must be inspired to embrace assessments with enthusiasm and confidence if they are going to actually apply the requisite effort to succeed. Both adequate preparation for assessments and a wide variety of opportunities to “show what they know” are keys to student success.

In essence, assessment of student learning should happen on a frequent basis, so that we can better understand how to improve learning and teaching. We do not use any *single* assessment to measure student progress or to derive value as a school. Standardized tests, for instance, are just one way to measure student performance.⁴⁹

Instructional Leadership: Journey School concurs with leadership consultants Timothy Watters⁵⁰ and Jim Collins when they assert that effective instructional leadership provided by the Administration is essential for high student achievement. Therefore, Journey School’s Administration collaborates closely with staff to evaluate the quality of learning. Within this collaborative context, administrators manage the assessment program by analyzing qualitative and quantitative achievement data and then regularly making recommendations to the Journey School Faculty and Council.

The Journey School Council has ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and Journey School Council approved school policy. Administration is responsible for legal and organizational adherence to assessment policy and procedures.

Core Assessment Methods

Journey School's assessment methods evaluate all realms of the child’s development, including his or her Intellectual Capacity (HEAD); Social-Emotional capacity (HEART); and Physical Capacity (HANDS). They include the following:

Criteria Referenced Reports are prepared for students beginning in first grade and shared with parents at key intervals throughout the year. These assessments are based upon teacher-designed classroom assessments, teacher observations of students, and other

⁴⁹ Despite their sometimes lessened exposure to standardized testing situations, U.S. Waldorf pupils' SAT scores have typically come above the national average, especially on verbal measures. See Todd Oppenheimer’s “Schooling the Imagination” article in *Atlantic Monthly*, Sept. 1999, for detailed analysis.

⁵⁰ Watters and Marzano, *Leadership that Works*, 2005

evidence gathered during instruction. The assessments include narratives with an overview of essential course work, and a discussion of the student's achievement, performance, and growth in each of the various curriculum blocks, specialty subjects, social skills, and work habits. Any student who is not progressing as expected will receive further teacher attention and may be supported through additional support services. (See also Section II F.) These tools improve instruction in that they engage both the student and teacher in a formative, frequent, and ongoing reflective process. For Kindergarten students, these reports take the form of a First Grade Readiness Assessment.

Letter Grades for academic content (based on tests and/or written and/or oral reports, etc.) may be used for specific classes and will be reserved for students in the upper grades. The letter grades will represent specific achievement levels based on clear criteria.

Parent-Teacher Conferences for all students take place at least once a year, or more, if dictated by individual circumstances. Parents, teachers, or students may make requests for additional conferences. These conferences are essential in that they allow a complete picture of the child's performance to unfold. Moreover, they provide opportunities for teachers and parents to strengthen school-family partnerships. Conferences are especially effective as a result of the school's looping model, low teacher-student ratios, and warm community atmosphere.

Portfolios include student Main Lesson books, work samples, practice papers, written work and reports, artwork, etc. In order to ensure validity, reliability, and objectivity for these authentic assessments, rubrics are used to evaluate portfolio items. Rubrics are criteria-based and are developed to establish clear assignment expectations and to provide meaningful feedback to students.

Demonstrations include oral recitations, presentations, reports, performances, or other demonstrations, which occur regularly beginning in first grade, by students individually as well as the class as a group.

Standards-Based State Tests, now part of the California Assessment of Student Performance and Progress (CAASPP) system, are administered in compliance with State law regarding charter schools. State mandated tests also include physical fitness testing and English language development testing. The student performance goals for standards-based tests are described in Section IIIA.

Baseline Achievement Assessments are an integral part of the school's assessment program. Before a lesson or block is taught, the teacher will pose the question: what evidence will be collected from students in order to demonstrate their knowledge and proficiency? Once this question is posed, the assessment will be designed, and the criteria developed. Keeping the desired outcomes in mind, the teacher will then be ready to plan and sequence the learning activities. Assessment will inform instruction, culminating in the creation of unique projects, exhibitions, and overall higher student achievement.⁵¹

Formative Assessments are proven instructional strategies which are used to challenge students to think at high levels and show acquired knowledge and skills.⁵² Example strategies include effective questioning techniques; summarizing and note-taking;

⁵¹ Grant & Wiggins, *Understanding by Design*, 1999

⁵² Marzano, *Classroom Instruction that Works*, 2001

collaborative work; non-linguistic representations of key concepts and vocabulary; and effective homework and practice. These strategies allow students to demonstrate their learning on a daily basis.

Curriculum-Based Assessments (CBAs) are used as a quick and effective way to gather additional information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBAs) are also utilized to pinpoint strengths and weaknesses in student mastery of concepts.

Summative Assessments are administered at the end of each unit of study in all core academic areas.

State Assessments

Journey School shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. Journey School adheres to the same accountability measures, administers the same state assessments, and follows the same proficiency measures as all public schools in California. We are committed to meeting and exceeding all of California's goals and curricular requirements as sequenced in the co-alignment (see Exhibit A). Students will continue to participate in proficiency tests and all other assessments required by the State of California. Results of these assessments are reported through the California Department of Education as well as communicated directly to Journey School parents by Administration. Participation in the State testing program allows for accurate comparisons between schools. Performance standards and assessments for English Learner students will be in accordance with the state-adopted English Language Development Standards.

School-wide Assessment Strategies

In addition to assessment of individual students, Journey School implements a variety of measures for determining the success of the overall school program and the school staff:

School Improvement and Planning Cycle: Journey School strives to engage in a regular school improvement process to evaluate school performance, revisit the mission and values of the school, update the school goals and student outcomes, and allocate resources for the upcoming year. Decisions that were made and innovations that occurred are examined and direction is set for the next school year. These elements may be included in the Local Control and Accountability Planning (LCAP) process which is conducted annually.

School Self-Assessment/Evaluation: Journey School has specific and measurable criteria for success, based upon the learning progress of its students and the school's performance on several non-academic measures. The school administration and faculty will watch each of these variables closely to monitor the school's overall success.

Staff and Administrative Evaluations (see also Section V): To assure the highest quality education, the Journey School staff will be observed on a regular basis and evaluated using a comprehensive and student-centered evaluation system.

Parent Involvement: The school reviews the level of parent involvement and the accomplishments over the course of a year in order to measure overall success. Parents will be involved in the development of the school's LCAP.

Parent Surveys: As a charter school, Journey School is a school of choice. Accordingly, it is essential to measure the satisfaction of and solicit feedback from the parent community. Regular parent surveys allow collection and tracking of data on several levels.

Student Surveys: Student surveys allow direct collection of information regarding the support and climate that students experience at their school. These surveys are used both for current students as well as alumni of the school.

Social Emotional Learning (SEL): The school uses norm-referenced assessments to track SEL among the student body. Assessments and rating scales are used to screen, assess, guide intervention planning, monitor progress, and evaluate outcomes related to social-emotional competence and resilience of students in K-8.

D. USE AND REPORTING OF DATA

Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program.

The following outlines Journey School's plan for collecting, analyzing, and reporting data on student achievement in order to continuously improve:

Professional Learning Community

Journey School teachers will continue to engage in the study of student work in order to develop common understandings and expectations regarding quality work. Collaboration between teachers facilitates the exchange of best practices and is made possible by regularly scheduled professional collaboration time in the teachers' schedules. In addition, teachers will continue to regularly engage in peer classroom observations so that school-wide practices continue to improve.

Grade Books and Data Tools

All teachers have access to an electronic grade book managed by Google Classroom that tracks results and serves as data point for assessing student learning and achievement. The visualization tools available through Google Classroom provide students, parents, teachers, and administrators with real time view of how students are performing in their respective classes.

Parent and Community Partners

Parents and the school community will be regularly updated regarding the philosophy and process of assessment. Specifically, information on how students are progressing toward their goals will be shared at key intervals via progress reports, report cards, newsletters, meetings, accountability reports, the Journey School website, etc. Additional correspondence will be provided as necessary.

Parents will participate in conferences and class meetings at which the teacher will share student portfolios and other accomplishments. Parents may be asked to complete a survey that measures parent satisfaction and solicits ideas for change and improvement. Journey School will compile the information gathered from such surveys and evaluate the results.

Public forums, class meetings, and numerous parent development workshops at which student work is exhibited and explained will be held for all grades. Completed student projects, both individual and group, will be shown and used as springboards into essential learning conversations. Parents will be able to learn about the expectations for student work, and then directly observe both their own student's work, as well as that of other students during public exhibitions. This will allow parents to become true partners in the assessment process.

Schools of Choice

Charter schools are schools of choice; their success is reflected in the retention of students. As a

measure of accountability, Journey School will strive for exceptionally high student re-enrollment rate (excluding exiting graduates and families relocating out of the area). Parents of both returning and exiting students will be asked to indicate how the Journey School program has met or not met their expectations and/or needs. This information will be analyzed and reviewed by Administration and reported to Council.

All Required Reporting

The school will compile data to meet district, county, and state reporting needs in the form best suited for integration with existing information systems. For example, a School Accountability Report Card (SARC) will be developed annually by Journey School staff and will be made available to the Journey School Council, parents, district staff, and members of the public by posting it on the CDE's public website. Student demographic and attendance data will be submitted to the state in accordance with current requirements for public schools. The Administration will regularly update key stakeholder groups.

In addition, the school (in partnership with CUSD) reports student data to CALPADS (California Longitudinal Pupil Achievement Data System) as required, using a state approved student information system which is populated with data from Aeries, the Student Information System utilized by Journey.

The school maintains student records in accordance with state, local, and federal requirements. All student record information is the sole property of the school and subject to applicable law. Student cumulative files are maintained both electronically and at the school office and are processed in accordance with applicable legal requirements and school policies.

Journey fully complies with the requirements of the Family Educational Rights and Privacy Act (FERPA), a federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's personally identifiable information in their education records from unauthorized disclosure. In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) may provide additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates and cross-references FERPA. Journey is aware of the cooperation between FERPA and IDEA and adheres to the applicable requirements of both.

Local Control and Accountability Plan

The compilation and analysis of data is part of the Local Control and Accountability Planning process. In order to determine the prioritized areas of growth and the school's annual LCAP goals, as well as to determine the progress towards achieving those goals, the school will collect data and report it to key stakeholders during the annual planning process, and as part of the LCAP itself.

Summary

Journey School believes that the most effective educational programs embed assessment, evaluation, and accountability into pedagogy and school-wide systems. We will continue to make every effort to provide all stakeholders, especially parents, with opportunities to be part of improvement efforts of the school. Collection, analysis, and then widespread distribution of data improves student outcomes as well as ensures overall school success.

SECTION IV: GOVERNANCE

Describe the planned governance structure of the school, including the process to be followed by the school to ensure the involvement of parents and guardians on behalf of the school’s students. [Ref. California Education Code §47605(b)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]. Specifically illustrate how the school will be organized and how that structure is designed to support student success. Describe respective roles of the board and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school’s board will be developed, in terms of supplementing necessary skills and providing training in effective board practices. Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to, parents and/or guardians; and (3) the educational program will be successful. Evidence of the organization’s incorporation should be provided as an Attachment, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

A. GOVERNANCE BY PRINCIPLE

Journey School is committed to effective school governance. At the heart of Journey School’s approach to governance are seven proven principles championed by non-profit board experts Brian Carpenter of the [National Charter School Institute](#) and John Carver of [Policy Governance](#). These principles, tailored to Journey School, are as follows:

Seven Enduring Principles for Effective Governance

PRINCIPLES	DESCRIPTIONS
<i>Govern as Steward</i>	Stewardship is central to governance. Council members serve the interests of the community and public, not themselves.
<i>Establish Organizational Purpose</i>	Council establishes and adheres to the school’s mission, vision, philosophy, and values.
<i>Exercise Fiduciary Responsibility</i>	Council has a fiduciary responsibility to safeguard every stakeholder’s right to physical and emotional safety in the school, especially through oversight of the school’s finances and property.
<i>Delegate Authority and Ensure Accountability</i>	Council delegates administrative authority. This delegation begins with the selection of an exceptional school leader.

<i>Speak and Act as One</i>	Council recognizes that individual Council members do not possess any authority of the Council <i>as individuals</i> . Once the Council speaks as a unit, either through approved written policy or adopted resolution, all Council members are obligated to support the action.
<i>Do What Matters Most</i>	Council spends most of its time on what matters most. This includes setting governance policies and monitoring student outcomes, as well as overseeing the school's finances and growing the school's resources.
<i>Invest in Board Capacity</i>	The principles of good governance must be learned and practiced. Council allocates regular time and energy to develop its own governance capacity.

B. BOARD OF DIRECTORS (JOURNEY SCHOOL COUNCIL)

Journey School is operated by a California nonprofit public benefit corporation, called Journey School ("Journey, Inc.") The Board of Directors of the corporation is known as the Journey School Council (Council). The table that follows summarizes the *major responsibilities* of Council within the context of the seven principles.

PRINCIPLES	RESPONSIBILITIES
<i>Govern as Stewards</i>	<ul style="list-style-type: none"> • <i>Uphold</i> by-laws, Council Code of Conduct, operating principles, and other policies • <i>Develop, review, and approve</i> policies
<i>Establish Organizational Purpose</i>	<ul style="list-style-type: none"> • <i>Establish and uphold</i> the school's mission, vision, and core values • <i>Support and promote</i> the school • <i>Build</i> strategic alliances
<i>Exercise Fiduciary Responsibility</i>	<ul style="list-style-type: none"> • <i>Safeguard</i> stakeholders' right to safety in the school • <i>Safeguard</i> the school's finances and property • <i>Grow</i> the school's resources • <i>Support and promote</i> fundraising efforts • <i>Ensure</i> legal and financial stability • <i>Provide</i> oversight or final approval of staffing plan, job descriptions and employment agreements
<i>Delegate Authority and Ensure Accountability</i>	<ul style="list-style-type: none"> • <i>Delegate</i> authority to School Administration • <i>Ensure</i> attainment of performance outcomes • <i>Maintain</i> clarity of roles and responsibilities within the governance structure

<i>Speak and Act as One</i>	<ul style="list-style-type: none"> • <i>Uphold</i> by-laws, charter, council code of conduct, operating principles, policies, and meeting agreements or norms • <i>Redirecting</i> operational conversations to appropriate staff • <i>Ensuring</i> Council business is done within the framework of Council meetings, as per applicable open meeting laws (e.g. Brown Act)
<i>Do What Matters Most</i>	<ul style="list-style-type: none"> • <i>Monitor</i> school’s progress on performance outcomes • <i>Adopt</i> Council policy • <i>Oversee</i> school financial health
<i>Invest in Our Capacity</i>	<ul style="list-style-type: none"> • <i>Engage</i> in ongoing and focused professional development • <i>Schedule</i> capacity-building opportunities • <i>Recruit</i> and <i>seat</i> capable, qualified, and diverse Council members • <i>Evaluate</i> Council’s performance

The Council generates and adopts by-laws and school policies necessary to comply with the terms of this charter and the law, as well as any other policies necessary to operate Journey School. The Council is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill Journey School’s Charter, as well as any legal obligations to state and federal agencies.

Council Meetings

The Council will meet at least quarterly, but typically meets monthly in order to conduct school business in a timely fashion. The Council can also hold special meetings if needed. Journey School Council meetings are typically held at the Journey School facility, which also functions as the corporation’s official address, although Council meetings may be held at other locations in compliance with Education Code section 47604.1, as added by SB 126 (2019). Council meetings are conducted in compliance with the Brown Act to allow access and transparency with regard to the running of the school.

The non-profit public benefit corporation, Journey, Inc. and the charter school shall conduct all operations of the School, including Council meetings, in accordance with the Ralph M. Brown Act as set forth in California Government Code section 54950, *et seq.* and applicable provisions of the Education Code.

Journey School shall provide to the District Superintendent (or designee) copies of all of its governing Board and Board committee agendas (including all backup materials) as respects the operation of the charter school at or before the time required for posting of such agendas in compliance with the Brown Act.

Council Composition

Council members and officers are selected in keeping with the by-laws. Council members are committed to the school’s Waldorf-inspired mission, vision, and core values. In an effort to maximize institutional capacity, Journey School will recruit Council members who have professional skills that complement the existing Council composition. Effort will be made to recruit Council members from both the school community and the community at large, who

reflect expertise and experience in any of the following areas:

- Legal
- Financial
- Educational—with particular focus on Waldorf-inspired methods
- Leadership
- Fundraising
- Facilities
- Public relations
- Non-profit board experience
- Human Resources
- Group collaboration and facilitation

With the understanding that effective teamwork and high levels of trust are necessary ingredients for success,⁵³ Council members are expected to be collaborative, committed, and forward-thinking. The Administration acts in an advisory capacity to Council and is responsible for implementing Council policies in the day-to-day operation of the school.

The Council will have between four and eleven members with various expertise. Parental involvement in the governance of the school is highly valued. As such, parents or guardians of students enrolled in the charter school are encouraged to consider participation as Council members. As per the by-laws, the current Council members will vote on all new Council members, with a majority required for acceptance.

CUSD will have the option of appointing a representative to the Journey School Council (ref. Ed. Code Section 47604 (b)). Further details of the composition and terms of Council members are contained in the by-laws, which may be updated as needed to meet the needs of the school.

In the decision-making process, the Journey School Council gathers input from stakeholders: the district, parents, staff, and other community members.

Board Training

Journey School implements a governance training program for Council members. Council orientation will be provided to all new members. Additional training topics may include charter school basics, non-profit management, conflict of interest, effective meetings, policy development, and human resources oversight. In addition, Journey School Council members may participate in the California and/or National Charter School conferences. The Council will continue to regularly identify areas of need and work to enhance the skills within the Council through training as well as retaining experts to advise the school as needed.

Compliance with Law

The Journey School Council adheres to all applicable laws for non-profit public benefit corporations operating a charter school. (See also Section IV C below.) The Council follows applicable laws regarding interested parties and conflict of interest. In addition, since the Journey School Council assumes responsibility for a public charter school, it agrees to conduct

⁵³ Lencioni, Patrick. *Five Dysfunctions of Team*, 2002 and Covey, Stephen. *The Speed of Trust*, 2004

Council meetings in compliance with the Ralph M. Brown Act (Open Meeting Laws). Journey School has adopted and regularly updates a Conflict of Interest Code as required under the Political Reform Act, and Council members comply with the requirements of the Code. Council Members and other designated employees file annual Statements of Economic Interest.

Journey, Inc.'s Conflict of Interest Code adopts the California Fair Political Practices Commission's Model Code and has been approved by the Journey, Inc. Council and has been approved by the County Board of Supervisors. Journey, Inc.'s Conflict of Interest Code shall comply with the Political Reform Act and will reflect Journey's full commitment to financial transparency and service. Journey School shall be subject to applicable sections of Government Code section 1090 et seq.

Journey School shall be subject to the Political Reform Act of 1974 (Gov. Code section 87100, et seq., the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California nonprofit corporations and/or California charter schools.

C. NONPROFIT CORPORATION

Journey School is operated by a California nonprofit public benefit corporation, Journey School ("Journey, Inc."). The corporation, Journey, Inc., shall comply with all provisions of the charter petition, as approved by the Capistrano Unified School District, with respect to all activities and operations of the charter school. The corporation may, consistent with its Articles of Incorporation and charitable purposes for which it was formed, carry out other activities which are complementary with, supportive of, and not inconsistent with its charter school's operations.

Articles of Incorporation are attached in Exhibit D. Journey, Inc.'s proposed amended by-laws (included in Exhibit D) provide a full description of the organization of the corporation. The proposed amended by-laws were approved by the Journey School Council on December 5, 2019 subject to the District Board's approval of this charter renewal petition. Journey, Inc. has also been granted tax-exempt status under Section 501(c)(3) by the IRS based on its charitable purposes and operations (see Exhibit D).

D. OPERATING STRUCTURE AND SCHOOL ORGANIZATION

In keeping with the seven principles for effective governance, the Council is an autonomous governing body that delegates significant authority for operational responsibilities and execution of policy and procedure to the Journey School Administration. The Administration supervises all staff (see below for leadership responsibilities) and reports directly to the Journey School Council. The Council monitors the school's progress on the stated performance outcomes. The Administration collaborates closely with two key groups, the faculty and Parent Cabinet (see below for more information). All groups work interdependently and support each other. Detailed descriptions of the roles and responsibilities of the Administration, faculty, and Parent Cabinet are contained in sections below.

Journey School Administration

The duties of Administration include tasks and responsibilities delegated by the Journey School Council. These tasks relate to three research-based, broad categories of best practices, which are crucial for the success of Journey School leadership over the term of its charter. As the table on the following page depicts, the categories for responsibilities are: *Ensuring Organizational Focus, Developing People, and Developing the Organization.*

Administrative Responsibilities

CATEGORIES	MAJOR RESPONSIBILITIES
<i>Ensuring Organizational Focus</i>	<p>This dimension of leadership includes setting school-wide goals as well as inspiring others to pursue the school’s mission, core-values, and vision into the future. Examples include the following:</p> <ul style="list-style-type: none"> • Expressing the school’s mission, vision, and values • Ensuring that day-to-day decisions and actions are in strong alignment with the school’s mission • Creating strong community and shared meanings • Creating high performance expectations • Fostering the acceptance of group goals • Monitoring organizational performance • Setting direction in the educational program • Achieve and maintain a stable and healthy financial situation • Overseeing community outreach and student recruiting • Supporting and promoting the school throughout the community
<i>Developing People</i>	<p>This aspect of leadership is about positively influencing the development of human resources in the school, including the following:</p> <ul style="list-style-type: none"> • Offering intellectual stimulation • Providing support and opportunities for growth • Being an appropriate role model • Empowering others to make decisions • Providing instructional coaching • Advocating for powerful teaching and learning • Nurturing the development of families and parents • Select, coach, and retain excellent staff • Facilitating meaningful staff evaluation • Ensuring the safety of all constituents • Overseeing student admissions, attendance, and student records • Supporting Council functions such as record keeping and agendas • Providing direction, accountability, and inspiration

<i>Developing the Organization</i>	<p>This component of leadership cultivates a thriving professional learning community to support and sustain high performance, including the following:</p> <ul style="list-style-type: none"> • Supporting Strategic Planning • Strengthening school culture • Growing the organizational structure and developing capacities • Building collaborative processes • Managing a positive learning environment • Designing and implementing effective communication systems • Drafting and recommending operational policies to the Council • Growing the school’s resources and overseeing the business office • Drafting and recommending staffing plans and job descriptions • Ensuring compliance with laws and the charter
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Additional Description

The Administration is responsible for leading the school in all aspects of its day-to-day operations in close collaboration with stakeholders. The Administration acts according to the policies and procedures as approved by the Council. Personnel decisions are ultimately the responsibility of the Council, however, day-to-day decisions, management, evaluation, and hiring of teaching and support staff is delegated to the Administration. All staff reports either directly or indirectly to the Administration. The Administration is responsible for making recommendations regarding school policies, establishing procedures to carry out adopted policies, and creating committees to assist in school planning and function. Committees typically include stakeholders from various groups within the school. The Administration is the liaison between Journey School and CUSD.

The Administration leads the school staff and any consultants. The Administrative staff supports the school leaders and work to meet the needs of the school. Some examples include monitoring legal compliance, ensuring safety, managing the business affairs of the school, and overseeing admissions, enrollment, attendance, and records.

The composition of the Administrative staff will vary depending on the needs of the school. The composition is determined annually during formation of the staffing plan and budget for the upcoming year. In addition, some positions may be employees while others may provide services as outside service providers.

Journey School Faculty

The Council and the Administration rely on the faculty to deliver the educational program. As the providers of day-to-day teaching and guidance, the faculty are defined as the full time *Class Teachers* (see also Section V A). The faculty typically meets each week to discuss important instructional issues.

Faculty members also assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school’s capacity to improve. Faculty members work closely with all constituents to ensure the quality of educational programs and maintain the highest possible standards for teaching and learning. The faculty acts as an influential advisory body on education, policy, and program matters.

Roles & Responsibilities

The following roles and responsibilities are a *sampling* of specific ways the faculty contributes to Journey School:

Instructional Leaders: Faculty designs developmentally appropriate learning experiences employing the “distinguishing features” of the Journey School educational program (see Section II B). They use a variety of assessment tools to monitor student progress toward meeting charter performance outcomes. Faculty members advocate for principle-driven improvements to the school’s educational practices as needed and serve as representatives on school committees as needed.

Learners and Facilitators: Faculty participates in active study and a variety of professional development opportunities. They exchange resources and best practices with colleagues and constituents. Through deliberate modeling and explanation, faculty members promote Waldorf-inspired learning and teaching. Their efforts are focused on meeting the physical, social, and intellectual needs of all students. Faculty members regularly engage in artistic expression and celebration to nourish themselves, one another, and the entire school community.

School Ambassadors: Faculty members are leaders in promoting the school’s mission, vision, and values. Faculty members engage in effective parent-teacher communication and play an instrumental role in parent education by holding regular class meetings and building positive momentum for individual classes and the school as a whole. They actively promote the school and build bridges throughout the broader community. Faculty members participate in the life of the school, including festivals, celebrations, outreach activities, and parent development opportunities.

Student Advocates: Faculty must monitor students and always be sensitive to behavioral or academic changes that might warrant further attention and/or access to related support services, activities, and opportunities. Faculty members are advocates for the students’ counseling and guiding, connecting personally, and encouraging students in an environment of acceptance and easy rapport. They offer assistance, enrichment, and remediation across grades and disciplines. They ensure the safety and well-being of students through effective classroom management and appropriate discipline procedures. They build strategic alliances with parents and other partners. They care deeply about each student and implement an array of student interventions to ensure students achieve their full potential.

Parent Involvement

Research conducted on the effects of parental involvement in the education of their children is clear: *children and schools thrive when parents get involved*.⁵⁴ Positive outcomes of parental involvement include the following:

⁵⁴ Jeynes, William. “Parental Involvement and Student Achievement: A Meta-Analysis,” *Harvard Family Involvement Research Digest*, October 2005.

- Improved educational performance
- Better student behavior
- Greater feelings of ownership and commitment
- Increased parent support of the school
- Improved school attendance
- Better understanding of roles and relationships in the parent-student-school triad
- Improved student emotional well-being

One of the most unique features of Journey School is its high level of parental involvement. While parent volunteerism is not required, parents/guardians who have chosen Journey School for their children quite often volunteer abundantly over the course of the school year through various volunteer opportunities. Many families willingly give time towards activities that may include assisting in the classroom, site maintenance, fundraising, hospitality, room parenting, serving on a Committee or Council, and much more.

Parental involvement enables parents/guardians to become integrally involved in shaping Journey School and ensuring it fulfills its overall mission. In order to provide all parents/guardians with the opportunity to be informed about and participate in school level decision-making, information about the Journey School Council meetings, agendas, and activities is readily available to all families. The Journey School Council typically holds its meetings on the school campus to ensure the parent community has the ability to easily attend. While parental involvement is encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, Journey School.

Parent Cabinet

Parent Cabinet serves as an essential school support and fundraising body and is formed by the parent community. The Parent Cabinet contributes to the physical maintenance of the school, participates in school committees as needed, conducts fundraising efforts, coordinates volunteers for festivals and events, and generally provides appropriate support to the program in collaboration with staff members.

Each class at the school is typically represented in the Parent Cabinet. These representatives attend Parent Cabinet meetings and conduct the business of the Parent Cabinet. All parents are encouraged to attend and participate in Parent Cabinet, although parent participation and volunteering are not required as a condition of enrollment.

SECTION V: HUMAN RESOURCES AND SAFETY

Describe the standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. [Ref. California Education Code §47605(b)(5)(E)]. Show how those qualities will help the school implement its vision, and how they will satisfy the requirements for “highly qualified teachers” under the No Child Left Behind Act.

The qualifications should be sufficient to ensure the health and safety of the school’s faculty, staff, and students. Identify positions that will be regarded as “key” in each category and specify the additional qualifications expected of individuals assigned to those positions.

Include an assurance that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(5)]

Introduction

As Jim Collins illustrates in *Good to Great and the Social Sectors*, organizational excellence flows first and foremost from hiring the right people in key positions. Journey School adheres to this advice. We employ and retain highly capable and committed educators who are united by common purpose and core principles. Journey School team members display a passion for lifelong learning, strive for excellence in their work, and possess the personal and professional qualities necessary to perform their duties exceptionally well. Team members are seen as “works in progress” and should be fully devoted to the development of themselves and their colleagues.

Journey School’s non-traditional and rigorous approach to education requires self-reflection, striving, patience, generosity, and determination from all personnel. Journey School routinely reviews and improves its adopted personnel policies and staffing plans. Job descriptions are considered “living documents” which highlight qualifications, characteristics, and knowledge areas necessary for success for each staff position. Team members will fully understand and accept the school’s standards for success, professionalism, and confidentiality. The Journey School Council reserves the right of final approval of employee-hiring decisions. The pages that follow summarize the standards and minimum qualifications for key personnel positions.

A. STAFF QUALIFICATIONS

School Administration and School Leadership⁵⁵

Journey School embraces the premise that effective leadership is a critical factor in the development of great schools. The payoff in hiring and retaining the right administrator(s) is very high in terms of student performance, teacher effectiveness, and community morale.⁵⁶

⁵⁵ Journey School reserves the right to change the title of this position and other positions, while retaining the essential aspects of the positions as described in the charter.

⁵⁶ Marzano, Robert and Timothy Watters. *Balanced Leadership: What 30 Years of Research Tells Us About the Effects of Leadership on Student Achievement*, 2003.

Qualifications

*True leadership only exists if people follow when they have the freedom to do otherwise.*⁵⁷ An administrator should first and foremost be a person who inspires teachers to educate, students to learn, and parents to engage in their child's education. An administrator collaborates closely with constituents in an effort to coalesce individual efforts around a unifying vision and common set of goals. An administrator enables wise decisions by building broad-based support, and linking decisions to sensible considerations, institutional values, and the school's improvement plan.

Journey School will employ one or more administrators who hold appropriate credentials and degrees, as determined by the Journey School Council, and have demonstrated outstanding abilities in leading a school, and/or related management experience, for a minimum of *three* years. If the Journey School Council is considering employing an administrator in the lead administrative role who is not working towards a California Administrative Credential, Journey will confer with the CUSD Superintendent or designee regarding the training and qualifications of that administrator.

Evaluation

The Administration is responsible for managing all aspects of the educational program as well as the office environment. The Administration is evaluated regularly by Council via professional standards, written criteria, and goals and objectives. To assist in the evaluation process, the Council may hire an External Evaluator to assess the effectiveness of the Administration and the Faculty.

Education Director

Journey School, with its unique blending of Waldorf curriculum and California Common Core State Standards, requires expertise in the development and delivery of the curriculum. The Education Director is a proven instructional leader who works hard to preserve the integrity of the school's educational program. While this role or title may vary in its form, the qualifications would remain similar.

Qualifications

The Education Director holds relevant degrees and has extensive Waldorf teaching and leadership experience. Additional qualifications that are taken into consideration for anyone in this position include: California Teaching Credential, a Waldorf Teaching Certificate, public Waldorf teaching experience, Waldorf coaching experience, and school administrative experience. The personal attributes most essential for success include: integrity, inner-strength, admiration for others, humility, passion, drive, and high degrees of emotional intelligence.

Evaluation

In addition to occasional teaching responsibilities, the Education Director reports to the Administration, and may be delegated the responsibility by the Administration for: coaching teachers; advising the school regarding best educational practices; improving curriculum, instruction, and assessment programs; co-designing and/or implementing educational support services and extended learning opportunities; providing relevant research, data, and analysis; conducting professional development for all constituents; and other duties as

⁵⁷ Collins, Jim. *Good to Great and the Social Sectors*, 2005.

assigned.

The Administration is directly responsible for monitoring the accomplishments of the Education Director and providing feedback for improvement. Measurable outcomes are used to determine success and evaluate efforts.

Business Management Services

Journey School currently outsources essential business management services to ExED, a non-profit corporation with a proven track-record for providing superior assistance to charter schools. Under the supervision of the Administration, ExED ensures that the school's finances are being managed responsibly, that the financial policies are being faithfully executed, and that the school is being fiscally responsible to the wider community—including federal, state, and local agencies. A sampling of the specific roles and responsibilities ExED performs include the following:

- Assist with procurements and keep account of expenditures and allocations.
- Maintain accurate records in conformance with accepted fiscal practices.
- Plan and act for the long-term health of the school through accurate forecasting and reliable budget projections.
- Use knowledge of the strengths and weaknesses of the school's fiscal plan to suggest budgetary corrections and refinements.
- Provide accurate and timely information and reports of the school's finances.
- Ensure all obligations incurred by the school are met and hold those obligated to the school accountable for meeting their commitments.
- Recommend policies regarding internal fiscal controls and conflicts of interest.
- Oversee and implement payroll functions to ensure staff members are paid on time and in compliance with applicable laws.

Qualifications

Any provider of business manager services should demonstrate a deep understanding of finance and budgeting, possess exceptional organizational and communicative skills, be detail-oriented, have experience working in a business management capacity, and ideally possess a business/accounting degree. Successful experience with school finance is also required. In order to succeed, wide-ranging expertise in finance, accounting, education, management, administration, payroll, human resources, compliance, and technology are also required. Responsiveness, accessibility, follow-through and integrity are considered paramount.

Evaluation

The Administration is directly responsible for monitoring the accomplishments of the Business Manager or Business Service Provider, providing feedback for improvement, and evaluating the caliber of work completed. Written agreements and measurable outcomes are established before work commences and are subsequently used to measure success. The Journey School Council and Treasurer, as financial stewards of the organization, will be relied upon to provide evaluative input.

Depending upon the school's needs and available resources, the staff configuration may expand in the coming years to incorporate Business Management services through one or more employees rather than an independent business service provider.

Administrative Support Staff

Journey School's Administrative Support Staff are devoted team members. They perform multiple roles that are essential to school operations and student learning. Additionally, Administrative Support Staff are closely connected to the parent body and frequently interface with the public. They are uniquely positioned to build bridges, create strategic alliances, and generate positive momentum. They are often the first to learn of potential problems or crises and must frequently perform their jobs under tough circumstances or difficult pressure.

Journey School currently employs a variety of Administrative Support Staff members, each of whom provide different specialized roles for the school.⁵⁸ Under the supervision of the Administrator, these team members carry out tasks to assist Administration, the Education Director, and business service provider, including but not limited to: data entry, reporting, student scheduling, enrollment, student records, attendance, human resources, school-wide communications, health and safety, etc.

The Administrative Support Staff configurations and positions will be determined annually as part of the overall school staffing plan.

Qualifications

All Administrative Support Staff shall have the desired educational and professional backgrounds, as well as level of experience necessary to perform specific administrative responsibilities with excellence.

The following qualifications are typically considered in recruiting for these positions: high level of organizational skills; experience working in an educational office environment; experience with office systems and skills; the ability to work well under pressure; the ability to work effectively with children and families; support of the curriculum and philosophy of the school; and, possession of an appropriate license/certificate/degree when required. All administrative support personnel are expected to deepen their understanding of Waldorf-inspired education through a variety of professional development opportunities, including trainings, conferences, readings, etc. The school has an excellent record of retention for support staff, and therefore the current staff members hold a high level of expertise and knowledge for their specialized support areas.

Evaluation

The Administrator is directly responsible for monitoring the accomplishments of Administrative Support Staff, providing feedback for improvement, and evaluating the caliber of work completed. Written agreements and measurable outcomes are used to measure success. Specific evaluation procedures are also contained in the Employee Handbook and may be periodically updated.

Faculty

As emphasized throughout the entire charter document, the impact a teacher can have on the personal and academic development of a child is astounding. This fact is especially relevant at Journey School in light of the school's Waldorf-inspired mission, the long-term relationships teachers build with their students, and the many school-wide responsibilities faculty members assume. As a result, there is no greater priority than hiring and retaining the best classroom teachers possible.

⁵⁸ The school currently outsources evening custodial services to a local company.

Qualifications

Journey School employs class teachers who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing.

Additional qualifications considered for employment include:

- Demonstrable effectiveness in teaching
- Strong leadership capacities
- Commitment to students and their success in learning
- Acceptance of responsibility and accountability for curriculum design, powerful instruction, effective assessment, and student success
- Ability to meet the needs of all types of learners in the mainstream classroom
- Waldorf training and public school teaching experience
- Understanding of the school's developmental model of the child
- Ability to embrace parents as vital partners in the learning process
- Willingness to integrate art, music, movement/dance, and drama to help enliven academics for improved student learning
- Linguistic capabilities and other relevant talents
- Advanced degrees
- Ability to work cooperatively with colleagues, Administration, and staff using the characteristics of high-trust leaders⁵⁹
- Commitment to the philosophy and mission of Journey School
- Other qualifications as determined by the needs of the school

Faculty members are responsible for overseeing the students' academic progress in the core subjects and for monitoring grading and matriculation decisions as specified in the school's operational policies. All credential documents will be maintained on file at all times at the school office and will be available upon request for inspection by the District.

Evaluation

The Journey School Administration facilitates a comprehensive evaluation process that is criteria-based. If collective bargaining is in place, the school will adhere to all applicable articles related to evaluation for employees who are in a collective bargaining unit. To improve student learning and teacher retention, teachers will be visited in both the fall and spring to the greatest extent possible. The fall visit is formative in nature and designed to identify areas where the school can help teachers succeed and thrive by providing them with additional support and mentoring. Aside from and in addition to any formal evaluation process, the Journey School Administration will conduct frequent classroom walkthroughs and instructional coaching sessions.

⁵⁹ Covey, Stephen. *The Speed of Trust*, 2003.

Subject Specialists and Instructional Support Staff

The lead Class Teachers are supplemented with additional staff to teach specialty classes and other activities on a limited basis. These instructional staff members, or *Subject Specialists* (sometimes known as “Specialty Teachers”), will comply with applicable credential requirements under the Charter Schools Act, as amended from time to time.

Subject Specialists will demonstrate appropriate subject matter expertise and the capacity to work successfully in the classroom environment. Subject Specialists may teach a variety of classes, including, but not limited to: foreign languages, music, handwork, woodworking, games, cooking, gardening, orchestra or strings, and Eurythmy. Subject Specialists may also assist the lead Class Teachers in the delivery of instruction in the core academic subjects. Subject Specialists complete regular student assessments, which are included in the students’ overall progress reports (see Section III C).

As determined annually in the school staffing plan, instructional aides may be hired to assist the Class Teachers, particularly in Kindergarten. As aides, these staff members do not need to hold a teaching credential but must have qualifications and training in working with young children.

All non-certificated staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

B. STAFF RECRUITING

The school recruits staff through a variety of channels, including the following:

- Traditional job recruitment methods such as job postings, job fairs, and outreach to local colleges offering teacher credentialing programs
- Networking with district human resources personnel, area charter schools, and charter school organizations
- Outreach via enrolled families as well as special outreach to the Waldorf charter school community and Waldorf teacher training programs

Additionally, we carefully examine the applicant’s educational philosophy, methods for classroom management, and her or his ability to communicate and work effectively with children, parents, and colleagues. Effective interpersonal skills are highly valued, and teachers are expected to have high levels of energy, enthusiasm, joy, and personal drive or “will.” Teachers hired without Waldorf training or background will participate in ongoing training in Waldorf education. Typically, this on-going training is a week-long conference each summer to prepare curriculum for the upcoming school year. Waldorf certification is an additional opportunity beyond ongoing training in Waldorf education. Waldorf certification is encouraged, but not required, and the amount of financial support provided by the school will be determined by the Administration within budgetary constraints.

C. HUMAN RESOURCES

In accordance with the law and in keeping with its goals of providing exceptional talent in the service of children and their families, Journey School will assure adherence to clear guidelines regarding such human resource issues as: equal opportunity employment, sexual harassment, affirmative action, and grievance procedures; hiring, contracts, compensation, promotion and professional development, and dismissal; holidays, benefits and travel, sick leave, and other leave; personnel files, work day and work year, and meeting attendance; and relationships with parents and students. All of these issues are documented in the Journey School Employee

Handbook that is available to staff, as well as available at any time through the school office. If collective bargaining is in place, the school will adhere to all applicable laws and rules for negotiation of work conditions and other conditions of employment for employees who are in a collective bargaining unit. Journey School adheres to any laws regarding employment that are required for charter schools.

D. STAFFING PLANS

Journey School develops staffing plans as part of the annual budget process. The basic structure of the school's staffing includes a one or more administrators, administrative support staff, instructional support staff, and a Class Teacher for each class. Instructional support staff are included as needed, so that the school can provide the complete educational program and allow students to meet the stated school outcomes. Support staff for school operations, such as custodial or groundskeeping, will be decided based on budgetary constraints.

E. COMPENSATION AND BENEFITS

Provide an explanation of how the school will structure employee compensation. Describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. California Education Code §47605(b)(5)(K) and Criteria for Review; CCR-5, §11967.5.1(f)(11)]

Journey School's certificated salary schedule is based upon educational background, qualifications and experience. For non-certified staff, the staffing plan provides the salary and/or hourly ranges for each type of classified position.

The Journey School Council has elected to participate in the State Teachers Retirement System for credentialed staff. The Journey School Council has also elected to participate in the Public Employees Retirement System for eligible non credentialed staff. The Journey School Council and Administration coordinate such participation, as appropriate, with the social security system or other reciprocal systems. For participation in the STRS systems, Journey School has historically made appropriate arrangements with the County Office of Education to ensure proper reporting and has paid the County Office a reasonable fee for the provision of such services. The County Office cooperates as necessary to forward any required payroll deductions and related data to the appropriate agencies. Journey School administrative staff also consult with County Office staff to be sure that all employees are correctly placed into a retirement system. This arrangement is expected to continue. The school also retains the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees.

The details of all retirement systems that the Journey School Council chooses to implement will be included in the employee policies and handbook. The retirement system decision will be made in consultation with school staff, either informally or, if collective bargaining is in place, through that process. The Journey School Council will ensure that there is an administrative review of which staff qualify for which retirement systems and will ensure that all staff are fairly covered.

Journey School provides health benefits for full time staff and complies with any applicable laws for charter school employees regarding benefits. Any employee entitled to participation in COBRA plans will retain this right in accordance with applicable laws.

F. RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Provide, as applicable, a description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [Ref. California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]

Return Rights

If an employee leaves district employment to work at the charter school, the collective bargaining agreements and district personnel policies of that district shall govern the return rights of such employees.

Exclusive Public Employer

Journey School will be deemed the exclusive and independent public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code).

G. HEALTH AND SAFETY

Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; and the steps the school will take to ensure that criminal background checks and proof of an examination for tuberculosis are collected from all school personnel. [Ref. California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]

Describe how the school will maintain safety on the school campus, including, but not limited to, disaster preparedness, visitor procedures/security, and emergency drills. Also describe how the school will maintain a learning environment free of sexual harassment in accordance with applicable federal requirements. If district facilities will be requested for use by the charter school, include a statement that the school will require that all students and parents comply with school district safety policies on the school campus, and that the school will enforce the policies to the full extent possible. Describe how staff will receive training and how safety-related information will be communicated to parents and students.

Journey School has adopted and implements a comprehensive set of health, safety, and risk management policies. School administration, in helping develop school policy, reviews the Health and Safety policies of CUSD and also considers any district safety policies that relate to the school facility, as long as the school exists on CUSD facilities. The Journey School Council ultimately reviews and sets policy through the approval process at a regular scheduled board meeting. Training in health and safety procedures will occur systematically and regularly in accordance with the school policies. In addition, safety related information will be disseminated to parents and students in one or more of the following methods: website, newsletter, parent/student/school handbook(s); parent orientation, class meetings, school-wide drills, assemblies, and in class.

These policies are reviewed regularly by the Journey School Council to ensure they meet the needs of the school. They address and/or include the following topics:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in public schools

- Policies and procedures for response at the school office facility to natural disasters and emergencies, including, but not limited to, fire, flood, earthquake, terrorist threats, and hostage situations
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention
- Policy regarding staff requirements and training in CPR, first aid, and/or emergency response
- Policies relating to the administration of prescription drugs and other medicines, including Epi-Pen policies regarding life-threatening allergies of students or staff members
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace
- A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237
- A policy regarding health screenings for student, such as vision, hearing, etc.
- Policies regarding visitors to the school facility, and other school security issues
- Requirements for employees that have contact with students to undergo Tuberculosis testing as required by applicable law
- Policies to ensure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment and other types of prohibited harassment
- Policies and procedures for staff training in health and safety
- Ensuring the safety and limiting liability for students, staff and volunteers for off campus events, and for persons coming to or leaving campus
- Ensuring safety and limiting liability for volunteers working on campus
- All staff will be mandated child abuse reporters and will follow all applicable reporting laws, and all mandated reporters shall receive training on child abuse detection and reporting as required by applicable law
- Procedures for preventing acts of bullying, including cyberbullying, as required under Education Code section 234.4
- A policy on suicide prevention as required under Education Code section 215

These policies are incorporated, as appropriate, into the school's School and Employee Handbooks and comprehensive school safety plan and are reviewed on an ongoing basis in the school's staff development efforts and governing board policies. The current Health and Safety Policies are available at any time from the School upon request. Journey School will comply with

Education Code Section 44237, requiring that school employees submit to a criminal background check and furnish a criminal record summary.

Journey School will maintain a comprehensive school safety plan, which shall include the safety topics required under Education Code section 47605(b)(5)(F)(ii). The plan will be reviewed and updated by March 1st of every year.

H. DISPUTE RESOLUTION

Provide a description of the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. California Code §47605(b)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)]

Disputes Between the District and the School

If the Capistrano Unified School District determines that a material violation of the charter or law may have occurred or a problem has arisen related to the operation of Journey School or the District's oversight obligations, or a dispute otherwise arises between the District and Journey, the following procedures shall be followed to resolve the dispute:

- 1) Should District that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action in accordance with applicable law, as it deems necessary.
- 2) If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, but constitutes a material violation of the charter or law, the District will provide written notification of the violation or issue. The date that this notice is sent shall be the "Notice Date." This notice will constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) business days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the Journey representative will be the Director, or the Director's designee. If the dispute is not resolved at this meeting, the parties will proceed to step three.
- 3) District shall send written notification to Journey summarizing the result of the meeting held pursuant to Step 2 and setting forth the violation or issue. District shall work with Journey School to determine a reasonable period of time within which Journey must cure a violation of its charter or the law, or a problem relating to its operation or the District's oversight obligations.
- 4) If the violation or issue is not cured within the time period in step three, the District may commence revocation of the charter and/or other appropriate action in accordance with Education Code section 47607 or applicable law.
- 5) The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.
- 6) In the event of a dispute raised by Journey against the District over the terms of the charter, Journey shall put the dispute in writing to the Superintendent or designee, and

the District Superintendent or designee shall meet with the Director or the Director's designee to seek resolution within two weeks of receiving the written complaint. After this meeting if resolution is not reached, both parties are free to pursue any other legal remedy available. However, mediation may be commenced with the agreement of both District and Journey, with the costs of the mediator to be split by both parties.

Internal Disputes

Journey School shall have internal dispute resolution processes to be used for all internal disputes related to Journey's operations. The District will refer all disputes not related to a possible violation of the charter or law or to the operation of Journey or the District's oversight obligations to Journey. Journey shall provide the District upon request a summary of the resolution of any such internal disputes that were initially submitted to the District and referred by the District to Journey.

Under the school's Uniform Complaint Procedure, the school's formal complaint procedure is also posted on the school website.

SECTION VI: STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/ EXPULSION POLICIES

A. STUDENT ADMISSION POLICIES AND PROCEDURES

Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the extent to which the school will develop a random lottery process, where applicable. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(b)(5)(H), §47605(d) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]

Admission Assurances

Journey School is committed to providing the families of southern California the option of a Waldorf-inspired, pedagogically strong, public school education for their children. In keeping with this purpose, Journey School actively recruits a diverse student population and abides by the following **Admissions Assurances**:

Admissions Assurances

<i>Nondiscrimination in Admissions</i>	Journey School will not discriminate against pupils on the basis of any characteristics listed in Education Code § 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).
<i>No Tuition</i>	As a public school, the charter school shall not charge tuition. The charter school shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, in all aspects of the Journey School program.
<i>Non-Sectarian</i>	As a public school, the charter will be non-sectarian in its programs, admission policies, employment practices, and all other operations.
<i>Place of Residence</i>	Admission to the school will be open to any kindergarten through eighth grade student who resides within Orange County, CA or a county immediately adjacent to Orange County, CA. Admission to the charter school shall not be determined according to the place of residence of any pupil, or his or her parent or guardian, within this state, except for such restrictions or preferences that are required or allowed by law.

Enrollment Priority

In compliance with charter school law, if the number of students who wish to attend Journey School exceeds the school's capacity, a public random drawing (referred to as a lottery) will be held. In accordance with Education Code section 47605 (d) (2) (B), existing students who attend the school are not subject to a lottery process and may be re-enrolled.

For students not currently attending the school, preferences will be given during the enrollment and lottery processes which support the formation of a strong educational community. These preferences are as follows:

- Children of eligible school employees (so long as this does not exceed 10 percent of total enrollment).⁶⁰
- Siblings of students currently attending the school⁶¹
- Siblings of students who have accepted a place in the school and who have submitted all required enrollment documents
- Children residing within the attendance boundaries of the District

Timetable & Lottery

Admission to the school will be open to any kindergarten through eighth grade student who resides within Orange County, California or a county immediately adjacent to Orange County, California at the time the school year begins.

On a regular basis, Administration will review the enrollment capacity of the school. Each grade level will be evaluated and relevant stakeholders, including the teachers, administrators, and board members will be consulted when the overall school capacity is determined. If the number of eligible candidates exceeds the school's capacity, a public random drawing (lottery) will be held. The current lottery process is summarized below. The actual process used each year is subject to modification but would remain within the guidelines of the admissions assurances.

- The School will annually set an initial deadline for application materials, required documents, and other admission requirements for the following school year. Only families who timely submit a complete application will be entered into the lottery process. All other applicants will be placed on the waiting list after the lottery in the order received. Incoming siblings of continuing students and children of eligible employees may have a separate application process due to the admission preferences, as listed above.
- After the initial application deadline, a determination will be made whether there are more applicants than openings within specific grade levels and/or age groupings. Continuing, attending students may maintain their place in the School if they indicate that they plan to return to the School.
- After placement of continuing, attending students, children of eligible employees, and incoming siblings of continuing, attending students, the remaining openings will

⁶⁰ The definition of an eligible employee will be laid out in the school's admission policies and procedures.

⁶¹ The definition of a sibling will be included in the school's admission policies and procedures.

be determined. If the number of additional new applicants exceeds the openings, a lottery will be held to determine which students are offered spaces.

- The lottery priorities will follow the admissions priorities listed above. The lottery procedures will be developed by the school administrative staff and will be fair and non-discriminatory in their implementation.
- A waiting list will be developed from the lottery process. As spaces open up in a class or grade during the school year, the waiting list will be used.

Administration will develop and regularly review the school's admission, lottery, and waiting list policies and procedures.

A separate lottery shall be held for students applying for Journey's Independent Study Program. Students enrolled into Journey's Independent Study program do not receive admissions preference except as otherwise allowed by the admissions preferences listed above. The Independent Study program will maintain a separate waiting list from the classroom program.

Enrollment Window

The Journey School Council may annually select a date to close enrollment and the school will publicize the date. The primary consideration in setting this date will be the educational concerns for transferring students. The school reserves the right to admit students to the school after enrollment closes and will evaluate enrollment exceptions on a case-by-case basis.

School-Family Partnerships

Significant information is exchanged during the application and enrollment process in order to build strong school-family partnerships. Families are strongly encouraged to read the charter petition, the School Handbook, and other resources, in order to learn about our unique educational program and understand the school's procedures and policies related to discipline, dress code, nutritional guidelines, media, health and safety, volunteer opportunities for parents, and other important information or practices.

Parents may be asked to attend an informational session in order to be fully informed of the various unique aspects of the Journey School program. For example, parents learn about the differences in Journey School's curriculum and the curriculum used at other schools so that they may make an informed choice before enrolling in Journey School. Parents learn that leaving Journey School's program might create some articulation issues for their child, particularly in the primary grades. While parental involvement is encouraged, applicants are notified that parental involvement is not a requirement for acceptance to, or continued enrollment at, Journey School.

Parents are informed through the School Handbook that for purposes of Special Education, Journey School is considered a school within CUSD. CUSD is the Special Education Local Plan Agency (SELPA) for Journey School students found eligible for Special Education services (unless this status changes). CUSD and Journey School will jointly develop and implement Individualized Education Programs (IEPs) 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.

Age Guidelines

Journey School shall comply with all laws establishing the minimum and maximum age for public school enrollment for purposes of Average Daily Attendance funding. The Waldorf

inspired curriculum is carefully designed based upon the development of the child. While our school is open to all eligible students who wish to enroll, subject only to capacity, the school has adopted a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law.

Journey School continues to reserve the right to determine the minimum age requirements and guidelines for each grade. This determination will be made by Council policy. For example, the following age guidelines and requirements for children entering Journey School are currently in place:

- Age 6 by June 1 prior to entering first grade in September
- Age policy will continue per above throughout the grades
- Age 5 by September 1 of the year entering Kindergarten
- Age 5 by December 2 of the year entering Transitional Kindergarten

Because of the aforementioned age guidelines, students other than Transitional Kindergarten students may participate in kindergarten for more than one year. Students in Kindergarten will be considered part of a "Junior" or "Senior" Kindergarten grouping. Junior Kindergarten students are those students expected to stay in the Journey Kindergarten program for two years, including the Transitional Kindergarten students. New incoming students are considered Senior Kindergarteners when, based on the school's age guidelines, they are expected to move to first grade after one year in Kindergarten. Continuing students who were Junior Kindergarteners are considered Senior Kindergarteners during their second year at Journey.

The school applies the age guidelines and groupings during the admissions and lottery process. Incoming students are placed into their lottery grouping based on the school's age guidelines and not based on their prior schooling history. For continuing students, the decision for the promotion to the next grade is made by school staff and is based on each child's developmental readiness and whether sufficient progress was made in the prior school year. A student's developmental readiness for First Grade is evaluated by the First Grade Readiness Assessment, and by parent-teacher and parent-teacher-administrator conferences.

It is important to note that educational research corroborates the consequences of appropriate age placement. Most notably, acclaimed author Malcolm Gladwell's book *Outliers* documents that children on the older end of the age spectrum are afforded strong social-emotional, physical, and academic advantages over their younger peers. Moreover, these initial age-advantages accumulate and amplify over time.⁶²

⁶² Gladwell, Malcolm, *Outliers*, 2008.

Outreach and Recruitment

Journey School will actively recruit families ready to commit to the educational model of the school regardless of their cultural, demographic, and socioeconomic background. To do so, Journey School will use a variety of means to inform families about its services and provide them an opportunity to enroll, including the following:

- Journey School holds multiple orientation and information meetings.
- Journey School maintains a website (www.journeyschool.net) which is regularly updated. The website contains information about the charter school, its curriculum, and its charter. The site also includes enrollment information and procedures, the LCAP, a link to the School Accountability Report Card, and other useful tools for prospective students and their families.
- Members of the public can sign up to receive the Journey School electronic newsletter or follow Journey School on social media to gain pertinent information and announcements about school activities.
- Journey School will take every opportunity to brief school district administrators and guidance personnel on Journey School as an alternative for students who might benefit from Waldorf-inspired education.
- Journey School may make limited use of paid media, primarily advertisements in local newspapers or magazines, but will take full advantage of the local media's interest in promoting community events relevant to Southern California residents in order to inform parents about Journey School informational sessions and to raise awareness of the school. Enrollment interest has increased as Journey has received various awards and media notice for its cutting-edge educational initiatives.
- As Journey School has grown, so has the number of families who come to the school based on the positive experiences of their friends and neighbors.

Attendance Policy

Journey School's daily attendance goal is 100% attendance with no tardies. In furtherance of this goal, Journey School established an Attendance Policy found in the School Handbook. Each day of school is part of a sequential learning process; therefore missing a part of one day without good cause should be avoided.

Journey School is committed to supporting students and families with attendance issues. The policy sets forth actions Journey School may take to address unexcused absences and tardies. These actions include phone calls, letters, and scheduling meetings focused on finding solutions to attendance problems (e.g., developing a plan, providing support services, etc.) Journey School believes communication is critical in finding the root cause of attendance concerns. For excessive unexcused absences and tardies, Journey School, may, but is not required to, consider disenrollment in compliance with due process requirements set forth in the Charter Schools Act.

B. Non-Discrimination and Racial Balance

Describe how the charter school will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [Ref. California Education Code §47605(b)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

In order to fulfill our vision of a diverse, interdependent school community, we strive to have many ethnic groups represented in our student and staff population. School outreach efforts are designed to reach a broad and balanced audience. Lottery selection allows for fair and equitable selection of students, in the event that more students apply than can be accommodated. Sibling preference and preference for children of employees helps retain families committed to the educational program.

In addition, Journey School will develop administrative procedures to ensure that the school's outreach, recruitment, and enrollment procedures do not discriminate against students based on physical, mental, emotional, or learning disability or handicap and to ensure that the School can work towards achieving a racial and ethnic balance that is reflective of the general population of the District. As part of that process, Journey School will be certain to provide parents with a very clear and accurate picture of the Journey School learning experience so they can make the most appropriate choices for their children.

Journey School utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process. Promoting school-wide respect and knowledge of other cultures and languages through a variety of activities, including multicultural school celebrations involving the community, also aids in the development of a diverse school community. Consideration of each family's culture and circumstances will be given in planning school activities that involve parents.

The school's primary outreach is through a community newsletter, which has 3000 opt-in subscribers with a 40 percent average readership, and through social media. Journey School also maintains a comprehensive website that publicizes the school's public events and happenings, including school and student accomplishments, curricular offerings, seasonal festivals, and informational resources. Through the newsletter and website, the school advertises opportunities for parent education, application, and lottery requirements, and weekly school tours during the enrollment window, including Spanish language tours. In addition, the school's application software allows for foreign language speakers to adjust the application to their native language for ease of applying.

In order to appeal to a diverse demographic population, including low-income or dually working families, the school offers comprehensive childcare after school and during school breaks and in-service days. Students who are eligible for free and reduced lunch receive a free meal each day school is in session. The school will continue to seek innovative ways to support low income families.

The student information system allows accurate collection and analysis of the school's demographic data. The data collected in this way is then used to generate reports to the Journey School Council, the District, and the state. Analysis of demographic information may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary.

C. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter

school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

District students who choose not to attend Journey School may attend other district schools or may pursue an inter-district transfer in accordance with existing CUSD enrollment and transfer policies. More information about district attendance alternatives is available from the district administrative offices.

No Capistrano Unified School District student will be required to attend Journey School. Students enrolled in the charter school have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. Journey School shall provide the District with notice of students who leave Journey to return to a District school within five business days of the student's departure from Journey.

If a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves the School without graduating or completing the school year for any reason, Journey shall notify the Superintendent of the school district of the pupil's last known address within thirty days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

D. SUSPENSION/EXPULSION PROCEDURES

Describe the procedures by which students can be suspended or expelled. [Ref. California Education Code §47605(b)(5)(J)]. Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]

Journey School maintains a comprehensive set of student discipline policies. These policies are published as part of the School Handbook (see Exhibit B) which includes the Suspension and Expulsion Policy. The school's expectations regarding attendance, respect, substance abuse (including bringing tobacco, alcohol, or illegal substances to school), violence and safety are clearly outlined.

It is expected that all children will adhere to the standard of courteous behavior, which develops out of an attitude of respect for their parents, teachers, fellow students, and their environment. If behavior issues cannot be resolved through the process outlined in the school discipline policies, terms of probation and suspension may be carried out. A student may be immediately suspended and later expelled for behavior that constitutes an immediate threat to the health and safety of students, staff, or visitors.

Prior to formal expulsion, students will be accorded due process, as outlined in the school's Suspension and Expulsion Policy. The policy provides for adequate due process for students. In order to serve the best interests of the school's students and parents/guardians, a student may be suspended or expelled for offenses enumerated in the policy including, but not limited to, Education Code 48900 sections (a) through (g). Annually, the Administration initiates a review

of the policies and procedures regarding suspension and expulsion. If modifications are necessary, the Administration will recommend the appropriate modification(s) to Journey School Council. The Council reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

All policies are adapted to conform to laws regarding students with exceptional needs. This includes, but is not limited to, convening an IEP team meeting if a suspension of a student with exceptional needs lasts beyond ten days, or in the event that expulsion is recommended.

Corporal punishment shall not be used as a disciplinary measure against any student.

The school will notify CUSD in writing of any expulsions. Suspension and expulsion data are reported to the state and are also included in School Accountability Report Card.

No student shall be involuntarily removed by Journey School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to timely, written notice and a hearing before the effective date of the action. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Journey School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described herein.

SECTION VII: FINANCIAL PLANNING, REPORTING & ACCOUNTABILITY

A. BUDGETS

Provide a detailed proposed operational budget that includes the following:

- *Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school—including special education;*
- *Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels, including salary and benefit assumptions.*
- *Also provide cash flow and financial projections for three years of operation; and plans for establishment of a reserve. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]*

Journey School annually develops budgets and cash flow analyses. The proposed renewal budget with a multi-year financial projection are included in the Appendix as Exhibit E. Annual budgets are submitted each year of operation to CUSD by the deadlines established by the state. The budget is reviewed regularly during the school year by the Journey School Council.

Budget Development

The Journey School Administration, working with business management personnel and the Budget/Finance Advisory Committee, will prepare and submit a proposed budget for the upcoming fiscal year to the Journey School Council prior to its June meeting. The Council will review and modify the budget as needed. Following Council approval, this preliminary budget will be submitted to CUSD staff in keeping with all legally required timelines. A revised school budget will be developed, adopted, and submitted to the District as needed during the school year.

Fiscal Year: The fiscal year for Journey School will be July 1 through June 30, as stated in the corporation's by-laws (see Exhibit D).

Budget Highlights and Assumptions: The attached renewal budget demonstrates a school with sound financial planning as summarized below.

Cash Inflows: Revenue is based on conservative estimates of available Average Daily Attendance funding and conservative attendance estimates. Enrollment figures are based on the projections for school enrollment for future school years. (See also Section II B.)

Funding under the state's Local Control Funding Formula is based on the estimated per pupil funding rates recommended by School Services of California. The budget also includes funding from several state and federal programs such as lottery funding. Fundraising and grant revenues are also included, which are supported by revenues received by the school in past years. Other state categorical programs may be added depending on state funding levels and eligibility for the school. If federal funds are received, Journey School shall comply with all applicable portions of the Elementary and Secondary Education Act or its successors.

Cash Outflows: The program provides for the following:

- Teaching and support staff: including salaries, benefits, and training
- High quality instructional program: including materials
- Facility: Based on the continuation of the existing lease agreement with CUSD and estimates of utilities and maintenance costs
- Non-instructional expenses: including business consulting, audit, legal fees, board expenses, etc.

Expenditure distributions are designed to ensure that the majority of funds are spent on instruction related costs, and therefore support the educational program and school mission.

District costs include the required oversight fee and the district's Special Education fees.

The District may charge Journey School for supervisory oversight of the charter, up to any maximum permitted by law (currently described and limited in Education Code section 47613), which is currently set at 1%. Journey School acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

Journey School and CUSD have determined the fair and equitable allocation of special education funding and services as required by charter school law. The budget is prepared to maximize cost efficiency, to leverage available resources, with the goal of maximizing the amount of funds that are spent on items that directly support student learning.

Use of Funds: General-purpose entitlement funding received by the charter school shall be used exclusively for public school purposes determined by the governing body of the charter school per Education Code section 47633(c). Public funds received by the charter school from the State of California shall be used in a manner consistent with the provisions of Article 16, section 6, of the California Constitution and the charitable purposes of the corporation.

B. FINANCIAL REPORTING

Describe the systems and processes by which the school will keep track of financial data and compile information needed for the annual statement of receipts and expenditures that is due to the school district.

Financial Reports

Journey School's business staff provides regular financial reports to the Journey School Council. To the extent possible and practical, financial data is reported and budgets are developed in a format consistent with the State Accounting Code Structure (SACS). Following review by the Board, financial data is reported to the District and the County Office of Education in a manner and timeline in accordance with existing charter school law and District policy. Financial data for the charter school will be reported to the state via the District, except in cases where the law requires charter schools to report directly to the state. For example, the year-end unaudited actual financial report will be approved by the Journey School Council and then submitted by Journey School to the District, and then the District will submit the report to the County Office, who in turn submits it to the state. In other situations, such as the annual independent audit, the school will submit copies directly to the District, County Office of Education, State Controller, and the California Department of Education as required by law.

Journey School shall submit all documents, reports, and information to the District required by law, including but not limited to, all reports required pursuant to Education Code section 47604.33. The following summarizes what is currently required for charter schools:

- By July 1, a preliminary budget and a Local Control Accountability Plan (LCAP) for the current fiscal year, as well as the annual update of certain school expenditures as described in California Education Code § 47604.33(a) and 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final un-audited report for the full prior year. As per Ed Code Section 42100, the Journey School Council will approve, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement will then be filed with Capistrano Unified School District, the Orange County Department of Education, and California Department of Education.

The charter school will provide additional fiscal reports as requested by the District. School financial records are accessible to CUSD as the authorizing agency at any time, upon request. The school will respond promptly to such requests.

Fiscal policies

The Journey School Board has created and adopted fiscal policies, including adequate internal control policies. In order to ensure responsible fiscal management, Journey School will consult with its independent auditor, its business consultants, and district fiscal staff in developing future improvements and updates to these policies.

Attendance Accounting

Accurate attendance accounting is crucial to the fiscal well-being of a charter school. The school will use state approved attendance accounting software to record and report student attendance and average daily attendance (ADA) totals. Journey's Independent Study program utilizes an accurate system for collecting student work and documenting student attendance in compliance with California Independent Study requirements. Journey School shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection. The school will meet any district requirements for certifying the charter school's ADA and generating the required state J18/19 forms.

C. INSURANCE AND INDEMNIFICATION

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

INDEMNIFICATION

To the fullest extent permitted by law, Journey School and Journey School, Inc. jointly agree to promptly, fully, and completely indemnify, defend, and hold harmless the Capistrano Unified School District, the Capistrano Unified School District's Board of Trustees, and each of their members, officers, administrators, and employees ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, fines, or liabilities, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of Journey School or Journey School, Inc., and/or on the part of the board of directors, administrators, and employees of Journey School or Journey School, Inc. in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the Charter and/or in any way related to the operation or operations of Journey School, Journey School, Inc., or of any other facility, Journey School program, or activity of Journey School. In the event the District determines that the interests of Journey School/Journey School, Inc. and the District cannot be ethically represented by counsel for both parties, the District shall be entitled to be represented by counsel reasonably acceptable to the District. The joint obligations of Journey School and Journey School, Inc. to defend the Capistrano Unified School District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate Journey School or Journey School, Inc. to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, fines, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of Journey School and Journey School, Inc. shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

Journey School and Journey School, Inc further jointly specify that its indemnification, defense, and hold harmless obligations pursuant to this charter extend to indemnify, defend, and hold the district and district personnel harmless from any and all financial obligations in the event of an unbalanced budget.

Journey School and Journey School, Inc.'s obligation to indemnify, defend, and hold harmless the district and district personnel, as set forth in this section of the charter, shall survive the revocation, expiration, termination, or cancellation of this charter or any other act or event that would end Journey School's right to operate as a charter school pursuant to this charter or cause Journey School to cease operations.

INSURANCE

Journey School shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types specified below and subject to review by the Capistrano Unified School District's risk manager. Journey School's obligation to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end Journey School's right to operate as a charter school pursuant to this Charter or cause Journey School to cease operations until Journey School has fully complied with the Closure Protocol set forth in this Charter.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of Journey School and Journey School, Inc., throughout the life of the Charter, Journey School shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

1. **COMMERCIAL GENERAL LIABILITY** insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment misconduct with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate. These limits may be met through a combination of primary and umbrella/excess insurance. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District risk manager.
2. **COMMERCIAL AUTO LIABILITY** insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence. These limits may be met through a combination of primary and umbrella/excess insurance. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District risk manager.
3. **WORKER'S COMPENSATION** insurance and/or coverage, as required by applicable law, with not less than statutory limits.
4. **PROPERTY INSURANCE** and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment, and supplies of Journey School and/or Journey School, Inc. If any Capistrano Unified School District property is leased, rented, or borrowed by Journey School and/or Journey School, Inc., it shall also be insured by Journey School/Journey School, Inc. in the same manner as (a), (b), and (c) above. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District risk manager.
5. **CRIME INSURANCE** and/or coverage, in an amount not less than \$1,000,000 per occurrence and which shall include protection against, but not limited to, employee dishonesty, forgery, alteration, theft, burglary, robbery, and computer fraud.

6. **PROFESSIONAL LIABILITY** insurance and/or coverage, which may also be called Educator's Legal Liability Insurance, in an amount not less than a professional aggregate limit of \$3,000,000. These limits may be met through a combination of primary and umbrella/excess insurance. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District risk manager.

The General Liability, Professional Liability, and Auto Liability coverage required by the foregoing provisions of this Charter shall adhere to the following:

- a) be endorsed to name the Capistrano Unified School District and its Board of Trustees, Board members, officers, administrators, and employees as additional insureds, or ensure that the District is included as an additional insured under a blanket endorsement;
- b) shall be primary insurance to the extent the additional insured status applies, and any insurance and/or self-insurance or coverage maintained by the Capistrano Unified School District and/or by its Board of Trustees, Board members, officers, administrators, and employees shall be in excess of Journey School/Journey School, Inc.'s insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by Journey School;
- c) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and
- d) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, canceled, reduced in coverage or in limits, non-renewed, or materially changed for any reason, without prior written notice thereof given by Journey School to the Capistrano Unified School District risk manager by certified mail, personal/hand delivery, or email. In addition to such notice provided to the Capistrano Unified School District, Journey School shall also provide the Capistrano Unified School District with prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancelation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, non-renewed, or materially changed for any reason, Journey School shall notify the District's risk manager of such changes within one (1) business day of Journey School's notification of such change by the insurer, and if the required insurance and/or coverage is not restored within two (2) business days thereafter, the Charter shall be subject to revocation pursuant Education Code Section 47607.

The acceptance by the Capistrano Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of Journey School or of any insurer or joint powers authority to the Capistrano Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the Capistrano Unified School District and/or its Board of Trustees, Board members, officers, administrators, and employees are waived.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the defense, indemnity, and hold harmless obligation(s) of this charter.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Journey School shall promptly respond to all inquiries from the Capistrano Unified School District regarding any claims against Journey School and/or any obligation of Journey School under the foregoing provisions of this Charter.

Other Insurance

The Council has obtained a Director's & Officer's Liability policy that provides \$1,000,000 in coverage and will continue to maintain Director's & Officer's insurance coverage. Health insurance is currently provided to full time teachers and administrative staff through a plan with CalChoice, but may be provided through other carrier(s), as determined annually by the Journey School Council. Other benefits for employees are detailed in the Employee Handbook.

D. ADMINISTRATIVE SERVICES

Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, attendance accounting, accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

Journey School has a structure in place to provide for business and administrative services, which include human resources, financial management and accounting, admissions and attendance accounting, and payroll. Many services are provided by school administrative staff. Some services, such as, but not limited to, bookkeeping, financial management, and payroll services, may be contracted with qualified outside providers. Outside providers are selected based upon the match between the needs of the school and the provider, experience, references, and reputation of the provider, followed by an interview and selection process.

Journey School currently retains ExED, a financial management company for its fiscal and accounting needs, including payroll services. (See Section V A above.) In addition, the school currently contracts with Orange County Department of Education for STRS reporting services.

Administrative support services may be contracted with CUSD. Neither party is obligated to either provide or accept services but will negotiate in good faith to develop a mutually agreeable arrangement. The school and the District will negotiate a contract or a memorandum of understanding that will establish specific service and financial arrangements between the two parties if such services are purchased by the charter school.

E. FACILITIES

Describe the types and potential location of any facility/ies needed to operate the size and scope of the educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

Journey School's educational program has a need for the same types of facilities as a traditional program, and in addition, has some unique facilities needs beyond a traditional public school. As stated herein, the educational program of the Charter School is inspired by Waldorf methodology, and therefore includes a rich arts-based program.

At current enrollment, the school has a relatively small number of classes; four kindergarten classes, two of each in grades 1-8, and several independent study program/hybrid classes. Due to the unique developmental nature of the program, combination classes are not feasible, so each grade requires its own classroom space. In order to provide these aspects of our educational program, the facility provided to the Charter School should provide, at a minimum, in addition to the traditional classroom and office space, the following: a Multi-Purpose Room large enough size to accommodate student performances and movement classes, adequate play areas for kindergarten as well as grades 1 to 8, suitably equipped Kindergarten rooms with bathrooms, a computer lab, a library, art room and science room with running water, adequate parking for staff as well as parents, areas suitable for gardening, Special Education classrooms, music classrooms, foreign language space, as well as access to physical education facilities.

Appropriate and comparable non-teaching stations/offices are required for Journey, at a minimum: administrative space, multipurpose room, cafeteria, nurse's offices, copy room, parking, covered lunch areas, staff kitchen, etc.

Journey School is currently leasing a district facility at the former Foxborough Elementary School site, 27102 Foxborough, Aliso Viejo, CA 92656, under a facility use agreement with CUSD which expires at the end of the 2019-2020 school year. The costs of leasing such facilities are incorporated in the school's budget.

The School may choose to expand during the charter renewal period, and will work with CUSD to accommodate such growth, and/or will seek alternative facilities to accommodate the school program. If the current facility use agreement is terminated for any reason, the School reserves the right to annually submit a request for facilities under Proposition 39 to the District, using the state regulations, timelines, and guidelines. Journey School shall comply with any jurisdictional limitations to locations of its facilities under Education Code applicable to charter schools.

F. TRANSPORTATION

Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

Journey School does not intend to provide daily transportation for students except as required by law. Journey School also does not intend to provide transportation services for regular school activities. For fieldtrips, the school may contract with a qualified outside transportation vendor who holds the appropriate types and levels of insurance. If Journey School provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent or guardian (or their designee) transporting students in their car to school organized events will sign appropriate waivers/release forms.

G. AUDITS

Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the school district. [Ref. California Education Code §47605(b)(5)(I) and (m) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may designate. [Ref. Criteria for Review §11967.5.1(f)(9)]

Annual Independent Audit

Journey School is audited annually by an independent certified public accounting firm based on the guidelines applicable to public charter schools in California. The Journey School Council or its designated Audit Committee will commission the audit and will engage an auditor with experience in public school finance. The Journey School Council will oversee the preparation and completion of the annual independent audit of the school's finances. The audit will be conducted using generally accepted accounting principles applicable to the school. The audit will, at a minimum: test the accuracy of the school's financial statements, examine revenue related data collection and reporting practices, and examine the school's internal controls.

The cost of the independent audit shall be the responsibility of Journey School. The audit will be submitted to the Journey School Council for review and response and/or approval. Copies of the audit will then be submitted to the Capistrano Unified School District, the county office of education, the state controller's office, the CDE, and any other agency required by law within 180 days of the end of the fiscal year, and in no case later than December 15 of each year. The Journey School Council may appoint an Audit/Finance Committee to engage the auditor, review the audit, and make decisions on resolving any audit findings.

Audit Exceptions and Deficiencies

A copy of the auditor's findings will be forwarded to the Treasurer of Journey School. The Treasurer and/or the Audit Committee of the Journey School Council will review any audit exceptions or deficiencies and report to the Journey School Council with recommendations on how to resolve them. This report will include timelines and deadlines for resolving the exceptions or deficiencies. The Council will then report to Capistrano Unified School District regarding how the exceptions and deficiencies have been or will be resolved. The district may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.

H. CLOSURE PROTOCOL

Provide a detailed description of the procedures to be used in the case of a decision by School District or State Board of Education to revoke the school's charter, a decision by the school district not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code 47605(b)(5)(P)]

In the event that Journey School ceases operation for any reason, Journey School and its governing body will be responsible for winding up its business and affairs and will cooperate with CUSD and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools. Journey School will follow the charter school closure procedure regulations from the California Department of Education [CCR-5 §11962] as well as the closure protocols listed below.

The following procedures shall constitute the "Closure Protocol" and shall apply in the event Journey School ceases to be a charter school or otherwise closes for any reason:

- 1) Any decision to close Journey School as a charter school operating pursuant to this charter shall be documented by official action of the Journey School Council ("Closure Action"). The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the charter is revoked or non-renewed and the board elects not to appeal or otherwise challenge the revocation or non-renewal, the Journey School governing board votes to close Journey School, or the charter lapses. In the event of a closure action, the following steps shall be implemented.
- 2) Journey School will notify the authorizer, parents/guardians of students, the county office of education, the SELPA, the retirement systems in which the school's employees participate, and the CDE of the Closure Action, the effective date of the closure, the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the student's school districts of residence, and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements..
- 3) On closure, Journey School shall remain solely responsible for all liabilities arising from the operation of the charter school.
- 4) The Journey School Governing Board will ensure notification to the parents and students of Journey School of the closure and provide information to assist parents and students in locating suitable alternative programs. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records, and advise parents/guardians that Journey School will provide copies of student information that includes grade reports, discipline records, immunization records, and completed coursework upon request.
- 5) Journey School will provide the receiving school districts, when known, with copies of all appropriate student records, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g.
- 6) As soon as is reasonably practical, Journey School will prepare final financial records. Journey School will also have an independent audit completed by an independent

auditor included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six (6) months after closure. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Journey School shall be the responsibility of Journey School and not the District. Journey School understands and acknowledges that Journey School will cover the outstanding debts or liabilities of Journey School. Any unused monies at the time of the audit will be returned to the appropriate funding source in accordance with applicable law. Journey School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other unused grant funds and restricted categorical funds will be returned to the source of funds. Any donated materials and property will be returned to its source in accordance with any conditions established when the donation of such materials or property was accepted. All other assets of Journey School, including, but not limited to, all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Journey School, will remain the sole property of Journey School upon closure.

- 7) For six (6) calendar months from the later of the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the School and student transfers.
- 8) In addition to the final audit, Journey School shall also submit any required year-end financial reports to the California Department of Education and the District, in the form and timeframe required.

I. SCHOOL MANAGEMENT CONTRACTS

If the proposed charter school intends to enter into a contract with an education management organization (EMO), include the following:

- *A description of the proposed contract including roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure;*
- *A draft of the proposed management contract;*
- *A description of the firm's roles and responsibilities for the financial management of the proposed charter school and the internal controls that will be in place to guide this relationship;*
- *A list of other schools managed by the school management company, including contact information; and*
- *A summary of the company's history and philosophy, past results of its school management efforts, and background on its corporate leaders.*

Journey School does not plan to contract with an Educational Management Organization. Journey School currently engages ExED to supply back office services, including bookkeeping, accounting, compliance reporting, payroll, and financial management services.

Journey School complies with Education Code section 47604(b) in that Journey School shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

SECTION VIII: CHARTER SCHOOL ACCOUNTABILITY, RENEWAL & REVOCATIONS

Include a statement reflecting the conditions under which the charter may be revoked and/or may not be renewed.

A. ANNUAL PERFORMANCE REPORT AND ACCOUNTABILITY

Journey School will complete Annual Updates and all LCAP requirements. Journey School will use the information compiled in the LCAP and other reports to evaluate and improve upon its educational programming as necessary.

The school and district will also jointly develop site visitation processes and protocols to enable the district to gather information needed to confirm the school's performance and compliance with the terms of this charter.

B. TERM OF THE CHARTER

The term of this Charter shall be for five (5) years: July 1, 2020 through and including June 30, 2025.

This charter is not intended to expire prior to the end of the fifth school year following this renewal.

C. OVERSIGHT AND RESPONSE TO INQUIRIES

CUSD and Journey School agree to work together to accomplish all tasks necessary to fully implement this charter. If, at any time during the Charter period, CUSD develops significant concerns regarding curriculum, standards, assessments, or outcomes, Journey School and CUSD agree to negotiate cooperatively to address the concerns to the satisfaction of both parties.

CUSD may inspect or observe any part of the school at any time but will provide reasonable notice to the administrator to the extent practicable prior to any observation or inspection. CUSD will provide such notice at least three working days prior to the inspection or observation unless the school's Governing Board or administrator agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by CUSD without the consent of the Journey Council, which shall not be unreasonably withheld.

The school agrees to promptly respond to all inquiries, including requests for financial records, from the District, the County Office of Education, or the CDE. Journey School agrees to permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel, attendance accounting, and pupil records subject to FERPA and employee privacy laws. Journey School shall promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. Journey School shall be subject to the California Public Records Act.

SECTION IX: IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the school district, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

A. INTENT

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

B. FACILITIES

Journey School currently uses district facilities in a Facility Use Agreement that is mutually beneficial. Journey School has the option of requesting facilities under Proposition 39 if the Facility Use Agreement is expiring or is terminated for any reason.

In the event that Journey School is not using district owned facilities, the school agrees to notify the district and county office of education of the location of any and all of its sites. The school agrees to comply with any legal geographic limitations on charter school sites.

C. ADMINISTRATIVE SERVICES

Administration, including, but not limited to, daily operations, accounting, payroll, human resources, and attendance accounting are independent of CUSD. Operating the school will necessitate coordination and communication with the appropriate CUSD management and staff. Journey School staff will cooperate fully with district staff in the preparation and reporting of all required data and financial information. The district and the charter school may enter negotiations to provide services to the charter school. Such services will be mutually agreed upon. Neither party is obligated to provide or accept such services but may do so by mutual agreement. The Superintendent or designee of the district is authorized to negotiate and enter into an agreement to provide services to the charter school.

For special education purposes, Journey School is currently considered to be a school within the district. Due to this status, CUSD may, on occasion, provide administration for Special Education meetings. Delivery of special education services may occur at: the Journey School site, sites maintained by the school district, county office, SELPA, or other appropriate provider.

The district will provide supervisory oversight as required by law, in exchange for an oversight fee of 1% of the charter school's annual public revenue. Oversight duties will be performed as laid out in Education Code section 47604.32.

D. POTENTIAL CIVIL LIABILITY EFFECTS

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. One of the objectives of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 47600, et seq.

Pursuant to Education Code Section 47604, an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or

omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including annual visits, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Charter School. Journey School shall indemnify, defend, and hold harmless the District to the fullest extent permitted by law and in accordance with the terms of this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the school's Council, officers, agents, and employees, and the School will purchase general liability insurance as well as Directors and Officers insurance to secure against risk.

The School Council will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

Internal dispute processes will be put into place to decrease the incidence of legal disputes. Journey School will retain services of an attorney familiar with charter school legal issues to further prevent legal problems from arising.

Debts and Obligations: Journey School shall be solely responsible for all costs and expenses related to this Charter and its operation, including but not limited to, costs of insurance, reserves, staff, and operations.

Independent Entity: Journey School and its respective officers, board members, employees, and volunteers shall operate and provide the school services pursuant to this Charter as a wholly independent entity. Capistrano Unified School District and Journey School shall not in any way or for any purpose become or be deemed to be agents, partners, joint ventures, or a joint enterprise. The District shall not be liable for the actions or liabilities of Journey School.

SECTION X: ASSURANCES

As the authorized representative of Journey School, I hereby certify that the information submitted in renewal charter for Journey School to be located in Orange County, is true to the best of my knowledge and belief; and further I understand that if awarded a charter renewal, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code Section 47605(b)(6)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Section 47605(d)(1) and 49010 et seq.]
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code Section 47605(d)(2)(B)]
6. Will not discriminate against any student on the basis of the characteristics listed in Education Code § 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).. [Ref. California Education Code Section 47605(d)(1)]
7. Shall not discourage a student from enrolling or seeking to enroll in the School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii). [Ref. California Education Code Section 47605(d)(4)(A)]
8. Shall not request a student's records or require a parent, guardian, or student to submit the student's records to the School before enrollment. [Ref. California Education Code Section 47605(d)(4)(B)]
9. Shall not encourage a student currently attending the School to disenroll from the School or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii). This subparagraph shall not apply to actions taken by the School pursuant to the procedures by which students can be suspended or expelled from the School for disciplinary reasons or otherwise involuntarily removed from the School for any reason. [Ref. Education Code Section 47605(d)(4)(C)]

10. Shall comply with Education Code Section 47605(d)(4)(D) by posting the appropriate notice on the School's website and providing a copy to a parent or guardian as required.
 11. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.
 12. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Criteria for Review, §11967.5.1(f)(5)] and including the criminal record background check and summary required by Ed Code 44237.
 13. Will ensure that teachers in the school (Class Teachers—see Section V)) hold a California Commission on Teacher Credentialing certificate, permit, or other document required under Education Code § 47605(l) or other applicable law, as amended from time to time. Will also ensure that copies of these credentials will be kept on file at the school and available for inspection upon request.
 14. Will at all times maintain all necessary and appropriate insurance coverage.
 15. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.
 16. Will follow any and all other federal, state, and local laws and regulations that apply to Journey School or the operation of the charter school.
 17. Will comply with all regulations regarding independent study programs that are applicable to the charter school.
 18. Will comply with all state audit and other state reporting requirements for charter schools.
 19. Will respond to all reasonable inquiries regarding records, both financial and other, and will provide access to the district to such records.
 20. Will comply with the Public Records Act.
 21. Will comply with the Family Educational Rights and Privacy Act.
 22. Shall comply with the Ralph M. Brown Act and any other requirements for the location of governing board meetings of the School, including Education Code Section 47604.1, as added by SB 126 (2019).
 23. Shall comply with Education Code Section 47604.1, as added by SB 126 (2019), and be subject to the Political Reform Act and Government Code Section 1090 *et seq.* as amended from time to time.
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TABLE OF EXHIBITS

EXHIBIT	DESCRIPTION
A	Excerpt from Curricular Co-Alignment
B	School Handbook
C	School Calendar, Bell Schedule, and Instructional Minutes
D	Articles of Incorporation, Corporation By-Laws, and IRS Determination Letter for Tax Exempt Status
E	Budget and Five-Year Projection
F	Independent Study Program Master Agreement
G	Conflict of Interest Policy
H	Organizational Chart



March 11, 2020

Signature

Date

Gavin Keller

Printed Name

Executive Director

Title