



JOURNEY SCHOOL  
CHARTER RENEWAL

Submitted to CUSD on January 15, 2020

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

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## COVER LETTER

January 15, 2020

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

Dear Capistrano Unified School District Board of Trustees,

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

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

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

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



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

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

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

Sincerely,

A handwritten signature in black ink that reads "Gavin Keller". The signature is written in a cursive style with a horizontal line underneath the name.

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

## HISTORY

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

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

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

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

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

## ACCOMPLISHMENTS

### Academic and Educational Achievements

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

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

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

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

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

As shown below, Journey School qualifies for charter renewal.

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

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

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

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

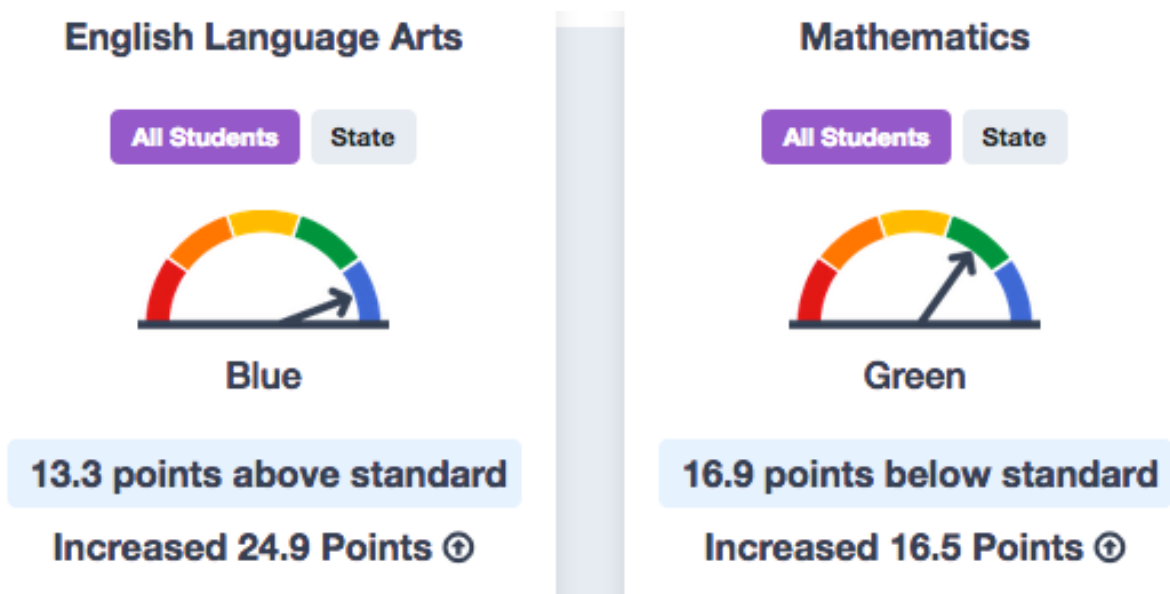


Figure 2. SBAC English State Test Proficiency 2018-19

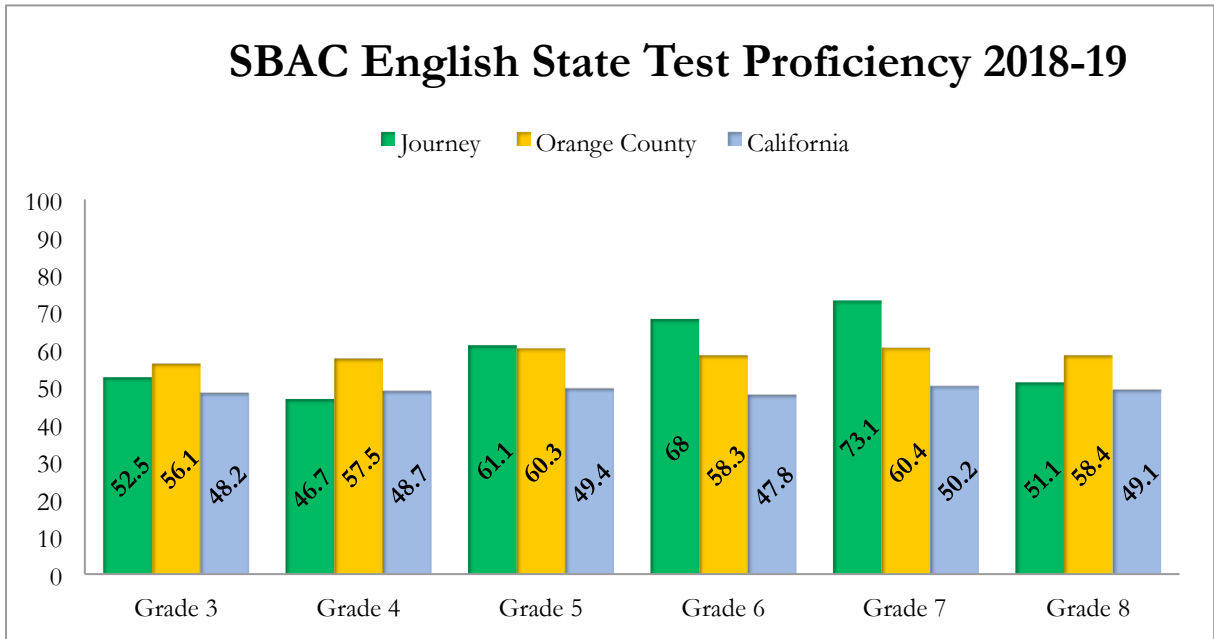
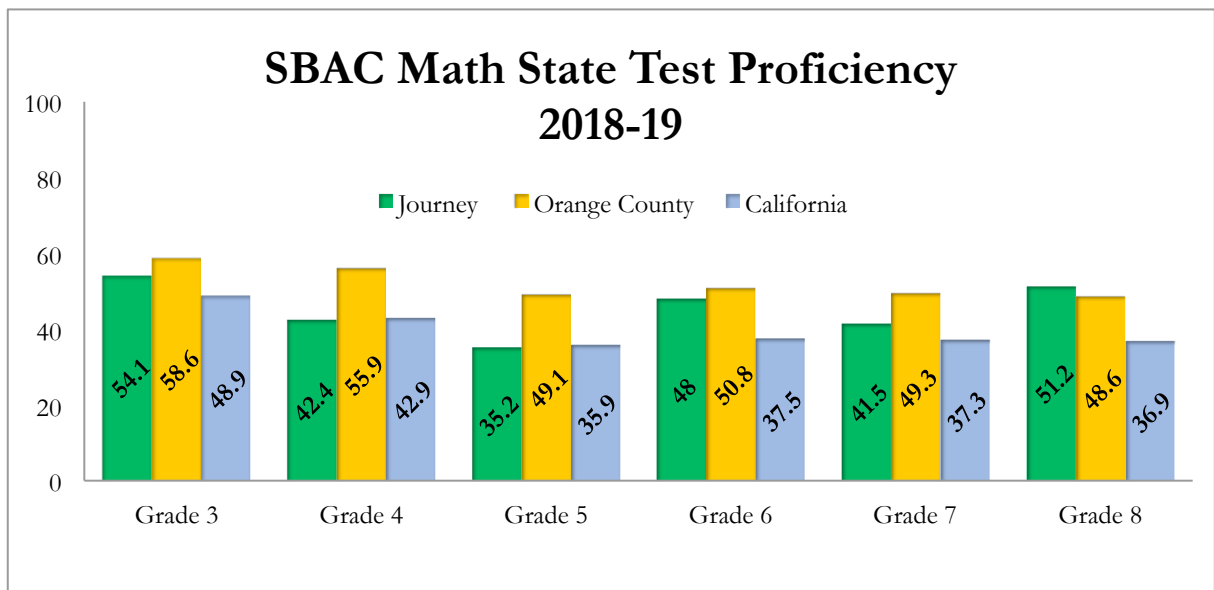
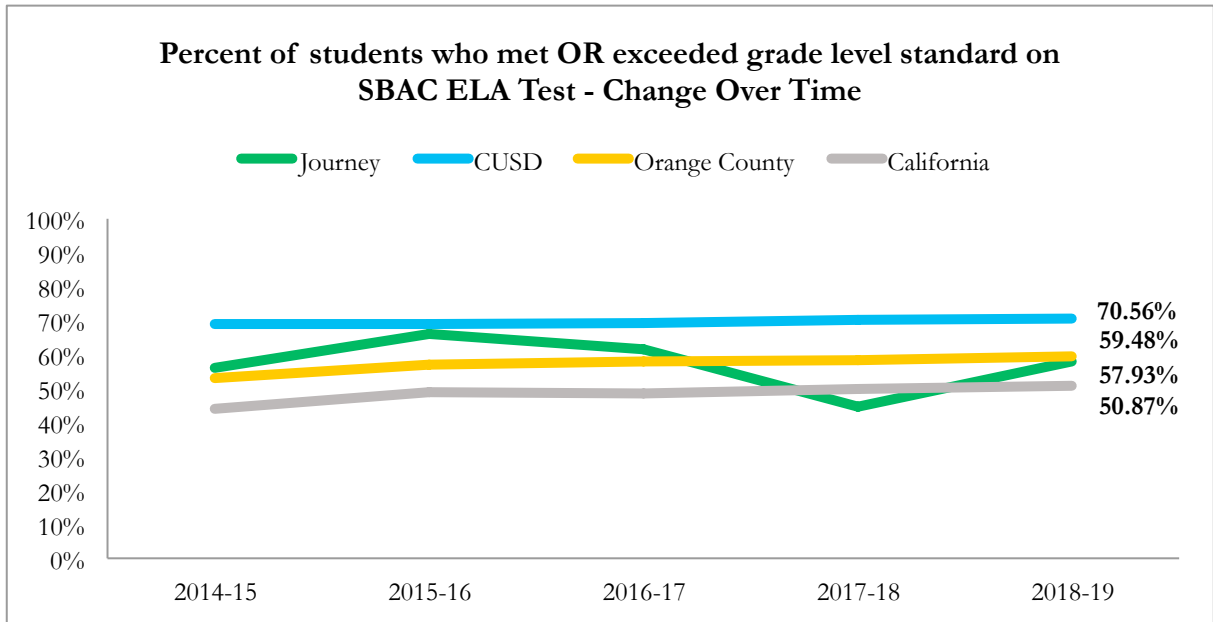


Figure 3. SBAC Math State Test Proficiency 2018-19

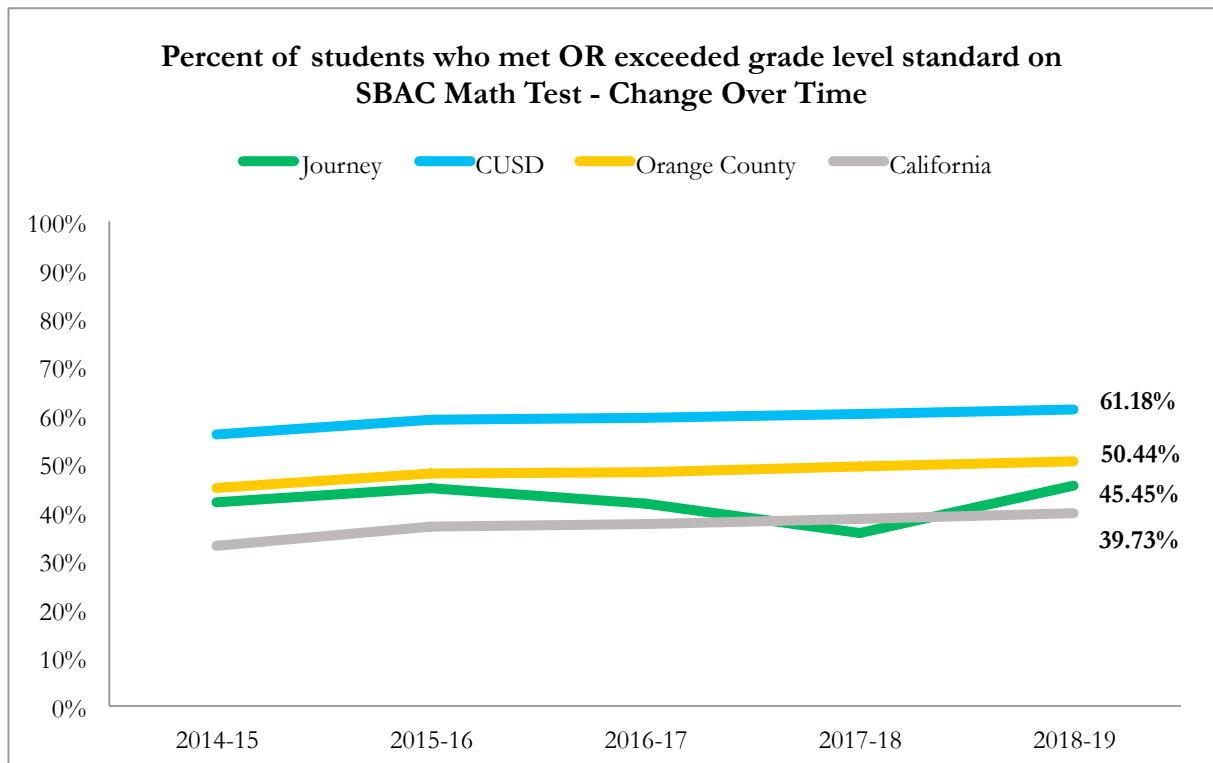


Further analysis of 2019 California Smarter Balanced Assessments achievement levels in English Language Arts and Math demonstrates significant growth in nearly all grade levels when compared to results on the prior year (spring 2018) assessments. The number of students who met or achieved the standard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

**Figure 4. SBAC ELA Test - Achievement over time**



**Figure 5. SBAC Math Test - Achievement over time**



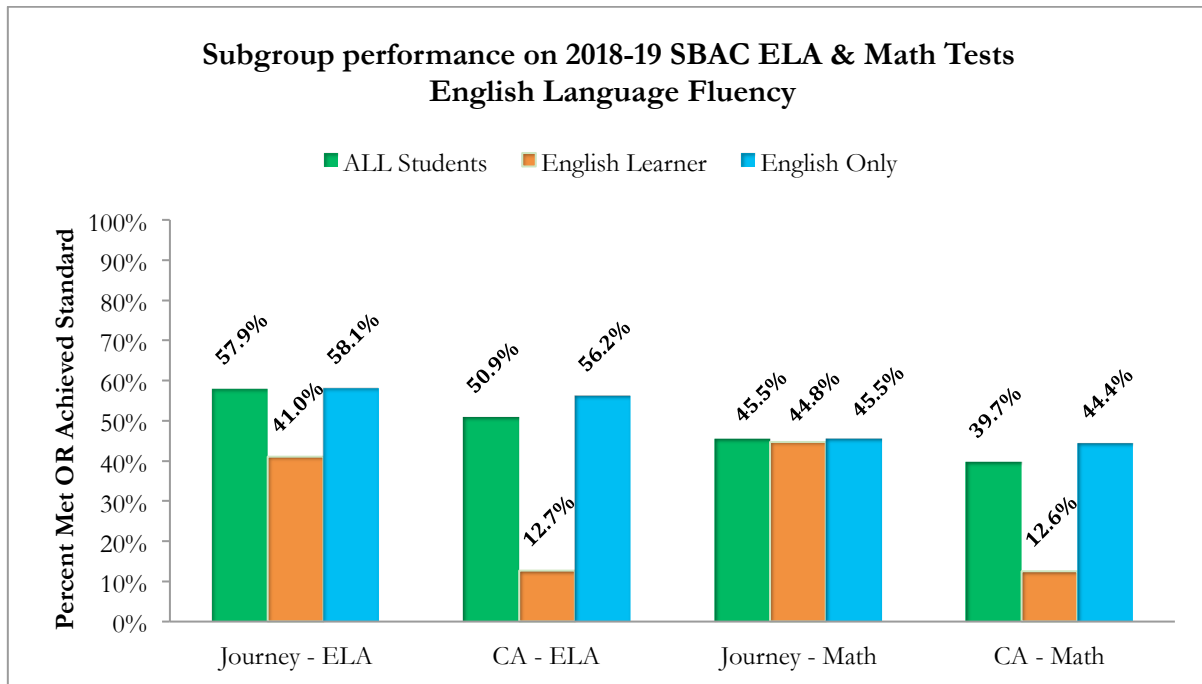


It is important to highlight that the school's CAASPP scores fluctuate from year to year. There are several reasons that cause this to occur; primarily, the introduction of technology as a platform for standardized testing to be administered. Journey School was granted permission by the California Department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

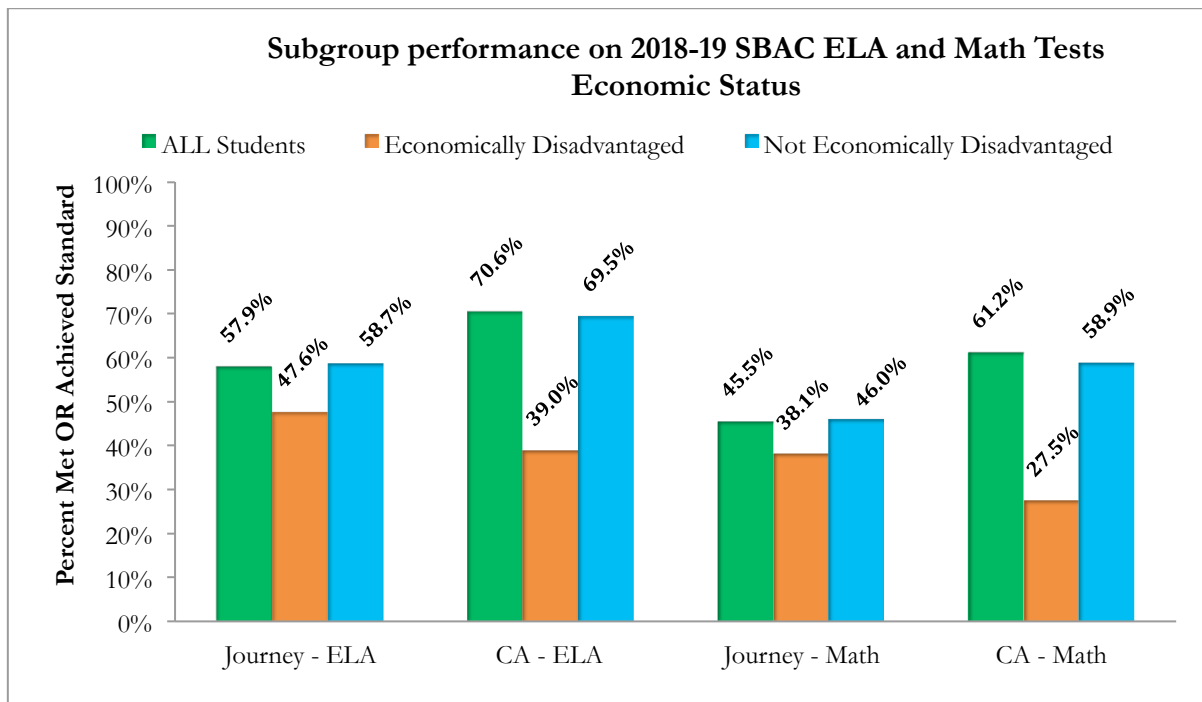
- (1) Our testing cohort is inconsistent overtime, effected by student mobility and the significant growth rate of the school.
- (2) Our CAASPP student participation levels have dropped below 95% in several years. The state has used several methods in calculating the school's scores on the CAASPP tests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

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

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



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



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

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

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

### **English Learner Progress**

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

**Figure 8. EL Progression Towards Fluency at Journey School**

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

**Innovations – Eco-Literacy**

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

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

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

**Innovations – Compassionate Campus**

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

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

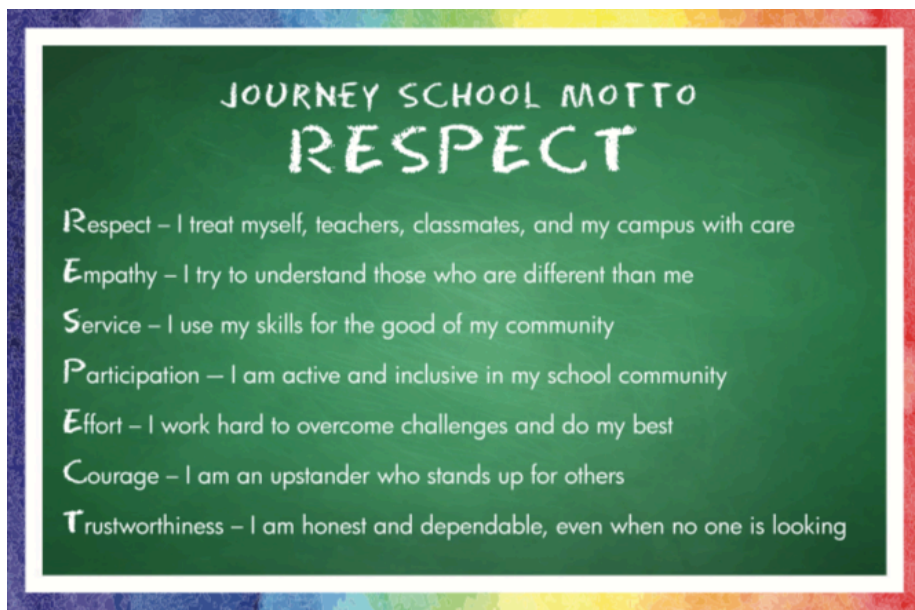
healthy social life of the school and community. In addition to weekly meetings, they lead student trainings in the classroom, conduct assemblies, lead role-playing and skits in younger classes, mentor younger classes, and participate in Circles of Friendship or No Blame Meetings intended for conflict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



*3<sup>rd</sup> Graders Play 9-square with 7<sup>th</sup> Graders During Buddy Time*

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

**Figure. 9 RESPECT at Journey School**



### Innovations – Digital Media Literacy and Technology

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

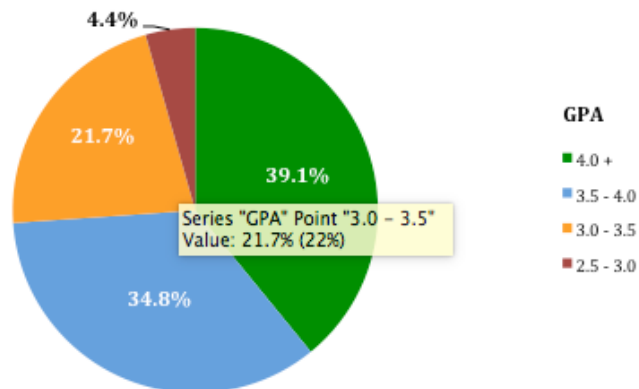
Currently, over 300 schools across the U.S. and in seven countries are using the Digital Media Literacy curriculum developed at Journey School. Our efforts even caught the attention of the Today Show and the program was featured during one of their episodes in 2018 as a model of how to address a growing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

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

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

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

Figure. 10 Alumni GPAs in high schools



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

## **Other Achievements**

### ***Parent and Community Engagement***

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

***Improved Facilities and Fiscal Stability***

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

***Enhanced support for instructional Staff***

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



## SECTION I: FOUNDING GROUP

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

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

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

### **Governing Board**

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

#### ***Anna Brown, Council President***

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

#### ***Julie Chiaverini, Council Vice-President***

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

***Lorraine Donovan, Council Treasurer***

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

***Richard Martin, Council Secretary***

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

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

***Meggan Bunce, Council Member and Parent Cabinet Representative***

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

***Jeannie Lee, Council Member and Faculty Representative***

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

## **Staff and Consultants**

### ***Executive Director, Gavin Keller***

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

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

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

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

### ***Education Director, Shelley Kelley***

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

### ***Independent Study Director, Amanda Simmons***

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

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

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

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

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

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

***Dr. Frances Sassin, Administrative Consultant***

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

***Larry Tamayo, Financial/Business Consultant***

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

## SECTION II: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

### 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?<sup>2</sup> Such essential questions have sparked powerful dialogue within the Journey School community throughout our ongoing school improvement efforts, which have already confirmed the following:

#### **Mission, Vision and Values**

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

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

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

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

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<sup>1</sup> 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.

<sup>2</sup> Collins, Jim. *Good to Great and the Social Sectors*, 2005

## B. EDUCATIONAL PROGRAM

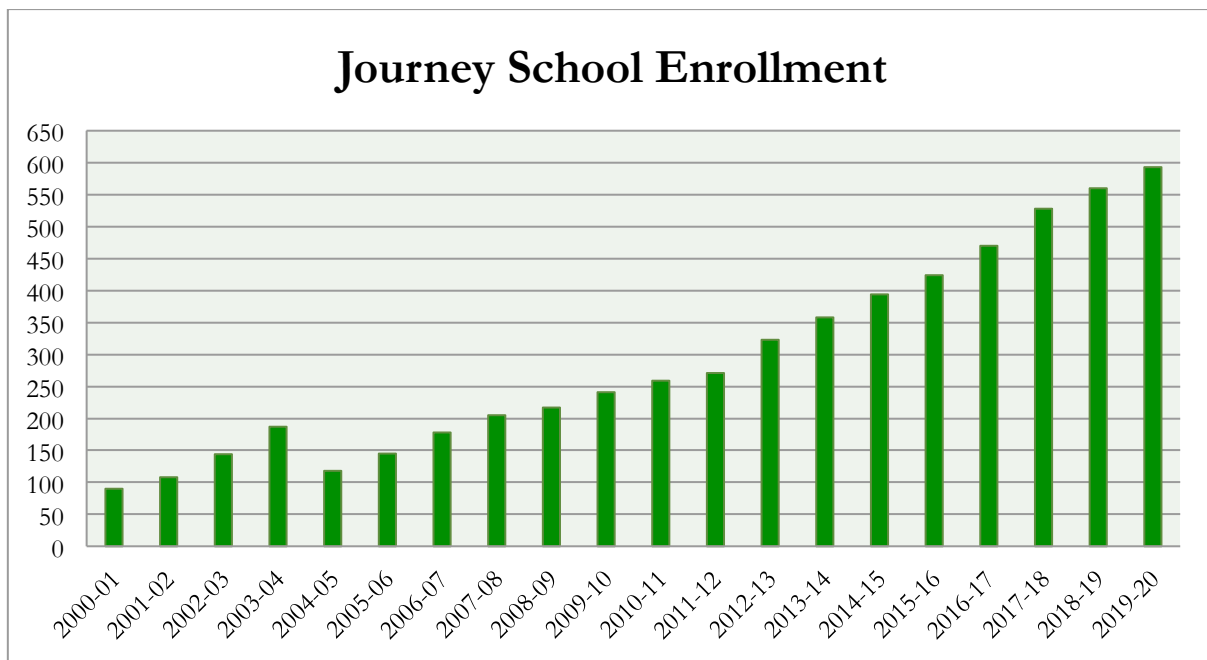
*Describe the educational program of the proposed charter school: Identify those whom the school is attempting to educate; and, describe what it means to be an “educated person” in the 21st century? Provide the applicant’s view of how learning best occurs. The goals identified in the educational program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

### **Identify those whom the school is attempting to educate:**

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

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

**Figure. 11 Journey Enrollment Growth based on October census counts**

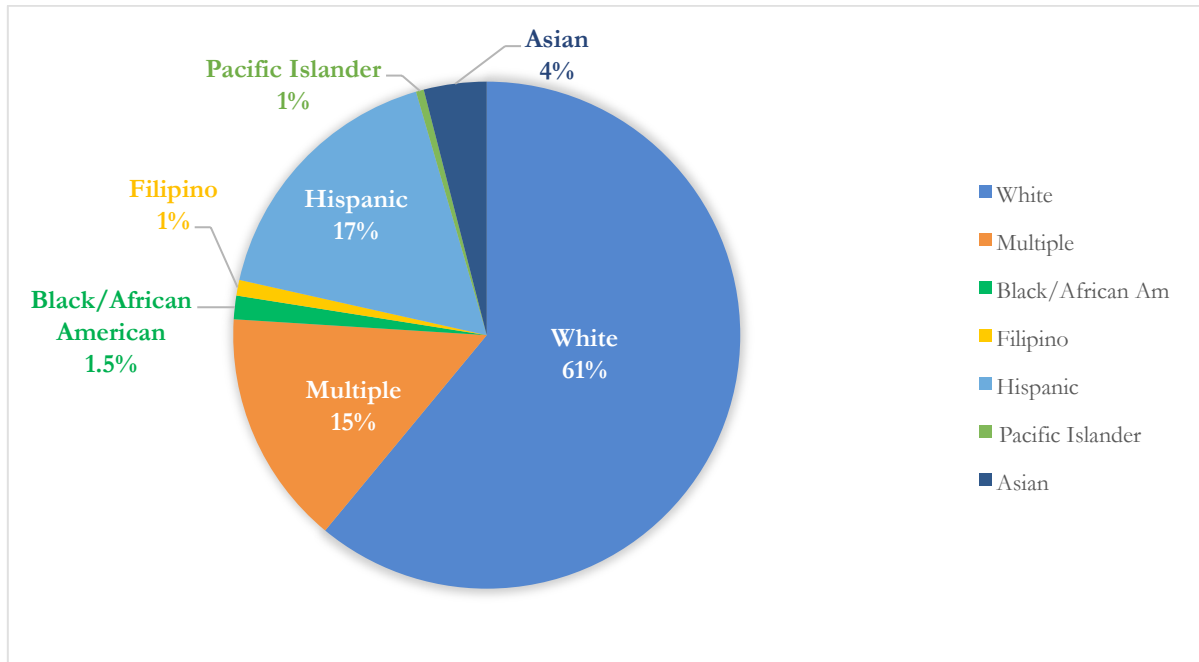


*\*In 2004-05, the school was relocated from San Clemente to Aliso Viejo*

### **Demographics**

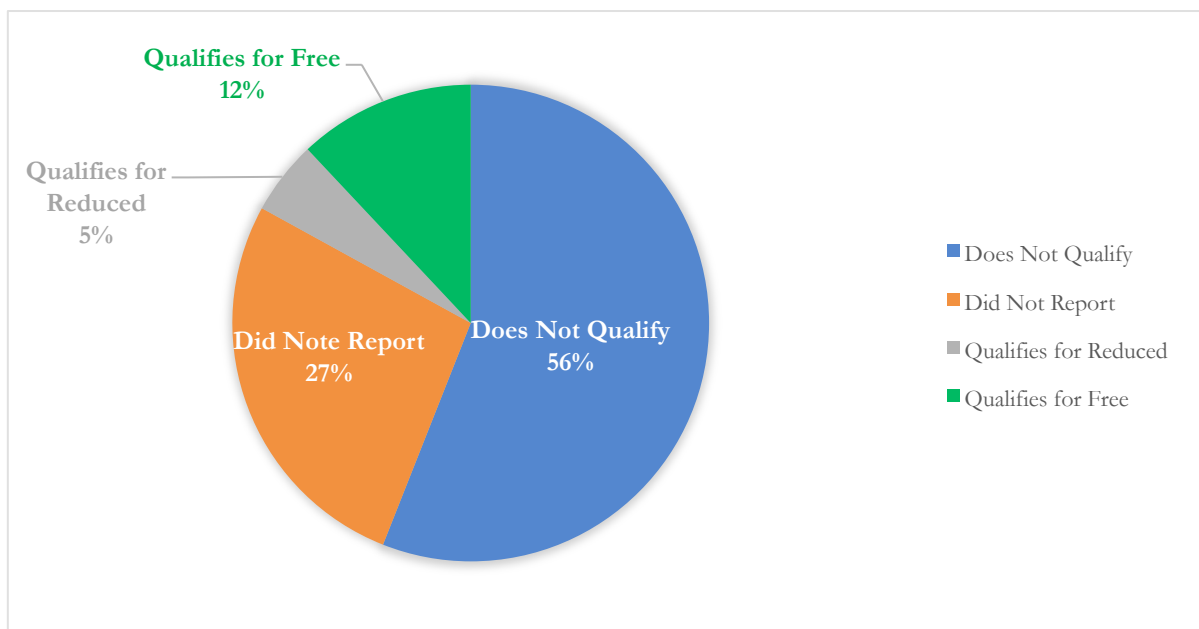
Journey School serves a diverse student population with 17% of students identifying as Hispanic/Latino, 15% of students identifying as multi-ethnic, 4% of students identifying as Asian and small percentages of students identifying as African American, Pacific Islander, or Filipino as of November 1, 2019,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

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



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

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



## Enrollment Patterns

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

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

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

**(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*.<sup>5</sup>

**(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.<sup>6</sup> 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

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

<sup>4</sup> National Center for Education Statistics, *The Condition of Education*, 2010

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

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



and visualization, arts-infused education, and interdisciplinary teaching allow students to excel on a variety of assessments, including standardized tests.<sup>7</sup> In addition to applying these research-based practices in the classroom, Journey School has had the opportunity to benefit from this work at the school level as well, basing its blueprint for success since 2009 upon Marzano’s framework.

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

***Describe what it means to be an “educated person” in the 21<sup>st</sup> 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 21<sup>st</sup> 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*.<sup>8</sup> Students must become expert communicators and decision makers.<sup>9</sup> 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.

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

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

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

*“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.”<sup>10</sup>”*

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

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

***An educated person must demonstrate the following:***

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

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

inquisitive, resourceful, and persistent people if they are to know how to best learn and therefore thrive in an ever-changing world.

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

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

**Overview of How Learning Best Occurs**

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

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

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

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

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.<sup>12</sup> In addition, we now know that the brain grows in spurts, releasing new capacities in the maturing child and adolescent.<sup>13</sup> Journey's methods are aligned with these developmental windows whenever possible.

### **The Teacher's Role**

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

### **Relationship-Based Education**

A core principal of the school's program is that a cohort of students moves through multiple grades together with the same class teacher. The class teacher, while not the only teacher with whom the group has contact, acts as guardian. The class teacher provides leadership for the class and continuity over several years of development. The resultant relationship between student and teacher facilitates trust, understanding, ethical reasoning, and the learning process. Researchers have demonstrated strong advantages to relationship-based learning models.<sup>14</sup> 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."<sup>15</sup>*

-Linda Darling Hammond, Stanford University Professor

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<sup>12</sup> 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*

<sup>13</sup> Pearce, Joseph Chilton. *The Biology of Transcendence, 2002*

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

<sup>15</sup> 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.

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

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.<sup>17</sup>

### **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’<sup>18</sup> which in turn brings out the best in each student. Art projects are thematically

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

<sup>17</sup> Krovetz, Marty. *Fostering Resiliency*, 1998

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

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.<sup>19</sup> Researchers also found the music students to be more cooperative with one another.<sup>20</sup> Music training has also been shown to facilitate development of fine motor skills and emotional and behavioral maturation.



*The Integration of Art and Writing with Learning*

### **Learning from Whole-to-Parts**

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

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

- **Stage One** generally takes place over one day. The teacher guides students through specific learning activities from *whole-to-part*. The children experience this with minimal abstraction so they can absorb the new information deeply. For example, at the beginning of a sixth grade geometry lesson, students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical

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<sup>19</sup> Catterall, James. *Ten Year Study Shows Music Improves Test Scores*, 2004

<sup>20</sup> Oppenheimer, Todd. "Schooling the Imagination," *Atlantic Monthly*, 1999

concepts emerge. This method is in contrast to teaching that is too abstract or isolated from context, which can then become discouraging and indigestible.

- **Stage Two** usually occurs the next day. After literally “sleeping-on” the previous day’s content, the children summarize it in their own words with minimal but conscious input from the teacher. In *Classroom Instruction that Works*, Dr. Robert Marzano established that summarization and effective questioning boost student achievement more than nearly any other known teaching strategies.<sup>21</sup> 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.<sup>22</sup>
- **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.

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<sup>21</sup> Marzano, Robert. *Classroom Instruction that Works*, 2000

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





*Journey Teachers Complement Storytelling with Beautiful Chalkboard Art*

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

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

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

Teaching through stories has been proven to equip students with deep empathy and strong ethics.<sup>25</sup> 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

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

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

<sup>25</sup> 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.



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.<sup>26</sup>

Storytelling is inextricably linked to the learning process. Stories are how people remember.<sup>27</sup> 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 child<sup>28</sup> and helping them grow into healthy, happy, responsible adults. In order to respect, care for, and work with others, children must learn to truly love and respect themselves. Because of this belief, Journey School emphasizes a positive and logical approach to discipline in which firm, clear boundaries are set and students are gradually led towards an experience of self-discipline. The foundation of our approach to discipline is rooted in several core beliefs about working with children. Those core beliefs include the following:

### **Relationship Based Education**

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

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

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

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

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

<sup>28</sup> *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.

### Preservation of Childhood

To ensure optimal learning, the school prioritizes the preservation of childhood. For example, in Kindergarten, premature intellectual demands are avoided, fostering a healthy, cooperative, and non-competitive environment distinguished by a love for learning. Preservation of childhood also calls for the healthy development of the imagination through creative play, nature-based activities, and appropriate autonomy.

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

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

-Children in Nature Network



*Kindergarten Students Enjoy a Weekly Nature Walk*

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

Educational research shows that proper nutrition<sup>30</sup> 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 Enjoy Harvesting Nutritious Food from of our Gardens*

### **Physical Activity**

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



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

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<sup>30</sup> 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.<sup>31</sup>



*A Parent Committee Meets to Discuss our Annual Harvest Faire*

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

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

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

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

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<sup>31</sup> 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**

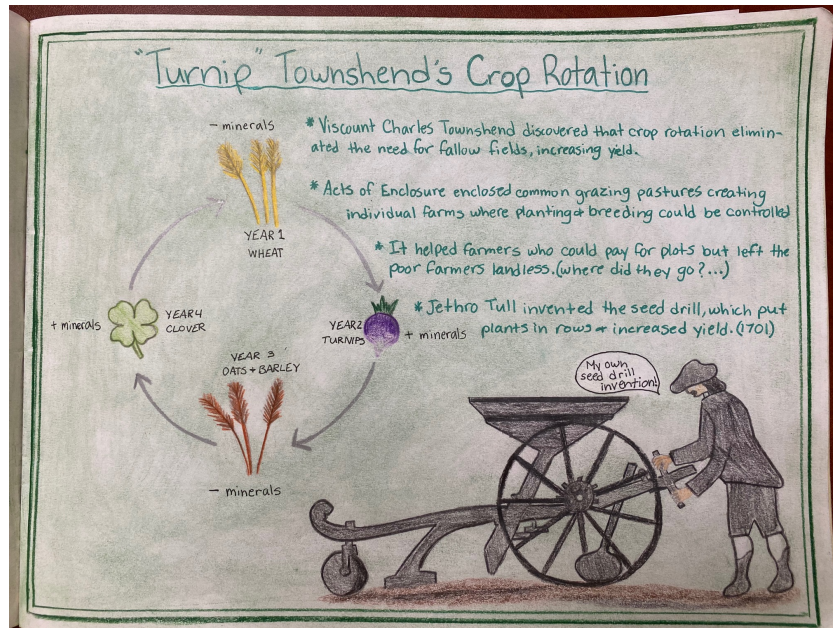
**Introduction:** After personally greeting each student, the teacher will precede Main Lesson with opening activities designed to stimulate and inspire the students, often incorporating movement. The day's study begins with the *Main Lesson*, introducing new concepts or subject areas when the child's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

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

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

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

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



*Eighth Grade Main Lesson Work*

### Practice Periods

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

### Specialty Classes

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

### Curricular Approaches

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

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

### Overview of Kindergarten

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

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

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

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

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

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

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

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<sup>32</sup> *New York Times*, November 7, 2006 and [www.pbs.org/wholechild](http://www.pbs.org/wholechild)

## **Overview of the Grades**

The school's co-alignment framework describes the specific scope and sequence in which the state standards are addressed at each grade level. Grades 1-5 are largely self-contained, while grades 6-8 are more departmentalized, where students rotate from teacher to teacher and class to class. Student schedules in the middle school are dependent upon skill level, they will attend either remedial, grade level, or accelerated courses. (See Exhibit A for an excerpt of the co-alignment; the entire co-alignment can be found on the school's website.)

## **Overview of Independent Study**

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

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

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

## **Approach to Literacy**

As with all good teaching, we build from the known to the unknown when it comes to literacy. Rather than push a student to decode quickly, we concentrate on building a solid foundation for long-term writing and reading success. This foundation begins with what the child already knows—*oral language*. The average first grader has a working vocabulary of approximately 10,000 words<sup>33</sup>. 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.<sup>34</sup>

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-

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

<sup>34</sup> Educational Leadership, *September 2008*



appropriate stories. This work is done during Main Lesson and practice periods. Current educational research<sup>35</sup>, including several longitudinal studies, demonstrates that such an approach to literacy is highly effective.<sup>36</sup>

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

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.<sup>38</sup>

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

<sup>36</sup> Hart, Leslie. *Human Brain, Human Learning*, 2002

<sup>37</sup> www.nytimes.com, September 29, 2009

<sup>38</sup> Oberman, Ida. "Assessment & Waldorf Public Charter Schools," as presented at the *Alliance for Public Waldorf Education Annual Conference*, January, 2010

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

Parents are informed when the delivery of the Journey School curriculum differs in sequence from traditional schools, so that they may make well-informed decisions on the enrollment of their children. Parents learn of the benefits of remaining in the school throughout the grades and long-term commitment to the school is sought. Parents are highly encouraged to support the school's literacy efforts by reading to their children for a minimum of thirty minutes each evening. Journey's approach to literacy inspires students to love reading and in our upper grades, students often read 40 or more books from at least six different genres annually. The *Chevron Corporation* and the *Rise Up Foundation* teamed up with the school in 2014 to augment existing classroom libraries with hundreds of new books. In 2018-2019, thousands of new books and leveled readers were introduced to classroom libraries, hand-picked and reviewed by a literacy expert that Journey School contracted. According to students, teachers, parents, and researchers<sup>39</sup>, the following has led to increased achievement and motivation: access to books, student choice, time to read, school-wide support, and well-stocked libraries with qualified staff. These components are crucial to Journey's literacy efforts.

### **Approach to Mathematics**

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

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

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<sup>39</sup> Richard L. Allington and Rachael E. Gabriel, *Every Child, Every Day*, 2012.



*First Graders Are Introduced to Math Through Chalkboard Art and Stories*

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

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

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

## Science is Alive

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



*7th Grade Students are Mesmerized by an Outdoor Science Lesson*

## Eco-Literacy

Eco-literacy is an integrated, age-appropriate, standards based, environmental curriculum designed to prepare students for the 21<sup>st</sup> 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.<sup>40</sup>

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

## Slow-Tech Approach

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

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

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

## Digital Media Literacy

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

Digital Media Literacy is a three-year program which begins in 6<sup>th</sup> 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 7<sup>th</sup> grade Digital Media Literacy. These middle school students extend the digital citizenship skills acquired in 6<sup>th</sup> grade and learn how to use critical thinking skills to find and use online information. In 8<sup>th</sup> 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.

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<sup>41</sup> For additional reading, see *Fools Gold*, a special report from the *Alliance for Childhood* ([www.allianceforchildhood.org](http://www.allianceforchildhood.org)).

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

## **Compassionate Campus and Social Literacy**

Journey School is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community. The Compassionate Campus project was designed to support these goals.

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

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

## **Humanities and Multiculturalism**

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

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

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

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<sup>43</sup> *Tolerance: The Threshold of Peace*, UNESCO, 1994.



## World Languages

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

## Music

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



*First Grade Students Learn to Play the Pentatonic Flute*

## Practical Subjects

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

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<sup>44</sup> Brotherson, Sean. *Understanding Brain Development in Young Children*, 2005

***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 process into rich soil to nourish new seeds.

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

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



*Making Something from Nothing*



## Physical Education and Games

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



*7<sup>th</sup> Grade students compete in an annual Track Meet with other Waldorf schools*

## Three Unique Offerings to Waldorf Education

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

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

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



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

### ***Other Instructional Approaches***

#### **Homework**

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

#### **High-Quality Materials & Aesthetics**

High quality materials, many of which are specially designed for the curriculum, further allow students the experience of success in their school activities, promoting self-esteem, a sense of value for quality work, and increased motivation for completing schoolwork in the classroom as well as at home. For example, using quality colored pencils, paints, and crayons on appropriate drawing and painting paper allows students to create work with color to create detailed and beautiful writing, pictures, and designs. In first through eighth grades, specially designed main lesson books are used to allow students to create their own thematic subject books for each unit

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<sup>45</sup> Schwartz, Eugene. *Discover Waldorf Education: Knitting and Intellectual Development*, 2009

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 decor that is too busy.

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

### Field Trips

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



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

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

<sup>47</sup> Children in Nature Network article "Want Your Kids to Get Into Harvard? Tell 'Em To Go Outside"

### **School Day, School Calendar & Instructional Minutes**

Journey School follows a traditional school year calendar that includes a minimum of 175 days during which instruction is provided by school staff. The Journey School bell schedule provides for at least the legally mandated minimum instructional minutes for every grade. The Journey School calendar, daily schedule, and instructional minutes for 2019-20 are included as an example in Exhibit C.

### **Independent Study Program**

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

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

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

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

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

The school provides one or more credentialed teachers to supervise and provide oversight for each student's individual program. Leaning heavily on Journey's curriculum and co-alignment, the home-based program focuses on developing a unique strategy for each child, with the assigned supervising teacher and parent working together. The assigned supervising teacher in the Independent Study Program, meets with the students and their parents to determine goals, guide instruction, and assess the students' progress. Meetings are scheduled and expected at least once every twenty school days to ensure that each student in the program is progressing adequately and receiving appropriate support. 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) are provided with materials for lessons that reinforce concepts through these monthly meetings with the teachers.

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

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

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

#### ***D. STUDENTS TO BE SERVED***

*Identify the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)]*

Journey School serves students eligible for transitional kindergarten through 8<sup>th</sup> grade throughout Capistrano Unified School District, southern Orange County, and even north San Diego County. Enrollment for 2020-21 is targeted at approximately 600 students including Independent Study enrollment. Although the school does not have plans for significant expansion, some responsible growth should be expected over the coming years.

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

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

## ***E. HIGH SCHOOL PROGRAMS***

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

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

## ***F. PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING***

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

### **Introduction**

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

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

- **Tier I: Prevention:** Tier I includes high quality classroom instruction and classroom management 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:** 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 are implemented by teachers for students identified as achieving below average grade level expectations. Interventions may include, but are not limited to, any of the following:

- Utilizing other teachers for collaborative, individual, or small group instruction
- Utilizing parent volunteers for individual or small group instruction
- Peer support with older students, e.g. "reading buddies"
- Individualized or differentiated math, writing, reading, and spelling approaches

- Increased movement/sensory integration activities
- Modified class work, extra lessons, or extended learning opportunities
- Additional parent/teacher communication or partnerships

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

### **Underlying Premises of the Three Streams Work:**

- **Accountability rather than blame:** When things are going wrong, we must set them right. Each person involved can take some responsibility.
- **Empathy is key to success in life:** Our interventions seek to build empathy in children so that they can learn to stand in one another's shoes.
- **A child who misbehaves is a disoriented child:** If we realize that a child who is pushing the behavioral boundaries is disoriented, we approach the student differently—less punitively—than we do when we see their behaviors as intentionally naughty or disruptive.
- **Conflict is a necessary part of being human:** If we expect that we can remove all conflict from our students' lives, we set ourselves up for frustration. Conflict is a given, and most of us have learned our greatest lessons from the conflicts we've experienced. Our task is to let students know that we are there, guiding them through their conflicts, so that they may learn constructive lessons from them.
- **Our task is to remove hindrances to learning.** Students who experience learning challenges present us with a riddle: What is the key that unlocks their capacities? As educators and parents, our work is to seek these keys and support the child to find areas of success.
- **We begin with implicit approaches before moving to explicit approaches:** Implicit means "not directly expressed." In other words, it's an intervention that is in place, but the students are not necessarily aware of it. The Waldorf curriculum is rich in implicit approaches to academic, social-emotional, and behavioral challenges. In fact, much of the Three Streams work is not apparent to the parent body or the students because it is implicit; or rather, embedded in the stories, pictures, artwork, speech, music, theatre, and rhythms of the lessons. On the other hand, an explicit approach directly addresses a situation in the class or with an individual child. Explicit approaches range from "light touch" ("Children, is this raising our hands and taking turns time or is it a speaking out time?") to "heavy touch," which might be a behavior change plan for an individual child. When we support a child, we begin with the lightest touch possible. If that doesn't work, we move on to more explicit, heavier-touch approaches.

### **Overview of the Three Streams**

- ***Therapeutic and Academic Care Stream:*** Often referred to as Student Study Team (SST) in traditional settings, this stream observes, gains an understanding of, and provides support for students experiencing challenges to learning and academic success (not necessarily just for academic concerns). This group offers suggestions for academic and therapeutic support for students including lesson modifications, lesson adaptations, accommodations, and differentiated instructional strategies. The classroom teacher is responsible for documenting all modifications and the student's level of success with each strategy.
- ***Discipline and Guidance Care Stream:*** A student is directed to this stream when faculty members and administrators observe that he or she is pushing the school's behavioral boundaries. A student who misbehaves is a disoriented student. This stream helps teachers and administrators provide clear and firm guidance so that students can reorient themselves and find their footing at school.
- ***Social Inclusion Care Stream:*** Students are brought to this stream when they are having difficulties in the social realm. These difficulties may be noticed by teachers or family members at recess or in the classroom and may include (but are not limited to) non-inclusion, excluding/being excluded, bullying/being bullied, and teasing/being teased.

### **Child Find**

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

### ***G. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING***

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

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

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

- Differentiated instruction in such areas as math, writing, reading, and spelling to meet different student learning levels in practice periods. Examples include the teacher challenging students with different levels of math problems or spelling words on the board or during other classroom activities. Extra credit problems and projects may be given to more advanced students.
- Leveled math programs using Common Core State Standards aligned textbooks and instructional materials in sixth through eighth grades may also be used. Middle school students may be placed in math levels of various tiers based on student achievement



data and teacher recommendation/evaluation. This allows students who are advanced to be provided with opportunities for enrichment and challenges, while students who need additional math support can receive personalized instruction and interventions to ensure academic success.

- Teachers providing extra challenges to students as needed, and the school makes available supplemental materials, such as advanced mathematics materials inspired by Waldorf education.
- Teachers providing academic and artistic leadership opportunities for students, such as assisting their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.
- Eighth grade student projects (required for all 8<sup>th</sup> grade students) allow academically high achieving students to select a subject of interest for in-depth research and reporting.
- Administration of the OLSAT to determine Gifted or Talented designation for students recommended by their teachers, or upon parental request.

#### **H. PLAN FOR ENGLISH LEARNERS**

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

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

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

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

#### **English Language Development**

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

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

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

Explicit support strategies for English Learners will include the following:

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

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

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

Journey School conducts the required ongoing assessments of progress and improvements in English proficiency for its LEP students. Policies are in place for reclassification criteria and processes. All mandated state tests for LEP students are administered as required by law.

## **I. PLAN FOR SPECIAL EDUCATION**

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

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

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

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

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

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

### ***Student Referrals***

As discussed above in Section II F, a child may be referred to the Three Streams of Student Support Process to brainstorm and implement additional strategies for student success and to monitor the progress of those interventions. If a Specific Learning Disability (SLD) or other qualifying disability is not suspected and the student is making good progress and responding well to the interventions, the regular education program remains in place with possible further suggested program strategies or interventions.

If a SLD or other qualifying disability is suspected, the Three Streams team will refer the student for special education evaluation. 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 a free and appropriate education (FAPE) is offered.

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.

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

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

#### ***J. LOCAL CONTROL AND ACCOUNTABILITY PLAN COMPLIANCE***

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

Journey School will comply with all requirements for charter schools pursuant to California Education Code § 47605(b)(5)(a)(ii) including developing annual goals for all pupils and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight state priorities identified in California Education Code § 52060(d). These outcomes are included in Section III A which describes the measurable pupil outcomes for the school-wide goals for relevant sub-groups and the corresponding assessments. Journey School will comply with all elements of the Local Control and Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. Journey School will comply with all requirements of Education Code §47606.5, including, but not limited to, the requirement to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP, and to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the Local Control and Accountability Plan and annual update. The annual update to the Local Control and Accountability Plan, as described in Education Code §47606.5, will be submitted to the District and the County Office of Education no later than July 1 of each year, in accordance with Education Code §47604.33.

## SECTION III - ASSESSMENT AND USE OF DATA

### A. MEASURABLE STUDENT OUTCOMES

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

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

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

#### **Goal 1: Academic Performance**

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

#### ***Measurement Tools will include the following:***

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

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

### **Performance Criteria**

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

### **State Priorities**

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

### **Goal 2: Student Progress**

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

#### ***Measurement Tools will include the following:***

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

### **Performance Criteria**

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

### **State Priorities**

This goal aligns with State Priority 4: Student Achievement.

### **Goal 3: Engaged and Creative Learners**

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

#### ***Measurement Tools will include the following:***

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

#### **Performance Criteria:**

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

#### **State Priorities**

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

### **Goal 4: Positive School Climate and Social Emotional Literacy**

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

#### ***Measurement Tools will include the following:***

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



### **Performance Criteria**

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

### **State Priorities**

This goal aligns with State Priority 6: School Climate.

### **Goal 5: Environmental and Ecological Literacy**

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

#### ***Measurement Tools will include the following:***

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

### **Performance Criteria**

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

### **State Priorities**

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

### **Goal 6: Program Satisfaction and Parental Involvement**

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

#### ***Measurement Tools will include the following:***

- a) Alumni Survey
- b) Parent Satisfaction Survey

### **Performance Criteria**

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

### **State Priorities**

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

## **B. ACADEMIC ACCOUNTABILITY SYSTEM**

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

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

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

## **C. METHODS OF ASSESSMENT**

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

*[Ref. Cal. Ed. Code § 47605(b)(5)(C)]*

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

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

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

***-Jim Collins, *Good to Great and the Social Sectors****

### **Assessment Overview**

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

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

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

### **Key Assessment Practices**

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

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

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

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<sup>48</sup> Stiggins, Richard, *Assessment for Learning*, 2008

**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.<sup>49</sup>

**Instructional Leadership:** Journey School concurs with leadership consultants Timothy Watters<sup>50</sup> and Jim Collins when they assert that effective instructional leadership provided by the Administration is essential for high student achievement. Therefore, Journey School's Administration collaborates closely with staff to evaluate the quality of learning. Within this collaborative context, administrators manage the assessment program by analyzing qualitative and quantitative achievement data and then regularly making recommendations to the Journey School Faculty and Council.

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

### **Core Assessment Methods**

Journey School's assessment methods evaluate all realms of the child's development, including

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<sup>49</sup> 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.

<sup>50</sup> Watters and Marzano, *Leadership that Works*, 2005

his or her Intellectual Capacity (HEAD); Social-Emotional capacity (HEART); and Physical Capacity (HANDS). They include the following:

**Criteria Referenced Reports** are prepared for students beginning in first grade and shared with parents at key intervals throughout the year. These assessments are based upon teacher-designed classroom assessments, teacher observations of students, and other evidence gathered during instruction. The assessments include narratives with an overview of essential course work, and a discussion of the student's achievement, performance, and growth in each of the various curriculum blocks, specialty subjects, social skills, and work habits. Any student who is not progressing as expected will receive further teacher attention and may be supported through additional support services. (See also Section II F.) These tools improve instruction in that they engage both the student and teacher in a formative, frequent, and ongoing reflective process. For Kindergarten students, these reports take the form of a First Grade Readiness Assessment.

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

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

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

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

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

**Baseline Achievement Assessments** are an integral part of the school's assessment program. Before a lesson or block is taught, the teacher will pose the question: what evidence will be collected from students in order to demonstrate their knowledge and proficiency? Once this question is posed, the assessment will be designed, and the criteria developed. Keeping the desired outcomes in mind, the teacher will then be ready to plan and

sequence the learning activities. Assessment will inform instruction, culminating in the creation of unique projects, exhibitions, and overall higher student achievement.<sup>51</sup>

**Formative Assessments** are proven instructional strategies which are used to challenge students to think at high levels and show acquired knowledge and skills.<sup>52</sup> 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.

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

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

### **State Assessments**

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

### **School-wide Assessment Strategies**

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

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

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<sup>51</sup> Grant & Wiggins, *Understanding by Design*, 1999

<sup>52</sup> Marzano, *Classroom Instruction that Works*, 2001

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

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

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

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

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

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

#### ***D. USE AND REPORTING OF DATA***

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

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

##### **Professional Learning Community**

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

##### **Grade Books and Data Tools**

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

##### **Parent and Community Partners**

Parents and the school community will be regularly updated regarding the philosophy and process of assessment. Specifically, information on how students are progressing toward their goals will be shared at key intervals via progress reports, report cards, newsletters, meetings,



accountability reports, the Journey School website, etc. Additional correspondence will be provided as necessary.

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

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

### **Schools of Choice**

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

### **All Required Reporting**

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

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

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

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

### **Local Control and Accountability Plan**

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

### **Summary**

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

## SECTION IV: GOVERNANCE

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

### A. GOVERNANCE BY PRINCIPLE

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

#### Seven Enduring Principles for Effective Governance

PRINCIPLES	DESCRIPTIONS
<i><b>Govern as Steward</b></i>	Stewardship is central to governance. Council members serve the interests of the community and public, not themselves.
<i><b>Establish Organizational Purpose</b></i>	Council establishes and adheres to the school’s mission, vision, philosophy, and values.
<i><b>Exercise Fiduciary Responsibility</b></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><b>Delegate Authority and Ensure Accountability</b></i>	Council delegates administrative authority. This delegation begins with the selection of an exceptional school leader.

<b><i>Speak and Act as One</i></b>	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.
<b><i>Do What Matters Most</i></b>	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.
<b><i>Invest in Board Capacity</i></b>	The principles of good governance must be learned and practiced. Council allocates regular time and energy to develop its own governance capacity.

**B. BOARD OF DIRECTORS (JOURNEY SCHOOL COUNCIL)**

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

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

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

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

**Council Meetings**

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

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

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

**Council Composition**

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

reflect expertise and experience in any of the following areas:

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

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

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

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

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

### **Board Training**

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

### **Compliance with Law**

The Journey School Council adheres to all applicable laws for non-profit public benefit corporations operating a charter school. (See also Section IV C below.) The Council follows

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

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

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

### **C. NONPROFIT CORPORATION**

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

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

### **D. OPERATING STRUCTURE AND SCHOOL ORGANIZATION**

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

#### **Journey School Administration**

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



### Administrative Responsibilities

CATEGORIES	MAJOR RESPONSIBILITIES
<b><i>Ensuring Organizational Focus</i></b>	<p>This dimension of leadership includes setting school-wide goals as well as inspiring others to pursue the school’s mission, core-values, and vision into the future. Examples include the following:</p> <ul style="list-style-type: none"> <li>• Expressing the school’s mission, vision, and values</li> <li>• Ensuring that day-to-day decisions and actions are in strong alignment with the school’s mission</li> <li>• Creating strong community and shared meanings</li> <li>• Creating high performance expectations</li> <li>• Fostering the acceptance of group goals</li> <li>• Monitoring organizational performance</li> <li>• Setting direction in the educational program</li> <li>• Achieve and maintain a stable and healthy financial situation</li> <li>• Overseeing community outreach and student recruiting</li> <li>• Supporting and promoting the school throughout the community</li> </ul>
<b><i>Developing People</i></b>	<p>This aspect of leadership is about positively influencing the development of human resources in the school, including the following:</p> <ul style="list-style-type: none"> <li>• Offering intellectual stimulation</li> <li>• Providing support and opportunities for growth</li> <li>• Being an appropriate role model</li> <li>• Empowering others to make decisions</li> <li>• Providing instructional coaching</li> <li>• Advocating for powerful teaching and learning</li> <li>• Nurturing the development of families and parents</li> <li>• Select, coach, and retain excellent staff</li> <li>• Facilitating meaningful staff evaluation</li> <li>• Ensuring the safety of all constituents</li> <li>• Overseeing student admissions, attendance, and student records</li> <li>• Supporting Council functions such as record keeping and agendas</li> <li>• Providing direction, accountability, and inspiration</li> </ul>
<b><i>Developing the Organization</i></b>	<p>This component of leadership cultivates a thriving professional learning community to support and sustain high performance, including the following:</p> <ul style="list-style-type: none"> <li>• Supporting Strategic Planning</li> <li>• Strengthening school culture</li> <li>• Growing the organizational structure and developing capacities</li> <li>• Building collaborative processes</li> <li>• Managing a positive learning environment</li> <li>• Designing and implementing effective communication systems</li> <li>• Drafting and recommending operational policies to the Council</li> <li>• Growing the school’s resources and overseeing the business office</li> <li>• Drafting and recommending staffing plans and job descriptions</li> <li>• Ensuring compliance with laws and the charter</li> </ul>

### **Additional Description**

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

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

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

### **Journey School Faculty**

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

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

### **Roles & Responsibilities**

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

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

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

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

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

### **Parent Involvement**

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

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

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

Parental involvement enables parents/guardians to become integrally involved in shaping Journey School and ensuring it fulfills its overall mission. In order to provide all parents/guardians with the opportunity to be informed about and participate in school level decision-making, information about the Journey School Council meetings, agendas, and activities is readily available to all families. The Journey School Council typically holds its meetings on the

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<sup>54</sup> Jeynes, William. "Parental Involvement and Student Achievement: A Meta-Analysis," *Harvard Family Involvement Research Digest*, October 2005.

school campus to ensure the parent community has the ability to easily attend. While parental involvement is encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, Journey School.

**Parent Cabinet**

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

Each class at the school is typically represented in the Parent Cabinet. These representatives attend Parent Cabinet meetings and conduct the business of the Parent Cabinet. All parents are encouraged to attend and participate in Parent Cabinet meetings.

## 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 Leadership<sup>55</sup>**

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.<sup>56</sup>

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<sup>55</sup> 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.

<sup>56</sup> 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.*<sup>57</sup> An administrator should first and foremost be a person who inspires teachers to educate, students to learn, and parents to engage in their child's education. An administrator collaborates closely with constituents in an effort to coalesce individual efforts around a unifying vision and common set of goals. An administrator enables wise decisions by building broad-based support, and linking decisions to sensible considerations, institutional values, and the school's improvement plan.

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

### **Evaluation**

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

### **Education Director**

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

### **Qualifications**

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

### **Evaluation**

In addition to occasional teaching responsibilities, the Education Director reports to the Administration, and may be delegated the responsibility by the Administration for: coaching teachers; advising the school regarding best educational practices; improving curriculum, instruction, and assessment programs; co-designing and/or implementing educational

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<sup>57</sup> Collins, Jim. *Good to Great and the Social Sectors*, 2005.

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 Education Director and providing feedback for improvement. Measurable outcomes are used to determine success and evaluate efforts.

### **Business Management Services**

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

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

### **Qualifications**

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

### **Evaluation**

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

Depending upon the school's needs and available resources, the staff configuration may



expand in the coming years to incorporate Business Management services through one or more employees rather than an independent business service provider.

### **Administrative Support Staff**

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

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

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

### **Qualifications**

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

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

### **Evaluation**

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

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<sup>58</sup> The school currently outsources evening custodial services to a local company.

## **Faculty**

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

### ***Qualifications***

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

Additional qualifications considered for employment include:

- Demonstrable effectiveness in teaching
- Strong leadership capacities
- Commitment to students and their success in learning
- Acceptance of responsibility and accountability for curriculum design, powerful instruction, effective assessment, and student success
- Ability to meet the needs of all types of learners in the mainstream classroom
- Waldorf training and public school teaching experience
- Understanding of the school's developmental model of the child
- Ability to embrace parents as vital partners in the learning process
- Willingness to integrate art, music, movement/dance, and drama to help enliven academics for improved student learning
- Linguistic capabilities and other relevant talents
- Advanced degrees
- Ability to work cooperatively with colleagues, Administration, and staff using the characteristics of high-trust leaders<sup>59</sup>
- Commitment to the philosophy and mission of Journey School
- Other qualifications as determined by the needs of the school

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

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<sup>59</sup> Covey, Stephen. *The Speed of Trust*, 2003.

### ***Evaluation***

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

### **Subject Specialists and Instructional Support Staff**

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

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

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

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

## ***B. STAFF RECRUITING***

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

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

Additionally, we carefully examine the applicant’s educational philosophy, methods for classroom management, and her or his ability to communicate and work effectively with children, parents, and colleagues. Effective interpersonal skills are highly valued, and teachers are expected to have high levels of energy, enthusiasm, joy, and personal drive or “will.” Teachers hired without Waldorf training or background will participate in ongoing training in Waldorf education. Typically, this on-going training is a week-long conference each summer to prepare curriculum for the upcoming school year. Waldorf certification is an additional

opportunity beyond ongoing training in Waldorf education. Waldorf certification is encouraged, but not required, and the amount of financial support provided by the school will be determined by the Administration within budgetary constraints.

### **C. HUMAN RESOURCES**

In accordance with the law and in keeping with its goals of providing exceptional talent in the service of children and their families, Journey School will assure adherence to clear guidelines regarding such human resource issues as: equal opportunity employment, sexual harassment, affirmative action, and grievance procedures; hiring, contracts, compensation, promotion and professional development, and dismissal; holidays, benefits and travel, sick leave, and other leave; personnel files, work day and work year, and meeting attendance; and relationships with parents and students. All of these issues are documented in the Journey School Employee Handbook that is available to staff, as well as available at any time through the school office. If collective bargaining is in place, the school will adhere to all applicable laws and rules for negotiation of work conditions and other conditions of employment for employees who are in a collective bargaining unit. Journey School adheres to any laws regarding employment that are required for charter schools.

### **D. STAFFING PLANS**

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

### **E. COMPENSATION AND BENEFITS**

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

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

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

own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees.

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

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

## ***F. RIGHTS OF SCHOOL DISTRICT EMPLOYEES***

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

### **Return Rights**

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

### **Exclusive Public Employer**

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

## ***G. HEALTH AND SAFETY***

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

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

Journey School has adopted and implements a comprehensive set of health, safety, and risk management policies. School administration, in helping develop school policy, reviews the Health and Safety policies of CUSD and also considers any district safety policies that relate to the school facility, as long as the school exists on CUSD facilities. The Journey School Council

ultimately reviews and sets policy through the approval process at a regular scheduled board meeting. Training in health and safety procedures will occur systematically and regularly in accordance with the school policies. In addition, safety related information will be disseminated to parents and students in one or more of the following methods: website, newsletter, parent/student/school handbook(s); parent orientation, class meetings, school-wide drills, assemblies, and in class.

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

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

- All staff will be mandated child abuse reporters and will follow all applicable reporting laws, and all mandated reporters shall receive training on child abuse detection and reporting as required by applicable law
- Procedures for preventing acts of bullying, including cyberbullying, as required under Education Code section 234.4
- A policy on suicide prevention as required under Education Code section 215

These policies are incorporated, as appropriate, into the school's School and Employee Handbooks and comprehensive school safety plan and are reviewed on an ongoing basis in the school's staff development efforts and governing board policies. The current Health and Safety Policies are available at any time from the School upon request. Journey School will comply with Education Code Section 44237, requiring that school employees submit to a criminal background check and furnish a criminal record summary.

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

## **H. DISPUTE RESOLUTION**

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

### **Disputes Between the District and the School**

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

- 1) Should District that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action in accordance with applicable law, as it deems necessary.
- 2) If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, but constitutes a material violation of the charter or law, the District will provide written notification of the violation or issue. The date that this notice is sent shall be the "Notice Date." This notice will constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) business days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the Journey representative will be the Director, or the Director's designee. If the dispute is not resolved at this meeting, the parties will proceed to step three.
- 3) District shall send written notification to Journey summarizing the result of the meeting held pursuant to Step 2 and setting forth the violation or issue. District shall



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

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

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

### A. STUDENT ADMISSION POLICIES AND PROCEDURES

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

#### Admission Assurances

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

#### Admissions Assurances

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

### **Enrollment Priority**

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

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

- Children of eligible school employees<sup>60</sup>
- Siblings of students currently attending the school<sup>61</sup>
- Siblings of students who have accepted a place in the school and who have submitted all required enrollment documents
- Gender of students, **ONLY** applicable to specific grade levels when the gender ratio meets or exceeds 7:1 within that specific grade level
- Children residing within the attendance boundaries of Capistrano Unified School District

### **Timetable & Lottery**

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

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

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

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

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

that they plan to return to the School.

- After placement of continuing, attending students, children of eligible employees, and incoming siblings of continuing, attending students, the remaining openings will be determined. If the number of additional new applicants exceeds the openings, a lottery will be held to determine which students are offered spaces.
- The lottery priorities will follow the admissions priorities listed above. The lottery procedures will be developed by the school administrative staff and will be fair and non-discriminatory in their implementation.
- A waiting list will be developed from the lottery process. As spaces open up in a class or grade during the school year, the waiting list will be used.

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

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

### **Enrollment Window**

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

### **School-Family Partnerships**

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

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

Parents are informed through the School Handbook that for purposes of Special Education, Journey School is considered a school within CUSD. CUSD is the Special Education Local Plan Agency (SELPA) for Journey School students found eligible for Special Education services (unless this status changes). CUSD and Journey School will jointly develop and implement Individualized Education Programs (IEPs) for Journey School students with special needs and ensure that special education students receive services in a manner that is consistent with their IEP and applicable laws and regulations.

### **Age Guidelines**

Journey School shall comply with all laws establishing the minimum and maximum age for public school enrollment for purposes of Average Daily Attendance funding. The Waldorf inspired curriculum is carefully designed based upon the development of the child. While our school is open to all eligible students who wish to enroll, subject only to capacity, the school has adopted a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law.

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

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

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

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

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

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<sup>62</sup> Gladwell, Malcolm, *Outliers*, 2008.

## **Outreach and Recruitment**

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

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

## ***B. Non-Discrimination and Racial Balance***

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

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

In addition, Journey School will develop administrative procedures to ensure that the school's outreach, recruitment, and enrollment procedures do not discriminate against students based on physical, mental, emotional, or learning disability or handicap and to ensure that the School can work towards achieving a racial and ethnic balance that is reflective of the general population of the District. As part of that process, Journey School will be certain to provide

parents with a very clear and accurate picture of the Journey School learning experience so they can make the most appropriate choices for their children.

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

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

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

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

### **C. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]*

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

No Capistrano Unified School District student will be required to attend Journey School. Students enrolled in the charter school have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. Journey School shall provide the



District with notice of students who leave Journey to return to a District school within five business days of the student's departure from Journey.

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

#### **D. SUSPENSION/EXPULSION PROCEDURES**

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

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

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

Prior to formal expulsion, students will be accorded due process, as outlined in the school's Suspension and Expulsion Policy. The policy provides for adequate due process for students. In order to serve the best interests of the school's students and parents/guardians, a student may be suspended or expelled for offenses enumerated in the policy including, but not limited to, Education Code 48900 sections (a) through (g). Annually, the Administration initiates a review of the policies and procedures regarding suspension and expulsion. If modifications are necessary, the Administration will recommend the appropriate modification(s) to Journey School Council. The Council reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

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

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

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

## SECTION VII: FINANCIAL PLANNING, REPORTING & ACCOUNTABILITY

### A. BUDGETS

*Provide a detailed proposed operational budget that includes the following:*

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

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

#### **Budget Development**

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

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

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

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

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

**Cash Outflows:** The program provides for the following:

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

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

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

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

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

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

## **B. FINANCIAL REPORTING**

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

### **Financial Reports**

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

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

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

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

### **Fiscal policies**

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

### **Attendance Accounting**

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

### **C. INSURANCE AND INDEMNIFICATION**

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

#### **INDEMNIFICATION**

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

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

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

## **INSURANCE**

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

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

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

umbrella/excess insurance. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District risk manager.

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

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

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

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

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



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

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

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

### ***Other Insurance***

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

## ***D. ADMINISTRATIVE SERVICES***

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

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

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

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

## **E. FACILITIES**

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

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

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

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

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

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

## **F. TRANSPORTATION**

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

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

## **G. AUDITS**

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

### **Annual Independent Audit**

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

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

### **Audit Exceptions and Deficiencies**

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

## **H. CLOSURE PROTOCOL**

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

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

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

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

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

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

## **I. SCHOOL MANAGEMENT CONTRACTS**

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

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

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

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

## **SECTION VIII: CHARTER SCHOOL ACCOUNTABILITY, RENEWAL & REVOCATIONS**

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

### **A. ANNUAL PERFORMANCE REPORT AND ACCOUNTABILITY**

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

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

### **B. TERM OF THE CHARTER**

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

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

### **C. OVERSIGHT AND RESPONSE TO INQUIRIES**

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

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

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



## **SECTION IX: IMPACT ON THE CHARTER AUTHORIZER**

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

### **A. INTENT**

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

### **B. FACILITIES**

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

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

### **C. ADMINISTRATIVE SERVICES**

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

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

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

### **D. POTENTIAL CIVIL LIABILITY EFFECTS**

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

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



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

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

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

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

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

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

## SECTION X: ASSURANCES

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

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

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

EXHIBIT	DESCRIPTION
A	Excerpt from Curricular Co-Alignment
B	School Handbook
C	School Calendar, Bell Schedule, and Instructional Minutes
D	Articles of Incorporation, Corporation By-Laws, and IRS Determination Letter for Tax Exempt Status
E	Budget and <u>Five-Year</u> Projection



1/15/2020

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Signature

Date

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Gavin Keller

Printed Name

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Executive Director

Title

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

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

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

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

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

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

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

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

**Part I: Introduction**

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

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

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

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



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

## Grade Three

### Common Core Standards Placement Tables

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

Each Grade Level document includes:

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

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

## **Grade 3 Curriculum Summary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Grade 3 Curriculum Components**

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

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

**Common Core Standards Table, Grade 3**  
**English Language Arts: *Reading Literature***

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## English Language Arts Grade Three

### Reading Literature

#### Key Ideas and Details

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

#### Craft and Structure

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

#### Integration of Knowledge and Ideas

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

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

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

#### **Reading Informational Text**

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

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

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

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

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

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

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

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

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

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

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

### **Reading Foundational Skills**

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

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

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

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

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

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

#### **Fluency**

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

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

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

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

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

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

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

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

## Writing

### Text Types and Purposes

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

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

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

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

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

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

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

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

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

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

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

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



## Speaking and Listening

### *Comprehension and Collaboration*

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

### *Presentation of Knowledge and Ideas*

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

## Language

### *Conventions of Standard English*

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

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

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

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

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

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

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

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

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



## **2019-2020 SCHOOL HANDBOOK**

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

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## **ADMINISTRATIVE WELCOME!**

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

Sincerely

Gavin Keller  
Journey School Executive Director



## **SCHOOL PURPOSE, MISSION AND CORE VALUES**

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

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

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

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

## **PARENT PARTNERSHIP AGREEMENTS**

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

In the interests of fulfilling our mission and actuating the potential of each child, the following Parent Partnership Agreements have been developed. As partners, we agree to the following:

### **The School Will:**

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

### **Parents Will:**

- Assure their child regularly attends the full day, only missing due to emergency or illness. Drop off and pick up on time—repeated tardies are not acceptable.
- Follow the school’s guidelines for open, direct communication.
- Work together with teachers, administration, and other parents to solve concerns.

### **The School Strongly Encourages Parents To:**

- Read the School Handbook and follow the school’s policies, procedures, and practices; including the policies concerning snack and lunch expectations, media, homework, and dress code.
- Attend parent events or festivals, conferences, class and community meetings.
- Provide a home life for their child that supports the school’s philosophy, including a rhythmic daily and weekly schedule, adequate sleep, a nutritious diet, minimal or no electronic media exposure as per the media guidelines, and positive discipline.
- Volunteer at the school, with the goal being a minimum of 5 hours per month on average.
- Participate in the school’s “Close the Gap” program to the degree they are financially able so that the school can provide a full Waldorf program for all students.

## **PRACTICAL INFORMATION**

For additional explanation see section concerning Policies and Procedures.

### **SCHOOL HOURS**

<b><u>Kindergarten</u></b>	Regular Days are 8:40 am – 12:40 pm Minimum Days are 8:40 am – 12:10 pm First and Last Day of School 8:40am – 10:40am
<b><u>Grades 1-3</u></b>	Regular Days are 8:30 am – 2:45 pm Minimum Days are 8:30 am – 12:45 pm
<b><u>Grades 4-8</u></b>	Regular Days are 8:30 am – 3:10 pm Minimum Days are 8:30 am – 12:45 pm

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

Parents and/or guardians are encouraged to arrive to school early in order to park in a legal parking space and accompany kindergarten students to the classroom and sign them in daily. However, due to limited parking in the Journey School parking lot, drop off is available for all students. Detailed parking and drop-off policies can be found on the school website.

Supervision on the front playground will begin at 8:10 for students who arrive on campus early.

### **LATE ARRIVAL**

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

### **DISMISSAL/PICK-UP**

Kindergarten students may be picked up at their classrooms at dismissal or at the designated pick-up areas at the front and the back gate of the school. Grades students may be picked up at their classrooms or at the designated pick up location at the front and the back gate of the school. Students in grades 4-8 and siblings may also exit the back gate towards Woodfield Drive. Detailed parking lot locations and procedures can be found on the school website.

Please be timely in picking up your child after school. If you anticipate being late, it is important that you call the office so that we may notify your child's teacher prior to dismissal and the student may wait for you in the office. Please note, students who remain at pick up locations for more than 15 minutes after posted dismissal time will be escorted to the office and may be picked up there.

Students in grades 1-3 who have siblings or who carpool with students in the upper grades OR who will be attending an After School Enrichment class will be offered supervision in the designated front of campus playground area until 3:10.

### **MINIMUM DAYS**

All Wednesdays are minimum days for Kindergarten through Grade 8 to promote effective staff collaboration in the afternoon hours. There will also be minimum days scheduled in the fall and in the spring to facilitate parent-teacher conferences. Please reference the school's master calendar for a listing of all minimum days.

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

A variety of after school programs are currently offered on campus by outside providers. Journey School facilitates the opportunity for these programs but does not oversee them. Information regarding these programs are listed on the [School website](#).

### ***SCHOOL CALENDAR***

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

## **HISTORY OF JOURNEY SCHOOL:**

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

– Karen Ray

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

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

Since its inception in 2000, Journey has leased its site from CUSD, having made its home on four different campuses in San Juan Capistrano, San Clemente and Aliso Viejo. Journey currently leases space from Capistrano Unified School District at the former Foxborough Elementary site. Journey School currently serves kindergarten through grade eight in a seat-based program and also offers home-based and hybrid independent study programs, with a total student enrollment of approximately 575 students. Please see the charter document on our website for more information about charter schools.

## **IMPORTANT ASPECTS OF JOURNEY SCHOOL**

### **PHILOSOPHY**

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

– Rudolf Steiner

Journey School teachers are committed to educating the whole child and endeavor to foster the unfolding of each child’s full potential. The primary objective of Journey School is to enable students to become self-motivated, competent, life-long learners. Our graduates will move forward on their lifelong journey equipped with an enthusiasm for learning and the courage to meet life’s challenges.

Journey School is based upon:

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

Please be sure to investigate our curriculum and instructional methods thoroughly so you know exactly what Journey School stands for and believes. The last thing we want is for you or your family to be disappointed as a result of unclear expectations. For this reason, Journey School strives to offer parent development and other learning opportunities for families throughout the school year.

## **JOURNEY SCHOOL EDUCATIONAL PROGRAM**

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

– Rudolf Steiner

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

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

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

Textbooks are not typically used in the elementary grades. The teacher presents creative lessons from his or her own research, and the children make their individual main lesson books for each subject, recording and illustrating the substance of the lessons. These student-generated main lesson books are an important record of learning and allow the arts to be integrated into every subject. Multicultural content is woven throughout the curriculum by means of biography, storytelling, history, crafts, art, music, the practice of seasonal celebrations, and through foreign language.

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

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

Each school day begins with the “Main Lesson”, a two-hour period in which the core curriculum is presented. Presenting core academic subjects in the “Main Lesson” block allows the students to have adequate time to follow through with all work projects, thus promoting in-depth, long term learning. The main lesson subject is taught in three to four week blocks. A number of blocks are continued later in the term.

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

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

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

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

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

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

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

## **SCHOOL INFORMATION**

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

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

The upper grade classrooms richly reflect the ongoing cultural, historical and academic themes of the curriculum. The lower grade classrooms have a nurturing and magical ambience, which supports the younger children's transition from home to school. Pastel colors, softened lighting and play spaces that integrate folklore and the natural elements of the season are used to accomplish this. In Kindergarten, the smell of freshly prepared food for snack time and singing voices for gentle guidance allow the children to experience their environment with all of their senses.

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

### **Festivals and Celebrations**

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

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

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

### **Enrollment Guidelines**

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

The application process requires parents to submit their child's application during an open enrollment window and attend an enrollment tour. The family will also be asked to read this handbook and acknowledge they have read the information and have made an informed choice when choosing Journey School.

### **No Shows**

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

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



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

**Age Requirements**

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

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

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

**Articulation**

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

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

**English Language Learners (ELs)**

The Home Language Survey is completed upon entry into Journey School. Those students whose primary language at home is other than English will be given the English Language Proficiency Assessment of California (ELPAC) to determine their English fluency. If a student is identified as an English Language Learner, s/he will be provided English Language Development (ELD) support within the general education classroom and will annually take the ELPAC test until they are reclassified as fluent in English.

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

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

## **STUDENT ASSESSMENT**

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

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

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

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

### ***Standardized Testing***

Journey School students participate in annual California Assessment of Student Performance and Progress (CAASPP) assessments in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and Science in grades 5 and 8.. The system—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use computer adaptive testing technologies.

CAASPP will provide assessment results to parents and the school each year through a secure, reporting system. The reports will show student achievement and progress toward mastery of the Common Core State Standards.

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

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

## ***PARENT INVOLVEMENT***

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

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

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

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

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

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

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

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

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

Our philosophy includes a commitment to understanding and nurturing each child's unique inner development. For reasons thoroughly defined in the Media section of this handbook, we believe that significantly reducing or eliminating children's television viewing will further enhance their ability to fully develop. We request that our families significantly reduce or eliminate the use of media (television, videos, video games, computer games, tablets, recorded music, movies, etc.) for their children. We encourage the complete elimination of electronic media during the school week, from Sunday late afternoon to Friday after school, for grades K-5. We support the use of media and/or technologies for students who need such accommodations as determined by the student's teachers, in conjunction with parents.

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

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

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

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

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

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

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

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

## ***VOLUNTEER STRUCTURE***

**(Please review the Journey Volunteer Handbook and application process, which is available in the office and on the school website.)**

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

- Assisting in the classroom or the school office
- Site maintenance and beautification
- Hospitality (welcoming new families, organizing food or hosting a visiting teacher)
- Service as a “class parent” or a “class representative”
- Serving on a school Committee or Council
- Serve as a parent member of the Social Inclusion Coordinating Committee
- Support the class teachers with preparation tasks
- Clerical or research tasks that can be done from home

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

## ***VOLUNTEER GUIDELINES***

Volunteers are individuals who donate their time, without financial compensation, to benefit the school community. Non-staff therapists, mental health professionals, and educational specialists working with one or more Journey students, who are compensated by parents or another organization, must also comply with this policy. Volunteer participation may occur in a classroom setting during the school day, outside the classroom on the school campus, or outside the school setting as part of an extracurricular activity. *A person who comes to the school for a **one-time special event**, such as a guest speaker, presenter, observer, or visitor is considered a guest and does not need to complete a volunteer application.* School policy prohibits discrimination on the basis

of race, color, national origin, creed, marital status, gender, sexual orientation, religion, age, disability, or any other protected status as defined by federal, state or local law.

There are two types of volunteers:

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

## Screening Requirements for Volunteers

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

Screening Requirements for **Tier I** volunteers:

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

Screening Requirements for **Tier II** Volunteers:

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

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

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

1. A completed “School Volunteer Application Form” on file, including a signed Volunteer Statement and Agreement.

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

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

## **ORGANIZATIONAL STRUCTURE**

### **Governance**

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

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

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

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

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

### **Council Meetings**

Council Meetings are held at least once each month. Regular meetings are announced in advance, and written agendas are posted outside of the office 72 hours prior to the meeting. Special meetings



may be called when needed, and will have at least 24 hours public notice. Legal and financial matters are discussed and voted on when needed. Important issues are brought up and there are opportunities for members of the community to voice concerns, questions, make statements, etc. For dates and information please ask the office or check the school's master calendar. You are invited to any council meeting.

## **HEALTH RELATED ISSUES**

### **Medication**

Parent permission is needed for children requiring medication during the school day. Through this permission we will store medication and have the medication readily available for your child's use per the instructions you provide. A form (available in the front office) must be filled out in order for medications to be taken on campus, this includes over the counter medications (e.g. Tylenol, aspirin, cough medicines, etc.). Please supply clearly written instructions for administering the medications consistent with the label, including the time and amount of medication needed. Please include how the medication is to be stored. Parents are responsible for keeping the medication current.

### **Allergies**

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

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

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

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

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

## ***Contagious Illnesses***

In the event of a contagious illness other than routine colds and flu, parents will be notified of the concern if the school determines that their child has been exposed. Children may be asked to stay home until they are determined to no longer be contagious. Children who are not vaccinated due to an exemption may be excluded from school in the event of an outbreak of one of the contagious illnesses that vaccines are required for. The school will follow health guidelines issued by the California Department of Education for potential outbreaks of flu virus. The following guidelines are recommended to parents to assist the school in minimizing outbreaks of flu:

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

## ***Accidents/Emergencies***

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

## ***Emergency Release Form***

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

## ***FIELD TRIPS***

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

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

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

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



## **CAMPUS SAFETY**

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

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

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

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

## **ADMINISTRATIVE PROCEDURES FOR CLASSROOM OBSERVATION**

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

or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.

9. Parents/guardians or outside providers that disagree with any decision of the School Director regarding classroom observations have the right to challenge the decision with the Executive Director. The decision of the Executive Director shall be final.

10. During the observation, the School Director or his/her designee may be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.

11. No electronic listening or recording device (including video) may be used in a classroom without the teacher and School Director's permission. (Education Code 51512)

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

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

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

*– Rudolf Steiner*

#### **Background**

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

Extensive research has shown that exposure to entertainment media for children has a detrimental effect upon their self- image, their ability to concentrate and develop attention span, their relationship skills, values, reading skills, physical skills, energy levels, psychological health, creativity and social behavior.

#### **Agreements**

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

#### **Middle School Media Guidelines**

Middle school students are able to think and understand deeply about their world, especially after the 12-year change. In recognition of the maturing capacities and needs of the 12 to 14 year-olds, we encourage and will support parents to dialogue with their children in grades 6 to 8 about the appropriate use of media and technology. We support the use of appropriate technologies for study

aids, word processing, and online research for grades 6 to 8 as determined by their teachers. We also support the use of technologies for students who need such accommodations as determined by the student's teachers, in conjunction with parents.

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

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

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

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

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

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

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

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

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

## **CELL PHONES/ELECTRONIC DEVICES**

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

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

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

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

## ***DRESS CODE***

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

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

## ***ATTENDANCE POLICY\****

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

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

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

### ***Excused Absence***

Absences for the following reasons will be considered excused:

- Illness or situations when a physician recommends a student miss school
- Medical, dental, optometric, or chiropractic appointments which cannot be scheduled outside the school day
- Religious Holidays
- Court ordered absences
- Death in the student’s immediate family

- To spend time with a member of the student's immediate family, who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position
- Other unusual circumstances when approved by the School Director or his/her designee and requested in advance

### *Unexcused Absence*

Absences for the following reasons will be considered unexcused:

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

### *Tardy to School*

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

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

### *Leaving Early/Early Departure*

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

Please note, Journey School will send students home early from school for certain illnesses/injuries, including, but not limited to: student's temperature is 100 degrees or higher, vomiting, pain in the chest or stomach, fainting, live nits or lice found in hair, injury other than minor cuts or bruises, etc. Please have current emergency contacts listed on your child's Emergency Forms. Please contact the school immediately if these numbers change during the year.

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

The following procedure will be followed to manage Unexcused Absences:

- 3<sup>rd</sup> Unexcused Absence – A staff or faculty member will call home to verify the student's attendance record, review this policy and discuss how the school can help to resolve the problem.
- 5<sup>th</sup> Unexcused Absence – A staff or faculty member will call the family to verify the student's absence and a notice of excessive unexcused absences will be sent home and placed within the student's cumulative record. The School Director will notify the parent that if five (5) more unexcused absences occur, the student will be disenrolled for violating this policy.
- 8<sup>th</sup> Unexcused Absence - Upon reaching eight (8) unexcused absences, the parent/guardian will receive a notification letter and will be required to meet with the School Director. It is Journey School's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family. The

School Director will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

- 10<sup>th</sup> Unexcused Absence – The School Director shall issue a letter informing the parent/guardian of Journey School's intent to disenroll the student. This letter shall be sent at least five schooldays before the effective date of disenrollment set forth in the letter. ("Five Day Letter"). The Five Day Letter will explain the parent's/student's due process rights to request a hearing on the School Director's decision to disenroll the student for failure to comply with this policy. If the parent/student does not respond to the Five Day Letter or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence. After disenrollment, the student can apply to Journey School the following school year. If Journey School does not have any enrollment capacity, the student can participate in the admissions lottery like other applicants desiring to attend the school.

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

Journey School will use the contact information provided by the parent/guardian in the registration packet to reach out to families if students are absent for consecutive days without a valid excuse. If student is absent seven (7) or more consecutive school days without a valid excuse, the School Director shall issue a Five Day Letter informing the parent/guardian of Journey School's intent to disenroll the student. This letter shall be sent at least five schooldays before the effective date of disenrollment set forth in the letter. The letter will explain the parent's/student's due process rights to request a hearing on the School Director's decision to disenroll the student for failure to comply with this policy. If the parent/student does not respond to the Five Day Letter or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence. After disenrollment, the student can apply to Journey School the following school year. If Journey School does not have any enrollment capacity, the student can participate in the admissions lottery like other applicants desiring to attend the school.

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

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

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

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

The following procedure will be followed:

- Teachers will conference with the parent if a pattern develops.
- 8<sup>th</sup> unexcused tardy and/or unexcused early departure – The School Director will call home to discuss the violations and to develop solutions.
- 15<sup>th</sup> unexcused tardy and/or early departure – The parent/guardian will receive a notification letter and will be required to meet with the School Director. It is the School's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family. The School Director will discuss the tardiness with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.



- 30<sup>th</sup> unexcused tardy and/or early departure - The School Director shall issue a Five Day Letter informing the parent/guardian of Journey School's intent to disenroll the student. This letter shall be sent at least five schooldays before the effective date of disenrollment set forth in the letter. The letter will explain the parent's/student's due process rights to request a hearing on the School Director's decision to disenroll the student for failure to comply with this policy. If the parent/student does not respond to the Five Day Letter or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence. After disenrollment, the student can apply to Journey School the following school year. If Journey School does not have any enrollment capacity, the student can participate in the admissions lottery like other applicants desiring to attend the school.

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

### **Reporting Absences and Tardies to School**

Parents are to notify the school office of a student's absence (regardless of the reason – excused or unexcused) as soon as possible, ideally before 9:30 am when attendance is entered. Physician, dental, counseling and other appointments should be scheduled after school hours whenever possible. If unavoidable, please notify the office and have the child attend classes both before and after the scheduled appointments. Absences will remain unexcused and accumulate as such unless they are excused for a valid reason (see above). A child's absence may be verified/excused up to five (5) days after your child has been absent. Absences that are not verified within the time allowed will be considered unexcused.

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

Please Note: The School Director retains discretion in applying these policies to support students, including students with extenuating circumstances and/or those students receiving special education services.

### **EMERGENCY SITUATIONS**

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

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

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

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

### **Emergency School Closure**

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

# BEHAVIOR EXPECTATIONS

Journey School staff is committed to creating a safe and nurturing environment for every child. We are equally committed to maintaining a respectful environment conducive to learning.

Through this Student Behavior Policy and within our day-to-day practice, our intention is to discourage misbehavior, guide children towards positive choice making and develop positive contributors within our school community. Our approach emphasizes *compassion, consistency, and responsibility*.

To that end, Journey School students are expected to adhere to the values, which form our behavior motto - **RESPECT** (Respect, Empathy, Service, Participation, Effort, Courage, Trustworthiness) and the following behavior guidelines:

## Behavior Guidelines

- 1. Student will support a good learning environment.** Children are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and lining up promptly and quietly when requested to do so. Student defiance and disruption to the learning environment will not be permitted.
- 2. Students will treat all adults and children with respect.** Respectful, courteous language is expected towards teachers, children and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing and lying are not permitted. Students are expected to comply whenever an adult or peer asks for the inappropriate behavior to stop.
- 3. Students will treat all personal and school property with respect.** Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible in accordance with applicable law.
- 4. Students will obey all classroom and playground rules.** Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes.
- 5. Students will contribute to supporting a safe, positive, productive and nurturing educational environment.** Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse. *A full copy of the Journey School Bullying and Harassment Policy can be found on the school website and on page 29 of the School Handbook.*
- 6. An expectation for “Gentle Hands” is in place.** Rough housing, fighting, shoving, spitting, pushing, hitting, kicking, or biting is cause for immediate intervention.
- 7. An expectation that “All are Welcome” is in place.** Conversations, activities and games that exclude peers from participating are not permitted.

## Consequences for Misbehavior



Classroom management techniques, positive behavior intervention strategies (PBIS) and disciplinary interventions will be employed by school staff as a primary measure to correct behavior. Disciplinary interventions may include but are not limited to advising and counseling students, conferring with parents/guardians, assigning tasks to students for completion during recess/lunch recess, mandating a short break, etc. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

In the event that primary efforts are not sufficient in our attempts to correct disruptive/disrespectful behavior OR a pattern of misbehavior emerges OR the severity of an incident/infraction is significant, one or more of the following actions will be taken as determined appropriate by the school's educational team (administration and/or teachers involved).

1. An office referral that involves parent/guardian contact. In this scenario, a student is spoken to by administrative staff and sent back into class when they are ready to contribute to a respectful learning environment.
2. **Incident Report:** A document describing the specifics of an incident or infraction written by those school staff directly involved. This report is placed within the student's cumulative school record *and* a copy will be sent home to the student's parents for review. The class teacher *and/or* administration will notify the student's parents about the incident or infraction. The class teacher, administrator and possibly the student, will determine the corrective course of action.
3. **Student Support Plan/Behavior Contract:** Developed when a child habitually fails to follow the school or classroom behavior guidelines or a pattern of behavior develops that undermines a healthy learning environment, endangers others, oneself or property. The plan/contract will be drafted at a parent conference with our Behavior and Guidance team. The plan will describe the behavior(s), the antecedent/setting event for those behaviors, the intervention/support methods employed by Journey School moving forward, and an articulation of the specific escalation of discipline should the behavior continue, which may include removal from Journey School.
4. **Suspension:** A mandatory leave may be assigned to a student in response to an isolated incident/infraction or a pattern of misconduct. The student shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. The period of suspension for an infraction will be determined by administration and will not exceed five (5) consecutive school days. A suspension notice will be filed within the student's cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found on the school website and on page 32 of the School Handbook.*
5. **Expulsion:** Should the interventions detailed above fail to correct a student's pattern of behavior or a student commits an expellable offense; expulsion from Journey School may be recommended at the discretion of administration. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days and the student will be considered suspended from Journey school until that hearing takes place. A recommendation for expulsion notice will be filed within the student's cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found on the school website and on page 32 of the School Handbook.*

## **Disciplinary Escalation**

Journey School is a school of choice and enrollment can come to an end for various factors, including behavior challenges. A significant incident or pattern of misbehavior may result in an **administrative recommendation for change of school placement or expulsion from Journey School.**

## ***BULLYING AND HARASSMENT POLICY***

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

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

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

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

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

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

*Hazing* – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

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

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

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

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

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

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

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

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

All complaints about prohibited behavior shall be kept confidential to the greatest extent possible and will be promptly investigated. The school Executive Director or designee shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

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

also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in the School Handbook.

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

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

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

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

### **Formal Complaints**

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

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

### **Privacy/Confidentiality**

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

## **SENDING A CHILD HOME**

In the interest of maintaining a safe and courteous environment for all members of Journey School, there are certain behaviors that will not be tolerated and may result in immediate removal (suspension) of the child from the school setting.

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

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

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

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

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

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

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

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

### **B. Suspension Offenses**

#### **1. Discretionary Suspension Offenses:**

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

- a) Willfully caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Willfully caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his/her own prescription products by a pupil in accordance with school policy.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, directors, other school officials, or other school personnel engaged in the performance of their duties. A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1-8, inclusive, to be recommended for expulsion.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person



who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

## **C. Suspension Procedures**

Suspensions shall be initiated in accordance with the procedures in the school's Suspension and Expulsion Policy as detailed below:

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

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

#### **D. Expellable Offenses**

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

#### **E. Authority to Expel**

A student who has committed an expellable offense may be expelled by an Administrative Panel to be assigned by the School Director.. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil, School Director, or a Council member of the School's governing board.

#### **F. Expulsion Procedures**

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

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



## **G. Students with Disabilities**

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

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

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

3. Procedural Safeguards/Manifestation Determination

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

4. Due Process Appeals

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

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

5. Special Circumstances

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

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this

administrative regulation only if the Charter School had knowledge that the student was or may be disabled before the behavior occurred. Details about how to determine if the charter school had such knowledge can be found in the complete Suspension and Expulsion Policy.

## **H. Record of Hearing**

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

## **I. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel a pupil, the pupil shall immediately be returned to his/her educational program.

## **J. Written Notice to Expel**

The Director or designee following a decision by the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian.

The Director or designee shall send a copy of the written notice of the decision to expel to the sponsoring district and the County.

## **K. Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to oversight agencies upon request.

## **L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

## **M. Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel, in consultation with School Director, at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

## **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Council following a meeting with the School Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director shall make a recommendation to the

Council following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

### ***POLICY ON COLLECTION OF STUDENT INFORMATION FROM SOCIAL MEDIA***

In accordance with Ed Code 47903.6, Journey School may collect information on students from social media in order to gather and maintain information that pertains directly to school safety or to pupil safety, and for no other purpose. In addition, the school will:

1. Provide a pupil with access to any information about the pupil gathered or maintained by the charter school that was obtained from social media, and an opportunity to correct or delete such information.
2. Destroy information gathered from social media and maintained in its records within one year after a pupil turns 18 years of age or within one year after the pupil is no longer enrolled in the charter school, whichever occurs first.
3. Notify each parent or guardian of a pupil subject to this policy that the pupil's information is being gathered from social media and that any information subject to this section maintained in the charter school's records with regard to the pupil shall be destroyed in accordance with number 2 above. The notification shall include, but is not limited to, all of the following:
  - (i) An explanation of the process by which a pupil or a pupil's parent or guardian may access the pupil's records for examination of the information gathered or maintained pursuant to this section.
  - (ii) An explanation of the process by which a pupil or a pupil's parent or guardian may request the removal of information or make corrections to information gathered or maintained pursuant to this section.

Social media, for purpose of this policy, is defined in Education Code to mean an electronic service or account, or electronic content, including, but not limited to, videos, still photographs, blogs, video blogs, podcasts, instant and text messages, email, online services or accounts, or Internet Web site profiles or locations.

Per Education Code, social media, for purpose of this policy, shall not include an electronic service or account used exclusively for educational purposes.

If Journey School contracts with a third party to gather information from social media on an enrolled student, the third party is prohibited from using the information for purposes other than to satisfy the terms of the contract, is prohibited from selling or sharing the information with any person or entity, except as provided, and must meet additional restrictions on the destruction of the information, as specified in Ed Code 47903.6.

### ***JOURNEY SCHOOL FREE SPEECH POLICY***

**BACKGROUND:** This policy has been developed to ensure Journey School is compliant with California Ed Code sections 48907 (B) and 48950 regarding freedom of speech.

Journey School respects students' rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The school will limit students' freedom of expression as allowed by law, in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. In addition to the school site itself, any venue where a school event is held, including but not limited to such places as school athletic events

venues, field trip locations, school social event venues, school dance venues or graduation venues, will also be considered “school premises” while that school activity is taking place and while school personnel and students are there.

### **LIMITATIONS ON STUDENT EXPRESSION:**

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the school.
- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts schoolwork or involves substantial disorder or invasion of the rights of others.
- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

### **Written Publications Code**

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

- Before or after any school sponsored activity;
- In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
- Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as yearbooks, newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. Pupil editors of official school publications may be responsible for assigning and editing the news, but journalism advisers (school employees) remain ultimately responsible to supervise and maintain professional standards of English and journalism. There shall be no undue delay on publishing student materials unless there are valid concerns that the material violates these guidelines.

### **Clothing/Buttons and Badges**

Buttons, badges, armbands or clothing bearing slogans or sayings may be worn in accordance with the above, and in accordance with the Journey School Dress Code, unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

### **Discipline and Appeals**

Students or employees may be disciplined for speech, which constitutes harassment, threats, bullying, or intimidation.

Students and employees will not be disciplined solely for activities, which are considered to be constitutionally protected speech or communication, which is nevertheless subject to the restrictions in this policy.

Should disputes arise regarding student freedom of expression, the Executive Director or designee will ensure that due process, as outlined in this handbook, is followed in order to resolve the issue. The school has also adopted a Uniform Complaint Policy, which may be used for formal complaints that are not resolved through initial efforts by the school.

## ***JOURNEY SCHOOL PUPIL FEE POLICY***

**BACKGROUND:** EC Section 47605(d) specifically prohibits a charter school from charging tuition, but does not mention fees or other charges. Charter schools are exempt from many laws governing school districts (EC Section 47610). However, the California Constitution, which is the highest law of the state, cannot be rendered inapplicable by the Legislature. Therefore, the free school guarantee of the California Constitution, Article IX, Section 5, applies to charter schools. The EC, as amended by AB 1575 in 2012, makes clear that the prohibition on pupil fees applies to charter schools. Pupil fee laws are contained in Education Code 49010 to 49013.

**OVERVIEW:** Journey School shall not charge student or pupil fees for any educational activities or programs except as permissible by state law.

### **DEFINITIONS:**

“Educational activity” is defined as an activity offered by the charter school that constitutes an integral fundamental part of the educational program, including, but not limited to, curricular and extracurricular activities.

“Pupil fee” is defined as a fee, deposit or charge imposed on pupils, or a pupil’s parents or guardians, including but not limited to:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity

### **PROHIBITION ON PUPIL FEES**

All of the following apply to the prohibition on pupil fees described above:

1. All supplies, materials and equipment needed to participate in educational activities shall be provided to pupils free of charge.
2. A fee waiver or “scholarship” policy shall not make a pupil fee permissible.
3. The school shall not create a program that pupils may only obtain through payment of a fee or purchase of additional supplies that the school does not provide.
4. The school shall not offer credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil’s parents or guardians, and the school shall not remove credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil’s parents or guardians did not or will not provide money or donations of goods or services to the school district or school.

## **FUNDRAISING AND DONATIONS**

The school may still solicit voluntary donations of funds or property, and may solicit voluntary participation in fundraising activities. This includes voluntary participation in “scholarship funds” to assist the school in raising money to support educational activities. The school may also award student prizes for participation in fundraising activities.

### **ALLOWABLE FEES**

Some fees are permissible by law. It is noted that much of the Education Code (“EC” or “Ed Code”) does not apply to charter schools, however, Ed Code references are included herein to provide more detail about permissible fees. Some of the allowable fees, which may apply to Journey School, include:

#### **Materials and equipment:**

1. Reimbursement for the direct cost of materials provided to a pupil for property the pupil has fabricated from such materials to take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the pupil. (EC Section 17551.)
2. Charges for safety glasses, for a pupil to keep, so long as the school provides them free of charge for use in specified courses or activities involving the use of hazardous substances likely to cause injury to the eyes. (EC Sections 32030-32033.)

#### **Transportation:**

Fees for transportation to and from school, with some limited exceptions. (EC Section 39807.5(b), (d), and (f).)

#### **Food:**

Charges for food served to pupils, subject to free and reduced price meal program eligibility and other restrictions specified in law. (EC Sections 38082 and 38084.)

#### **Lost or Damaged Property:**

Payment for the replacement cost for the school's books, supplies, musical equipment or property loaned to a pupil that the pupil fails to return, or that are willfully cut, defaced or otherwise damaged, up to an amount not to exceed \$10,000, adjusted annually for inflation. (EC Sections 19911 and 48904.)

#### **Field Trips:**

1. Fees for field trips and excursions in connection with school-related social, educational, cultural, or athletic activities so long as no pupil is prevented from making the field trip or excursion because of lack of sufficient funds. (EC Section 35330(b).)
2. The school will not require that (but may solicit a donation for) a student pay an admission charge to an exhibit, fair, theater or similar activity for instruction or extracurricular purposes when a visit to such places is part of the school's educational program. (Ops. Cal. Atty. Gen. No. NS 2469 (1940).)

Fees for outdoor science school camp programs, so long as no pupil is denied the opportunity to participate because of non-payment of the fee. (EC Section 35335.)

**Child Care and Development:**

1. Fees for childcare and development services, with some exceptions (EC Sections 8487 and 8488.)
2. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee. (EC Section 8482.6)

**Duplication of Records:**

Fees for the actual cost of duplicating public records, pupil records, or a prospectus of the school curriculum. (Government Code Section 6253; EC Sections 49063(h) and 49091.14.) There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (EC Section 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost. (EC Section 56504.)

**School Sponsored Events:**

Charges for optional attendance as a spectator at a school sponsored activity.

**Physical Education Apparel:**

Charge for standardized physical education attire of a certain color and/or style as long as the school does not require purchase from the school and as long as the grade of a pupil participating in a physical education class is not adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil. (EC Section 49066(c))

**NON-ALLOWABLE FEES:**

Based on the opinion of the Attorney General, the following are examples of fees that are specifically not allowable:

- A. A deposit in the nature of a guarantee that the school would be reimbursed for loss to the district on account of breakage, damage to, or loss of school property;
- B. An admission charge to an exhibit, fair, theater or similar activity for instruction or extracurricular purposes when a visit to such places is part of the district's educational program;
- C. A tuition fee or charge as a condition of enrollment in any class or course of instruction, including a fee for attendance in a summer or vacation school, a registration fee, a late registration or program change fee, or a fee for the issuance of a diploma or certificate, among others.
- D. Membership fees in a student body or any student organization as a condition for enrollment or participation in athletic or other curricular or extracurricular activities sponsored by the school.
- E. Charges for textbooks and workbooks. (EC Sections 60070 and 60410.)
- F. Reimbursement for lost Average Daily Attendance revenue for absences from school.



**COMPLAINTS:**

Complaints regarding this policy or its implementation should be filed in accordance with the school's Uniform Complaint Policy, following inquiry with Administration regarding an alleged violation. Complaints must be filed within one year after the date the alleged violation occurred.

**UNIFORM COMPLAINT PROCEDURE**

The Journey School Council, in its capacity as the Governing Board (hereafter referred to as "Board") of Journey School (hereafter referred to as the "Charter") is committed to compliance with applicable state and federal laws and regulations governing educational programs. Most issues are best handled informally and proactively, and the Board encourages the early resolution of complaints with direct communication whenever possible. Additional information about the school's communication protocols are found on the school website ([www.journeyschool.net](http://www.journeyschool.net)) and School Handbook (also found on the school website). If you have a concern, you can always come and talk to a staff member or the designated Board member liaison (the Board liaison can be found on the school website). If you find that for some reason this informal resolution is not adequate, you can follow our formal complaint policy and procedure set out herein.

The Charter will investigate any complaints alleging failure to comply with applicable laws, and will seek to resolve those complaints in accordance with the Charter's uniform complaint procedures set out herein. The Charter will use the formal complaint procedure to provide a uniform system of complaint processing for the following types of complaints:

(1) Any complaints alleging unlawful discrimination, harassment, intimidation or bullying in the Charter's programs and activities based on actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex or sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(2) Any complaints regarding the Charter's failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities, the requirements for the development and adoption of a school plan under state funding models, the requirements for the development and adoption of a school safety plan, child nutrition programs and special education programs, or other legal requirements for charter schools.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades or work assignments of any student.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the Executive Director or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law.

**PROCEDURAL REQUIREMENTS****Compliance Officer(s)**

The following Compliance Officer(s) shall receive and investigate complaints and shall ensure the Charter's compliance with law:

Gavin Keller, Executive Director  
Journey School  
27102 Foxborough  
Aliso Viejo, CA 92656  
949-448-7232



The Compliance Officer or designee shall ensure that individuals designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such individuals may have access to legal counsel as determined by the Compliance Officer or designee.

### **Notifications**

The Compliance Officer or designee shall annually provide written notification of the Charter's uniform complaint procedures to students, employees, parents/guardians, any applicable advisory committees, and other interested parties. If fifteen (15) percent or more of the students enrolled at the Charter speak a single primary language other than English, this policy and the notice shall be translated into that language.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints;
2. Include information about complaints that may be related to pupil fees, pursuant to the requirements of Section 1, Article 5.5 of Title 2 of the Education Code;
3. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable;
4. Advise the complainant of the appeal process, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies; and
5. Include statements that:
  - a. The Charter is primarily responsible to ensure compliance with applicable state and federal laws and regulations governing education programs;
  - b. The complaint review and resolution shall be completed within sixty (60) calendar days from the date of receipt of the complaint by the Compliance Officer, unless the complainant agrees in writing to an extension of the timeline;
  - c. A complaint alleging unlawful discrimination, harassment, intimidation or bullying must be filed not later than six (6) months from the date it occurred or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying;
  - d. The complainant has a right to appeal the Charter's decision to the CDE by filing a written appeal within fifteen (15) calendar days of receiving the Charter's decision;
  - e. The appeal to the CDE must include a copy of the complaint filed with the Charter and a copy of the Charter's decision; and
  - f. Copies of the Charter's uniform complaint procedures are available free of charge.

### **Procedures**

All complaints shall be investigated and resolved within sixty (60) calendar days of the Charter's receipt of the complaint, as measured by the date of receipt of the complaint by the Compliance Officer.

The Compliance Officer or designee shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

### **Step 1: Filing of Complaint**

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. The complaint shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. Upon written request by the complainant, the Compliance Officer or designee may choose to extend the filing period for up to ninety (90) calendar days.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a date stamp. Complaints related to pupil fees for participation in educational activities may also be presented to the school's Executive Director, if that person is not the Compliance Officer. Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections 49010 et seq. (Pupil Fees).

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, Charter staff shall assist him/her to file the complaint.

If a complaint is filed that describes alleged conduct of the Compliance Officer, the Executive Director will be notified immediately and will designate an alternative Compliance Officer for processing and investigating the complaint. If a complaint is filed that describes alleged conduct of the Executive Director, the Council President will be notified immediately and will designate an alternative Compliance Officer for processing and investigating the complaint.

## **Step 2: Mediation**

Within fourteen (14) days of receiving the complaint, the Compliance Officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation or bullying, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint in order to reach resolution within the required timelines.

The use of mediation does not extend the Charter's 60-day timeline for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

## **Step 3: Investigation of Complaint**

Within fourteen days of receiving the complaint, the Compliance Officer shall provide the complainant (if not anonymous) and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The Compliance Officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the Charter's Compliance Officer or other designated investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engaging in any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegation; provided, however, that complaints permissibly made anonymously shall be investigated by the Charter to the extent possible without participation by the complainant.

In accordance with law, the Charter shall provide the Compliance Officer or other designated investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

#### **Step 4: Response**

Within thirty (30) days of receiving the complaint, the Compliance Officer shall prepare and send to the complainant a written response of the Charter's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) calendar day total time limit within which the complaint must be answered. The Board may also decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the complainant within sixty (60) calendar days of the Charter initially receiving the complaint, as measured by the date of receipt of the complaint by the Compliance Officer, or within the time period that has been specified in a written agreement with the complainant.

#### **Step 5: Final Written Decision**

The Charter's decision shall be in writing and sent to the complainant. The Compliance Officer is responsible for preparing or delegating the preparation of the written decision.

The Charter's decision shall be written in English and in the primary language of the complainant whenever required by law.

For all complaints, the decision shall include:

- The findings of fact based on the evidence gathered;
- The conclusion(s) of law;
- Disposition of the complaint;
- Rationale for such disposition;
- Corrective actions, if any are warranted; and
- Notice of the complainant's right to appeal the Charter's decision within 15 calendar days to the CDE, and procedures to be followed for initiating such an appeal.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits and other charges are found to have merit, the Charter shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them.

#### **Appeals to the California Department of Education**

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If dissatisfied with the Charter's decision, the complainant may appeal in writing to the CDE. The complainant shall file his/her appeal within fifteen (15) calendar days of receiving the Charter's decision and the appeal shall specify the basis for the appeal of the Charter's decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and the Charter's decision.

Upon notification by the CDE that the complainant has appealed the Charter's decision, the Compliance Officer or designee shall forward the following documents to the CDE:

- A copy of the original complaint;
- A copy of the decision;
- A summary of the nature and extent of the investigation conducted by the Charter, if not covered by the decision;
- A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the Compliance Officer or other designated investigator(s);
- A report of any action taken to resolve the complaint;
- A copy of the Charter's complaint procedures; and
- Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter when one of the conditions listed in 5 CCR 4650 exists, including when the Charter has not taken action within sixty (60) calendar days of the date the complaint was filed with the Charter. A direct complaint to the CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside the Charter's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the Charter has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.

# COMMUNICATION

*The healthy Social Life is found when in the mirror of each human being  
The whole community finds its reflection, and when in the community  
The virtue of each one is living.*

– Rudolf Steiner

## COMMUNICATION MODEL

**Direct communication lines** are the vehicles that Journey School uses to foster understanding and to resolve conflicts as they arise. These pathways form a structure and process that encourage parties who have concerns or who are involved in a conflict to reach either resolution or agree to disagree.

### To Whom Do I Speak?

Please review the following to know whom to speak to concerning a specific question or concern:

**General Questions** concerning daily operations, policy or procedural issues, events, committee work, enrollment, childcare, carpooling, school newsletter, etc. should be addressed to the Administrative Assistant or designated office staff. The School Administrative Assistant will help direct you to the appropriate person.

**Questions Concerning Your Child** should be addressed to your child's teacher. We feel that healthy, open communication between parent and teacher is essential for your child's educational experience. If you need to relay a message to the teacher, sending a simple note with your child is best. In the event that the message requires dialogue, communicate directly with the teacher after school or leave a message at the office to schedule an appointment. Although a teacher may provide a cell/home phone number, we respectfully request that courtesy be given to the teacher's home life. Ask yourself if the matter can wait until the next school day. If yes, please do so.

**Questions Related to Educational Issues** such as curriculum, teaching methods, classroom management, and teacher-student relationships should be addressed to the Pedagogical Council (a committee of faculty and administration members) and/or Educational Director (if staffed).

**Questions Regarding Capistrano Unified School District** should be addressed to the School Director.

**Questions Pertaining to Legal or Financial Issues** should be addressed to the School Director, School Business Manager, or the Journey School Council. Contacting your class Parent Representative and/or the Parent Cabinet representative to the Council is the first step to contacting the Council. Public comment is also available at every council meeting and the public is encouraged to attend.

### Conflict Resolution and Grievances

Journey School encourages conflict resolution in our community that starts with direct communication with the involved parties.

1. **Direct Resolution** If you have a question or concern, go directly to the person(s) listed under the "To whom do I speak?" categories.
2. **Administrative Resolution** The Administrative Resolution process consists of a meeting between the parties involved with the School Director. This attempt is to be done prior to requesting formal resolution.

3. **Formal Resolution** Formal Resolution consists of the submission of a written complaint or grievance to the Director, who then will direct the matter to the appropriate persons. Depending on the type of complaint, a temporary Grievance Committee may be formed to assist in investigation and resolution of the conflict or grievance. When the Director forms the Grievance Committee, consideration will be given for the best composition to provide impartial resolution. Members of the Committee may include staff members, teachers, directors, parents, and/or outside mediators, depending on who is involved in the conflict or grievance. If the grievance involves the School Director, the Journey School Council will be responsible for arranging an appropriate Grievance Committee, or has the option of handling the resolution directly.
4. **Arbitrated Resolution** In extreme and rare cases, an Arbitrated Resolution can be used, consisting of a meeting or meetings between the involved parties with an impartial third party. After hearing both parties, the arbitrator will then render his or her decision, which will be binding on both parties. This is the final step in the Conflict Resolution/Grievance process.

Note: complaints alleging failure to comply with applicable laws are subject to the Uniform Complaint Procedures, rather than Conflict Resolution.

## **EMAIL POLICY AND PROCEDURES**

Email is an efficient, useful method of communication that can be tremendously helpful in transmitting large amounts of information, and in expediting process. Email communication presents unique challenges, some of which have the potential to create division within our community. The following policies and procedures will aid us in healthy working together as we become more proficient in email use.

### **Confidentiality**

Any request for confidentiality is to be honored. In discussion groups, email communication within the specified discussion groups should remain within those groups and confidential unless the group agrees to approve the sharing of such communication to external bodies or individuals. Only persons authorized to represent any discussion group to another group should engage in email communications with those groups. In this spirit of confidentiality, it is best to carefully consider the intentions of the sender as well as the possible implications prior to forwarding email to any other recipients.

### **Prohibited content**

Email is not to be used for the creation or distribution of any offensive, or disruptive messages, including messages containing offensive comments about race, gender, age, sexual orientation, pornography, religious or political beliefs, national origin, or disability. Employees who receive any emails with this content should report the matter to the School Director while Council members should report directly to the Council President.

### **Tone of communication**

As people sometimes write that which they might not feel comfortable saying in person it is important that people take time to reflect on the content and tone of emails before they are sent. This is particularly important when emotions are high, as it is easy to hit 'Reply' and fire off an immediate response to something another person has written. Sometimes an immediate response doesn't *really* reflect the complexities of the emotions involved.

If a particular piece of writing evokes a powerful, passionate response, it can be helpful to pause and reflect on where that reaction comes from -- is the response particularly influenced by your own thoughts, assumptions, previous experiences, feelings or beliefs, over and above what the other person has actually written?

### **Group Emails and REPLY ALL**

Ask your teacher or administration for approval PRIOR to sending a group email or an email to all parents in the school directory or class. Class email lists are not available for personal

communication and use. This is important to ensure that appropriate, accurate and productive information is being disseminated to a broad audience.

### **Journey School Council E-mail Correspondence**

The members of the Journey School Council may not engage in e-mail correspondence that may be regarded as constituting a “board meeting” under the Brown Act. In particular, one-way correspondence from the Director to the council members is typically appropriate, but e-mail interaction between council members or “Reply All” interactions are typically not appropriate. This section is not intended to limit e-mail correspondence that is not about school business or operational issues or decisions.

## **FUNDING/FUNDRAISING**

### **STATE AND FEDERAL FUNDING**

As a public charter school, Journey School receives money from local taxes as well as the State, and occasionally from the Federal government. The majority of the school’s revenue is based on our school’s average daily attendance (ADA); therefore, it is extremely important that students attend school regularly and maintain high attendance rates.

As you may know, government-funding sources are typically not sufficient to cover all school costs.

### **FUNDRAISERS**

It is our belief that children should not be involved in the selling of commercial goods for large fundraising purposes. Instead of students soliciting sales of magazines, candy, or gift wrap, Journey School uses catalog sales (of Waldorf-based books and toys), Auctions, Fairy Market, etc., as well as other fundraising methods discussed below.

### **PARENT DONATIONS**

The money that charter schools receive from state and federal sources is inadequate to maintain the educational offerings of Journey School. Parents should be aware that our school pays for teachers’ and directors’ compensation, operational costs, instructional supplies, liability insurance, as well as utilities and rent for our school space. These are only a few of our many expenses.

In order to support a curriculum that is taught through the arts and necessitates the use of good quality materials, Journey School has created a separate school-wide parent donation account. All families of Journey School are encouraged to make an annual per-student pledge called “Close the Gap”. These donations help with the costs, among other things, of our classroom materials (e.g., main lesson books, colored pencils, watercolor paper and paints, wool yarn, etc.). The monies from this fund are not allocated to a particular expense, grade, class, or child, but are distributed to best benefit all students. The pledge is preferably paid all at once, however quarterly or monthly payments are available. Credit card payments may be set up to pay this donation. Please note that this is a charitable donation, and is not a fee or tuition. For this reason, once paid, the amount is non-refundable, even if your child leaves the school. This donation is tax-deductible. Contact the school office for the school’s tax identification number, if needed for tax purposes. Pledge forms are available in the office and are also included in your child’s enrollment packet.

### **DONATIONS**

Journey School is a 501c3 corporation. Donations are tax-deductible, greatly needed and appreciated. Contact the school office for the corporate tax identification number.

### **MATCHING FUNDS**

Journey School accepts matching funds from your employer, so please inquire with your employer whenever you want to donate or pledge money to Journey School. Your employer may match whatever you are giving, thus doubling the donation! Please inform the office if you have, or someone you know has a potential donation in another form (stocks, notes etc.).



## ***POTENTIAL INVESTORS***

In the future, Journey School will be looking for its own site. If you know of potential investors, or donors of larger capacity, please speak to the School Director or any Journey School Council member.

## ***GRANTS***

Journey School has a group of parent volunteers who are committed to researching and/or writing grants to corporations and foundations that are like-minded to our artistic and developmental approach to education. Please contact the Journey School Foundation or the office if you are able to volunteer (for example, to do at-home internet-searching for potential grantors or in any other capacity).



EXHIBIT C - Journey School Renewal:  
Instructional Minutes and Bell Schedule

**JOURNEY SCHOOL**

**2019-20**

Approved

**Instructional minutes calculation:**

**JOURNEY**

Kindergarten REG	131	days	@	240	31,440
Kindergarten 1st/Last Day of School	2	days	@	120	240
Kindergarten MIN	42	days	@	210	8820
Grades 1-3 REG	131	days	@	310	40610
Grades 1-3 MIN	44	days	@	230	10120
Grades 4-8 REG	131	days	@	335	43,885
Grades 4-8 MIN	44	days	@	230	10,120

**Bell Schedule:**

**TIMES**

Kindergarten regular days	8:40	AM	to	12:40
Kindergarten 1st/Last Day of School	8:40	AM	to	10:40
Kindergarten min days	8:40	AM	to	12:10
Grades 1-3, regular days and minimum days, morning lesson	8:30	AM	to	10:10
Grades 1-3, regular days, period 1 and period 2	10:35	AM	to	12:05
Grades 1-3, regular days, period 3, 4, & closing	12:45	PM	to	2:45
Grades 1-3, minimum days, period 1 and period 2 & closing	10:35	AM	to	12:45
Grades 4-5, regular days and minimum days, morning lesson	8:30	AM	to	10:30
Grades 4-5, regular days, period 1 and period 2	10:55	AM	to	12:35
Grades 4-5, regular days, period 3, 4, & closing	1:15	PM	to	3:10
Grades 4-5, minimum days, period 1 and period 2 & closing	10:55	AM	to	12:45
Grades 6-8, regular days, period 1 and period 2	8:30	AM	to	10:10
Grades 6-8, regular days, morning lesson	10:35	AM	to	12:35
Grades 6-8, regular days, period 3, 4, & closing	1:15	PM	to	3:10
Grades 6-8, minimum days, morning lesson	8:30	AM	to	10:30
Grades 6-8, minimum days, period 1 and period 2 & closing	10:55	AM	to	12:45

**Total Minutes**

Kindergarten regular day total	240
Kindergarten 1st/Last Day of School	120
Kindergarten minimum day	210
Grade 1-3 regular day total	310
Grade 1-3 minimum day	230

Grade 4-8 regular day total	335
Grade 4-8 minimum day total	230

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<b>TOTALS</b>	<b>Regular Requirement</b>	<b>Grade level</b>
<b>40,500</b>	36,000	K
<b>50,730</b>	50,400	1 to 3
<b>54,005</b>	54,000	4 to 8

	<b>Total</b>
PM	240
AM	120
PM	210
AM	100
PM	90
PM	120
PM	130
AM	120
AM	100
PM	115
PM	110
AM	100
PM	120
PM	115
AM	120
PM	110



## Journey School School Calendar: 2019-2020

Attendance Month	Week #	Calendar Month	M	T	W	TH	F	Staff Days	Student Days	Min. Days	All School Holiday	DRAFT
	1		26	27	28	29	30	5	0	0	Inservice/pupil-free day	Minimum Day grades 1-8
	2	Sept	2	3	4	5	6	4	3	1	Labor Day 9/2	First day of school 9/4
	3		9	10	11	12	13	5	5	1		Back to School Night 9/18
	4		16	17	18	19	20	5	5	1		
	5		23	24	25	26	27	5	5	1	Attendance months	
Month 1	18	Oct	30	1	2	3	4	5	5	1		
	7		7	8	9	10	11	5	5	1		
	8		14	15	16	17	18	5	5	1		
	9		21	22	23	24	25	5	5	1		In-service day/pupil free day 11/1
Month 2	20	Nov	28	29	30	31	1	5	4	4	Minimum days - conference week	
	11		4	5	6	7	8	5	5	1		
	12		11	12	13	14	15	4	4	1	Veterans' Day 11/11	
Month 3	13		18	19	20	21	22	5	5	1		
	14		25	26	27	28	29	0	0	0	Thanksgiving	
	15	Dec	2	3	4	5	6	5	5	1		
	16		9	10	11	12	13	5	5	1		
Month 4	19		16	17	18	19	20	4	4	2	End of P1/M4 is 12/20	
	18		23	24	25	26	27	0	0	0	Winter Break	
	19	Jan	30	31	1	2	3	0	0	0	Winter Break	
	20		6	7	8	9	10	5	5	1		
	21		13	14	15	16	17	5	5	1		Progress Reports Due January 24
	22		20	21	22	23	24	4	4	1	Martin L King Day 1/20	
Month 5	19		27	28	29	30	31	5	5	1		
	24	Feb	3	4	5	6	7	5	5	1		
	25		10	11	12	13	14	4	4	1	text Presidents' Day 2/14	
	26		17	18	19	20	21	4	4	1	Presidents' Day 2/17	
Month 6	18		24	25	26	27	28	5	5	1		
	28	March	2	3	4	5	6	5	4	2	Minimum days - conference week	Pupil Free/In-service Day 3/6
	29		9	10	11	12	13	5	5	1		
	30		16	17	18	19	20	5	5	1		
Month 7	19		23	24	25	26	27	5	5	1	End of P2/M7 is 3/27	
	32	April	30	31	1	2	3	5	5	2		
	33		6	7	8	9	10	0	0	0	Spring Break	
	34		13	14	15	16	17	5	5	1		
Month 8	15		20	21	22	23	24	5	5	1		
	36	May	27	28	29	30	1	5	5	1		CAASP testing window TBD in May
	37		4	5	6	7	8	5	5	1		
	38		11	12	13	14	15	5	5	1		
Month 9	20		18	19	20	21	22	5	5	1		
	40		25	26	27	28	29	4	4	1	Memorial Day 5/25	
	41	June	1	2	3	4	5	5	5	1		
Month 10	14		8	9	10	11	12	5	5	2	Last day of school/Minimum Day - Shortened Day in Kinder	
	43		15	16	17	18	19	3	0	0	Inservice/Pupil-Free (2 days Report Cards)	End Year Progress Reports go home June 19
	44		22	23	24	25	26	5	0	0	Teachers work a total of 5 days out of the 10 days shown, for summer training, with admin approval of days.	
	45	July	29	30	1	2	3	5	0	0		
	46		6	7	8	9	10	5	0	0		
	47		13	14	15	16	17	5	0	0		
	48		20	21	22	23	24	5	0	0		
	49		27	28	29	30	31	5	0	0		
	50	Aug	3	4	5	6	7	5	0	0		
	51		10	11	12	13	14	5	0	0		
	52		17	18	19	20	21	5	0	0		
	53		24	25	26	27	28	5	0	0		

<b>Total Teacher Days</b>			<b>191</b>	<b>175</b>	<b>44</b>	<b>Total Student Days (blue=total of min. days)</b>	
<b>Teacher/Admin only work days:</b>			Aug 26 to Aug 30, Sept 3, Nov 1, March 6, June 15 to June 17			Hourly Staff = 178 day contract (student days plus 3 in-service days)	
<b>All School Holidays:</b>	Sept. 2 (Labor Day); Nov. 11 (Veterans Day); Nov. 25-29 (Thanksgiving); Dec. 20-Jan 3 (Winter Break); Jan. 20 (Martin Luther King); Feb. 14-17 (President's Day); April 6-10 (Spring Break); May 25 (Memorial Day); July 4 (4th of July)						
<b>Attendance months end:</b>	Sept 27, Oct 25, Nov 22, Dec 20, Jan. 31, Feb. 28, March 27, April 24, May 22, June 12						
<b>First and last day of school:</b>	9/4/19 and 6/12/20	First/last day for teachers	8/26/19 AND 6/26/20 or 7/3/20 (last day depends on training schedule)				

## **BYLAWS OF JOURNEY SCHOOL**

### **ARTICLE I Purposes**

The corporation is organized for the public purposes specified in its Articles of Incorporation.

### **ARTICLE II Offices**

#### **Section 1. Principal Office.**

The corporation's principal office shall be located at such place within the County of Orange, State of California as the Journey School Council ("Council") shall determine. The Council has full power and authority to change the principal office from one location to another within Journey School's attendance boundaries in the County of Orange, California.

#### **Section 2. Other Offices.**

Branch or subordinate offices may at any time be established by the Council at any place or places where the corporation is qualified to do business.

### **ARTICLE III Membership**

#### **Section 1. No Members.**

The corporation shall have no members as that term is defined in Section 5056 of the California Nonprofit Corporation Law.

#### **Section 2. Associates.**

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Council, but such individuals may not vote. The corporation may confer, by amendment of its Articles of Incorporation or these Bylaws, some or all of a member's rights, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Council members, on a disposition of substantially all of the corporation's assets, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056.

ARTICLE IV  
Journey School Council

Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation, these Bylaws, and such California local public agency laws of general application as may be applicable to the corporation, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Council, with the individual members of the Council being generically referred to as Trustees. The Council may delegate the management of the corporation's activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Council. No assignment, referral, or delegation of authority by the Council or anyone acting under such delegation shall preclude the Council from exercising full authority over the conduct of the corporation's activities, and the Council may rescind any such assignment, referral, or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Council shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

i. To select and remove all of the officers, agents, and employees of the corporation; to prescribe powers and duties for them that are not inconsistent with law, the corporation's Articles of Incorporation, or these Bylaws; and to fix their compensation;

ii. To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations therefore that are not inconsistent with law, the corporation's Articles of Incorporation, or these Bylaws;

iii. To adopt, make, and use a corporate seal and to alter the form of the seal from time to time;

iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities therefore;

v. To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity in which it may lawfully engage;

vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange, and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and,

ix. To carry out such other duties as are described in the Charter of Journey School as approved by the Capistrano Unified School District (“District”) or other authorizer.

## Section 2. Number and Qualifications of Trustees Comprising the Council.

a. The number of Trustees on the Council shall not be less than four (4) nor more than eleven (11) unless changed by amendment to these Bylaws. The exact number of Trustees shall be fixed, within these limits, by a resolution adopted by the Council.

b. The qualifications for Trustees are generally the ability to attend Council meetings, a willingness to actively support and promote Journey School, and a dedication to its educational philosophy and goals. In addition, Trustees should demonstrate leadership, initiative and a high level of professionalism. Trustees must be able to work effectively as a member of a team and to put aside all personal agendas so that the best interests of the school as a whole are put foremost.

## Section 3. Appointment or Election of Trustees.

a. Trustees shall be elected by the vote of a majority of Trustees then in office. At its option, the District, or other charter authorizer, shall have the ability to appoint one (1) Council Trustee, known as the Authorizer Trustee.

b. The corporation’s president may form, on an ad hoc and as needed basis, a nominating committee consisting of, at the discretion of the president, Faculty, Parents and less than a quorum of Trustees, to assist the Council with locating and reviewing candidates for election to the Council. If formed by the president, said committee may identify possible Trustee candidates, as well as review and/or nominate individuals to be brought forward as potential Trustees. Parent Cabinet will work to provide a candidate for consideration by the nominating committee if formed by the president. It is the intention of the Council to have Trustees who have relevant background and experience in various areas important to the school community, including the parent and staff perspectives, and in addition, to actively recruit Trustees from outside the school community who are neither parents nor staff members. If formed by the president, the nominating committee will take these priorities into consideration, as well as the current composition of the Council, when recruiting Trustee candidates.

## Section 4. Terms of Office of Trustees.

a. In accordance with Section 5220(d) of the California Nonprofit Public Benefit Corporation Law, the Authorizer Trustee, if appointed, shall hold office until the District (or other authorizer) removes or appoints a new Authorizer Trustee, or until these bylaws are amended to provide otherwise or are repealed.



b. Trustees shall have a term of office of two (2) years, and there shall be no limitation on the number of consecutive terms to which a Trustee may be re-elected. The Council may decide to occasionally designate vacancies with a term of one year in order to allow staggering of Council terms.

Section 5. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Trustee may resign effective upon giving written notice to the chairman, the president, the secretary, or the Council, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Trustees may be removed at any time upon the vote of a majority of the Trustees then in office.

Section 6. Vacancies.

i. A Council vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, is removed, or otherwise becomes ineligible, or if the authorized number of Trustees is increased.

ii. Notwithstanding Section 5, the Council may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. A vacancy on the Council may be filled by a vote of a majority of the Trustees then in office. Each Trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced Trustee.

iv. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's term of office.

Section 7. Place of Meeting.

Meetings of the Council shall be held at the principal office of the corporation or at any other place within or without the State of California allowable by law and that has been designated in the notice of the meeting, or, if there is no such notice, by resolution of the Council.

Section 8. Meetings; Annual Meeting.

Notwithstanding any other provision of these bylaws, all meetings of the Council and its standing committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") and California Education Code Section 47604.1, as added by California Senate Bill No. 126 (2019).

The Council shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the

meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Council.

Section 9. Regular Meetings.

Regular meetings of the Council, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Council.

Section 10. Special Meetings.

Special meetings of the Council for any purpose may be called at any time by the chairman of the Council, or the president if a chairman has not been designated, or by a majority of Trustees. The party calling a special meeting shall determine the place, date, and time thereof.

Section 11. Notice of Special Meetings.

i. Special meetings of the Council may be held only after each Trustee has received notice given personally or by email, telephone, telegraph, facsimile, telex, or other similar means of communication.

ii. Any such notice shall be addressed or delivered to each Trustee at the Trustee's address or email address as it is shown on the records of the corporation or as may have been given to the corporation by the Trustee for purposes of notice or, if an address or email address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Trustees are regularly held.

iii. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

iv. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 12. Quorum.

A majority of the voting Trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the voting Trustees present at a meeting duly held at which a quorum is present is an act of the Council, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law or other applicable laws. A meeting at which a quorum is initially present may continue to transact business notwithstanding the

withdrawal of voting Trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 13. Consent to Meetings.

Except as otherwise provided in the Brown Act, the transactions of the Council at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each Trustee entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any Trustee who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such Trustee.

Section 14. Telephonic and Electronic Video Meetings.

Except as otherwise provided in the Brown Act, members of the Council may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, to the extent permitted by applicable open meeting laws, if any. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another and so long as all other applicable legal requirements are followed. Participation in a meeting through the use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if, in addition to following all other applicable legal requirements, (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Council including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Council are taken or cast only by the Trustees and not by persons who are not Trustees.

Section 15. Adjournment.

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Council meeting to another time or place in accordance with applicable legal requirements.

Section 16. Rights of Inspection.

Every Trustee has the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, to the full extent permitted under applicable federal and state laws regarding pupil confidentiality.

Section 17. Council Committees.

The Council may appoint an executive committee and one or more other committees each consisting of two (2) or more Trustees to serve at the pleasure of the Council, and delegate to such committee any of the authority of the Council, except with respect to:

- a. The approval of any action for which the California Nonprofit Public Benefit corporation Law requires the approval of the Council;
- b. The filling of vacancies on the Council or on any committee that has the authority of the Council;
- c. The amendment or repeal of bylaws or the adoption of new bylaws;
- d. The amendment or repeal of any resolution of the Council that by its express terms is not so amendable or repealable; or
- e. The appointment of other committees having the authority of the Council.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Council shall specify. The Council may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Council shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Council, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Council. Minutes shall be kept of each meeting of each committee.

Section 18. Other Committees.

- a. The chairman of the Council (if there is such a position) or the president, subject to the limitations imposed by the Council, or the Council, may create other committees, either standing or special, to serve the Council that do not have the powers of the Council. The president, with the approval of the Council, shall appoint members to serve on such committees, and shall designate the committee chairman. If a Trustee is on a committee, he or she shall be the chairman. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.
- b. Meetings of a committee may be called by the chairman of the Council (if there is such a position), the chairman of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of

a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Council. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the chairman of the committee or to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The chairman may, with prior approval of the Council, remove any appointed member of a committee. The president, with the Council's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Section 19. Reimbursement.

Trustees and members of committees shall not receive any compensation for their services; however, the Council may approve reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 20. Nonliability of Trustees.

To the fullest extent permitted by law, no Trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 21. Interested Persons.

Not more than forty-nine percent (49%) of the Trustees serving on the Council may be "interested persons." An "interested person" for purposes of this provision, is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 22. Standard of Care.

A Trustee shall perform the duties of a Trustee, including duties as a member of any committee of the Council upon which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;

ii. Counsel, independent accountants, or other persons as to matters that the Trustee believes to be within such person's professional or expert competence; or

iii. A committee of the Council upon which the Trustee does not serve as to matters within its designated authority, provided that the Trustee reasonably believes that such information merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 23. Conflicts of Interest.

The corporation shall comply with all applicable laws regarding conflicts of interest, including the California Nonprofit Public Benefit Corporation Law. For so long as the Corporation is authorized to and operates a California charter school, the Corporation shall adhere to the conflict of interest requirements set forth in Education Code Section 47604.1, as added by California Senate Bill No. 126 (2019).

Section 24. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each Trustee not later than 120 days after the close of the fiscal or calendar year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 25. Annual Statement of Certain Transactions and Indemnifications.

If required by applicable law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the Trustees no later than 120 days after the close of the fiscal year that includes any information required by Corporation Code Section 6322.

ARTICLE V  
Officers

Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer (Treasurer). The corporation may also have, at the discretion of the Council, a chairman of the Council, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Council. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president or chairman of the Council.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the corporation shall be chosen annually by the Council and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Council may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Council may from time to time determine.

Section 4. Chairman of the Council.

The chairman of the Council, if one is designated, shall preside at all meetings of the Council and exercise and perform such other powers and duties as may from time to time be assigned by the Council.

Section 5. President.

The president (as well as the chief executive officer, who may be referred to as the School Executive Director) of the corporation have, subject to the control of the Council, general supervision, direction, and control of the day-to-day business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Council. In the absence or nonexistence of a chairman of the Council, the president shall preside at all meetings of the Council.

Section 6. Vice President.

In the absence or disability of the president, the vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Council or if not ranked, the vice president designated by the Council) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as the Council may prescribe from time to time.

Section 7. Secretary.

The Secretary shall keep or cause to be kept, at the principal office of the corporation in the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all Trustees and their respective email addresses. The secretary shall cause the seal of the corporation to be affixed to such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Council may order, including

digital storage, a record of minutes of all meetings of the Council and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The Secretary shall give, or cause to be given, notice of all the meetings of the Council required by these bylaws or by law.; The Secretary shall cause all reports, statements and other documents required by law to be properly kept or filed, except to the extent the same are to be kept or filed by the treasurer. The Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Council.

#### Section 8. Chief Financial Officer/Treasurer

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The records of account shall at all times be open to inspection by any Trustee. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Council. The chief financial officer shall disburse, or cause to be disbursed, the funds of the corporation as shall be ordered by the Council or designated chief executive officer (who may be known as the School Executive Director). The chief financial officer shall render, or cause to be rendered, to the president and the Trustees, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present , or cause to be presented, an operating statement and report, since the last preceding board meeting, to the Council at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Council.

Notwithstanding anything to the contrary contained herein, the funds of the corporation shall be held on behalf of the corporation by the Treasurer of the County of Orange and shall be disbursed upon the direction of the chief financial officer of the corporation and in accordance with the policies of the County of Orange. Funds of the corporation may also be held in other accounts as needed for the business of the corporation.

#### Section 9. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Council at any time by a majority vote of a quorum of the Council. In the case of an officer appointed by the president, the president shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.



Section 10. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE VI  
Indemnification

Section 1. Definitions.

For the purposes of this Article, “agent” means any person who is or was a Trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and “proceeding” means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and “expenses” includes, without limitation, attorneys’ fees and any expenses of establishing a right to indemnification under Sections 4 or 5.b. of this Article.

Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the Corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment

in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

#### Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

#### Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of Trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by this corporation.

#### Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's trustees, directors, or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Section 7 shall affect any right to indemnification to which persons other than such trustees/directors and officers may be entitled by contract or otherwise.

Section 8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5.b., in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit corporation Law.

Section 10. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such Trustee, investment manager, or other fiduciary to the extent permitted by subdivision (f) of Section 5140 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VII  
Miscellaneous

Section 1. Fiscal Year.

The fiscal year end of the corporation shall be determined by the Council.

Section 2. Checks, Drafts, Etc.

All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Council or the president.

Section 3. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chairman of the Council, the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Council, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Council, or the chairman of the Council, or the president. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII  
Amendments

These bylaws shall be reviewed at least once every three (3) years and such review shall be documented in the minutes of the Council meetings. These bylaws may be amended or repealed and/or new bylaws adopted only by approval of a majority of the number of Trustees then in office.

**CERTIFICATE OF ADOPTION**

I, the undersigned, do hereby certify:

1. That I am the Secretary of Journey School.
2. That the foregoing Bylaws constitute the Bylaws of said school as duly adopted by the school's Council on **December 5, 2019**. The revised bylaws shall go into effect on

\_\_\_\_\_  
Date: JANUARY 14, 2020

Richard Martin  
Richard Martin, Board Secretary

**RESTATED BYLAWS**

**JOURNEY SCHOOL**

**Revised**

**Approved December 5, 2019**

EXHIBIT D - Journey School Renewal:  
IRS Determination Letter

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 12 2001

JOURNEY SCHOOL  
C/O FRANCES SASSIN  
26440 VIA CALIFORNIA  
CAPISTRANO BEACH, CA 92624

Employer Identification Number:  
33-0912707  
DLN:  
17053235015000  
Contact Person:  
B. THORNTON ID# 95034  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Form 990 Required:  
yes  
Addendum Applies:  
no

 COPY

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c) (3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a) (1) and 170(b) (1) (A) (ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a) (1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

JOURNEY SCHOOL

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)



JOURNEY SCHOOL

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

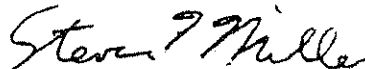
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

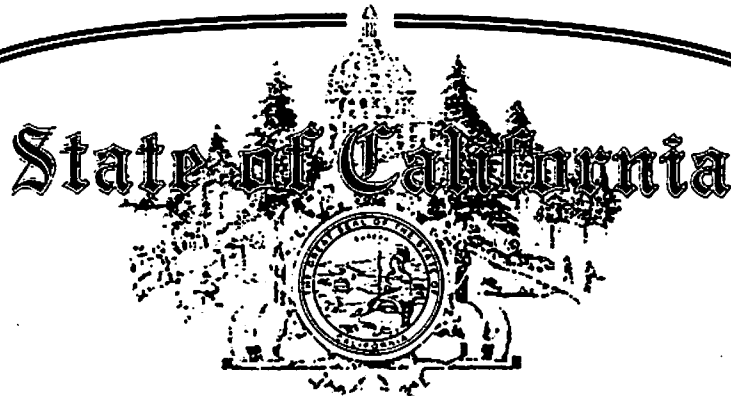
We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Steven T. Miller  
Director, Exempt Organizations



**SECRETARY OF STATE**

I, *BILL JONES*, Secretary of State of the State of California,  
hereby certify:

That the attached transcript of \_\_\_\_ page(s) has  
been compared with the record on file in this office, of  
which it purports to be a copy, and that it is full, true  
and correct.



**IN WITNESS WHEREOF**, I execute this  
certificate and affix the Great Seal of  
the State of California this day of

\_\_\_\_\_  
MAY 0 8 2000

*Bill Jones*

Secretary of State

**ARTICLES OF INCORPORATION  
OF THE  
JOURNEY SCHOOL,  
A California Nonprofit Public Benefit Corporation**

**ENDORSED - FILED**  
In the Office of the Secretary of State  
of the State of California

**MAY 02 2000**

**BILL JONES, Secretary of State**

**I**

The name of this corporation is Journey School.

**II**

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purposes of this corporation are:

(1) To manage, operate, guide, direct, and promote the Journey School, a California public school, and

(2) To perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

**III**

The name and address in the State of California of this corporation's initial agent for service of process is:

**Gregory V. Moser, Esq.  
c/o Foley & Lardner  
402 West Broadway, 23<sup>rd</sup> Floor  
San Diego, California 92101**

**IV**

A. This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

V

A. The property of this corporation is irrevocably dedicated to public purposes and no part of the net income or assets of it shall ever inure to the benefit of any director, officer, or member hereof, or to the benefit of any private person.

B. Upon the dissolution or winding up of this corporation, its assets shall be distributed to a California public entity engaged in education and/or to a nonprofit fund, foundation, or corporation that is organized and operated for public purposes and that has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

Dated: April 26, 2000


  
\_\_\_\_\_  
Gregory V. Moser, Incorporator



EXHIBIT D - Journey School Renewal:  
Budget and Five Year Projection

**JOURNEY SCHOOL**  
*Multi-Year Budget Summary*

	2020-21	2021-22	2022-23	2023-24	2024-25
Total Enrollment	589	589	589	589	589
ADA	563.50	563.50	563.50	563.50	563.50
% Free and Reduced	20.9%	20.9%	20.9%	20.9%	20.9%
% English Language Learners	5.1%	5.1%	5.1%	5.1%	5.1%
% Unduplicated Low Income, EL, Foster Youth	22.1%	22.1%	22.1%	22.1%	22.1%
<b>INCOME</b>					
8011-8098 · Local Control Funding Formula	4,975,780	5,122,397	5,291,871	5,424,204	5,559,807
8100-8299 · Federal Revenue	47,854	47,854	47,854	47,854	47,854
8300-8599 · Other State Revenue	126,404	126,706	127,023	127,023	127,023
8600-8799 · Other Local Revenue	7,432	7,177	7,811	8,581	9,190
Grants/Fundraising	295,101	295,101	295,101	295,101	295,101
<b>TOTAL INCOME</b>	<b>5,452,571</b>	<b>5,599,234</b>	<b>5,769,660</b>	<b>5,902,764</b>	<b>6,038,975</b>
<b>EXPENSE</b>					
1000 · Certificated Salaries	2,028,434	2,077,007	2,125,782	2,174,765	2,217,971
2000 · Classified Salaries	953,918	972,996	992,456	997,305	1,017,251
3000 · Employee Benefits	1,065,064	1,121,716	1,176,687	1,247,005	1,300,746
4000 · Supplies	187,995	172,646	174,475	176,360	178,302
5000 · Operating Services	1,159,767	1,186,077	1,213,360	1,241,040	1,269,543
6000 · Capital Outlay	18,683	18,399	15,732	16,932	17,232
7000 · Other Outgo	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>5,413,861</b>	<b>5,548,840</b>	<b>5,698,493</b>	<b>5,853,408</b>	<b>6,001,044</b>
<b>NET INCOME</b>	<b>38,710</b>	<b>50,394</b>	<b>71,167</b>	<b>49,356</b>	<b>37,931</b>
Ending Cash Balance	831,078	910,359	1,006,673	1,082,695	1,147,592

**JOURNEY SCHOOL**

*Multi-Year Budget Detail*

	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	589	589	589	589	589
ADA	563.50	563.50	563.50	563.50	563.50
ADA %	95.7%	95.7%	95.7%	95.7%	95.7%
UPP	20.6%	21.3%	22.1%	22.1%	22%
<b>Income</b>					
<b>8011-8098 • Local Control Funding Formula Sources</b>					
8011 Local Control Funding Formula	1,012,555	1,159,172	1,328,646	1,460,979	1,596,582
8012 Education Protection Account	112,700	112,700	112,700	112,700	112,700
8096 In Lieu of Property Taxes	3,850,525	3,850,525	3,850,525	3,850,525	3,850,525
<b>Total 8011-8098 • Local Control Funding Fo</b>	<b>4,975,780</b>	<b>5,122,397</b>	<b>5,291,871</b>	<b>5,424,204</b>	<b>5,559,807</b>
<b>8100-8299 • Federal Revenue</b>					
8291 Title I	29,986	29,986	29,986	29,986	29,986
8292 Title II	7,868	7,868	7,868	7,868	7,868
8295 Title IV, SSAE	10,000	10,000	10,000	10,000	10,000
8299 All Other Federal Revenue	-	-	-	-	-
<b>Total 8100-8299 • Other Federal Income</b>	<b>47,854</b>	<b>47,854</b>	<b>47,854</b>	<b>47,854</b>	<b>47,854</b>
<b>8300-8599 • Other State Revenue</b>					
8550 Mandate Block Grant	9,759	10,061	10,379	10,379	10,379
8561 State Lottery - Non Prop 20	86,216	86,216	86,216	86,216	86,216
8562 State Lottery - Prop 20	30,429	30,429	30,429	30,429	30,429
8560 Lottery Revenue	116,645	116,645	116,645	116,645	116,645
8599 State Revenue - Other	-	-	-	-	-
<b>Total 8300-8599 • Other State Income</b>	<b>126,404</b>	<b>126,706</b>	<b>127,023</b>	<b>127,023</b>	<b>127,023</b>
<b>8600-8799 • Other Local Revenue</b>					
8660 Interest & Dividend Income	6,904	6,649	7,283	8,053	8,662
8692 Grants	70,000	70,000	70,000	70,000	70,000
8695 Contributions & Events	123,101	123,101	123,101	123,101	123,101
8696 Other Fundraising	102,000	102,000	102,000	102,000	102,000
8697 E-Rate	528	528	528	528	528
8699 All Other Local Revenue	-	-	-	-	-
<b>Total 8600-8799 • Other Income-Local</b>	<b>302,533</b>	<b>302,278</b>	<b>302,912</b>	<b>303,682</b>	<b>304,291</b>
<b>TOTAL INCOME</b>	<b>5,452,571</b>	<b>5,599,234</b>	<b>5,769,660</b>	<b>5,902,764</b>	<b>6,038,975</b>
<b>Expense</b>					
<b>1000 • Certificated Salaries</b>					
1110 Teachers' Salaries	1,615,005	1,655,599	1,696,236	1,736,918	1,771,657
1170 Teachers' Salaries - Substitute	30,600	31,212	31,836	32,473	33,122
1175 Teachers' Salaries - Stipend/Extra Duty	14,500	14,500	14,500	14,500	14,500
1213 Certificated Pupil Support - Guidance & C	42,797	43,653	44,526	45,417	46,325
1300 Certificated Supervisors' & Administrator	325,532	332,043	338,684	345,457	352,367
<b>Total 1000 • Certificated Salaries</b>	<b>2,028,434</b>	<b>2,077,007</b>	<b>2,125,782</b>	<b>2,174,765</b>	<b>2,217,971</b>
<b>2000 • Classified Salaries</b>					
2111 Instructional Aide & Other Salaries	510,859	521,076	531,498	542,127	552,970
2131 Classified Teacher Salaries	32,130	32,773	33,428	34,097	34,779

**JOURNEY SCHOOL***Multi-Year Budget Detail*

	2020-21	2021-22	2022-23	2023-24	2024-25
2400 Classified Office Staff Salaries	320,971	327,391	333,938	340,617	347,430
2900 Other Classified Salaries	89,958	91,757	93,592	80,464	82,073
<b>Total 2000 • Classified Salaries</b>	<b>953,918</b>	<b>972,996</b>	<b>992,456</b>	<b>997,305</b>	<b>1,017,251</b>
<b>3000 • Employee Benefits</b>					
3111 STRS - State Teachers Retirement System	373,232	375,938	384,767	415,380	423,632
3212 PERS - Public Employee Retirement System	216,539	239,357	252,084	257,305	264,485
3311 OASDI - Social Security	59,143	60,326	61,532	61,833	63,070
3331 MED - Medicare	43,244	44,225	45,214	45,995	46,911
3401 H&W - Health & Welfare	327,602	353,810	382,114	412,684	445,698
3501 SUI - State Unemployment Insurance	1,491	1,525	1,559	1,586	1,618
3601 Workers' Compensation Insurance	42,813	45,535	48,416	51,222	54,332
3902 Other Benefits	1,000	1,000	1,000	1,000	1,000
<b>Total 3000 • Employee Benefits</b>	<b>1,065,064</b>	<b>1,121,716</b>	<b>1,176,687</b>	<b>1,247,005</b>	<b>1,300,746</b>
<b>4000 • Supplies</b>					
4111 Core Curricula Materials	15,563	7,000	7,000	7,000	7,000
4211 Books & Other Reference Materials	5,000	5,000	5,000	5,000	5,000
4311 Student Materials	65,766	58,007	58,834	59,686	60,564
4351 Office Supplies	11,700	11,700	11,700	11,700	11,700
4371 Custodial Supplies	11,514	11,514	11,514	11,514	11,514
4390 Other Supplies	61,718	62,691	63,694	64,727	65,790
4411 Non Capitalized Equipment	16,733	16,733	16,733	16,733	16,733
<b>Total 4000 • Supplies</b>	<b>187,995</b>	<b>172,646</b>	<b>174,475</b>	<b>176,360</b>	<b>178,302</b>
<b>5000 • Operating Services</b>					
5211 Travel & Conferences	42,339	42,339	42,339	42,339	42,339
5311 Dues & Memberships	16,090	16,557	17,039	17,535	18,046
5451 General Insurance	32,585	33,562	34,569	35,606	36,674
5511 Utilities	56,262	57,950	59,688	61,479	63,323
5531 Housekeeping Services	41,802	43,056	44,348	45,678	47,049
5599 Other Facility Operations & Utilities	4,120	4,244	4,371	4,502	4,637
5619 Other Facility Rentals	276,691	284,983	293,523	302,320	311,380
5621 Equipment Lease	8,744	9,007	9,277	9,555	9,842
5631 Vendor Repairs	9,314	9,593	9,881	10,178	10,483
5812 Field Trips & Pupil Transportation	130,793	134,716	138,758	142,921	147,208
5821 Legal	23,690	24,401	25,133	25,887	26,663
5823 Audit	14,000	14,000	14,000	14,000	14,000
5831 Advertisement & Recruitment	1,494	1,538	1,584	1,632	1,681
5841 Contracted Substitute Teachers	1,854	1,910	1,967	2,026	2,087
5844 After School Services	4,944	5,092	5,245	5,402	5,565
5849 Other Student Instructional Services	31,642	32,591	33,569	34,576	35,613
5852 Professional Development	7,210	7,426	7,649	7,879	8,115
5859 All Other Consultants & Services	140,279	144,487	148,822	153,286	157,885
5861 Non Instructional Software	10,631	10,950	11,279	11,617	11,966
5871 District Oversight Fees	49,758	51,224	52,919	54,242	55,598

**JOURNEY SCHOOL***Multi-Year Budget Detail*

	2020-21	2021-22	2022-23	2023-24	2024-25
5872 Special Education Fees (SELPA)	224,760	224,760	224,760	224,760	224,760
5899 All Other Expenses	18,337	18,888	19,454	20,038	20,639
5913 Mobile Phone	3,193	3,289	3,387	3,489	3,594
5921 Internet	2,546	2,623	2,701	2,782	2,866
5923 Website Hosting	1,169	1,204	1,240	1,277	1,316
5931 Postage & Shipping	743	765	788	811	836
5999 Other Communications	2,122	2,185	2,251	2,319	2,388
<b>Total 5000 · Operating Services</b>	<b>1,159,767</b>	<b>1,186,077</b>	<b>1,213,360</b>	<b>1,241,040</b>	<b>1,269,543</b>
<b>6000 · Capital Outlay</b>					
6901 Depreciation Expense	18,683	18,399	15,732	16,932	17,232
<b>Total 6000 · Capital Outlay</b>	<b>18,683</b>	<b>18,399</b>	<b>15,732</b>	<b>16,932</b>	<b>17,232</b>
<b>TOTAL EXPENSE</b>	<b>5,413,861</b>	<b>5,548,840</b>	<b>5,698,493</b>	<b>5,853,408</b>	<b>6,001,044</b>
<b>NET INCOME</b>	<b>38,710</b>	<b>50,394</b>	<b>71,167</b>	<b>49,356</b>	<b>37,931</b>
<b>Beginning Cash Balance</b>	867,607	831,078	910,359	1,006,673	1,082,695
<b>Cash Flow from Operating Activities</b>					
Net Income	38,710	50,394	71,167	49,356	37,931
Change in Accounts Receivable					
Prior Year Accounts Receivable	310,754	338,675	337,920	338,238	338,238
Current Year Accounts Receivable	(338,675)	(337,920)	(338,238)	(338,238)	(338,238)
Change in Due from	-	-	-	-	-
Change in Accounts Payable	(75,735)	-	-	-	-
Change in Due to	15,733	15,733	15,733	15,733	15,733
Depreciation Expense	18,683	18,399	15,732	16,932	17,232
<b>Cash Flow from Investing Activities</b>					
Capital Expenditures	(6,000)	(6,000)	(6,000)	(6,000)	(6,000)
<b>Ending Cash Balance</b>	<b>831,078</b>	<b>910,359</b>	<b>1,006,673</b>	<b>1,082,695</b>	<b>1,147,592</b>



**JOURNEY SCHOOL****Balance Sheet****Balance Sheet****Assets**

Cash	831,078	910,359	1,006,673	1,082,695	1,148,592
Accounts Receivable	338,675	337,920	338,238	338,238	338,238
Deposits	50,000	50,000	50,000	50,000	50,000
Prepays	1,385	1,385	1,385	1,385	1,385
Net Fixed Assets	190,884	178,485	168,753	157,820	146,588

**Total Assets**

<b>1,412,021</b>	<b>1,478,148</b>	<b>1,565,048</b>	<b>1,630,138</b>	<b>1,684,802</b>
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**Liabilities**

Accounts Payable	-	-	-	-	-
Payroll Liabilities	77,378	77,378	77,378	77,378	77,378
Accrued Vacation	23,457	23,457	23,457	23,457	23,457
Due to Others	40,623	56,356	72,089	87,822	103,555

**Total Liabilities**

<b>141,458</b>	<b>157,192</b>	<b>172,925</b>	<b>188,658</b>	<b>204,391</b>
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**Equity**

Beginning Fund Balance	1,231,853	1,270,563	1,320,957	1,392,124	1,441,480
Net Income/(Loss)	38,710	50,394	71,167	49,356	38,931

**Total Equity**

<b>1,270,563</b>	<b>1,320,957</b>	<b>1,392,124</b>	<b>1,441,480</b>	<b>1,480,411</b>
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**Total Liabilities & Equity**

1,412,021	1,478,148	1,565,048	1,630,138	1,684,802
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**JOURNEY SCHOOL**  
**2020-21 Cash Flow Forecast**

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Accrual	FORECAST Jul-20 - Jun-21
	<b>Income</b>													
Total 8011-8098 - Local Control Funding Form	50,468	280,844	579,768	398,010	398,010	426,185	398,010	398,649	660,844	362,075	362,075	390,250	270,594	4,975,780
Total 8100-8299 - Other Federal Income	-	-	-	-	-	11,964	-	-	11,964	-	-	23,927	-	47,854
Total 8300-8599 - Other State Income	-	-	-	-	-	-	29,161	-	-	-	29,161	-	-	126,404
Total 8600-8799 - Other Income-Local	14,084	77,667	22,239	23,485	20,495	20,495	20,495	20,495	20,495	20,495	20,495	21,591	-	302,533
<b>TOTAL INCOME</b>	<b>64,552</b>	<b>358,511</b>	<b>602,007</b>	<b>421,495</b>	<b>418,505</b>	<b>458,643</b>	<b>447,666</b>	<b>419,144</b>	<b>693,302</b>	<b>411,731</b>	<b>382,570</b>	<b>435,768</b>	<b>338,675</b>	<b>5,452,571</b>
<b>Expense</b>														
Total 1000 - Certificated Salaries	27,128	181,937	181,937	181,937	181,937	181,937	181,937	181,937	181,937	181,937	181,937	181,937	-	2,028,434
Total 2000 - Classified Salaries	2,678	2,678	87,440	98,035	87,440	108,630	103,332	98,035	76,844	82,142	108,630	98,035	-	953,918
Total 3000 - Employee Benefits	44,216	67,887	93,655	96,876	93,655	100,097	98,486	96,876	90,434	92,044	96,529	94,308	-	1,065,064
Total 4000 - Supplies	31,309	31,309	31,309	10,452	10,452	10,452	10,452	10,452	10,452	10,452	10,452	10,452	-	187,995
Total 5000 - Operating Services	83,348	91,403	104,888	95,898	95,898	95,898	95,898	95,898	109,384	93,650	90,935	90,935	15,733	1,159,767
Total 6000 - Capital Outlay	2,842	1,358	1,358	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	-	18,683
Total 7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>191,520</b>	<b>376,571</b>	<b>500,587</b>	<b>484,656</b>	<b>470,840</b>	<b>498,472</b>	<b>491,564</b>	<b>484,656</b>	<b>470,509</b>	<b>461,684</b>	<b>489,942</b>	<b>477,125</b>	<b>15,733</b>	<b>5,413,861</b>
<b>NET INCOME</b>	<b>(126,967)</b>	<b>(18,061)</b>	<b>101,421</b>	<b>(63,161)</b>	<b>(52,335)</b>	<b>(39,829)</b>	<b>(43,898)</b>	<b>(65,512)</b>	<b>222,793</b>	<b>(49,953)</b>	<b>(107,371)</b>	<b>(41,357)</b>	<b>322,942</b>	<b>38,710</b>
<b>Beginning Cash Balance</b>	867,607	949,571	932,868	1,035,647	996,875	945,998	907,627	865,187	801,133	1,025,384	976,890	870,977	831,078	867,607
<b>Cash Flow from Operating Activities</b>														
Net Income	(126,967)	(18,061)	101,421	(63,161)	(52,335)	(39,829)	(43,898)	(65,512)	222,793	(49,953)	(107,371)	(41,357)	322,942	38,710
Change in Accounts Receivable														
Prior Year Accounts Receivable	281,824	-	-	28,930	-	-	-	-	-	-	-	-	-	310,754
Current Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	(338,675)	(338,675)
Change in Accounts Payable	(75,735)													(75,735)
Depreciation Expense	2,842	1,358	1,358	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	-	18,683
<b>Cash Flow from Investing Activities</b>														
Capital Expenditures	-	-	-	(6,000)	-	-	-	-	-	-	-	-	-	(6,000)
<b>Ending Cash Balance</b>	<b>949,571</b>	<b>932,868</b>	<b>1,035,647</b>	<b>996,875</b>	<b>945,998</b>	<b>907,627</b>	<b>865,187</b>	<b>801,133</b>	<b>1,025,384</b>	<b>976,890</b>	<b>870,977</b>	<b>831,078</b>	<b>831,078</b>	<b>831,078</b>

**JOURNEY SCHOOL**  
2021-22 Cash Flow Forecast

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Accrual	FORECAST Jul-21 - Jun-22
<b>Income</b>														
Total 8011-8098 - Local Control Funding Form	57,959	288,990	594,563	412,367	412,367	440,542	412,367	412,367	671,574	373,862	373,862	402,037	269,537	5,122,397
Total 8100-8299 - Other Federal Income	-	-	-	-	-	11,964	-	-	11,964	-	-	23,927	-	47,854
Total 8300-8599 - Other State Income	-	-	-	-	-	-	29,161	-	-	29,161	-	-	68,383	126,706
Total 8600-8799 - Other Income-Local	14,063	77,646	22,218	23,464	20,474	20,474	20,474	20,474	20,474	20,474	20,474	21,570	-	302,278
<b>TOTAL INCOME</b>	<b>72,022</b>	<b>366,636</b>	<b>616,781</b>	<b>435,831</b>	<b>432,841</b>	<b>472,980</b>	<b>462,002</b>	<b>432,841</b>	<b>704,011</b>	<b>423,497</b>	<b>394,336</b>	<b>447,534</b>	<b>337,920</b>	<b>5,599,234</b>
<b>Expense</b>														
Total 1000 - Certificated Salaries	27,670	186,303	186,303	186,303	186,303	186,303	186,303	186,303	186,303	186,303	186,303	186,303	-	2,077,007
Total 2000 - Classified Salaries	2,731	2,731	89,188	99,996	89,188	110,803	105,399	99,996	78,381	83,785	110,803	99,996	-	972,996
Total 3000 - Employee Benefits	47,173	70,676	98,602	102,093	98,602	105,583	103,838	102,093	95,111	96,857	101,789	99,298	-	1,121,716
Total 4000 - Supplies	27,889	27,889	27,889	9,887	9,887	9,887	9,887	9,887	9,887	9,887	9,887	9,887	-	172,646
Total 5000 - Operating Services	85,703	93,595	107,081	98,091	98,091	98,091	98,091	98,091	111,576	95,843	93,046	93,046	15,733	1,186,077
Total 6000 - Capital Outlay	1,458	1,458	1,458	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	-	18,399
Total 7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>192,625</b>	<b>382,653</b>	<b>510,522</b>	<b>497,927</b>	<b>483,629</b>	<b>512,225</b>	<b>505,076</b>	<b>497,927</b>	<b>482,817</b>	<b>474,233</b>	<b>503,386</b>	<b>490,088</b>	<b>15,733</b>	<b>5,548,840</b>
<b>NET INCOME</b>	<b>(120,604)</b>	<b>(16,017)</b>	<b>106,259</b>	<b>(62,096)</b>	<b>(50,788)</b>	<b>(39,245)</b>	<b>(43,073)</b>	<b>(65,086)</b>	<b>221,195</b>	<b>(50,735)</b>	<b>(109,050)</b>	<b>(42,554)</b>	<b>322,187</b>	<b>50,394</b>
<b>Cash Flow from Operating Activities</b>														
Beginning Cash Balance	831,078	1,011,687	1,006,888	1,114,605	1,077,229	1,028,000	990,313	948,798	885,270	1,108,023	1,058,846	951,354	910,359	831,078
Net Income	(120,604)	(16,017)	106,259	(62,096)	(50,788)	(39,245)	(43,073)	(65,086)	221,195	(50,735)	(109,050)	(42,554)	322,187	50,394
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	299,755	9,759	-	29,161	-	-	-	-	-	-	-	-	-	338,675
Current Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	(337,920)	(337,920)
Change in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	1,458	1,458	1,458	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	-	18,399
<b>Cash Flow from Investing Activities</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(6,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(6,000)</b>
Capital Expenditures	-	-	-	(6,000)	-	-	-	-	-	-	-	-	-	(6,000)
<b>Ending Cash Balance</b>	<b>1,011,687</b>	<b>1,006,888</b>	<b>1,114,605</b>	<b>1,077,229</b>	<b>1,028,000</b>	<b>990,313</b>	<b>948,798</b>	<b>885,270</b>	<b>1,108,023</b>	<b>1,058,846</b>	<b>951,354</b>	<b>910,359</b>	<b>910,359</b>	<b>910,359</b>

**JOURNEY SCHOOL**  
2022-23 Cash Flow Forecast

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	FORECAST Jul-22 - Jun-23
	<b>Income</b>													
Total 8011-8098 - Local Control Funding Form	66,432	297,464	609,816	427,620	427,620	455,795	437,763	425,592	684,798	387,086	387,086	415,261	269,537	5,291,871
Total 8100-8299 - Other Federal Income	-	-	-	-	-	11,964	-	-	11,964	-	-	23,927	-	47,854
Total 8300-8599 - Other State Income	-	-	-	-	-	-	29,161	-	-	-	29,161	-	68,701	127,023
Total 8600-8799 - Other Income-Local	14,116	77,699	22,270	23,517	20,527	20,527	20,527	20,527	20,527	20,527	20,527	21,623	-	302,912
<b>TOTAL INCOME</b>	<b>80,548</b>	<b>375,163</b>	<b>632,087</b>	<b>451,137</b>	<b>448,147</b>	<b>488,285</b>	<b>487,451</b>	<b>446,118</b>	<b>717,288</b>	<b>436,774</b>	<b>407,613</b>	<b>460,811</b>	<b>338,238</b>	<b>5,769,660</b>
<b>Expense</b>														
Total 1000 - Certificated Salaries	28,224	190,687	190,687	190,687	190,687	190,687	190,687	190,687	190,687	190,687	190,687	190,687	-	2,125,782
Total 2000 - Classified Salaries	2,786	2,786	90,972	101,995	90,972	113,019	107,507	101,995	79,949	85,460	113,019	101,995	-	992,456
Total 3000 - Employee Benefits	50,401	74,174	103,364	107,013	103,364	110,661	108,837	107,013	99,715	101,540	106,627	103,978	-	1,176,687
Total 4000 - Supplies	28,041	28,041	28,041	10,039	10,039	10,039	10,039	10,039	10,039	10,039	10,039	10,039	-	174,475
Total 5000 - Operating Services	88,145	95,869	109,355	100,364	100,364	100,364	100,364	100,364	113,850	98,117	95,236	95,236	15,733	1,213,360
Total 6000 - Capital Outlay	1,236	1,236	1,236	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	-	15,732
Total 7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>198,832</b>	<b>392,793</b>	<b>523,655</b>	<b>511,435</b>	<b>496,763</b>	<b>526,107</b>	<b>518,771</b>	<b>511,435</b>	<b>495,576</b>	<b>487,179</b>	<b>516,944</b>	<b>503,272</b>	<b>15,733</b>	<b>5,698,493</b>
<b>NET INCOME</b>	<b>(118,284)</b>	<b>(17,631)</b>	<b>108,432</b>	<b>(60,298)</b>	<b>(48,616)</b>	<b>(37,821)</b>	<b>(31,320)</b>	<b>(65,316)</b>	<b>221,712</b>	<b>(50,405)</b>	<b>(109,331)</b>	<b>(42,460)</b>	<b>322,505</b>	<b>71,167</b>
<b>Beginning Cash Balance</b>	910,359	1,092,009	1,085,675	1,195,343	1,159,542	1,112,262	1,075,777	1,045,793	981,813	1,204,861	1,155,792	1,047,798	1,006,673	910,359
<b>Cash Flow from Operating Activities</b>														
Net Income	(118,284)	(17,631)	108,432	(60,298)	(48,616)	(37,821)	(31,320)	(65,316)	221,712	(50,405)	(109,331)	(42,460)	322,505	71,167
Change in Accounts Receivable														
Prior Year Accounts Receivable	298,698	10,061	-	29,161	-	-	-	-	-	-	-	-	-	337,920
Current Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	(338,238)	(338,238)
Change in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	1,236	1,236	1,236	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	-	15,732
<b>Cash Flow from Investing Activities</b>														
Capital Expenditures	-	-	-	(6,000)	-	-	-	-	-	-	-	-	-	(6,000)
<b>Ending Cash Balance</b>	<b>1,092,009</b>	<b>1,085,675</b>	<b>1,195,343</b>	<b>1,159,542</b>	<b>1,112,262</b>	<b>1,075,777</b>	<b>1,045,793</b>	<b>981,813</b>	<b>1,204,861</b>	<b>1,155,792</b>	<b>1,047,798</b>	<b>1,006,673</b>	<b>1,006,673</b>	<b>1,006,673</b>

**JOURNEY SCHOOL**  
2023-24 Cash Flow Forecast

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	FORECAST Jul-23 - Jun-24
<b>Income</b>														
Total 8011-8098 - Local Control Funding Form	73,049	304,080	621,726	439,530	439,530	467,705	439,530	439,530	698,737	401,025	401,025	429,200	269,537	5,424,204
Total 8100-8299 - Other Federal Income	-	-	-	-	-	11,964	-	-	11,964	-	-	23,927	-	47,854
Total 8300-8599 - Other State Income	-	-	-	-	-	-	29,161	-	-	29,161	-	-	68,701	127,023
Total 8600-8799 - Other Income-Local	14,180	77,763	22,335	23,581	20,591	20,591	20,591	20,591	20,591	20,591	20,591	21,687	-	303,682
<b>TOTAL INCOME</b>	<b>87,229</b>	<b>381,843</b>	<b>644,061</b>	<b>463,111</b>	<b>460,121</b>	<b>500,260</b>	<b>489,282</b>	<b>460,121</b>	<b>731,291</b>	<b>450,777</b>	<b>421,616</b>	<b>474,814</b>	<b>338,238</b>	<b>5,902,764</b>
<b>Expense</b>														
Total 1000 - Certificated Salaries	28,788	195,089	195,089	195,089	195,089	195,089	195,089	195,089	195,089	195,089	195,089	195,089	-	2,174,765
Total 2000 - Classified Salaries	2,841	2,841	91,412	102,484	91,412	113,555	108,019	102,484	80,341	85,877	113,555	102,484	-	997,305
Total 3000 - Employee Benefits	54,078	79,799	109,470	113,179	109,470	116,888	115,034	113,179	105,761	107,616	112,620	109,911	-	1,247,005
Total 4000 - Supplies	28,198	28,198	28,198	10,196	10,196	10,196	10,196	10,196	10,196	10,196	10,196	10,196	-	176,360
Total 5000 - Operating Services	90,624	98,176	111,661	102,671	102,671	102,671	102,671	102,671	116,156	100,423	97,456	97,456	15,733	1,241,040
Total 6000 - Capital Outlay	1,336	1,336	1,336	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	-	16,932
Total 7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>205,866</b>	<b>405,439</b>	<b>537,167</b>	<b>525,055</b>	<b>510,274</b>	<b>539,835</b>	<b>532,445</b>	<b>525,055</b>	<b>508,980</b>	<b>500,637</b>	<b>530,352</b>	<b>516,571</b>	<b>15,733</b>	<b>5,853,408</b>
<b>NET INCOME</b>	<b>(118,637)</b>	<b>(23,596)</b>	<b>106,894</b>	<b>(61,944)</b>	<b>(50,153)</b>	<b>(39,575)</b>	<b>(43,163)</b>	<b>(64,934)</b>	<b>222,311</b>	<b>(49,860)</b>	<b>(108,736)</b>	<b>(41,757)</b>	<b>322,505</b>	<b>49,356</b>
<b>Cash Flow from Operating Activities</b>														
Beginning Cash Balance	1,006,673	1,188,070	1,176,190	1,284,420	1,247,073	1,198,356	1,160,217	1,118,490	1,054,993	1,278,740	1,230,317	1,123,017	1,082,695	1,006,673
Net Income	(118,637)	(23,596)	106,894	(61,944)	(50,153)	(39,575)	(43,163)	(64,934)	222,311	(49,860)	(108,736)	(41,757)	322,505	49,356
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	298,698	10,379	-	29,161	-	-	-	-	-	-	-	-	-	338,238
Current Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	(338,238)	(338,238)
Change in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	1,336	1,336	1,336	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	-	16,932
<b>Cash Flow from Investing Activities</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(6,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(6,000)</b>
Capital Expenditures	-	-	-	(6,000)	-	-	-	-	-	-	-	-	-	(6,000)
<b>Ending Cash Balance</b>	<b>1,188,070</b>	<b>1,176,190</b>	<b>1,284,420</b>	<b>1,247,073</b>	<b>1,198,356</b>	<b>1,160,217</b>	<b>1,118,490</b>	<b>1,054,993</b>	<b>1,278,740</b>	<b>1,230,317</b>	<b>1,123,017</b>	<b>1,082,695</b>	<b>1,082,695</b>	<b>1,082,695</b>

**JOURNEY SCHOOL**  
2023-24 Cash Flow Forecast

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	FORECAST Jul-24 - Jun-25
<b>Income</b>														
Total 8011-8098 - Local Control Funding Form	79,829	310,861	633,930	451,734	451,734	479,909	451,734	451,734	710,941	413,229	413,229	441,404	269,537	5,559,807
Total 8100-8299 - Other Federal Income	-	-	-	-	-	11,964	-	-	11,964	-	-	-	23,927	47,854
Total 8300-8599 - Other State Income	-	-	-	-	-	-	29,161	-	-	29,161	-	-	-	127,023
Total 8600-8799 - Other Income-Local	14,231	77,814	22,385	23,632	20,642	20,642	20,642	20,642	20,642	20,642	20,642	21,738	-	304,291
<b>TOTAL INCOME</b>	<b>94,060</b>	<b>388,674</b>	<b>656,316</b>	<b>475,366</b>	<b>472,376</b>	<b>512,515</b>	<b>501,537</b>	<b>472,376</b>	<b>743,546</b>	<b>463,032</b>	<b>433,871</b>	<b>487,069</b>	<b>338,238</b>	<b>6,038,975</b>
<b>Expense</b>														
Total 1000 - Certificated Salaries	29,364	198,964	198,964	198,964	198,964	198,964	198,964	198,964	198,964	198,964	198,964	198,964	-	2,217,971
Total 2000 - Classified Salaries	2,898	2,898	93,241	104,533	93,241	115,826	110,180	104,533	81,948	87,594	115,826	104,533	-	1,017,251
Total 3000 - Employee Benefits	57,750	83,632	114,078	117,884	114,078	121,689	119,786	117,884	110,272	112,175	117,162	113,356	-	1,299,746
Total 4000 - Supplies	28,360	28,360	28,360	10,358	10,358	10,358	10,358	10,358	10,358	10,358	10,358	10,358	-	178,302
Total 5000 - Operating Services	93,178	100,551	114,036	105,046	105,046	105,046	105,046	105,046	118,532	102,798	99,742	99,742	15,733	1,269,543
Total 6000 - Capital Outlay	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	-	17,232
Total 7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>212,986</b>	<b>415,842</b>	<b>550,115</b>	<b>538,221</b>	<b>523,123</b>	<b>553,320</b>	<b>545,770</b>	<b>538,221</b>	<b>521,510</b>	<b>513,326</b>	<b>543,488</b>	<b>528,390</b>	<b>15,733</b>	<b>6,000,044</b>
<b>NET INCOME</b>	<b>(118,926)</b>	<b>(27,168)</b>	<b>106,201</b>	<b>(62,855)</b>	<b>(50,747)</b>	<b>(40,805)</b>	<b>(44,233)</b>	<b>(65,845)</b>	<b>222,036</b>	<b>(50,294)</b>	<b>(109,617)</b>	<b>(41,321)</b>	<b>322,505</b>	<b>38,931</b>
<b>Cash Flow from Operating Activities</b>														
Beginning Cash Balance	1,082,695	1,263,903	1,248,551	1,356,188	1,317,930	1,268,619	1,229,250	1,186,453	1,122,044	1,345,516	1,296,658	1,188,477	1,148,592	1,082,695
Net Income	(118,926)	(27,168)	106,201	(62,855)	(50,747)	(40,805)	(44,233)	(65,845)	222,036	(50,294)	(109,617)	(41,321)	322,505	38,931
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	298,698	10,379	-	29,161	-	-	-	-	-	-	-	-	-	338,238
Current Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	(338,238)	(338,238)
Change in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	1,436	-	17,232
<b>Cash Flow from Investing Activities</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(6,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(6,000)</b>
Capital Expenditures	-	-	-	(6,000)	-	-	-	-	-	-	-	-	-	(6,000)
<b>Ending Cash Balance</b>	<b>1,263,903</b>	<b>1,248,551</b>	<b>1,356,188</b>	<b>1,317,930</b>	<b>1,268,619</b>	<b>1,229,250</b>	<b>1,186,453</b>	<b>1,122,044</b>	<b>1,345,516</b>	<b>1,296,658</b>	<b>1,188,477</b>	<b>1,148,592</b>	<b>1,148,592</b>	<b>1,148,592</b>

**JOURNEY SCHOOL**

Enrollment & ADA

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	# of Classes/ Class Size/ Total Enrollment	2020-21 Independent Study	2020-21	2021-22 Independent Study	2021-22	2022-23 Independent Study	2022-23	2023-24 Independent Study	2023-24	2024-25 Independent Study	2024-25
K	Total Enrollment	34	128	34	128	34	128	34	128	34	128
	Attendance Rate	99%	95%	99%	95%	99%	95%	99%	95%	99%	95%
	ADA	33.66	122.96	33.66	122.96	33.66	122.96	33.66	122.96	33.66	122.96
1	Total Enrollment	13	70	13	70	13	70	13	70	13	70
	Attendance Rate	99%	95%	99%	95%	99%	95%	99%	95%	99%	95%
	ADA	12.87	67.02	12.87	67.02	12.87	67.02	12.87	67.02	12.87	67.02
2	Total Enrollment	10	68	10	68	10	68	10	68	10	68
	Attendance Rate	99%	95%	99%	95%	99%	95%	99%	95%	99%	95%
	ADA	9.90	65.00	9.90	65.00	9.90	65.00	9.90	65.00	9.90	65.00
3	Total Enrollment	6	62	6	62	6	62	6	62	6	62
	Attendance Rate	99%	95%	99%	95%	99%	95%	99%	95%	99%	95%
	ADA	5.94	59.14	5.94	59.14	5.94	59.14	5.94	59.14	5.94	59.14
4	Total Enrollment	4	61	4	61	4	61	4	61	4	61
	Attendance Rate	99%	95%	99%	95%	99%	95%	99%	95%	99%	95%
	ADA	3.96	58.11	3.96	58.11	3.96	58.11	3.96	58.11	3.96	58.11
5	Total Enrollment	8.00	57	8	57	8	57	8	57	8	57
	Attendance Rate	99%	95%	99%	95%	99%	95%	99%	95%	99%	95%
	ADA	7.92	54.47	7.92	54.47	7.92	54.47	7.92	54.47	7.92	54.47
6	Total Enrollment		57		57		57		57		57
	Attendance Rate	99.0%	95.0%	99.0%	95.0%	99.0%	95.0%	99.0%	95.0%	99.0%	95.0%
	ADA	0.00	54.15	0.00	54.15	0.00	54.15	0.00	54.15	0.00	54.15
7	Total Enrollment		47		47		47		47		47
	Attendance Rate		95.0%		95.0%		95.0%		95.0%		95.0%
	ADA		44.65		44.65		44.65		44.65		44.65
8	Total Enrollment		39		39		39		39		39
	Attendance Rate		95.0%		95.0%		95.0%		95.0%		95.0%
	ADA		38.00		38.00		38.00		38.00		38.00

Summary by Grade Span	2020-21 Independent Study	2020-21	2021-22 Independent Study	2021-22	2022-23 Independent Study	2022-23	2023-24 Independent Study	2023-24	2024-25 Independent Study	2024-25
Total Enrollment, TK - 3	63	328	63	328	63	328	63	328	63	328
Average Attendance Rate, TK - 3	99%	95%	99%	95%	99%	95%	99%	95%	99%	95%
Total ADA, TK - 3	62.37	314.12	62.37	314.12	62.37	314.12	62.37	314.12	62.37	314.12
Total Enrollment, 4 - 6	12	175	12	175	12	175	12	175	12	175
Average Attendance Rate, 4 - 6	99%	95%	99%	95%	99%	95%	99%	95%	99%	95%
Total ADA, 4 - 6	11.88	166.73	11.88	166.73	11.88	166.73	11.88	166.73	11.88	166.73
Total Enrollment, 7 - 8	0	86	0	86	0	86	0	86	0	86
Average Attendance Rate, 7 - 8	0%	95%	0%	95%	0%	95%	0%	95%	0%	95%
Total ADA, 7 - 8	0.00	82.65	0.00	82.65	0.00	82.65	0.00	82.65	0.00	82.65
<b>Grand Total, Enrollment</b>	<b>75</b>	<b>589</b>	<b>75</b>	<b>589</b>	<b>75</b>	<b>589</b>	<b>75</b>	<b>589</b>	<b>75</b>	<b>589</b>
<b>Grand Total, ADA</b>	<b>74.25</b>	<b>563.50</b>	<b>74.25</b>	<b>563.50</b>	<b>74.25</b>	<b>563.50</b>	<b>74.25</b>	<b>563.50</b>	<b>74.25</b>	<b>563.50</b>

**JOURNEY SCHOOL**

*Schedule A - Revenue, Part 1, Local Control Funding Formula*

	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Formula Factors</b>					
COLA	3.00%	2.80%	3.16%	2.50%	2.50%
Gap-Closing Increment	100.00%	100.00%	100.00%	100.00%	100.00%
K-3 Grade Span Adjustment Percentage	10.40%	10.40%	10.40%	10.40%	10.40%
Supplemental Grant Percentage	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant Percentage	50.00%	50.00%	50.00%	50.00%	50.00%
Concentration Grant Threshold	55.00%	55.00%	55.00%	55.00%	55.00%
<b>School Factors</b>					
TK-3 ADA	314.12	314.12	314.12	314.12	314.12
4-6 ADA	166.73	166.73	166.73	166.73	166.73
7-8 ADA	82.65	82.65	82.65	82.65	82.65
<b>Total ADA</b>	<b>563.50</b>	<b>563.50</b>	<b>563.50</b>	<b>563.50</b>	<b>563.50</b>
3-Year Average FRPM/EL/FY Unduplicated	20.58%	21.34%	22.07%	22.07%	22.07%
District of Residence Unduplicated Per	25.91%	25.91%	25.91%	25.91%	25.91%
<b>Rates</b>					
<b>Base LCFF Target Rates</b>					
TK-3	\$ 7,933	\$ 8,155	\$ 8,413	\$ 8,623	\$ 8,839
4-6	\$ 8,053	\$ 8,278	\$ 8,540	\$ 8,754	\$ 8,973
7-8	\$ 8,292	\$ 8,524	\$ 8,793	\$ 9,013	\$ 9,238
<b>Grade Span-Adjusted Target Rates (TK-3 &amp; 9-12 adjusted by grade span adjustment percentage)</b>					
TK-3	\$ 8,758	\$ 9,003	\$ 9,288	\$ 9,520	\$ 9,758
4-6	\$ 8,053	\$ 8,278	\$ 8,540	\$ 8,754	\$ 8,973
7-8	\$ 8,292	\$ 8,524	\$ 8,793	\$ 9,013	\$ 9,238
<b>Supplemental Grant Rates</b>					
TK-3	\$ 1,752	\$ 1,801	\$ 1,858	\$ 1,904	\$ 1,952
4-6	\$ 1,611	\$ 1,656	\$ 1,708	\$ 1,751	\$ 1,795
7-8	\$ 1,658	\$ 1,705	\$ 1,759	\$ 1,803	\$ 1,848
<b>Concentration Grant Rates</b>					
TK-3	\$ 4,379	\$ 4,502	\$ 4,644	\$ 4,760	\$ 4,879
4-6	\$ 4,027	\$ 4,139	\$ 4,270	\$ 4,377	\$ 4,487
7-8	\$ 4,146	\$ 4,262	\$ 4,397	\$ 4,507	\$ 4,619
<b>Other Inputs</b>					
In Lieu of Property Tax (CUSD) Rate per	\$ 6,833	\$ 6,833	\$ 6,833	\$ 6,833	\$ 6,833
Education Protection Account % Offset	30.51%	30.51%	30.51%	30.51%	30.51%
EPA Rate for Schools Open in FY 13/14	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200

<b>LCFF Calculation</b>					
<b>LCFF Target Calculation (Full Implementation)</b>					
<b>Supplemental Add On Rate (Supplemental Rate * % Unduplicated)</b>					
TK-3	\$ 360	\$ 384	\$ 410	\$ 420	\$ 431
4-6	\$ 331	\$ 353	\$ 377	\$ 386	\$ 396
7-8	\$ 341	\$ 364	\$ 388	\$ 398	\$ 408



**JOURNEY SCHOOL**

*Schedule A - Revenue, Part 1, Local Control Funding Formula*

	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total Supplemental Grant</b>	\$ 196,707	\$ 209,675	\$ 223,709	\$ 229,303	\$ 235,035
<b>Concentration Add On Rate (Concentration Rate * % Undupl. Capped @ District of Residence %)</b>					
TK-3	\$ -	\$ -	\$ -	\$ -	\$ -
4-6	\$ -	\$ -	\$ -	\$ -	\$ -
7-8	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Concentration Grant</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>School Target Rates (Adjusted Base Rates Plus Supplemental and Concentration Rates)</b>					
TK-3	\$ 9,118	\$ 9,387	\$ 9,698	\$ 9,940	\$ 10,189
4-6	\$ 8,384	\$ 8,631	\$ 8,917	\$ 9,140	\$ 9,369
7-8	\$ 8,633	\$ 8,888	\$ 9,181	\$ 9,411	\$ 9,646
<b>LCFF Total Target (School Target Rate)</b>	<b>\$ 4,975,780</b>	<b>\$ 5,122,397</b>	<b>\$ 5,291,871</b>	<b>\$ 5,424,204</b>	<b>\$ 5,559,807</b>
Average LCFF Target Rate per ADA	\$ 8,830	\$ 9,090	\$ 9,391	\$ 9,626	\$ 9,867
<b>LCFF Floor Calculation</b>					
Current Year ADA * FY 12/13 Base Rate	\$ 2,909,689	\$ 2,909,689	\$ 2,909,689	\$ 2,909,689	\$ 2,909,689
FY 12/13 Frozen Categoricals	\$ 110,056	\$ 110,056	\$ 110,056	\$ 110,056	\$ 110,056
Current Year ADA * FY 12/13 Non-Frozen	\$ 247,732	\$ 247,732	\$ 247,732	\$ 247,732	\$ 247,732
Current Year ADA * Prior Year LCFF Rate	\$ 1,562,022	\$ 1,708,301	\$ 1,854,918	\$ 2,024,396	\$ 2,156,729
<b>LCFF Floor</b>	<b>\$ 4,829,499</b>	<b>\$ 4,975,778</b>	<b>\$ 5,122,395</b>	<b>\$ 5,291,873</b>	<b>\$ 5,424,206</b>
<b>Current Year Funding Calculation</b>					
Gap Between Target and Floor	\$ 146,281	\$ 146,619	\$ 169,476	\$ 132,331	\$ 135,601
CY Gap Closing Increment (Gap * Gap Closing Rate)	\$ 146,281	\$ 146,619	\$ 169,476	\$ 132,331	\$ 135,601
Gap Funding Per ADA	\$ 260	\$ 260	\$ 301	\$ 235	\$ 241
<b>Current Year Local Control Funding Formula</b>	<b>\$ 4,975,780</b>	<b>\$ 5,122,397</b>	<b>\$ 5,291,871</b>	<b>\$ 5,424,204</b>	<b>\$ 5,559,807</b>
CY Average LCFF Rate per ADA	\$ 8,830	\$ 9,090	\$ 9,391	\$ 9,626	\$ 9,867
Increase/Decrease	\$ 259	\$ 260	\$ 301	\$ 235	\$ 241

<b>Components of Local Control Funding Formula Revenue</b>					
In Lieu of Property Tax Funding	\$ 3,850,525	\$ 3,850,525	\$ 3,850,525	\$ 3,850,525	\$ 3,850,525
Education Protection Account Funding	\$ 112,700	\$ 112,700	\$ 112,700	\$ 112,700	\$ 112,700
LCFF, State Portion	\$ 1,012,555	\$ 1,159,172	\$ 1,328,646	\$ 1,460,979	\$ 1,596,582

**JOURNEY SCHOOL**

*Schedule A - Revenue, Part 3, Other Revenue Assumptions*

	2020-21	2021-22	2022-23	2023-24	2024-25
<b>ADA</b>					
<b>P2 ADA</b>	<b>563.50</b>	<b>563.50</b>	<b>563.50</b>	<b>563.50</b>	<b>563.50</b>
TK-3	314.12	314.12	314.12	314.12	314.12
4-6	166.73	166.73	166.73	166.73	166.73
7-8	82.65	82.65	82.65	82.65	82.65
<b>Annual ADA</b>	<b>563.50</b>	<b>563.50</b>	<b>563.50</b>	<b>563.50</b>	<b>563.50</b>
TK-3	314.12	314.12	314.12	314.12	314.12
4-6	166.73	166.73	166.73	166.73	166.73
7-8	82.65	82.65	82.65	82.65	82.65
<b>Demographics</b>					
Free #	83	83	83	83	83
Reduced #	40	40	40	40	40
<b>Total Free and Reduced #</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>123</b>
Free # - 5 - 17 yr olds	83	83	83	83	83
Reduced # - 5 -17 yr olds	40	40	40	40	40
<b>Total Free and Reduced # - 5 -17 yr olds</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>123</b>
English Language Learners #	30	30	30	30	30
<b>Rates*</b>					
Government COLA Increase for Revenue (per cent)	3.00%	2.80%	3.16%	2.50%	2.50%
Title I, New School (for estimating initial enrollment)	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00
Title II, New School (for estimating initial enrollment)	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00
Special Education Fee	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00
State Lottery - Base (Non-Prop 20)	\$ 153.00	\$ 153.00	\$ 153.00	\$ 153.00	\$ 153.00
State Lottery - Prop 20	\$ 54.00	\$ 54.00	\$ 54.00	\$ 54.00	\$ 54.00
Mandate Reimbursement Block Grant, K-8	\$ 17.37	\$ 17.85	\$ 18.42	\$ 18.42	\$ 18.42
Mandate Reimbursement Block Grant, 9-12	\$ 48.28	\$ 49.63	\$ 51.20	\$ 51.20	\$ 51.20
<b>Federal Funding</b>					
<b>Title Funding</b>					
Title I Entitlement	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986
Title II Entitlement	\$ 7,868	\$ 7,868	\$ 7,868	\$ 7,868	\$ 7,868
Title IV, Student Support and Academic Enrichment	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Total Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
<b>State Funding</b>					
<b>Mandate Funds</b>					
Mandate Reimbursement Block Grant	\$ 9,759	\$ 10,061	\$ 10,379	\$ 10,379	\$ 10,379
Mandate Reimbursement Block Grant	\$ 9,759	\$ 10,061	\$ 10,379	\$ 10,379	\$ 10,379
<b>Lottery</b>					
Non-Prop 20 (Unrestricted)	\$ 86,216	\$ 86,216	\$ 86,216	\$ 86,216	\$ 86,216
Prop 20 (To be used for student materials)	\$ 30,429	\$ 30,429	\$ 30,429	\$ 30,429	\$ 30,429
Total Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Local Funding</b>					
Interest & Dividend Income	\$ 6,904	\$ 6,649	\$ 7,283	\$ 8,053	\$ 8,662
E-Rate	\$ 528	\$ 528	\$ 528	\$ 528	\$ 528
Total Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -