

Executive Summary School Accountability Report Card, 2011–12

For Journey

Address:	<i>27102 Foxborough, Aliso Viejo, CA, 92656</i>	Phone:	<i>(949) 448-7232</i>
Principal:	<i>Shaheer Faltas, School Administrator</i>	Grade Span:	<i>K-8</i>

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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, 2010. The school is located in Aliso Viejo, CA.

Student Enrollment

Group	Enrollment
Number of students	273
Black or African American	0.4%
American Indian or Alaska Native	0.0%

Asian	4.4%
Filipino	1.5%
Hispanic or Latino	11.7%
Native Hawaiian or Pacific Islander	0.4%
White	66.3%
Two or More Races	11.7%
Socioeconomically Disadvantaged	15.4%
English Learners	2.2%
Students with Disabilities	8.1%

Teachers

Indicator	Teachers
Teachers with full credential	15
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	74%
Mathematics	65%
Science	89%
History-Social Science	76%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	858
Statewide Rank (from 2011 Base API Report)	6
Met All 2012 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 8 of 9
2012–13 Program Improvement Status (PI Year)	Not in PI

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Journey School leases a facility from Capistrano Unified School District (CUSD). The current lease is in effect from 2012-13 through 2014-15. 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.

Repairs Needed

Upgrade and repairs to shade structure, carpet replacement, bathroom flooring upgrades, IT upgrades, blacktop repairs, and painting.

Corrective Actions Taken or Planned

Routine maintenance is performed by school district. Larger projects are planned as a part of the school's three year lease which began in July of 2012, including carpet replacement, IT upgrades, minor painting projects, shade structure upgrade and bathroom repairs.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	NONE
Mathematics	NONE
Science	NONE
History-Social Science	NONE
Foreign Language	NONE
Health	NONE

Visual and Performing Arts	NONE
Science Laboratory Equipment (grades 9-12)	N/A

School Finances (2010-11)

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,164
District	See CUSD SARC for this information
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A School is only K-8

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Journey	District Name	Capistrano Unified
Street	27102 Foxborough	Phone Number	(949) 234-9200
City, State, Zip	Aliso Viejo, CA, 92656	Web Site	www.capousd.org
Phone Number	(949) 448-7232	Superintendent	Joseph Farley
Principal	Shaheer Faltas, School Administrator	E-mail Address	jfarley@capousd.org
E-mail Address	administrator@journeyschool.net	CDS Code	30664646117758

School Description and Mission Statement (School Year 2011–12)

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, 2010.

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.

Opportunities for Parental Involvement (School Year 2011–12)

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 agree to give an average of five hours per month or fifty hours over the course of the school year towards various volunteer opportunities. 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.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	76	Grade 8	22
Grade 1	25	Ungraded Elementary	0
Grade 2	26	Grade 9	0
Grade 3	27	Grade 10	0
Grade 4	26	Grade 11	0
Grade 5	24	Grade 12	0
Grade 6	23	Ungraded Secondary	0
Grade 7	24	Total Enrollment	273

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.4%
American Indian or Alaska Native	0.0%
Asian	4.4%
Filipino	1.5%
Hispanic or Latino	11.7%
Native Hawaiian or Pacific Islander	0.4%
White	66.3%
Two or More Races	11.7%
Socioeconomically Disadvantaged	15.4%
English Learners	2.2%
Students with Disabilities	8.1%

Average Class Size and Class Size Distribution (Elementary K-8)

Grade Level	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+
K	20.5	4	0	0	18.8	4	0	0
1	26.0	0	1	0	25.0	0	1	0
2	26.0	0	1	0	26.0	0	1	0
3	25.0	0	1	0	26.0	0	1	0
4	26.0	0	1	0	26.0	0	1	0
5	26.0	0	1	0	24.0	0	1	0
6	26.0	0	1	0	23.0	0	1	0
Other (7&8)	26.0	0	2	0	25.0	0	2	0

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

III. School Climate

School Safety Plan (School Year 2011–12)

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.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	Sponsoring District 2009–10	Sponsoring District 2010–11	Sponsoring District 2011–12
Suspensions	2%	1%		See DataQuest at www.cde.ca.gov	See DataQuest at www.cde.ca.gov	See DataQuest at www.cde.ca.gov
Expulsions	0	0	0	See DataQuest at www.cde.ca.gov	See DataQuest at www.cde.ca.gov	See DataQuest at www.cde.ca.gov

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Journey School leases a facility from Capistrano Unified School District (CUSD). The current lease is in effect from 2012-13 through 2014-15. 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 three year lease which began in July of 2012, including carpet replacement, IT upgrades, minor painting projects, shade structure upgrade and bathroom repairs.

School Facility Good Repair Status (School Year 2012–13)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	Sponsoring District 2011–12
With Full Credential	12	13	13	See CUSD SARC at http://www.cde.ca.gov/ta/ac/sa/
Without Full Credential	0	0	0	See CUSD SARC at http://www.cde.ca.gov/ta/ac/sa/
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	See CUSD SARC at http://www.cde.ca.gov/ta/ac/sa/

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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%
All Schools in District	See CUSD SARC at http://www.cde.ca.gov/ta/ac/sa/	See CUSD SARC at http://www.cde.ca.gov/ta/ac/sa/
High-Poverty Schools in District	See CUSD SARC at http://www.cde.ca.gov/ta/ac/sa/	See CUSD SARC at http://www.cde.ca.gov/ta/ac/sa/
Low-Poverty Schools in District	See CUSD SARC at http://www.cde.ca.gov/ta/ac/sa/	See CUSD SARC at http://www.cde.ca.gov/ta/ac/sa/

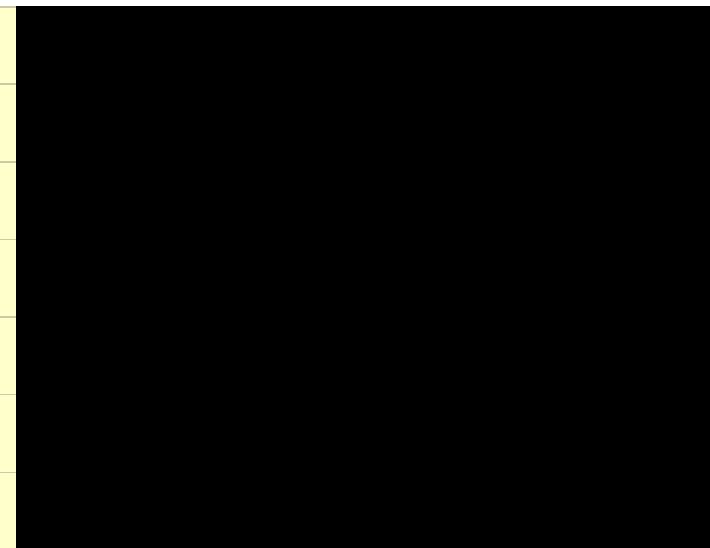
Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	Provided by CUSD	
Library Media Teacher (librarian)	0	

Library Media Services Staff (paraprofessional)	0
Psychologist	Provided by CUSD
Social Worker	0
Nurse	Provided by CUSD
Speech/Language/Hearing Specialist	Provided by CUSD
Resource Specialist (non-teaching)	Provided by CUSD
Other	Provided by CUSD



Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January, 2013

Journey School does not use traditional textbooks for the majority of instruction, based on the approved Waldorf curriculum from the charter. Some textbooks are used in the middle school grades for Language Arts and Math. All students in the classes which use traditional textbooks have updated textbooks, no students lack a copy. All textbooks in use currently are less than 3 years old. Supplemental materials, such as Main Lesson Books, art materials, musical instruments, etc. are provided by the school to all students and are based on the curriculum approved as part of the charter, available for reference on www.journeyschool.net.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,457	\$293	\$6,164	\$43,143
Sponsoring District			See CUSD SARC at http://www.cde.ca.gov/ta/ac/sa/	\$77,508
Percent Difference – School Site and District			N/A	N/A
State			\$5,455	\$68,835
Percent Difference – School Site and State			The school spends 113% of what the state spends in unrestricted funds.*	The school spends 63% of what the stat spends.

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor. *Charter schools typically have more unrestricted and less restricted funds than traditional schools.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

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.

Tier I: Prevention

Tier I includes high quality classroom instruction delivered by qualified teachers and regular assessments of all students to monitor their progress toward reaching grade level benchmarks. Teachers are trained to address different learning styles of their students.

Tier II: Identification and Selected Interventions

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

Selected Interventions: *Selected interventions are implemented by teachers for students identified as achieving below average grade level expectations. Interventions may include, but are not limited to, any of the following:*

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

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

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

Care Team: *To ensure that no student ‘falls through the cracks’ a standing committee known as the Care Team—comprised of staff members with particular experience and passion for student support—meets regularly to monitor progress and to advocate for students. The Care Team uses a systematic problem-solving approach to assist students with any concerns that are interfering with success. Parent input may be solicited for the Care Team process.*

The Care Team clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. The Care Team is a general education function. All students can benefit from the Care Team, including but not limited to, those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues. Instructional staff who have concerns for a student can refer that student to the Care Team for consideration.

Tier III: SST Intensive Interventions

If there is little or no improvement during the first two tiers, the student will likely be referred to the Student Study Team (SST), for further assessment. Journey School would normally follow the CUSD SST processes with appropriate documentation and referral to special education assessment for services when indicated.

Category	Sponsoring District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,312	\$41,455
Mid-Range Teacher Salary	\$72,593	\$66,043
Highest Teacher Salary	\$97,766	\$85,397
Average Principal Salary (Elementary)	\$118,227	\$106,714
Average Principal Salary (Middle)	\$106,564	\$111,101
Average Principal Salary (High)	\$133,145	\$121,754
Superintendent Salary	\$275,000	\$223,357
Percent of Budget for Teacher Salaries	45.00%	39.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	56%	64%	74%	71%	73%	75%	52%	54%	56%
Mathematics	46%	65%	65%	64%	66%	67%	48%	50%	51%
Science	63%	68%	89%	74%	78%	81%	54%	57%	60%

History-Social Science	54%	88%	76%	68%	72%	73%	44%	48%	49%
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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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	75%	67%	81%	73%
All Students at the School	74%	65%	89%	76%
Male	66%	61%	86%	67%
Female	80%	68%	91%	0%
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	79%	53%	0%	0%
Native Hawaiian or Pacific Islander	*	*	*	*
White	71%	68%	89%	73%
Two or More Races	78%	63%	0%	0%

Socioeconomically Disadvantaged	83%	77%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	67%	63%	0%	0%
Students Receiving Migrant Education Services				

*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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	N/A	N/A	N/A	71%	75%	73%	54%	59%	56%
Mathematics	N/A	N/A	N/A	69%	69%	71%	54%	56%	58%

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.00%	40.00%	36.00%
7	8.30%	37.50%	50.00%
9	N/A	N/A	N/A

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that

the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	7	4	6
Similar Schools	1	1	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-49	64	28
White	-45	43	32

Note: Only groups for which there is data are shown. For all other demographic groups, there is no Growth or target information because the subgroup is too small to report (see below also).

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	Sponsoring District	Number of Students	State
All Students at the School	166	858	38,239	879	4,664,264	788
Black or African American	1		363	811	313,201	710
American Indian or Alaska Native	0		133	846	31,606	742
Asian	8		2,044	963	404,670	905
Filipino	3		634	916	124,824	869
Hispanic or Latino	18	884	9,330	786	2,425,230	740
Native Hawaiian or Pacific Islander	0		55	882	26,563	775
White	112	853	23,645	905	1,221,860	853
Two or More Races	24	858	2,021	914	88,428	849
Socioeconomically Disadvantaged	13	862	8,547	766	2,779,680	737
English Learners	3		5,603	727	1,530,297	716
Students with Disabilities	22	743	3,202	646	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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		8
Percent of Schools Currently in Program Improvement		12.7%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			Sponsoring District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate		0	0		1.6	1.8		16.6	14.4
Graduation Rate		N/A	N/A		96.53	96.63		74.72	76.26

Note: Cells shaded in black do not require data.

Career Technical Education Programs (School Year 2011-12)

N/A—no programs offered—K-8 school.

Courses for University of California and/or California State University Admission: Not Applicable

Advanced Placement Courses (School Year 2011-12): Not Applicable

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 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. 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 training, called the Journey School Institute, prior to each school year starting.