

Journey

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Capistrano Unified
Phone Number	(949) 234-9200
Superintendent	Kirsten Vital
E-mail Address	kmvital@capousd.org
Web Site	www.capousd.org

School Contact Information - Most Recent Year	
School Name	Journey
Street	27102 Foxborough
City, State, Zip	Aliso Viejo, Ca, 92656-3377
Phone Number	949-448-7232
Principal	Gavin Keller, School Administrator
E-mail Address	administrator@journeyschool.net
Web Site	www.journeyschool.net
County-District-School (CDS) Code	30664646117758

Last updated: 1/15/2016

School Description and Mission Statement - Most Recent Year

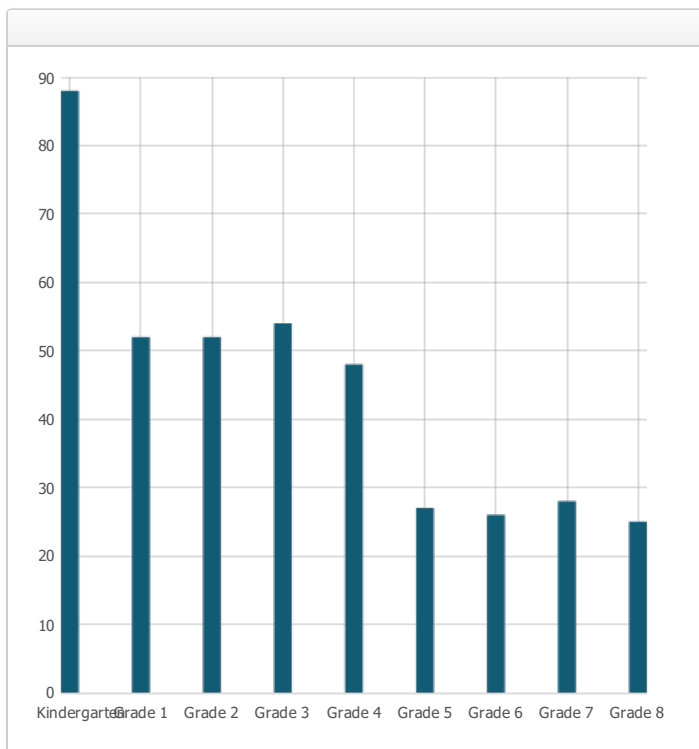
Journey School is the first public charter school in the Capistrano Unified School District, it opened its doors on February 14, 2000. The school offers a distinct educational alternative by using Steiner (Waldorf) educational methods in a classroom based public school setting with grades kindergarten through 8th grade. The charter was most recently renewed in May, 2015.

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

Last updated: 1/20/2016

Student Enrollment by Grade Level (School Year 2014-15)

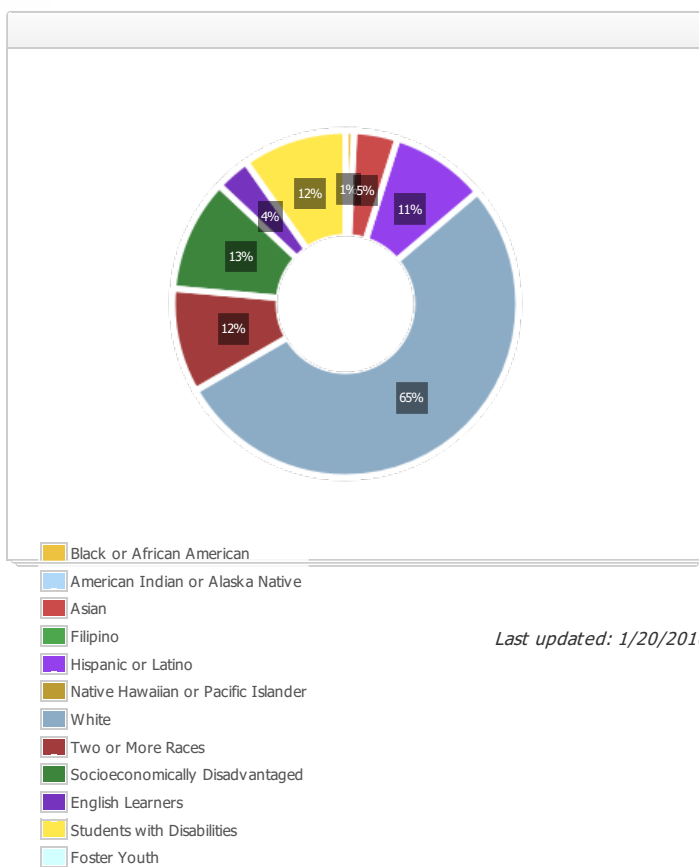
Grade Level	Number of Students
Kindergarten	88
Grade 1	52
Grade 2	52
Grade 3	54
Grade 4	48
Grade 5	27
Grade 6	26
Grade 7	28
Grade 8	25
Total Enrollment	400



Last updated: 1/20/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	0.0 %
Asian	5.8 %
Filipino	0.8 %
Hispanic or Latino	11.8 %
Native Hawaiian or Pacific Islander	0.3 %
White	65.0 %
Two or More Races	12.3 %
Socioeconomically Disadvantaged	13.3 %
English Learners	4.8 %
Students with Disabilities	12.3 %
Foster Youth	0.0 %



Last updated: 1/20/2016

A. Conditions of Learning

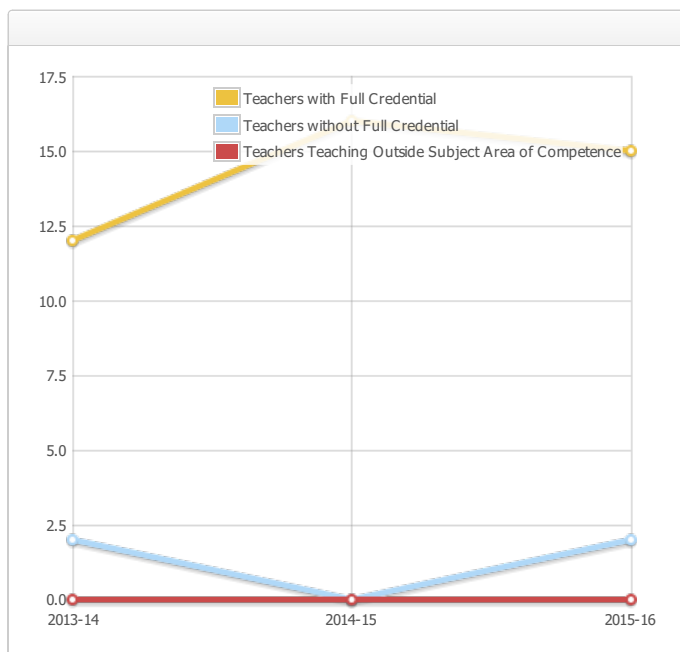
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

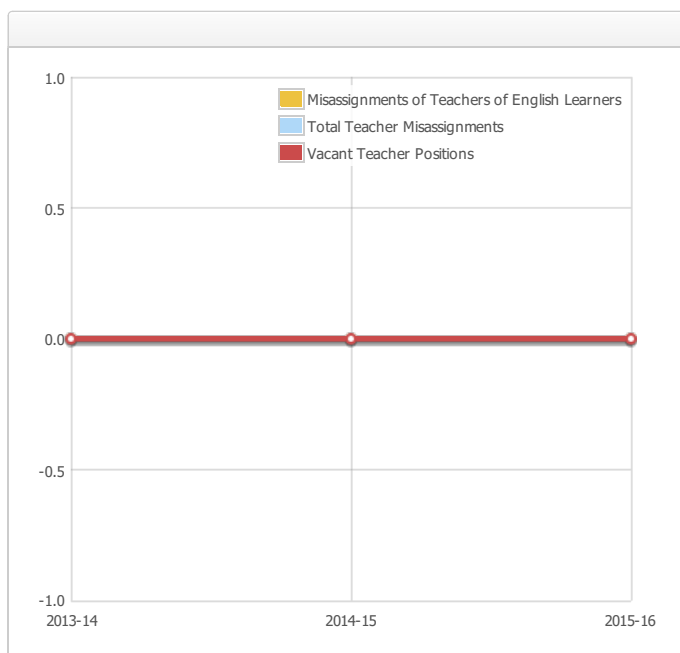
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	12	16	15	
Without Full Credential	2	0	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/15/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/15/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	85.0%	16.0%
Low-Poverty Schools in District	97.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/15/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Journey School leases a facility from Capistrano Unified School District (CUSD). The current lease is in effect from 2015-2020. The district is responsible for all major maintenance on the facility and conducts site inspections as required. The school takes great pride in keeping the facility in good condition and creating a beautiful learning environment. Routine maintenance is performed by school district. Larger projects are planned as a part of the school's five year lease, including carpet replacement, IT upgrades, minor painting projects, shade structure upgrade and bathroom repairs.

Last updated: 1/15/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected:

Overall Rating	Good
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Last updated: 1/15/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	68.0%	44.0%
Mathematics (grades 3-8 and 11)	41.0%	55.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	49	92.5%	16.0%	33.0%	22.0%	27.0%
Male	53	36	67.9%	17.0%	36.0%	22.0%	22.0%
Female	53	13	24.5%	15.0%	23.0%	23.0%	38.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	53	2	3.8%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	53	8	15.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	53	34	64.2%	18.0%	32.0%	21.0%	26.0%
Two or More Races	53	4	7.5%	--	--	--	--
Socioeconomically Disadvantaged	53	10	18.9%	--	--	--	--
English Learners	53	3	5.7%	--	--	--	--
Students with Disabilities	53	8	15.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	47	45	95.7%	20.0%	16.0%	22.0%	42.0%
Male	47	22	46.8%	23.0%	18.0%	32.0%	27.0%
Female	47	23	48.9%	17.0%	13.0%	13.0%	57.0%
Black or African American	47	2	4.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	47	5	10.6%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	47	7	14.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	47	24	51.1%	21.0%	13.0%	25.0%	42.0%
Two or More Races	47	7	14.9%	--	--	--	--
Socioeconomically Disadvantaged	47	7	14.9%	--	--	--	--
English Learners	47	2	4.3%	--	--	--	--
Students with Disabilities	47	9	19.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	23	92.0%	35.0%	22.0%	26.0%	17.0%
Male	25	12	48.0%	25.0%	17.0%	33.0%	25.0%
Female	25	11	44.0%	45.0%	27.0%	18.0%	9.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	25	1	4.0%	--	--	--	--
Hispanic or Latino	25	3	12.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	25	12	48.0%	33.0%	17.0%	42.0%	8.0%
Two or More Races	25	3	12.0%	--	--	--	--
Socioeconomically Disadvantaged	25	6	24.0%	--	--	--	--
English Learners	25	2	8.0%	--	--	--	--
Students with Disabilities	25	5	20.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	22	88.0%	18.0%	23.0%	32.0%	27.0%
Male	25	7	28.0%	--	--	--	--
Female	25	15	60.0%	13.0%	20.0%	33.0%	33.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	25	1	4.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	25	2	8.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	25	13	52.0%	23.0%	31.0%	31.0%	15.0%
Two or More Races	25	5	20.0%	--	--	--	--
Socioeconomically Disadvantaged	25	2	8.0%	--	--	--	--
English Learners	25	1	4.0%	--	--	--	--
Students with Disabilities	25	5	20.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	27	25	92.6%	16.0%	36.0%	44.0%	4.0%
Male	27	11	40.7%	36.0%	27.0%	27.0%	9.0%
Female	27	14	51.9%	0.0%	43.0%	57.0%	0.0%
Black or African American	27	1	3.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	27	2	7.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	27	3	11.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	27	14	51.9%	14.0%	29.0%	50.0%	7.0%
Two or More Races	27	4	14.8%	--	--	--	--
Socioeconomically Disadvantaged	27	3	11.1%	--	--	--	--
English Learners	27	1	3.7%	--	--	--	--
Students with Disabilities	27	6	22.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	19	76.0%	11.0%	21.0%	58.0%	11.0%
Male	25	9	36.0%	--	--	--	--
Female	25	10	40.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	25	2	8.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	25	1	4.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	25	10	40.0%	--	--	--	--
Two or More Races	25	5	20.0%	--	--	--	--
Socioeconomically Disadvantaged	25	1	4.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	25	4	16.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	50	94.3%	22.0%	22.0%	42.0%	10.0%
Male	53	36	67.9%	22.0%	22.0%	39.0%	14.0%
Female	53	14	26.4%	21.0%	21.0%	50.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	53	2	3.8%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	53	8	15.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	53	35	66.0%	23.0%	17.0%	43.0%	11.0%
Two or More Races	53	4	7.5%	--	--	--	--
Socioeconomically Disadvantaged	53	10	18.9%	--	--	--	--
English Learners	53	3	5.7%	--	--	--	--
Students with Disabilities	53	8	15.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	47	45	95.7%	16.0%	47.0%	31.0%	7.0%
Male	47	22	46.8%	9.0%	55.0%	36.0%	0.0%
Female	47	23	48.9%	22.0%	39.0%	26.0%	13.0%
Black or African American	47	2	4.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	47	5	10.6%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	47	7	14.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	47	24	51.1%	13.0%	46.0%	38.0%	4.0%
Two or More Races	47	7	14.9%	--	--	--	--
Socioeconomically Disadvantaged	47	7	14.9%	--	--	--	--
English Learners	47	2	4.3%	--	--	--	--
Students with Disabilities	47	9	19.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	23	92.0%	30.0%	39.0%	17.0%	13.0%
Male	25	12	48.0%	33.0%	17.0%	33.0%	17.0%
Female	25	11	44.0%	27.0%	64.0%	0.0%	9.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	25	1	4.0%	--	--	--	--
Hispanic or Latino	25	3	12.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	25	12	48.0%	33.0%	42.0%	8.0%	17.0%
Two or More Races	25	3	12.0%	--	--	--	--
Socioeconomically Disadvantaged	25	6	24.0%	--	--	--	--
English Learners	25	2	8.0%	--	--	--	--
Students with Disabilities	25	5	20.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	22	88.0%	18.0%	45.0%	27.0%	9.0%
Male	25	7	28.0%	--	--	--	--
Female	25	15	60.0%	13.0%	47.0%	27.0%	13.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	25	1	4.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	25	2	8.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	25	13	52.0%	23.0%	38.0%	31.0%	8.0%
Two or More Races	25	5	20.0%	--	--	--	--
Socioeconomically Disadvantaged	25	2	8.0%	--	--	--	--
English Learners	25	1	4.0%	--	--	--	--
Students with Disabilities	25	5	20.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	27	25	92.6%	24.0%	52.0%	12.0%	12.0%
Male	27	11	40.7%	27.0%	36.0%	9.0%	27.0%
Female	27	14	51.9%	21.0%	64.0%	14.0%	0.0%
Black or African American	27	1	3.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	27	2	7.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	27	3	11.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	27	14	51.9%	14.0%	50.0%	14.0%	21.0%
Two or More Races	27	4	14.8%	--	--	--	--
Socioeconomically Disadvantaged	27	3	11.1%	--	--	--	--
English Learners	27	1	3.7%	--	--	--	--
Students with Disabilities	27	6	22.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	19	76.0%	5.0%	32.0%	26.0%	37.0%
Male	25	9	36.0%	--	--	--	--
Female	25	10	40.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	25	2	8.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	25	1	4.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	25	10	40.0%	--	--	--	--
Two or More Races	25	5	20.0%	--	--	--	--
Socioeconomically Disadvantaged	25	1	4.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	25	4	16.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	77.0%	82.0%	60.0%	80.0%	82.0%	80.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	80.0%
All Students at the School	60.0%
Male	66.0%
Female	53.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	62.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

State Priority: Other Pupil Outcomes

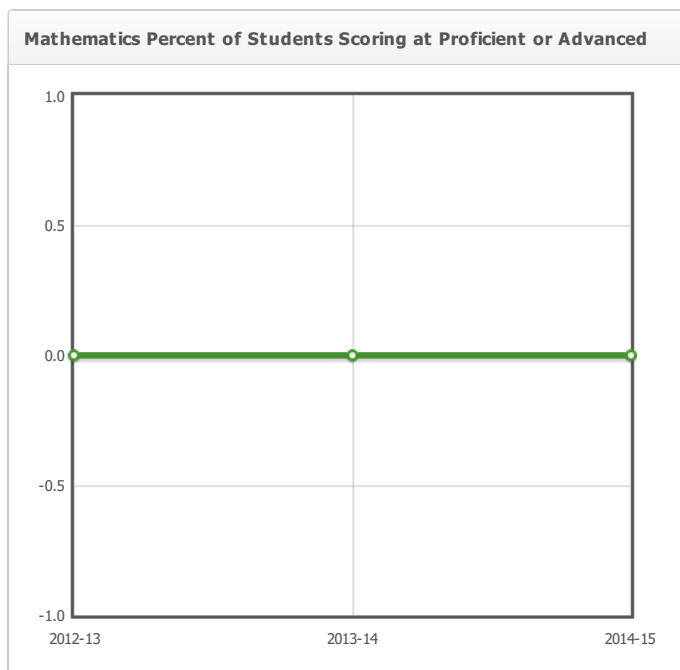
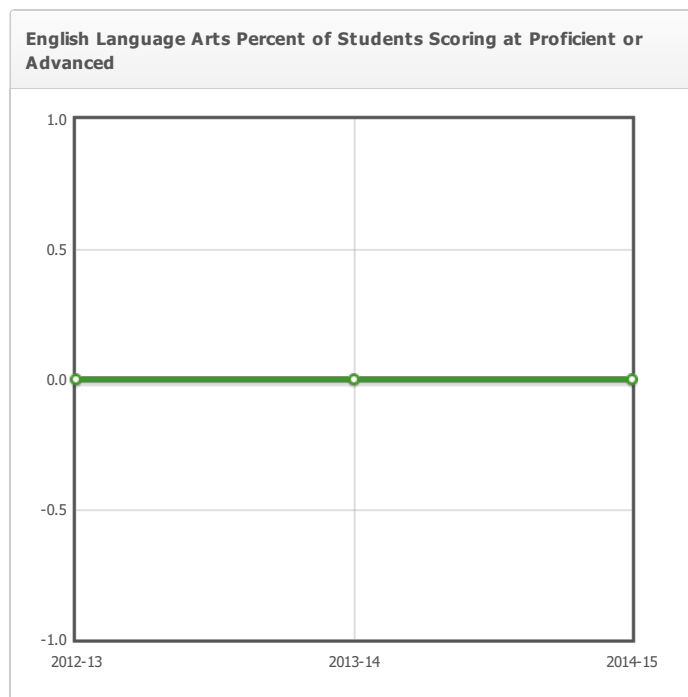
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	76.0%	64.0%	66.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	74.0%	66.0%	65.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/15/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	20.0%	80.0%
7	3.7%	37.0%	40.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/15/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

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.

Active parents strengthen the school on many levels. As a charter school the individual skills, talents and interests of the parent body are resources which 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 life and into their community.

Successful parent involvement requires ongoing parent education. Parents organize and attend lectures, book talks, support groups, school festivals and class meetings—all of which focus on child development as well as specific aspects of the educational program.

One of the most unique features of Journey School is its high level of parental involvement. Parents/guardians who have chosen Journey School for their children are encouraged to participate as a volunteer. Many families willingly give well over 100 hours per year towards activities that may include: playground supervision, assisting in the classroom, site maintenance, fundraising, hospitality, room parenting, serving on a Committee or Council, and much more.

This high level of parental involvement enables parents/guardians to become integrally involved in shaping Journey School and ensuring it fulfills its overall mission. In order to provide all parents/guardians with the opportunity to be informed about and participate in school level decision-making, information about the Journey School Council meetings, agendas and activities is readily available to all families. The Journey School Council typically holds its meetings on the school campus to insure the parent community has the ability to easily attend.

Parent Cabinet

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

Each class at the school is typically represented in the Parent Cabinet. These representatives attend Parent Cabinet meetings and conduct the business of the Parent Cabinet. All parents are encouraged to attend and participate in Parent Cabinet meetings. The Parent Cabinet shall appoint one representative to Council, who shall be the parent of a student attending Journey School. This Trustee will be referred to as the Parent Cabinet Trustee.

Parent Community

Parents/Guardians also contribute to the school through the Parent Community. All parents/guardians are considered members of the Parent Community. As established above, they are represented by the Parent Cabinet, which is ideally composed of at least one representative from each class. The Parent Community has the opportunity to participate in additional committee, which may be formed, such as communications/public relations, community outreach, environmental action, special events, site maintenance, site enhancements, etc.

State Priority: Pupil Engagement

Last updated: 1/15/2016

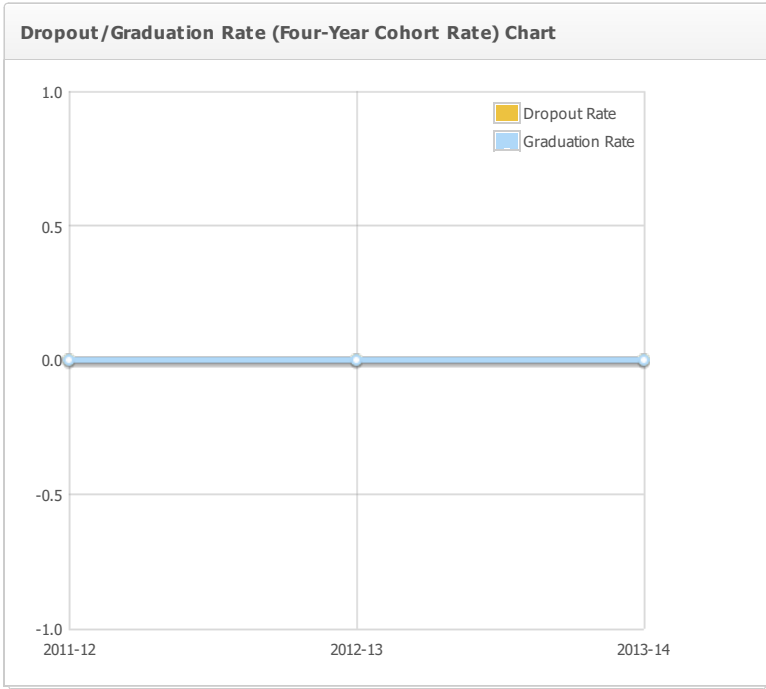
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

School	District	State
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Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	96.90	97.20	96.80	78.87	80.44	80.95



Last updated: 1/15/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

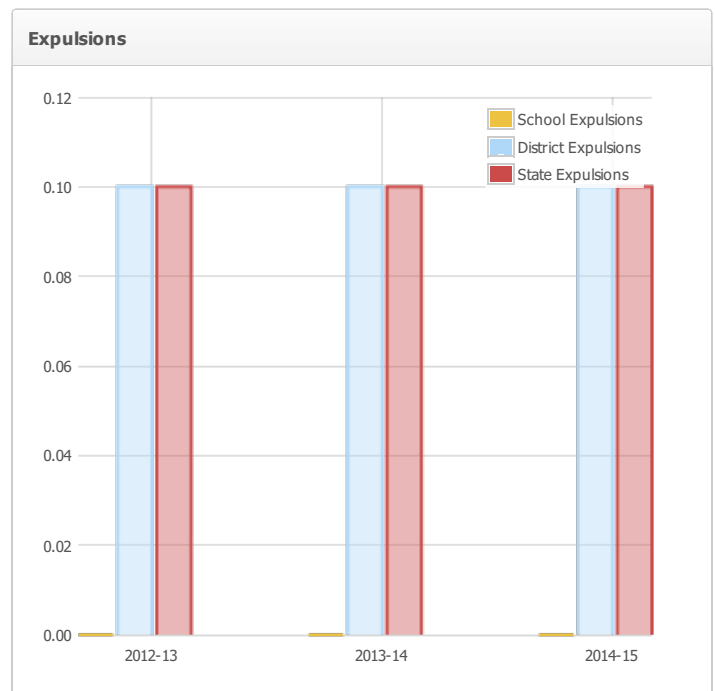
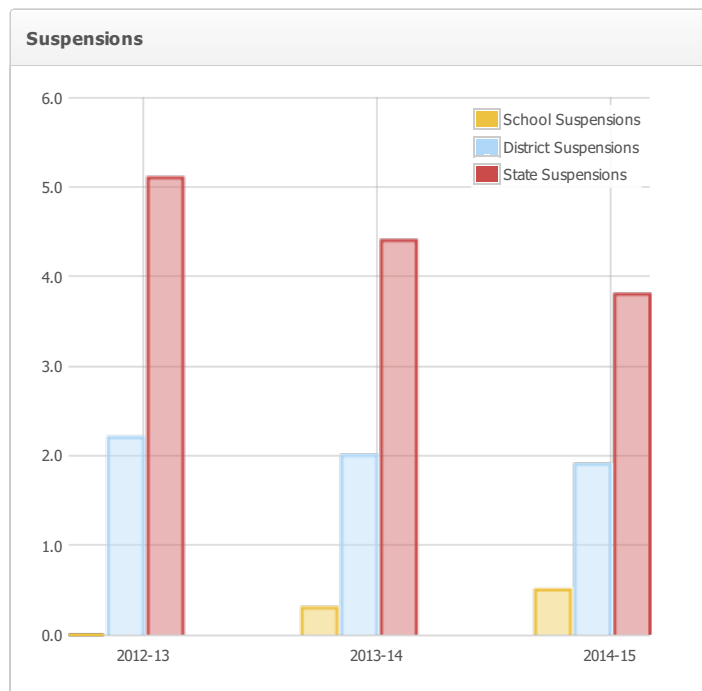
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.3	0.5	2.2	2.0	1.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/15/2016

School Safety Plan - Most Recent Year

School Safety Plan is available upon request in the School Office. The following parameters are used in setting health and safety policies:

Journey School has adopted and implements a comprehensive set of health, safety, and risk management policies. The policies are developed in consultation with the school's insurance program. The Journey School Council, in setting school policy, reviews the Health and Safety policies of CUSD and also considers any district safety policies that relate to the school facility, as long as the school exists on CUSD facilities. Staff training in health and safety procedures will occur systematically and regularly in accordance with the school policies. In addition, safety related information will be disseminated to parents and students in one or more of the following methods: website, newsletter, parent/student/school handbook(s); parent orientation, class meetings, school-wide drills, assemblies and in class.

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

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in public schools
- Policies and procedures for response at the school office facility to natural disasters and emergencies, including but not limited to fire, flood, earthquake, terrorist threats, and hostage situations
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention

- Policy regarding staff requirements and training in CPR, first aid and/or emergency response
- Policies relating to the administration of prescription drugs and other medicines
- 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 law
- Policies to insure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment and other types of prohibited harassment
- Policies and procedures for staff training in health and safety
- Insuring the safety and limiting liability for students, staff and volunteers for off campus events, and for persons coming to or leaving campus
- Insuring safety and limiting liability for volunteers working on campus

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

Last updated: 1/15/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/15/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/15/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	3		22.0	4		22.0		4		
1	29.0		2		24.0		2	26.0			2	
2	28.0		1		26.0		2	26.0			2	
3	29.0		1		30.0		1	27.0			2	
4	29.0		1		28.0		1	24.0			2	
5	29.0		1		30.0		1	27.0			1	
6	29.0		1		27.0		1	26.0			1	
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7590.9	\$246.4	\$7344.5	\$52022.3
District	N/A	N/A	\$0.0	\$81876.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/20/2016

Types of Services Funded (Fiscal Year 2014-15)

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

However, some students will invariably need additional academic or individual support. Journey School had developed a plan for low academic achievers that is modeled after the Response to Intervention (RTI) framework. Our goal is to meet the needs of all our students through the use of a three-tiered system of support.

Last updated: 1/15/2016

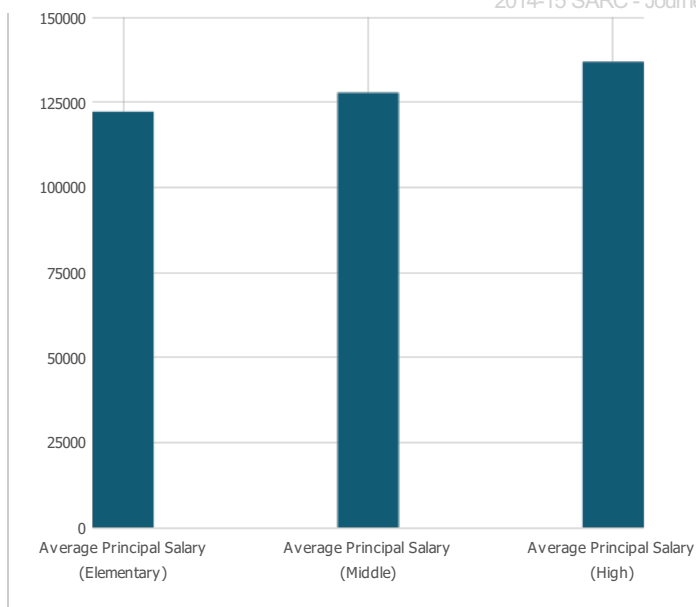
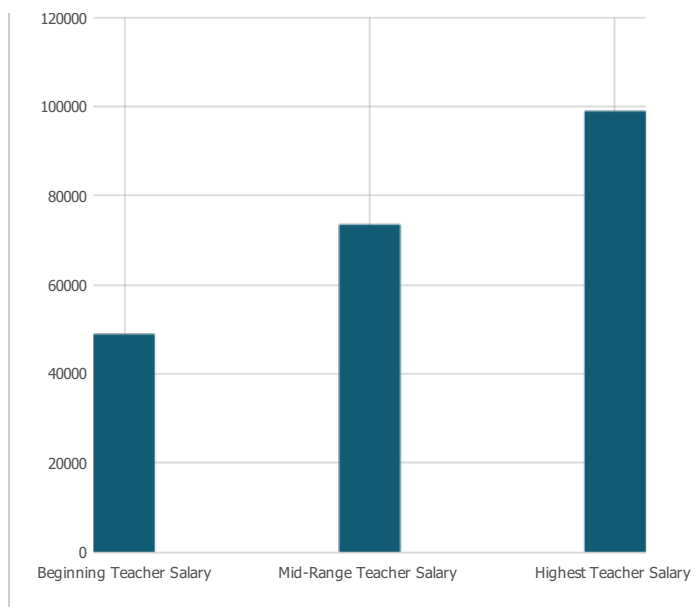
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,899	\$43,165
Mid-Range Teacher Salary	\$73,475	\$68,574
Highest Teacher Salary	\$98,931	\$89,146
Average Principal Salary (Elementary)	\$122,196	\$111,129
Average Principal Salary (Middle)	\$127,804	\$116,569
Average Principal Salary (High)	\$136,872	\$127,448
Superintendent Salary	\$267,204	\$234,382
Percent of Budget for Teacher Salaries	44.0%	38.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/15/2016

Professional Development – Most Recent Three Years

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

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. Teachers will continue learning about the shift to Common Core standards and will attend training. Teachers are beginning to implement Common Core State Standards into the classroom.

Teachers also had the opportunity during 2010-11 to enroll in a Hybrid Program through Rudolph Steiner College to obtain a dual Master's Degree and a certification in Waldorf Education. Most teachers enrolled in this 3 year program, which was paid for by the school in exchange for years of service to the school. Most teachers have now completed this training and are fully Waldorf certified. Teachers also attend annual conferences and trainings in Waldorf education in the public sector.

Teachers meet 3 afternoons per month to collaborate with peers throughout the school year, and in addition, have 5 full days of collaboration, called the Journey School Institute, prior to each school year starting. Additionally, Journey School has teacher coaches and mentors available for each staff member and additional paid professional development days are offered throughout the school calendar.

Last updated: 1/15/2016