



JOURNEY SCHOOL
CHARTER RENEWAL

APPROVED BY CUSD MAY 27, 2015

Original charter approved February, 2000
and renewed May, 2005 and May, 2010

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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, and by 2007-08, Journey School had fully implemented grades K-8. The second charter renewal occurred in 2010, which marked a significant turning point in Journey School's history, as the organization transitioned from its implementation stage to a new era of strength focused on securing organizational stability and educational excellence.

Journey School now serves roughly 400 students with an additional 300 students on waiting lists across all grades. As per the school's expansion plan, student enrollment is projected to reach its peak in 2020, including a developmentally appropriate Kindergarten program that will populate two tracks of classes in Grades 1-8, as well as an integrated Independent Study program aimed to satisfy the community's demand for public Waldorf education.

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, 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 since the last charter renewal, a summary of accomplishments is included below. These are referenced against state accountability measures, the approved Charter Outcomes and important educational innovations. 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

Journey School has met the threshold for charter renewal under Education Code 47607. The school meets the specific renewal criteria under both EC 47607 (b) (1) as well as EC 47607 (b) (2), since the school met all Academic Performance Index growth targets, and also exceeded the minimum statewide rankings for renewal. The information below highlights how Journey School has demonstrated increases in pupil academic achievement, which is considered the most important factor in renewal under EC 57607 (a) (3) (A).

Educational milestones since the school's last charter renewal include, but are not limited to:

- **Academic Performance Index:** (*Charter Outcome 1: Student Annual Growth and Charter Outcome 2: Student Academic Performance*):

OVERALL: The Academic Performance Index (API) is used to measure the effectiveness of California's public schools. The API score is based on year-over-year standardized test results. The most recent API score calculated for Journey School was 872 in 2013. The school achieved marked improvement in API scores over the past five years, with a total gain of 106 points, and most notably, an increase of 64 points from 766 to 830 between 2010 and 2011.

SUBGROUPS: Over the past three academic years, Journey has had an API calculated by the state for the following numerically significant subgroups:

- Hispanic
- White
- Two or More Races
- Students with Disabilities
- Socioeconomically Disadvantaged students (API only for 2012 and 2013)

The reportable student subgroups made significant improvement over the past three years. Students with Disabilities showed substantial increases, at the same time that the total number of students in this category rose by more than 30 percent. The API calculation for Students with Disabilities rose 159 points, with a most recent API calculation in 2013 of 823 for this group. While the Hispanic subgroup API did not trend the same way as the other subgroups, it should be noted that in 2013 this subgroup outperformed the overall school average with an API of 876.

The API scores for reportable subgroups are shown below:

SUBGROUP	2011	2012	2013
Overall/Schoolwide	830	858	872
White	821	853	862
Two or More Races	818	858	909
Hispanic	885	884	876
Students with Disabilities	664	743	823
Socio-economically Disadvantaged	N/A	862	871

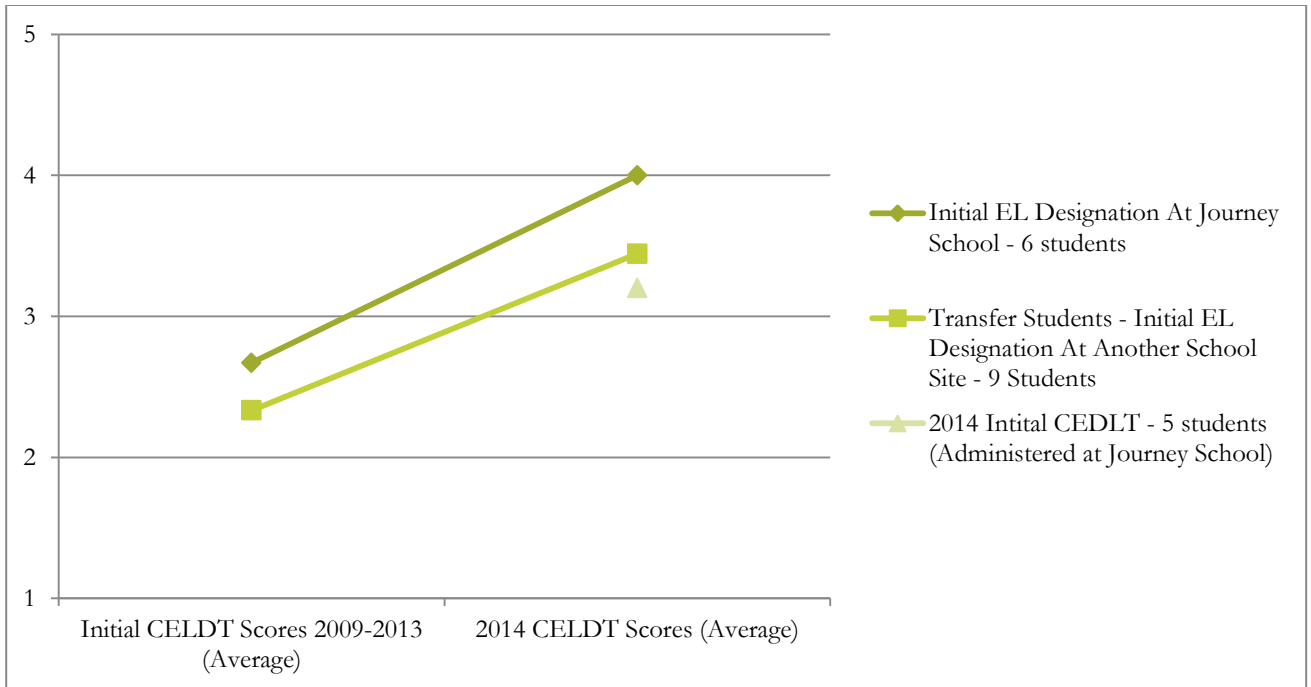
- **Adequate Yearly Progress:** (*Charter Outcome 1: Student Annual Growth and Charter Outcome 2: Student Academic Performance*):

 - Journey School achieved Adequate Yearly Progress (AYP) two of four years, meeting all proficiency targets for Language Arts all four years, meeting all proficiency targets for Math in two of four years, and meeting participation rates every year. In 2010, the school achieved 7 of 9 AYP targets and in 2012 it achieved 8 of 9 AYP targets. The school has never been designated as a “Program Improvement” school by the State. The State did not calculate AYP for the 2013-14 academic year.

- **California Standards Tests, 2013-14:** (*Charter Outcome 1: Student Annual Growth and Charter Outcome 2: Student Academic Performance*):

 - The school participated in the California Assessment of Student Performance and Progress (CAASPP), including the field tests from the Smarter Balanced Assessment Consortium (SBAC), as well as the Science California Standards Test (CST). CST results for Science were the only results received for 2013-14. In 5th Grade, 83% of all students scored Proficient or Advanced and no students scored Far Below Basic. In 8th Grade, 81% of all students scored Proficient or Advanced in Science, with no students scoring Below Basic or Far Below Basic.

- **English Language Learner progress:** (*Charter Outcome 1: Student Annual Growth and Charter Outcome 2: Student Academic Performance*): While Journey School does not yet have a numerically significant subgroup of English Language Learners, the school is committed to the success of these students and therefore monitors their progression towards fluency in English. The chart below summarizes the results over the past several years.



Language Proficiency - EL Program Monitoring

5-Advanced

4-Early Advanced

3-Intermediate

2-Early Intermediate

1-Beginning

- **Environmental and Health Education:** (*Charter Outcome 3: Reverence and Stewardship and Charter Outcome 5: Lifelong and Self-Directed Learner*):
 - 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. Subsequently, the

USDOE selected Journey to be part of the national “Built to Last” tour. The seven outdoor classrooms, school-wide recycling and composting programs, and students’ healthy nutrition and physical fitness were tour highlights. Just one example of student results can be seen in the three measures of strength on the 2013 State Physical Fitness Exam (abdominal, upper body, and trunk extension). Grade 5 and Grade 7 students’ results ranged from 92.3% to 100% of students scoring in the highest category.

- **Social Literacy** (*Charter Outcome 3: Reverence and Stewardship and Charter Outcome 5: Lifelong and Self-Directed Learner*):
 - The [Compassionate Campus Project](#) was initiated in the winter of 2010. It uses student-to-student interactions, with weekly coaching from teachers, to hone students’ empathy skills. The project assigns all students as ‘mentors’ (grades 5-8) or ‘buddies’ (grades 1-4) for bi-weekly meetings wherein they connect with each other, connect to their campus, and weave the school’s social fabric. Since the program’s inception, student disciplinary incidents have been cut by more than half and feelings of safety and inclusion have increased. Over 95% of students report on surveys feelings of security, pride and motivation. Out of 700 international schools, Journey was selected in 2012 as the winner of the prestigious Townsend Press Prize as well as the Robert Wood Johnson Foundation Prize for activating empathy.
- **Science, Technology, and Ethics** (*Charter Outcome 2: Student Academic Performance, Charter Outcome 3: Reverence and Stewardship, and Charter Outcome 5: Lifelong and Self-Directed Learner*):
 - Journey School pioneered its [Digital Media Literacy Project](#) in 2010. 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. The Digital Media Literacy project cultivates key skills and understandings for the 21st Century while promoting wise cyber conduct. Since 2010, no incidents of cyberbullying 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. The California State Assembly and Orange County Board of Supervisors also recently commended the school for its unique contributions in STEM education.
- **Arts-Infused and Creative Education** (*Charter Outcome 4: Creativity and Imagination and Charter Outcome 5: Life-Long and Self-Directed Learner*):
 - Despite significant budget constraints and pressure to “teach to the test,” certain subjects often considered “extras” in many schools are still prioritized at Journey, including weekly classes in the following areas: art, handwork, foreign language, gardening, and music. For example, the typical Journey School graduate reads music proficiently, plays at least two musical instruments, and is becoming increasingly proficient in

Spanish. Further, all 8th graders must complete a yearlong culminating project on a topic of interest that demonstrates rigorous research, adept writing skills, and a successful apprenticeship in a real world setting, culminating in a half hour oral and visual presentation to the school community.

Additional impacts & innovations include, but are not limited to:

- ***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. The class of 2013, for example, had a median GPA of 3.4 at the end of freshman year. With 95% of students participating in the study, almost 40% were taking accelerated or honors classes, almost 50% received academic honors, and almost 70% participated on school athletic teams.
- ***Educational Dissemination and Community Partnerships:*** Since the last charter renewal, Journey School has exerted strong effort to build 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, Project Tomorrow, OC Tech Alliance, 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:*** As noted above, students with disabilities are performing admirably. In large part, this is due to the mutually beneficial partnership between the school and CUSD that has matured in recent years. 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. A 100% teacher retention rate has been achieved and student attrition rates have never been lower. Class size continues to be a top priority, with 22 students in the average Kindergarten and 26 students in the typical grades class.

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 combined donations.
- Parents actively engage in parent education through the school's unique Parent University offerings, which build strong bridges between home and school. During 2014-15, two workshops each month are typically held, and approximately 25% of parents attend at least one event over the course of the year.
- Journey School developed a governance model that involves all constituency groups and 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 annual anonymous parent satisfaction survey, the results of which are published on the school website and are used for school improvement efforts. Parents consistently report very high overall satisfaction levels.
- Community partnerships enable a vibrant after-school program, including: circus arts, gardening, athletics, handwork, homework club, art, music, 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, seven 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 reserves, etc.
- Audit reports with no major findings have been concluded each of the past five years.

Enhanced support for instructional Staff:

- Average teacher salary upon hiring has increased by approximately 20% over the past five years. In partnership with the Journey Teachers' Association, the salary schedule has been enhanced so that teacher retention rates are exceptionally strong, and high quality, well trained teachers can be recruited.
- 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 financial support for training and professional development, including a three year long Waldorf certification and Masters

degree program paid for by Journey School, which many teachers were able to take advantage of.

- 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:

Michael Corbo, Council President

Mike Corbo is one of the founding parents of Journey School and was a member of the first Journey School Council where he served for the first two years of the school's charter.

Mr. Corbo's children first enrolled in Journey School at its inception. His two daughters attended Journey in grades K-6 and the oldest has now graduated from Chico State. Mr. Corbo's middle child attended Orange County High School of the Arts followed by Mission Viejo High School, and is now attending college, while his youngest child is now a Junior at Mission Viejo High School and was the first of his children to be at Journey for the full eight years of the program.

Professionally, Mr. Corbo has worked in the elevator and escalator industry for 30 years. For the last 12 years, he has served as General Manager and Senior Vice President at Mitsubishi Electric where he is responsible for the daily operation, profit and loss of the US Elevator and Escalator Business. Mr. Corbo has also served for ten years on the board of directors for the National Elevator Industry Inc (NEII), currently as a board member and in the past as President and Vice President.

Sue Vaughn, Council Vice-President

Sue Vaughn currently holds the position of Professor of Education at University of California, Irvine specializing in Single Subject Teaching. From 2000 to 2012, Sue held key roles at the Orange County School of the Arts (OCSA), initially as the charter school's first Director of Curriculum and Instruction, and later, from 2008 to 2012, serving as the school Principal.

Ms. Vaughn was involved in every aspect of OCSA's academic program, including serving as state test-coordinator, being the academic advisor for students in grades 7-12, and developing the

master schedule each year. Sue implemented OCSA's curriculum which brought recognition as a California Distinguished School and No Child Left Behind – Blue Ribbon School. Additionally, she served as Chair of the Western Association of Schools and Colleges accreditation team that resulted in a six-year accreditation for the school.

Prior to joining OSCA, Ms. Vaughn taught education courses on the college level at CSU, Long Beach and in Missouri, and served as a teacher and learning specialist for Los Alamitos School District. She has more than 20 years' expertise in the education field and has been involved in teacher training her entire career.

Warren Whiteaker, Council Treasurer

Warren Whiteaker is a program manager at the Southern California Association of Governments, specializing in public sector budgets and transportation finance. His two children attend Journey School, currently in third and seventh grades. This is his family's fourth year at Journey. He was instrumental in writing the grant application that led to Journey's recognition as a 2013 USDOE Green Ribbon School. He frequently lends a hand to the Master Gardener in the Green Heart Garden and regularly serves as a chaperone for camping field trips.

Susan Toma-Berge, Council Secretary

Susan Toma-Berge, Ed.D., is the Coordinator of Multiple Subject Teacher Credential Program at University of California, Irvine. Her teaching journey started 20 years ago as an elementary school teacher in Los Angeles Unified School District where she taught at a large urban school with linguistically diverse students. She studied Spanish in both Mexico and Spain to earn a BCLAD credential. To improve her ability to teach English immersion, she earned a Master of Education degree in Multilingual and Multicultural Education. Her interests in first grade literacy, English learners and urban schools shaped her research trajectory and dissertation from the University of San Diego and San Diego State University joint doctoral program.

Kara McCann, Council Member

Kara McCann, PPS, LPCC is the Director of Special Services at Orange County School of the Arts. She joined the Student Services Department in 2011 and served as Academic Advisor/ Professional School Counselor for three years providing support to students in the areas of College/Career Guidance, Academic Advisement, and Personal/Social Counseling. Prior to OCSA, she worked with special needs students in the Newport Mesa Unified School District (Middle School and High School) and with college students in the South Orange County Community College District.

Kara is a Licensed Professional Clinical Counselor, Licensed Marriage and Family Therapist, Credentialed School Counselor and an Associate Faculty Member/Instructor at Saddleback Community College. She holds a Bachelor of Arts degree in English from the University of British Columbia, Canada (1990), a Master of Science degree in Counseling from California State University, Fullerton (1998) and a PPS Credential in Educational Counseling from National University (2008).

Jon Kaplan, Council Member

Jon Kaplan is the Assistant Dean for the full time Executive MBA Program at the University of California at Irvine's Paul Merage School of Business. He was formerly the Executive Director of Part-time and MBA Executive Programs at the Haas School of Business at the University of California at Berkeley. From 2004 to 2012, he served as Assistant Dean at Chapman University's Argyros School of Business where he led the Full-Time MBA, Flex MBA and Executive MBA Programs. He was also a part of the strategic planning team for the Argyros School and served as Faculty Athletics Representative for Chapman University.

Mr. Kaplan is an MBA graduate with honors from the UCLA Anderson School of Management, and worked for 5 years at UCLA Anderson, first as Associate Director of Admissions, and then as Associate Director of the Parker Career Management Center. Prior to getting his MBA, Mr. Kaplan graduated Cum Laude with a B.A. in Economics from UCLA and spent over a decade as Director of Operations for the UCLA Football Team, where he assisted the coaching staff in leading the team to national prominence.

Mr. Kaplan is on the Board of Directors for the Juvenile Diabetes Research Foundation's Orange County chapter, and he is a co-author of a book entitled "The Early Career MBA." Mr. Kaplan's daughter Mia attended Journey for seven years.

Lisa O'Neill, Council Member and Parent Cabinet Representative

Lisa O'Neill is one of Journey School's founding parents and has served multiple terms on the Council as the Parent Cabinet Representative to the board. She has four children, all of whom attended Journey. Her first two children both completed K-8. One is currently in his first year at Saddleback with plans to transfer to a four year college and her second child is currently a sophomore at San Juan Hills High School. She has two children currently attending Journey School in first and sixth grade. Professionally, Ms. O'Neill was an elementary school teacher who specialized in the writing project and early literacy. She started a multi-age magnet program in Pasadena Unified School District.

Jill Murphy Lischalk, Council Member and Faculty Representative

Ms. Murphy currently teaches the Snapdragon Kindergarten class at Journey School. Her life has always revolved around education. Her father was a teacher, her mother drove a school bus, and as the youngest of three children she had a natural love of learning. Over the years, many inspirational teachers ignited her desire to teach.

She first launched her educational career as an aide in Kindergarten while still in high school. She also worked in several preschools as well as the medical field. These experiences planted in Ms. Murphy an intuitive understanding of what the young child needs. Ms. Murphy also served as Main Class Teacher in the grades, which provides a clear picture of 'what lies ahead' beyond Kindergarten.

As an undergraduate, Ms. Murphy was a History major at UC Irvine. She also holds a Multiple Subject Teaching Credential from CSU Fullerton as well as a Master's Degree and Waldorf Certification from Rudolf Steiner College.

Ms. Murphy is the proud mother of three young men who all attended Journey School.

Staff and Consultants

Executive Director, Shaheer Faltas:

Mr. Faltas launched his career as a teacher in south-central Los Angeles, where he taught English Language Arts and Social Studies, and subsequently taught extensively at the secondary and university levels in Monterey County. During his eight years of service as a classroom instructor, Mr. Faltas was not only a standout teacher, but also took on additional leadership assignments such as literacy coach, trainer for new teachers, and director of student activities. He also coordinated multiple WASC accreditation teams, and served as a visiting team member and coach for other schools undergoing the accreditation process.

Mr. Faltas attended graduate school in history at UCLA. He possesses a California teaching credential in Social Studies with an emphasis on differentiated instruction and English language fluency. He also holds a master's degree in curriculum, instruction, and assessment and a cleared California administrative services credential from CSU, San Jose. Mr. Faltas completed his Waldorf Administrator training in 2013.

Though teaching will always be his first passion, Mr. Faltas left the classroom in 2002 in order to have a larger impact on entire school communities as an administrator. For two years he served as an Assistant Principal at a large comprehensive middle school in Monterey County, where he was also responsible for designing district curriculum and assessments, and recruiting and training teachers.

Mr. Faltas then co-founded two successful school initiatives in Hawaii—one a private college preparatory high school and the other a Waldorf-inspired public elementary school. He served as the director of education at both schools, and was instrumental to their successful start up. He started at Journey School in 2009 as the Administrator/Director and by 2013 he was promoted to the Executive Director position.

School Director, Gavin Keller

Gavin Keller has been employed in an administrative role at Journey since 2013. He currently manages all aspects of the school's operations including faculty, staff, and student relations. Mr. Keller also oversees the curriculum, instruction, and assessment in the daily operation of the school.

Mr. Keller first came to Journey in 2009 as a main class teacher, leading his class through 5th, 6th and 7th grade. Previously, he taught 5th grade for several years at Dapplegray Elementary in Palos Verdes, California.

In the interim of the two roles at Journey School, he was employed as an Assistant Director in Student Affairs at University of California, Irvine. Mr. Keller holds an Administrative Services Credential, a Multiple Subject Teaching Credential, a Masters Degree in Education and B.A. degrees in Psychology and Communication.

Co-Education Director, Tim Connolly

Prior to his current role as teacher mentor at Journey School, Tim Connolly served as the Administrative Director at Sanderling Waldorf School from 2011-2014. He is a graduate of the University of San Francisco, where he studied Business Economics; and the Rudolf Steiner College, where he earned his Waldorf Teacher's Credential. His 20+ years of background in Waldorf education include being a founding parent of the Cedar Springs Waldorf School, serving

as the lead teacher at the school and graduating the school's first 8th grade in 1998. Thereafter he served in various administrative capacities over the years at Rudolf Steiner College, Sacramento Waldorf High School, Waldorf School on the Roaring Fork and Journey School. He has also spent time in Nigeria where he served as a volunteer working with UKAID to support educational initiatives in the northern regions of the country.

Co-Education Director, Patti Connolly

Patti Connolly was inspired by Waldorf education when searching for the best education for her own children. She and her husband, along with a small group of parents and an amazing mentor teacher, Nancy Poer, initiated the Cedar Springs Waldorf School in 1989. Even though Patti already had a Multiple Subjects Teaching Credential and a Liberal Studies B.A. from California State University, San Francisco, her desire to become a Waldorf teacher led her to pursue a certificate in Waldorf Teacher Education at Rudolf Steiner College, Fair Oaks, California in 1991-92. Since then, she has been a class teacher (grades 1-8 and grades 1-3), a kindergarten teacher (3 years), a specialty teacher, faculty administrator, evaluator, mentor, and teacher educator.

She began her work as a teacher educator at the Public School Institute at Rudolf Steiner College in 1997 and has since led a number of summer curriculum workshops at Rudolf Steiner College as well as the Kona Pacific Public Charter School, Journey School, and the Bay Area Center for Waldorf Teacher Training. On an international level, Patti has consulted with a UK-Aid education project in Nigeria, developing and leading primary education and school leadership modules for teachers and teacher trainers for two years.

In addition to Journey School, she has served as mentor, evaluator or adult educator at the following schools: Waldorf School of Orange County, Westside Waldorf School, Davis Waldorf School, Sanderling Waldorf School, Highland Hall Waldorf School, Waldorf School on the Roaring Fork (Colorado), and Cedar Springs Waldorf School.

Assisting the Journey School leadership in their work are several 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 doing 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 and 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

The mission of Journey School is educating K-8 students in southern California by offering Waldorf educational methods in a public school setting. Journey School is dedicated to the optimal development of the intellect, social-emotional life, and physical capabilities of each student, by presenting core academic subjects artistically. Journey School will enable each student to read, write, speak, and calculate with clarity and precision. Further, students will have the ability to think imaginatively and creatively, and become self-motivated, competent, life-long learners.

School Motto

The School Motto is important because it captures the essence of the school's educational philosophy. The School Motto dates back to the inception of the school, when our founders affirmed that: ***Education is a journey, not a race.***

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)]

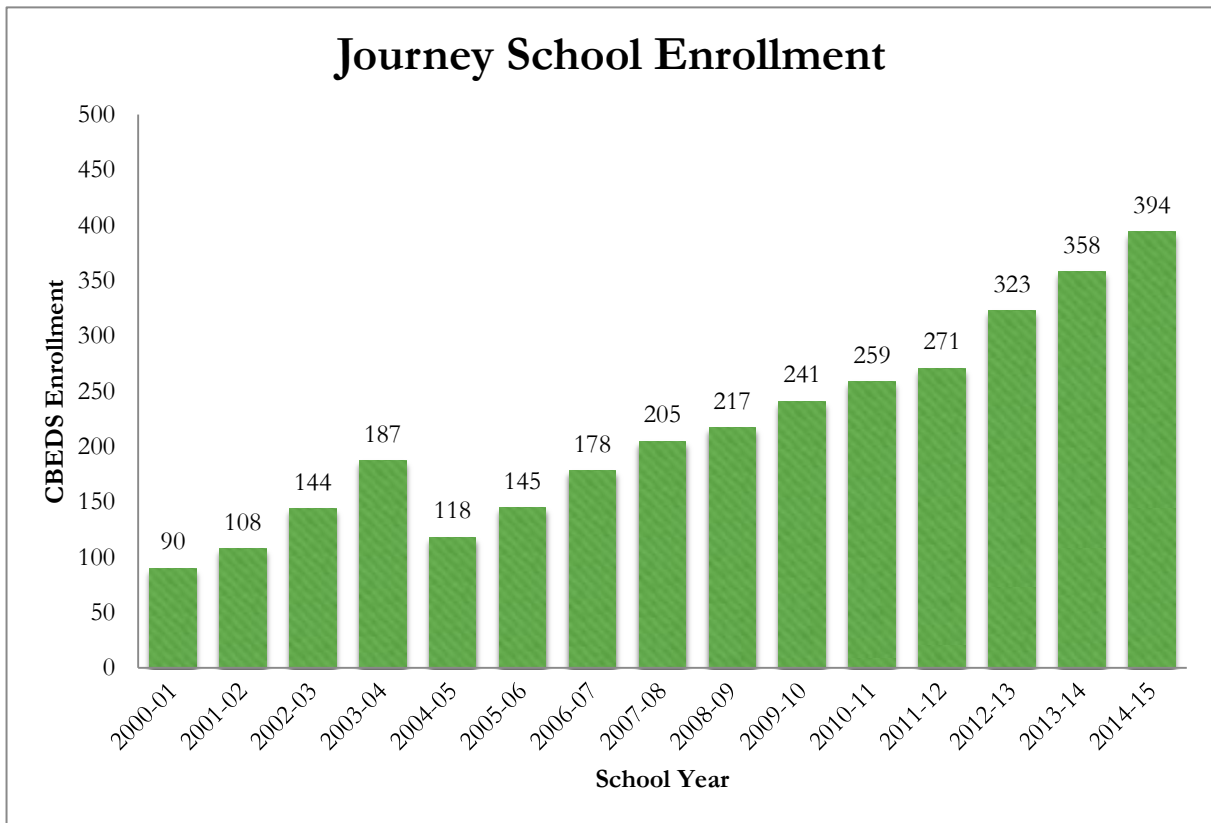
Identify those whom the school is attempting to educate:

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.***

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

Since the last charter renewal in 2010, enrollment demand has increased significantly and the school’s educational model has attracted strong support from local, state, and federal officials as well as policy makers and private sector partners. The graph below depicts enrollment trends over time, and Section II D contains detailed information about student demographics. Currently, 300 students remain on waiting lists, 80 percent from within CUSD boundaries. Approximately 300 additional students are expected to submit applications for the 2015 enrollment lottery.



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

Enrollment Patterns

It is probable that a strong upward trend in demand will continue into the foreseeable future due to at least four factors:

(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 explosion of charter schools. The *National Center for Education Statistics* reports that between 1999 and 2012, the number of students enrolled in charter schools nationwide increased from .3 million to 2.1 million, with an overall percentage increase from .7 to 4.2. Further, the actual number of charter schools nationwide grew from 1,500 to 5,700 during this time. By 2012, California led the nation with the most students in charter schools: 413,000, representing seven percent of the state's public school students.⁴ National and statewide patterns are reflected locally too. In 2010, 33 new charter schools launched in Los Angeles County⁵ and both the Orange County Grand Jury and Orange County Department of Education predict that charter school enrollment will grow more rapidly in Orange County school districts because many citizens now believe charter schools provide diverse choices, varied curricular offerings, and effective educators.⁶

(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*.⁷ As the only Waldorf-inspired public charter school south of Los Angeles, Journey is uniquely positioned to meet the demand for a holistic, arts-inspired, and age-appropriate free schooling experience.

(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.⁸ 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 excel on a variety of assessments, including standardized tests.⁹ 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.

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

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

⁵ USC School Performance Dashboard, *USC Report Names Top California Charter Schools*, 2013

⁶ Education Commission of the States, April 2004

⁷ Costello-Dougherty. "Waldorf Public Education Are On the Rise," *Edutopia*, 2009 and Alliance for Public Waldorf Education Website

⁸ Marzano, Robert. *What Works in Schools: Translating Research into Action*, 2012 edition

⁹ Oberman, Ida. "The Relevance of Waldorf Education for Urban Public School Reform", *Encounter*, 2008

“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*.¹⁰ Students must become expert communicators and decision makers¹¹. 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.”¹²

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

Our definition of an educated person in the 21st century is derived from this context. **An educated person must demonstrate:**

- **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.

¹⁰ Pink, Daniel, *“A Whole New Mind: Why Right-Brainers Will Rule the Future, 2005*

¹¹ <http://gseweb.harvard.edu/news/features/murnane06012004.html>

¹² 9/17/13 Federal Education Officials Visit Journey School Page 6 OC Register

- **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 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 capacities 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.¹³

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 Dewey.¹⁴ In addition, we now know that the brain grows in spurts, releasing new capacities in the maturing child and adolescent.¹⁵ 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

¹³ [http://www.jaacap.com/article/S0890-8567\(14\)00578-4/abstract](http://www.jaacap.com/article/S0890-8567(14)00578-4/abstract)

¹⁴ 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*

¹⁵ Pearce, Joseph Chilton. *The Biology of Transcendence, 2002*

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.¹⁶ 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.”¹⁷

-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 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. There is 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.¹⁸

Rhythms extend beyond the classroom walls on multiple levels. For instance, the school’s master schedule of classes is set so students engage in most of their intellectual work in the early hours of the school day, following exercises in movement, music, and speech work that ensure their

¹⁶ Marzano, R. *A Different Kind of Classroom: Teaching with Dimensions of Learning*, 1992

¹⁷ 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.

¹⁸ Rawson and Richter. *The Educational Tasks and Content of the Steiner Waldorf Curriculum*, 2005

brains are particularly alert. 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.¹⁹

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'²⁰ 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.²¹ Researchers also found the music students to be more cooperative with one another.²² Music training has also been shown to facilitate development of fine motor skills and emotional and behavioral maturation.

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

¹⁹ Krovetz, Marty. *Fostering Resiliency*, 1998

²⁰ Gardner, Howard. *Multiple Intelligences: New Horizons in Theory and Practice*, 2006

²¹ Catterall, James. *Ten Year Study Shows Music Improves Test Scores*, 2004

²² Oppenheimer, Todd. "Schooling the Imagination", *Atlantic Monthly*, 1999

that summarization and effective questioning boost student achievement more than nearly any other known teaching strategies.²³ 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 essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep.²⁴

- **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.

In his book, *The Literary Mind*, cognitive scientist Mark Turner writes that stories are fundamental instruments of thought.²⁵ Stories are important cognitive events because they encapsulate information, knowledge, context and emotions into one compact package.²⁶ 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

²³ Marzano, Robert. *Classroom Instruction that Works*, 2000

²⁴ *Sleep, Learning, and Memory*, A Resource from the Division of Sleep Medicine at Harvard Medical School, October 2007.

²⁵ Turner, Mark. *The Literary Mind: The Origins of Thought and Language*, 1996

²⁶ Norman, Don. *Things That Make Us Smart: Defending Human Attributes in the Age of the Machine*, 1994

students to come to terms with their own needs. Conflicts in the classroom can also be worked out through the use of tailored stories.



The Integration of Art and Writing with Learning

Teaching through stories has been proven to equip students with deep empathy and strong ethics.²⁷ 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 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.²⁸

²⁷ 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.

²⁸ Hether, Christine Anne, *The Moral Reasoning of High School Seniors from Diverse Educational Settings*, Ph.D. dissertation, Saybrook Graduate School and Research Center, 2001



3rd Graders enjoy participating in "Reader's Theater," reading aloud for younger students

Storytelling is inextricably linked to the learning process. Stories are how people remember.²⁹ 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 child³⁰ 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

²⁹ Pink, Daniel. *A Whole New Mind: Why Right-Brainers Will Rule the Future*. 2006

³⁰ *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.

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

“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.³¹”

-Children in Nature Network



Kindergarten students enjoy a weekly nature walk

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.

³¹ Quote from Children in Nature Network article “Want Your Kids to Get Into Harvard? Tell ‘Em To Go Outside”

Healthy Nutrition

Educational research shows that proper nutrition³² 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 established school-wide nutritional guidelines (see the School Handbook in Exhibit B) to improve learning and to embed positive lifelong habits.



Students find joy in harvesting nutritious food from one of our vegetable 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

³² 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.

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.³³



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. Parents organize and attend lectures, 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.

In 2014-15, Journey School initiated a parent engagement program called Parent University. Parents are respected as their child’s first and most important teachers. There are dozens of learning opportunities offered each school year for parents to learn as partners. Parent University is about supporting the whole family, and it allows parents to explore and discover new knowledge and skills, including:

- Bridge between home and school
- Educational philosophy, methods, and curriculum
- Nutrition
- Brain research, child development theory, and positive parenting

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

³³ Jeynes, William. “Parental Involvement and Student Achievement: A Meta-Analysis,” *Harvard Family Involvement Research Digest*, October 2005.

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). 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 start the day 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.

- *Identify* the goals and outcomes of each block
- *Decide* on how students will demonstrate accomplishment
- *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 an authentic 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.

Practice Periods

Students engage in mathematics, English language-arts, science, and other content-specific practice periods in the hours following integrated Main Lessons. 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 learning 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.



Learning a Love for Music

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. 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 and 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, as well as 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.³⁴

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. (See Exhibit A for an excerpt of the co-alignment ; the entire co-alignment can be found on the school's website.)

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 words³⁵. 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.³⁶

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 research³⁷, including several longitudinal studies, demonstrates that such an approach to literacy is highly effective.³⁸

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

³⁴ *New York Times*, November 7, 2006 and www.pbs.org/wholechild

³⁵ Reading First National Conference, *Oral Language and Vocabulary Development Kindergarten & First Grade*, 2008

³⁶ Educational Leadership, *September*, 2008

³⁷ David Elkind, "Much Too Early", *Education Next, a Journal of Opinion and Research*, Hoover Institute, Stanford University, Summer 2001

³⁸ Hart, Leslie. *Human Brain, Human Learning*, 2002

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.³⁹

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.⁴⁰

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 highly encouraged to support the school's literacy efforts by reading to their children for a minimum of thirty minutes each evening.

³⁹ www.nytimes.com, September, 29, 2009

⁴⁰ Oberman, Ida. "Assessment & Waldorf Public Charter Schools," as presented at the *Alliance for Public Waldorf Education Annual Conference*, January, 2010

Book Whisperer Program: Journey's school-wide Book Whisperer reading program is an example of an important academic innovation adopted since the last charter renewal. The program inspires students to love reading and challenges them to 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. According to students, teachers, parents, and **researchers**⁴¹, the following components of this reading program are leading 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

Strong school-wide efforts have been made to strengthen Journey School's mathematics program even more since the last charter renewal. Middle school math class sizes now average 20, and highly qualified instructors have more opportunities to co-plan and team-teach with colleagues.

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.

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. It is our goal that by the time eighth graders exit the mathematics program, they are proficient in foundational mathematical skills, have been introduced to important principles of geometry, and have mastered algebra so they may be ready to excel in CUSD's rigorous high schools.

⁴¹ Richard L. Allington and Rachael E. Gabriel, *Every Child, Every Day*, 2012.

Science is Alive

Science standards 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

Since the last charter renewal, Journey launched an innovative Eco-Literacy program. 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.⁴²



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. Before this time, 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. 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.⁴³

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."⁴⁴

⁴² 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.

⁴³ For additional reading, see *Fools Gold*, a special report from the *Alliance for Childhood* (www.allianceforchildhood.org).

⁴⁴ [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/>.

Since California adopted the Smarter Balanced Assessments, Journey School needed to create a transition plan in order to expose students in grades five and below to computer based assessments. Historically the school's media policy did not introduce electronic media in the classroom until sixth grade. A transition plan was developed which allows adjustments to past policy but which remains in alignment with the mission and core values of the school. With the cooperation of the Journey staff and a "paper and pencil" waiver offered by the California Department of Education, Journey expects to fully implement the computer based state tests gradually over the next three years. Journey has purchased digital devices and elementary students will practice in short, focused sessions using resources such as the Interim Assessments Blocks provided by the Smarter Balanced Assessment Consortium. This thoughtful transition plan will prepare Journey students to demonstrate their proficiency on the state standardized tests.

Digital Media Literacy

With this approach in mind, Journey pioneered an effective [Digital Media Literacy Project](#) since the last charter renewal. 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.

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.⁴⁵

World Languages

Foreign language begins in first grade at Journey School, giving children insight into and familiarity with another language and culture when they are especially primed to absorb it. Through the grades, the world language program expands to include reading, writing, grammar and conversation so students become increasingly proficient. Instruction in at least one foreign language is mandatory at Journey School. Currently, Spanish is taught to all students across the grades. A second foreign language may be introduced at a future date. Aspects of other languages (e.g., Latin, Greek, Hebrew, and Japanese) are also woven into the curriculum.

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, ukulele, advanced recorder, strings ensemble, and guitar. Journey students have even been known to *make* instruments.

⁴⁵ *Tolerance: The Threshold of Peace*, UNESCO, 1994.

Practical Subjects

Practical work such as crafts, woodworking, 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.⁴⁶ 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 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 to 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.

⁴⁶ Brotherson, Sean. *Understanding Brain Development in Young Children*, 2005



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: 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:

- *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: 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.⁴⁷ 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.



⁴⁷ Schwartz, Eugene. *Discover Waldorf Education: Knitting and Intellectual Development*, 2009

Eurythmy: 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 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 to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding classroom décor 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, state-adopted math textbooks from Holt and Prentice Hall are currently used for 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 the field trip with related classroom activities to maximize student learning.⁴⁸ Educational research proves⁴⁹ nature-based experiential education results in higher motivation levels and significant student gains.



School Day, School Calendar and 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 School calendar, daily schedule and instructional minutes for 2014-15 are included as an example in Exhibit C. On or before May 1 of each year, Journey School shall submit to the District an approved school calendar establishing that Journey School is complying with the required minimum number of school days.

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. Journey School can offer these families a unique opportunity to be enrolled in a public charter school program through a Waldorf-inspired full time Independent Study component added to the Journey program. The primary goal of a home based program would be to extend the Journey School educational program to more students with integrity and depth. Specifically, the home based program would support our school's primary learning goals, which include:

- (1) Ensure student attainment of essential standards

⁴⁸ Bitgood, Stephen (1993). "What do we know about school field trips?" *What Research Says About Learning in Science Museums* (Vol. 2, pp. 12-16)

⁴⁹ Children in Nature Network article "Want Your Kids to Get Into Harvard? Tell 'Em To Go Outside"

- (2) Enable students to learn the skills and knowledge identified in the curriculum co-alignment
- (3) 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 will be 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 sessions. Subject to availability of facility and staff resources, the students enrolled in the Independent Study program may be offered some on-site specialty class instruction as well.

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

The school would provide one or more credentialed teachers to supervise and provide oversight for each student's individual program. Journey's curriculum and co-alignment would be used, modified if needed for a home-based rather than classroom based learning environment. The assigned supervising teacher would meet with the students and their parents in the Independent Study Program to determine goals, instruction, and assessment of student progress. The teacher would guide the assignment and assessment of student work as the parent supports and facilitates the learning in the home. Meetings would be 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. For example, teachers may go over the assignments and standards, administer assessments and interventions, and assign new lessons and materials. Parents (or another designated adult facilitator) would be provided with materials for lessons that reinforce concepts through these monthly meetings with the teachers.

Students in the Independent Study Program will be held to the same standards and expectations as students in the regular education program. The supervising teacher will generate a progress report for each student in the Independent Study Program timed with the classroom based program reports. Students who are enrolled into the Independent Study Program will have access to the resources available to site-based students. Independent Study students will be referred to and expected to participate in interventions, if needed for student success. Independent Study students will be included in the statewide assessment process and are required to attend the school during testing periods in order to take the assessments with school proctors. The school will administer regular benchmark assessments to all students in the independent study program, and may require that these assessments are taken in a proctored setting.

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 will comply with Education Code Section 51747.3 and will 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"). Journey also adheres to the California Code of Regulations related to audit requirements for charter schools (Title 5 California Code of Regulations § 19850 – 19854). 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 throughout Capistrano Unified School District, southern Orange County, and even north San Diego County. Enrollment for 2015-16 is targeted at approximately 430 students, and the school plans to add additional students in subsequent years. The school will continue to maintain a small, strong learning community, and will eventually serve approximately 500 to 550 students in the classroom based program. The Independent Study Program would be relatively small and would not exceed twenty percent of the total enrollment of the school, estimated therefore to be less than 100 students.

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. Journey School has experienced substantial growth since the school opened. (See also Section II B above.)

Approximately seventy percent of Journey students are drawn from the Capistrano Unified School District while the remaining thirty percent come from surrounding areas, including Irvine to the north and northern San Diego County to the south. On balance, Journey School students are evenly distributed among the 1st through 8th grade levels and by gender. Kindergarten has four classes, and therefore has more students enrolled. The school is implementing an incremental growth strategy which will culminate in two classes of each of grades one through eight. Current enrollment by grade level is included in Exhibit D. The current demographic composition of the school is also included in Exhibit D. For more information about tracking demographic data, see also Section III D.

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 personal 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 or individual support. Journey School has developed a plan for low academic achievers that is modeled after the *Response to Intervention (RTI)* framework. Our goal is to meet the needs of all our students through the use of a four-tiered system of support.

Tier I: Prevention

Tier I includes high quality classroom instruction 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. Detailed assessment strategies are important in order to ascertain if students are meeting academic expectations, and are discussed further in Section III C.

Tier II: Identification and Selected Interventions

Identification: In order to identify students who are not achieving at or above expected grade level, students falling below the class average on varied assessments (see also Section III C) are evaluated to determine if performance was at or below their potential, taking into account the timing of particular subject matter in Journey School's curriculum and the age of the child. Beyond academic performance, teachers look for other signals of need as we recognize that there are many factors that affect a student's performance.

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

Child Study

If a student does not respond to initial teacher interventions, the student is often referred to the *Child Study* process. Child Study occurs during the weekly Faculty Meeting. The class teacher initiates the process by giving colleagues a complete and holistic picture of the child. After the child is described physically, socially, and academically, the teachers have an opportunity to ask additional questions. Discussions of a particular child may take place during several meetings. Next, the teachers are asked to observe the child for one week. Then, the parents of the student are often invited to describe their child and to offer insight or suggestions. Teachers and parents brainstorm together in order to find solutions to help the student become more successful.

Tier III: Student Study Team (SST) Intensive Interventions

If there is little or no improvement during the first two tiers, the student will likely be referred to the Student Study Team (SST), for further assessment and intervention

The school's Student Study Team meets and discusses what interventions have been tried, what worked, what didn't, and what new interventions should be implemented.

The SST is comprised of staff members with particular experience and passion for student support and meets regularly to monitor progress and to advocate for students. The SST uses a systematic problem-solving approach to assist students with any concerns that are interfering with success. Parent input and participation may be solicited throughout the SST process.

The SST clarifies and documents problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. *SST is a general education function.*

As a part of the SST process, the classroom teacher consults with the school's Resource Specialist and implements suggested modifications, additional strategies, lesson adaptations, and differentiated instructional strategies. The classroom teacher is responsible for documenting all modifications and the student's level of success with each strategy.

It should be noted that all students can benefit from the SST, including but not limited to those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues. Instructional staff who have concerns for a student can refer that student to the SST for consideration.

Tier IV: Referral for special education assessment to determine eligibility for services

Journey School will refer a student when a qualifying disability is suspected and will include appropriate documentation including all general education interventions that have been exhausted. . (See also Section II / below.)

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:

- 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 have the option to provide 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 Language Learners (ELLs). 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 Language 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 ELLs:

- ELLs 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 ELL 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:

- 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:

- 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 occurs using tests required by the state of California (such as the California English Language Development Test) 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. Journey School is also 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:

- 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 all elements of the Special Education program.
- 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

Student Referrals

As discussed above in Section II F, a child may be referred to the Student Study Team (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 SST team will refer the student for special education evaluation. Parental consent for the student evaluation is requested via an Assessment Plan. Parents are sent a copy of *Procedural Safeguards*. Once the signed Assessment Plan is returned to Journey School, the appropriate evaluations are arranged. 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 required, and the least-restrictive environment (LRE) is determined.

Once Journey School is determined to be an appropriate placement within the LRE, IEP goals are formulated, service times are determined, and the IEP is implemented. 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. 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. At no time will Journey School or Capistrano Unified School District unilaterally create an IEP that designates Journey School for a child's placement.

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. 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, which may be the same as Student Study Team, a regular education function, 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 and notify the District Director of Special Education in writing of the name of the responsible individual.

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 schoolwide 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. 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 schoolwide 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 schoolwide 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 the new 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, or the nature of the program operated, 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, or the nature of the program operated, 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.

Outcome 1: Student Annual Growth

Students will demonstrate significant social-emotional, physical, and intellectual growth.

Measurement Tools

- 1.1 Journey School progress reports that measure student growth for all grade levels and across all core subject areas.

Performance Targets

- 1.2 Students will demonstrate overall growth after a year of instruction at Journey School. 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.

State Priorities

This charter outcome addresses state priorities 1, 2, 7 and 8.

Outcome 2: Student Academic Performance

Students will demonstrate academic proficiency by meeting California Standards.

Measurement Tools

- 2.1 Student success will be measured by Journey School’s annual Academic Performance Index (API) Score, or its successor.
- 2.2 Student success will be measured by Journey School’s Annual Yearly Progress (AYP).
- 2.3 Student success will be measured by overall performance on the California Common Core State Standards, using the state’s adopted standardized measurement tools.

Performance Targets

- 2.1.1 Maintain minimum API growth targets as set by the State.
- 2.1.2 Demonstrate AYP each year in accordance with current federal standards.
- 2.1.3 Exceed previous year’s percentage of students proficient or above in English-Language Arts and Mathematics.
- 2.1.4 Exceed previous year’s percentage of students proficient or above in other subjects (science, social studies), and at a minimum, meet state thresholds.

State Priorities

This charter outcome addresses state priorities 1, 2, 4 and 7.

Outcome 3: Reverence and Stewardship

Students will show reverence and stewardship for the world around them, including human beings, other living things, and the earth.

Measurement Tools

This outcome will be measured using some or all of the following:

- 3.1 Students will show an age-appropriate demonstration of respectful interactions with adults.
- 3.2 Students will behave in respectful and supportive ways with their peers.
- 3.3 Students will complete classroom-based and age-appropriate chores, as evidenced by classroom-based assessment logs and records.
- 3.4 Students will participate in school-wide recycling and composting programs, evidenced by ongoing formative assessments, which measure students’ ability to sort recyclables individually and as a class.

- 3.5 Students will maintain classroom and/or school-wide gardens, with measurements using classroom-based assessments.
- 3.6 Students will participate in community service efforts, as measured by grade specific assessments and surveys of community service recipients.
- 3.7 Students will participate in age appropriate peer mediation, and statistics will be gathered on these events as well as overall school disciplinary events.
- 3.8 Students will demonstrate reverence and respect through written, artistic, and verbal expressions. Main Lesson books and accompanying rubrics, other classroom-based assignments and public demonstrations of student work will be used to measure these expressions.

Performance Targets

The school will annually set the performance targets for this mission specific outcome. This will include a determination of which of the measurement tools to focus on each year, as well as the annual expectation for overall student performance on this outcome.

- 3.1.1 Students will demonstrate growth in this area, by meeting or exceeding class standards related to respectful interactions with adults, as listed on the grade-level rubrics.
- 3.1.2 Students will demonstrate growth in this area by meeting or exceeding class standards related to respectful and supportive interactions with peers, as listed on the grade-level rubrics.
- 3.1.3 Students will engage in teacher-designated chores.
- 3.1.4 Students will demonstrate age appropriate recycling and composting abilities.
- 3.1.5 Students who participate will demonstrate active engagement and high levels of production in the gardens.
- 3.1.6 Students will score proficient on teacher and self-assessments related to community service efforts in their class.
- 3.1.7 Community service recipients will return surveys so that the school may receive timely and specific feedback on the effectiveness of the efforts.
- 3.1.8 Classes will score satisfactory on a group observation by a non-biased evaluator of the attitudes and behavior of students in various settings.
- 3.1.9 An annual increase in satisfactory resolution of student disputes using peer mediation techniques will be demonstrated.
- 3.1.10 An annual decrease in disciplinary actions taken for seventh and eighth grade classes will be demonstrated.
- 3.1.11 Students will publically exhibit reverence and stewardship through written, artistic, and/or verbal expressions.
- 3.1.12 Students will demonstrate growth in this area, by meeting or exceeding the class standards related to respectful and reverent expression, as listed on the grade-level rubrics.

State Priorities

This charter outcome addresses state priorities 3, 5, 6, 7 and 8.

Outcome 4: Imagination and Creativity

Graduates of Journey School will demonstrate imagination and creativity in their life-long learning process.

Measurement Tools

This outcome will be measured using some or all of the following:

- 4.1 Students will demonstrate their creativity in learning via an artistic portfolio, including Main Lesson books.
- 4.2 Eighth grade students will be prepared to identify and complete steps to gain entrance to a high school of their choice.
- 4.3 Parents of Journey students will indicate that their students exhibit enthusiasm, creativity, imagination and lifelong learning skills, via the use of parent surveys.
- 4.4 Graduates of Journey School from fifth grade on will indicate their preparation level for continuing their education after leaving Journey, via exit surveys, in person interviews and follow-up data on performance of graduates.

Performance Targets

The school will annually set the performance targets for this mission specific outcome. This will include a determination of which of the measurement tools to focus on each year, as well as the annual expectation for overall student performance on this outcome.

- 4.1.1 Students will display work during public exhibitions of portfolios and/or performances.
- 4.1.2 Students will achieve a satisfactory rating on their artistic portfolios using grade specific measures.
- 4.1.3 Eighth grade students will complete a high school preparation project.
- 4.1.4 Eighth grade students will achieve their high school placement goals.
- 4.1.5 Parents will respond positively to these aspects on a parent survey.
- 4.1.6 Journey graduates (defined as leaving Journey after fifth grade or higher and having been at Journey more than two years) will show that they were prepared to continue their education successfully in a variety of other educational environments.
- 4.1.7 Graduates of Journey School will matriculate into a variety of types of high school or middle school programs available in the area.

State Priorities

This charter outcome addresses state priorities 1, 2, 3, 6, 7 and 8.

Outcome 5: Lifelong and Self-Directed Learner

Journey School students will exhibit age appropriate capacity to plan, initiate and complete projects, including (but not limited to) the elements of organizing and communicating information, presenting information in a public/group setting, showing originality in a variety of areas and demonstrating artistic expression.

Measurement Tools

- 5.1 Eighth grade students will complete a yearlong eighth grade culminating project.
- 5.2 Students will complete age-appropriate assignments, projects, and reports that demonstrate their capacity to plan, initiate and complete work.
- 5.3 All classes will perform class plays and concerts publicly, or for classmates in the primary grades.

Performance Targets

The school will annually set the performance targets for this mission specific outcome. This will include a determination of which of the measurement tools to focus on each year, as well as the annual expectation for overall student performance on this outcome.

- 5.1.1 Eighth grade students will complete and publicly present their individual projects.
- 5.2.1 Students will satisfactorily complete a minimum of one age appropriate group project.
- 5.2.2 Students will satisfactorily complete a minimum of one age appropriate individual report or project each school year.
- 5.3.1 Classes will perform in front of a group at least once annually.

State Priorities

This charter outcome addresses state priorities 1, 2, 3, 6, 7 and 8.

Attainment of Student Outcomes:

The performance targets set by the school each year for these student outcomes will be included in an annual report to the Board of Directors. Student outcomes will be tracked using the measurement tools, and the performance data will be collected and compiled. All numerically significant subgroups will be tracked using disaggregated data. The actual student outcomes will be measured against the performance targets set. The data will be examined and an analysis will be done that will include information about how the performance targets were met and why any were not met. This data and analysis will be a key part of the school's Local Control and Accountability Planning process so that the past performance of students against the charter's stated outcomes will drive school improvement in the future.

Successful attainment of outcomes and student progress for special needs students will be defined appropriately according to their Individualized Education Program (IEP). Performance standards and assessments for English Language Learner students will be in accordance with the state-adopted English Language Development Standards.

B. ACADEMIC PERFORMANCE INDEX

Where applicable, include a plan for attaining the school's Academic Performance Index growth target. [Ref. Criteria for Review; CCR-5, § 11967.5.1(f)(2)(B)].

The school will attain its Academic Performance Index (API) growth targets by following the curriculum alignment, which is designed to include the Common Core State Standards. Journey School recognizes that differences in the educational program and curriculum sequence may be reflected in variations in scores in specific areas of the state standardized tests, especially through third grade. Although the Journey School program has some identified differences with the scope and sequence of the Common Core State Standards (also see Exhibit A or the complete co-alignment on the school website), by completion of the Journey School program students will perform at a level that meets the State's standard for renewal of the charter, as referenced in Section 47607(b) of the California Education Code.

Journey School will comply with all applicable state laws regarding the API. Journey School's API scores and growth targets will be developed by the CDE. Journey School participates in all assessments and reports all data needed to generate an API score. As the state of California is developing and implementing a new API formula, Journey School acknowledges that close monitoring and adaptation will be needed to ensure that all growth targets for API continue to be met.

Part of each year's evaluation of the school program by the Journey School Council will include information on whether Journey School attained its stated API growth targets. The Journey School team of teachers, administrators and support staff will annually evaluate whether the Journey School program needs to make any adjustments in order to meet its API targets.

If, in any year, Journey School has not met its targets, the administration will report this to both the Journey School Council and to appropriate district staff. A written plan will be developed and presented to the Journey School Council. Following approval or modification, this plan will then be implemented by Journey School the following school year. This plan may be incorporated as part of the school's Local Control and Accountability Plan.

No Child Left Behind (NCLB)/Adequate Yearly Progress (AYP)

Under the federal NCLB, Journey School is responsible for consistently increasing the percentage of students in each measurable subgroup who are proficient in English Language Arts and Mathematics. To satisfy the annual AYP goal under the federal act, Journey School is also responsible for achieving a 95% participation rate on the standardized tests both for its students as a school-wide group and for all numerically significant subgroups. In addition, the school must meet its API growth target. Journey School strongly encourages parents and guardians to have their children participate in state testing, and has not had problems meeting the participation rate in past years.

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 statewide standardized assessment program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California High School Exit Examination, the California English Language Development Test, 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 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.⁵⁰

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. As established in the previous section, where the measurement tools were listed for each charter

⁵⁰ Stiggins, Richard, *Assessment for Learning*, 2008

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 measurable 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 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.⁵¹

Instructional Leadership: Journey School concurs with leadership consultants Timothy Watters⁵² 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 insuring 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 (mind); Physical Capacity (body); and, Social-Emotional capacity (heart). They include:

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 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. The assessments are built using a standards-based rubric. These rubrics track individual student progress in regard to specific skills and knowledge areas from the co-alignment. 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.

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 insure validity, reliability and objectivity for

⁵¹ 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.

⁵² Watters and Marzano, *Leadership that Works*, 2005

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.

STANDARDS-BASED CLASSROOM ASSESSMENTS are an integral part of the school-wide 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.⁵³ Proven instructional strategies will be used to challenge students to think at high levels and show acquired knowledge and skills.⁵⁴ Example strategies include: effective questioning techniques; summarizing and note-taking; 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.

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.

SCHOOL-WIDE DIAGNOSTICS are used to measure proficiency towards the Common Core State Standards. Examples of these include:

- The Interim Assessment Blocks from the Smarter Balanced Assessment Consortium are used at least twice a year in grades 3-8 as formative assessments. Results are generated and actionable steps, including adapting instruction, are put in place to help each student meet the standards.
- Easy-CBM (Curriculum Based Measurements) assessments are used primarily in grades 1-3 as a quarterly measure of grade level standards, including samples from the year's curriculum such as phonics, alphabetic principles, fluency, vocabulary, sight words and reading comprehension for the English Language Arts assessments. For math, the focal point standards tested include items to test conceptual understanding rather than just computational skills.

Students will be challenged to demonstrate their attainment of specific skills and knowledge areas covered in the previous instructional period. These assessments are in

⁵³ Grant & Wiggins, *Understanding by Design*, 1999

⁵⁴ Marzano, *Classroom Instruction that Works*, 2001

close alignment in both content and context with the California Common Core State Standards tests.

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 Language 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.

External School Evaluation: In addition to the annual audit (see Section VII G), the school typically engages an independent knowledgeable evaluator from outside the school community. Evaluation includes an assessment of the instructional program as well as other qualitative and quantitative information about school operations and culture. This ensures the school is adhering to its mission and meeting its intended goals.

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 those leaving the school or graduating. Students, especially students in the upper grades, will be involved in the development of the school's LCAP.

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 pages outline 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.

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, monthly 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.

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.

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.

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 schoolwide 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 Stewards</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, Incorporated (“Journey, Inc.”)(See also Section IV B) 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"> • Uphold by-laws, Council Code of Conduct, operating principles, and other policies • Develop, review and approve policies
<i>Establish Organizational Purpose</i>	<ul style="list-style-type: none"> • Establish and uphold the school's mission, vision, and core values • Support and promote the school • Build strategic alliances
<i>Exercise Fiduciary Responsibility</i>	<ul style="list-style-type: none"> • Safeguard stakeholders’ right to safety in the school • Safeguard the school’s finances and property • Grow the school’s resources • Support and promote fundraising efforts • Ensure legal and financial stability • Provide oversight or final approval of hiring, dismissal, job descriptions and employment agreements • Provide oversight or final approval of expulsions
<i>Delegate Authority and Ensure Accountability</i>	<ul style="list-style-type: none"> • Delegate authority to School Administration • Ensure attainment of performance outcomes • Maintain clarity of roles and responsibilities within the governance structure
<i>Speak and Act as One</i>	<ul style="list-style-type: none"> • Uphold by-laws, charter, council code of conduct, operating principles, policies, and meeting agreements or norms • Redirecting operational conversations to appropriate staff • Ensuring 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"> • Monitor school’s progress on performance outcomes • Adopt Council policy • Oversee school financial health
<i>Invest in Our Capacity</i>	<ul style="list-style-type: none"> • Engage in ongoing and focused professional development • Schedule capacity-building opportunities • Recruit and seat capable, qualified and diverse Council members • Evaluate 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. 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 School, 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 success⁵⁵, 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. Council composition will reflect a balance of parents, educators and community members with expertise. Because parental involvement in the governance of the school is highly valued, at least one position will be the parent or guardian of a student enrolled in the charter school. There will be one Educational Trustee who serves as a voting member of Council. This representative is appointed by the Educational Trustees (see below for definition).

As per the by-laws, the current Council members will vote on the above positions for 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 through Council policy. 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 Corporate 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 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. Board 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, Inc. shall be subject to applicable sections of Government Code section 1090 et seq., if the California legislature mandates as such.

Journey School and Journey School, Inc. 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

⁵⁵ Lencioni, Patrick. *Five Dysfunctions of Team*, 2002 and Covey, Stephen. *The Speed of Trust*, 2004

from time to time, and all conflict of interest laws and prohibitions applicable to California nonprofit corporations and/or California charter schools. Prior to the commencement of the 2015-2016 school year, Journey, Inc. shall review and update its Conflict of Interest Code as per the Fair Political Practices Commission's Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18739, including the formal designation of reporters and reporting categories and the forms to be filed thereunder, and will review, revise and maintain that Code as current throughout the term of the Charter, and provide a copy of that Conflict of Interest Code and the documentation of board action adopting it or updating it to the District (and any revisions thereto), and require all affected Journey, Inc. officers and governing board members to comply therewith.

C. NONPROFIT CORPORATION

Journey School is operated by a California nonprofit public benefit corporation, Journey School, Incorporated ("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 E. The Journey School, Inc.'s current by-laws (included in Exhibit E) provide a full description of the organization of the corporation. Journey School, 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 E).

Journey School shall provide written notice to the District Superintendent of any proposed revisions to the corporation's Articles of Incorporation and/or Bylaws no less than ten business days prior to the effective date of any changes. Should the District Superintendent or designee reasonably determine that the District considers the revision(s) to be a material revision to the charter petition, the District shall so notify Journey School in writing and the changes shall not take effect until a material revision is approved through the process set forth in Education Code section 47607 for material revision to the Charter.

D. OPERATING STRUCTURE AND SCHOOL ORGANIZATION

In keeping with the seven principles for effective governance, 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 Educational Trustees 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, Educational Trustees 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 next five years. 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 are:</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:</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:</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 ● Insuring compliance with laws and the charter

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 consultants. The Administrative staff supports the school leader 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 independent contractors or other outside service providers, but all are overseen by Administration. The team currently consists of several administrative assistants, along with payroll and business services companies, which are independent contractors.

Educational Trustees

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

Educational Trustees 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. Educational Trustees work closely with all constituents to ensure the quality of educational programs and maintain the highest possible standards for teaching and learning. The Educational Trustees act as an influential advisory body on education, policy, and program matters and may select a Faculty Chair. Other instructional staff may also be asked to contribute to the support of the school through meetings, committees, etc.

Roles & Responsibilities

The following roles and responsibilities are a *sampling* of specific ways the Educational Trustees contribute to Journey School:

Instructional Leaders: Educational Trustees design 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. Educational Trustees advocate for principle-driven improvements to the school's educational practices as needed. For example, they serve as representatives on school committees. Educational Trustees build confidence by displaying competence and character, and through the conscious use of high-trust behaviors, such as 'direct talk', 'delivering

results', and 'keeping commitments'.

Learners and Facilitators: Educational Trustees function as a community of successful learners. They develop high-quality instruction through active study and current research. Educational Trustees participate in professional development and pursue common goals. They exchange resources and best practices with colleagues and constituents. Through deliberate modeling and explanation, Educational Trustees promote Waldorf-inspired learning and teaching. Their efforts are focused on meeting the physical, social, and intellectual needs of all students. Educational Trustees regularly engage in artistic expression and celebration to nourish themselves, one another, and the entire school community.

School Ambassadors: Educational Trustees continuously promote the school's mission, vision and values. They engage in effective parent-teacher communication and play an instrumental role in parent education. Educational Trustees hold regular class meetings, and build positive momentum for individual classes and the school as a whole. They actively promote the school and build bridges throughout the broader community. Educational Trustees participate in the life of the school, including festivals, celebrations, outreach activities and parent development opportunities.

Student Advocates: Educational Trustees function as bridges between students and essential support services, activities and opportunities. They monitor students and are sensitive to behavioral or academic changes that might warrant further attention. Educational Trustees are advocates for the students, counseling and guiding, connecting personally, and encouraging students in an environment of acceptance and easy rapport. Educational Trustees offer assistance, enrichment, and remediation across grades and disciplines. They ensure the safety and well-being of students through child study, effective classroom management, and appropriate discipline procedures. Educational Trustees 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. Positive outcomes of parental involvement include⁵⁶:

- 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: playground supervision, 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 insure the parent community has the ability to easily attend.

Parent Cabinet

Parent Cabinet serves as an essential support group formed by parents. Parent Cabinet upholds the mission and vision of Journey School, promotes the school's educational program, contributes to the physical maintenance of the school, conducts fundraising efforts, and coordinates volunteers for festivals and events, and generally provides appropriate support to parents.

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

Parent Community

Parents/guardians also contribute to the school through the Parent Community. All parents/guardians are considered members of the Parent Community. As established above,

⁵⁶ Jaynes, William. "Parental Involvement and Student Achievement: A Meta-Analysis," *Harvard Family Involvement Research Digest*, October 2005.

they are represented by the Parent Cabinet, which is ideally composed of at least one representative from each class. The Parent Community has the opportunity to participate in additional committees which may be formed, such as communications/public relations, community outreach, environmental action, special events, site maintenance, site enhancements, etc.

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 Leadership⁵⁷

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.⁵⁸

⁵⁷ 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.

⁵⁸ 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.*⁵⁹ 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.

Summary of Evaluation Process

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 Educational Trustees.

Curriculum Specialists

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 school currently employs two curriculum specialists. These experts are proven instructional leaders who work hard to preserve the integrity of the school's educational program. While this role or title may vary in its form, the qualifications for these curriculum experts would be similar.

Qualifications

Curriculum specialists hold relevant degrees and have extensive Waldorf teaching and leadership experience. Additional qualifications that are taken into consideration for anyone in this position include: a State 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 curriculum specialist(s) report 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

⁵⁹ Collins, Jim. *Good to Great and the Social Sectors*, 2005.

educational support services and extended learning opportunities; providing relevant research, data, and analysis; conducting professional development for all constituents; and other duties as assigned.

The Administration is directly responsible for monitoring the accomplishments of the curriculum specialist(s) and providing feedback for improvement. Written agreements and 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 insures 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:

- Manage 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.
- Insure 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 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 three different Administrative Support Staff members, each of whom provide different specialized roles for the school.⁶⁰ Under the supervision of the Administrator, these team members carry out tasks to assist the administrators, curriculum specialists, 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.

Evaluations

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.

Educational Trustees

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 Educational Trustees assume. As a result, there is no greater priority than hiring and retaining the best classroom teachers possible.

⁶⁰ The school currently outsources evening custodial services to a local company.

Requirements for Class Teachers

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

Class teachers will adhere to the highly qualified definition included in the No Child Left Behind Act, or its successor, in accordance with the timelines specified in the Act and the regulations adopted by the State Board of Education.

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 leaders⁶¹
- Commitment to the philosophy and mission of Journey School
- Other qualifications as determined by the needs of the school

A lead Class Teacher is hired as the primary instructor for each class, Kindergarten through eighth grade. As a group, the Class Teachers are referred to as the Educational Trustees (see also Section IV D). They are responsible for overseeing the students' overall progress and monitoring assessment.

Educational Trustees 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.

⁶¹ Covey, Stephen. *The Speed of Trust*, 2003.

Evaluation

The Journey School Administration facilitates a comprehensive evaluation process that is criteria-based. Typically, an External Evaluator with significant experience will be designated by Administration at the start of the school year to lead the evaluation process, culminating with a written evaluation prepared and delivered in the spring. 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 external evaluation process, the Journey School Administration will conduct frequent classroom walkthroughs and instructional coaching sessions.

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*”), are not bound by credential requirements, as allowable under Education Code section 47605 (l). They are considered instructional support staff teaching under the supervision of the credentialed, lead Class Teacher.

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, gardening, orchestra or strings, and Eurythmy. Subject Specialists may also support 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. The school will regularly assess the requirements under state and/or federal law for “highly qualified teachers” and insure that the school meets these requirements.

B. STAFF RECRUITING

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

- 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. These training expectations 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 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 insure 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 insure that there is an administrative review of which staff qualify for which retirement systems, and will insure 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. The policies are developed in consultation with the school's insurance program. The Journey School Council, in setting 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. Staff 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 insure 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 insure 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
- Insuring the safety and limiting liability for students, staff and volunteers for off campus events, and for persons coming to or leaving campus
- Insuring safety and limiting liability for volunteers working on campus

These policies are incorporated, as appropriate, into the school's School and Employee Handbooks 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.

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 (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 (Journey) 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 determine in writing 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, 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 and demanding that it be cured. District shall provide Journey a reasonable amount of time to cure the violation or issue. If Journey determines that the time needed to cure is more than thirty (30) business days, Journey shall notify the District as such in writing. If Journey determines that the time needed to cure is more than sixty (60) days, Journey shall notify the District in writing and set forth a specific deadline date to cure, which date shall be subject to approval by the Superintendent of District. All periods of time from the Notice Date through the completion of this formal time given for cure (as well as any time during which any informal attempts at resolution are undertaken by the parties), shall constitute the reasonable cure period required by Education Code section 47607 prior to revocation of a charter. If the violation or issue is not cured within this time period, the parties will proceed to step four.
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. Parents, students, board members, volunteers, and staff at Journey will be provided with a copy of Journey's policies and dispute resolution process. 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 written notice of the resolution of any such internal disputes that were initially submitted to the District and referred by the District to Journey.

In addition to the processes above, the Journey School Council maintains updated policies and procedures for resolving internal and external disputes and grievances. These procedures are included in the School and Employee Handbooks so that key stakeholders have ready access to them.

Under the school's recently adopted 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 gender, race, ethnicity, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities, including its admissions policies, procedures, or any other area as defined by law.
<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 CapoCA 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 in the state of California. 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 employees⁶²
- Siblings of students currently attending the school⁶³
- Siblings of students who have accepted a place in the school and who have submitted all required enrollment documents

Journey School will make final admission decisions and will do so in accordance with its admissions policies and procedures.

Timetable & Lottery

Admission to the school will be open to any Kindergarten through eighth grade student residing in the state of California at the time the school year begins. In accordance with Education Code section 47605 (d) (2) (B) preference during the lottery process will be extended to students who can provide acceptable documentation of their residence within the boundaries of Capistrano Unified School District.

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 submit a complete application will be entered into the lottery process. 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

⁶² The definition of an eligible employee will be laid out in the school's admission policies and procedures.

⁶³ The definition of a sibling will be included in the school's admission policies and procedures.

will 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.
- If the waiting list is exhausted, applications and admissions may be done on a rolling basis during the school year and/or the lottery process may be repeated in order to fill open spaces in a particular grade.

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

A separate lottery would be held for students applying for Journey's Independent Study Program. Students enrolled into Journey's Independent Study program would not receive admissions preference except as otherwise allowed by the admissions preferences listed above. The Independent Study program would also have 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.

Parent Agreement

Each family will be asked to sign a parent agreement, which states the rights and responsibilities of both parties. As part of this process, families are strongly encouraged to read essential components of the charter petition, the School Handbook, and other resources, in order to understand and be able to agree to the school's discipline policies, dress code, nutritional guidelines, media policy, health and safety policies, volunteer opportunities for parents, and other important information or practices.

Significant information is exchanged during the application and enrollment process in order to build strong school-family partnerships. 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. Parents are exposed to the various school policies such as the media and nutrition policies.

Parents are informed through the School Handbook that for purposes of Special Education, Journey School is considered a school within CUSD. CUSD is the LEA for Journey School students (unless this status changes as described in Section II / above). 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 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 student 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 also 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.⁶⁴

⁶⁴ 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:

- 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, which contains useful 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.

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 insuring 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 currently through its newsletter, which currently has 2000 opt-in subscribers with a 40 percent weekly readership. In addition, Journey School maintains a comprehensive website that also 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 will continue to strengthen its afterschool opportunities and lunch program.

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. The demographic information of the students currently enrolled is included in Exhibit D. 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, and the Journey School Council will serve as the final authority in expulsion decisions. 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. Journey School will not discipline pupils protected under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et. seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA) unless Journey School complies with the requirements of those acts. Section 118.31, Stats., which prohibits corporal punishment of pupils, shall apply to Journey School. Sections 118.32 and 948.50, Stats., which prohibit a strip search of a pupil, shall also apply to Journey School.

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.

SECTION VII: FINANCIAL PLANNING, REPORTING, and ACCOUNTABILITY

A. BUDGETS

Provide a detailed proposed operational budget, that includes:

- *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 budget with a five-year financial projections are included in the Appendix as Exhibit F. 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 E).

Budget Highlights and Assumptions: The attached budget for the 2014-15 through 2018-19 school years 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 No Child Left Behind Act or its successors. A cumulative reserve of approximately \$440,000, or slightly more than fourteen percent of annual expenditures, has been targeted for this year.

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 insure 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 shall 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). Categorical block grant funding shall be used exclusively for those purposes determined by the governing body of the charter school per Education Code section 47634.1(h). 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 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 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 insure 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. At such time as the school implements its Independent Study component to the program, the school will have developed accurate and sophisticated systems for 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, 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 and/or Journey School, Inc. 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 and Journey School, Inc.'s joint obligations 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 and/or Journey School, Inc. have 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 and/or Journey School, Inc. 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. **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:

(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, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days prior written notice thereof given by Journey School or Journey School, Inc. 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 and/or Journey School, Inc. shall also provide the Capistrano Unified School District with thirty (30) days prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, 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 and/or Journey School, Inc. shall notify the District's risk manager of such changes within one (1) business day of Journey School and/or Journey School, Inc.'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 Journey School, Inc. 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.

Journey School and/or Journey School, Inc. shall provide to the Capistrano Unified School District copies of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Capistrano Unified School District by July 1 of each year. The procuring of such insurance and/or coverage or the delivery of copies shall in no way be construed as a limitation of the obligation(s) of Journey School and Journey School, Inc. to jointly defend, indemnify, and hold harmless the Capistrano Unified School District and its Board of Trustees, Board members, officers, administrators, and employees.

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 agreement.

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 and/or Journey School, Inc. 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, Inc. 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 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)]

At current enrollment, Journey School requires at a minimum, sixteen classrooms, special education room(s), specialty classrooms, restrooms, playgrounds, playing fields, parking lot space, administrative office and conference room, a library and a multipurpose room. 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. Additional classroom space is slated to be added in the 2015-16 school year under the terms of the lease. Facilities costs 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 lease 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. 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 borne by 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 Charter governing body ("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. The Journey School Governing Board will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within five business days of the Closure Action.
3. Written notification to the home districts of the list of returning students within five business days of the determination of the Closure Action. In addition, the District shall be provided with a list of students indicating their last known district of residence.
4. Written notification of the Closure Action and the effective date of closure of Journey School shall be made by Journey School to the California Department of Education and the Orange County Department of Education by registered mail within five business days of the Closure Action.
5. On closure, Journey School shall remain solely responsible for all liabilities arising from the operation of the charter school.
6. 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. This notice will be provided within five business days of the Closure Action. 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.

7. Journey School will provide the receiving school districts, when known, with copies of all appropriate student records within fourteen (14) business days from the determination of the Closure Action or within fourteen (14) business days of the last student attendance day at Journey School if Journey School is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g.
8. 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. 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 categorical funds will be returned to the source of funds.
9. 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.
10. The Journey School Governing Board shall adopt a plan for wind-up of the School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
11. 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.

This closure protocol shall survive the revocation, expiration, termination, 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 operation. Journey School and the District agree that, due to the nature of the property and activities that are the subject of this charter, the District and public shall suffer irreparable harm should Journey School breach any obligation under this closure protocol.

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.

SECTION VIII: CHARTER SCHOOL ACCOUNTABILITY, RENEWAL AND 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

- In order to ensure adequate progress towards renewal of the charter, Journey School will compile and provide a accountability report or plan to the district as well as to any other required agencies as required by law (currently found in EC Section 47606.5). The format and evaluation of the report will adhere to state regulations (currently laid out in EC Sections 52064 and 52064.5). Additional information regarding the Local Control Accountability Plan (LCAP) is found in Section II J. The LCAP will be approved by the Journey School Council and submitted to CUSD in the format and according to the timelines laid out in Education Code and regulations. This report or plan will include any state required elements and may include other optional data, such as: Summary data showing student progress toward the goals and outcomes specified in Section IIIA from the assessment instruments and techniques in Section IIIC.
- An analysis of whether student performance is meeting the goals specified in Section IIIA. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- Data on the level of stakeholder involvement in the school's governance (and other aspects of the school, where applicable) and summary data from satisfaction surveys, if conducted.
- Data regarding the number of staff working at the school and their qualifications.
- Information on the racial, ethnic and socioeconomic composition of the school. Data regarding the numbers of students who applied for admission, the number enrolled, the number on waiting lists, if any, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.
- The annual audit and other relevant financial information.

In addition to meeting any requirements of the state regarding the LCAP requirements, Journey School may also work with CUSD to develop content, evaluation criteria, timelines, and process for any accountability reports. 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) academic years: July 1, 2015 through and including June 30, 2020.

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 Governing Board, 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.

D. REVOCATION

Prior to commencement of revocation proceedings, district and school shall first endeavor to resolve any dispute under the dispute resolution process set forth above in Section V H. If, following the completion of that process, the governing board of the district believes it has cause to revoke this charter, the district agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter is in danger of being revoked, and grant the school reasonable time to respond (not less than 30 days) to the notice and take appropriate corrective action. The district will, at a minimum, adhere to the process and timelines in Ed. Code Section 47607 (e). In accordance with Ed. Code Sections 47607 (2)(c) and 47607.3, the following items may be considered violations that could lead to revocation or non-renewal of the charter:

- A material violation of any of the conditions, standards or procedures set forth in the charter,
- Failure to meet or pursue the pupil outcomes identified in the charter
- Failure to meet generally accepted accounting principles
- Fiscal mismanagement
- Violation of the law

The charter and district agree to follow the interventions laid out in California Education Code section 47607.3 regarding failure to meet pupil outcomes. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V H will apply. Notwithstanding any other provision of this charter, the district shall comply with applicable laws and regulations regarding revocation proceedings. Notwithstanding anything in this charter, if the event the State Board of Education (SBE) adopts regulations regarding the revocation process, such rules shall govern upon adoption by the SBE.

All attempts will be made to avoid school closure due to revocation in the middle of a school year.

In the event that the school is closed, the closure protocols and processes as laid out in Section VII H will be followed.

E. RENEWAL AND AMENDMENT PROCESS

Journey's Board may request that the District renew the Charter, and it will be the goal of CapoCA to submit the necessary documentation for such renewal request any time between July and October of the final year of operations approved hereunder. This timing provides CapoCA and District an adequate opportunity to focus on the renewal request, while taking into account all years of performance. Such renewal request shall include, but is not limited to, a complete Charter that has been revised and updated to meet all legal requirements and reflect the current status and practices at CapoCA, including a redline indicating all revisions made from the current Charter and an electronic (Microsoft Word) version of the revised Charter and attachments thereto.

The district governing board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the Education Code Section 47605. Renewals will be for a period of five years, as specified in Ed Code Section 47607.

The Governing Board of the charter school may request from the district Governing Board an amendment of the charter at any time prior to expiration. The charter may be amended using a process similar to the renewal process. Any material revision of the charter requires an amendment that must be approved by the Governing Board of the charter granting authority. Non-material amendments to the charter may occur by approval of the charter school Governing Board, and notification to the authorizing district. The charter school and district must agree on whether an amendment is material or non-material. The charter school agrees to contact the designated district liaison when any amendment, either material or non-material, is proposed. The charter school and CUSD do not anticipate that language regarding student performance, student outcomes, school finances or any other elements of the Local Control Accountability Plan or its annual updates will constitute or create material revisions to the charter.

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(c), 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 Board of Directors, officers, agents, and employees, and the School will purchase general liability insurance as well as Directors and Officers insurance to secure against risk.

The Board of Directors of the School (the 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 and Journey School, Inc. 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 Journey, Inc., and their 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/Journey, Inc., shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of Journey School and/or Journey, Inc.

Contracting:

Journey School and Journey, Inc., shall have no authority to enter into contracts for or on behalf of the District and the District shall have no authority to enter into contracts for or on behalf of Journey School or Journey, Inc. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Governing Board as required by law, including but not limited to, Education Code section 47604, shall be unenforceable against the District and shall be Journey School and Journey, Inc.'s sole responsibility. Any contracts, purchase orders, or other documents which are not approved or ratified by the Journey School Governing Board as required by law shall be unenforceable against the Journey School and shall be the District's sole responsibility.

Journey School and Journey, Inc. shall require that the following language is included in any and all contracts entered into by those entities:

Journey School and/or Journey, Inc. shall have no authority to enter contracts for or on behalf of the Capistrano Unified School District. Any contracts, purchase orders, or other documents which are not approved or ratified by the Capistrano Unified School District Governing Board as required by law, including but not limited to, Education Code section 17604, shall be unenforceable against the Capistrano Unified School District and shall be Journey School and/Journey, Inc.'s sole responsibility. The District shall have no authority to enter into contracts for or on behalf of Journey School and/or Journey, Inc. Any

contracts, purchase orders, or other documents which are not approved or ratified by the Journey School Governing Board as required by law shall be unenforceable against Journey School and shall be the District's sole responsibility.

SECTION X: ASSURANCES

Governing Law, Construction and Compliance with Law:

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

This assurances form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Charter Application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a 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)(5)(O)]
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 ethnic background, national origin, gender, or disability or any other basis required by law. [Ref. California Education Code Section 47605(d)(1)]
7. Will adhere to all 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, that are applicable to it. .
8. 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.

9. Will ensure that teachers in the school (Class Teachers—see Section V)) hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)] Will also insure that copies of these credentials will be kept on file at the school and available for inspection upon request.
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.
12. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
13. Will comply with all regulations regarding independent study programs that are applicable to the charter school.
14. Will comply with all state audit and other state reporting requirements for charter schools
15. Will respond to all inquiries regarding records, both financial and other, and will provide access to the district to such records.
16. Will comply with the Public Records Act.
17. Will comply with the Family Educational Rights and Privacy Act.

Authorized Representative's Signature

Date

Table of Exhibits

EXHIBIT	DESCRIPTION
A	Excerpt from Curricular Co-Alignment
B	School Handbook
C	School Calendar, Bell Schedule and Instructional Minutes
D	Journey School Enrollment and Demographic Data
E	Articles of Incorporation, Corporation By-Laws, and IRS Determination Letter for Tax Exempt Status
F	Budget and Five Year Projections