

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

For Journey Academy School

Address: 1800 Gravenstein Hwy, N

Principal: Alissa Napier

Phone: (707)634-9942

Grade Span: 8-12

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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

District/Agency Contact Information (School Year 2018–19)

Entity	Contact Information
District/Agency Name	TLC Child & Family Services
Phone Number	(707)823-7300
Superintendent	Susan Fette
Email Address	sfette@tlc4kids.org
Website	www.tlc4kids.org

School Contact Information (School Year 2018–19)

Entity	Contact Information
School Name	Journey Academy
Street	1800 Gravenstein Highway, North
City, State, Zip	Sebastopol, CA 95472
Phone Number	(707)634-9942
Principal	Alissa Napier
Email Address	anapier@tlc4kids.org
Website	www.tlcjourneyacademy.org
County-District-School (CDS) Code	49706077056229

School Description and Mission Statement (School Year 2018–19)

Journey Academy is a certified non-public high school located on the campus of TLC Child and Family Services in Sebastopol, CA. Founded in 1988, Journey Academy offers specialized instruction and therapeutic services to students who have an Individualized Education Plan (IEP) specifying a non-public school setting.

While our youth need behavioral and counseling support, we honor and provide for them the experience of typical teenage years. Our youth participate in experiential learning opportunities, which include field trips, outings, vocational opportunities, performing arts, and other hands on learning experiences that focuses on a combination of education, recreation, community involvement and therapeutic process.

Students have the opportunity to access online learning when a specialized course or credit recovery is needed. Journey contracts with Odysseyware Independent Study Program to broaden the scope of courses offered. In the event a student takes one of these courses, a teacher or other facilitator is provided to guide the student through the process.

Our curriculum follows the common core standards, using teachers who are qualified in their respective areas of expertise and special education.

All classrooms are maintained to a small size of no more than 14 students, allowing for maximum student-to-teacher interaction and permitting teachers and staff to address the diverse abilities of each student.

Teachers, clinicians and support staff help students to identify emotional triggers and off-task behaviors. We then help students find acceptable replacement behaviors to promote success in school. In combination with Non-Violent Communication (NVC) techniques and Restorative Processes Journey invites everyone together to reconsider the way conflict is seen and handled within our school community.

Services at Journey Academy are strength-based, trauma informed, and grounded in our philosophy of forming connections to self, connections to others and connections to the community.

Mission Statement of TLC Child & Family Services: To provide children and young adults, with a nurturing, motivating home environment that successfully connects them to positive self-esteem, family and community involvement and ultimately, independent living.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	1
Ungraded Elementary	0
Grade 9	5
Grade 10	9
Grade 11	9
Grade 12	10
Ungraded Secondary	0
Total Enrollment	34

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	9%
American Indian or Alaska Native	6%
Asian	3%
Filipino	
Hispanic or Latino	8%
Native Hawaiian or Pacific Islander	
White	62%
Two or More Races	12%
Socioeconomically Disadvantaged	50%
English Learners	
Students with Disabilities	100%
Foster Youth	26%

A. Conditions of Learning

State Priority: Basic

Teacher Credentials

Teachers	School 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	4	4	3	n/a
Without Full Credential	0	0	1	n/a
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016-2017	Y	0
Mathematics	2016-2017	Y	0
Science	2013-2014	Y	0
History-Social Science	2013-2014	Y	0
Foreign Language	2013-2014	Y	0
Health	2013-2014	Y	0
Visual and Performing Arts	2013-2014	Y	0
Science Laboratory Equipment (grades 9-12)	n/a	n/a	n/a

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

School Facility Conditions and Planned Improvements

Journey High School is a division of TLC Child and Family Services and we take great pride in the condition of our facilities. We have an active, maintained program that addresses safety, repairs, and the overall working conditions of the property.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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 Facility Rate

Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	*	*
Mathematics (grades 3-8 and 11)	*	*

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: * Test results are included and posted in the student’s district of residence SARC.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	17	50%	*
Male		12	35%	*
Female		5	15%	*
Black or African American		2	16%	*
American Indian or Alaska Native		1	3%	*
Asian				
Filipino				
Hispanic or Latino		2	6%	*
Native Hawaiian or Pacific Islander				
White		11	32%	*
Two or More Races		1	3%	*
Socioeconomically Disadvantaged		12	35%	*
English Learners		0		
Students with Disabilities		17	50%	*
Students Receiving Migrant Education Services				
Foster Youth		7	21%	*

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Note: * Test results are included and posted in the student’s district of residence SARC.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	17	50%	*
Male		12	35%	*
Female		5	15%	*
Black or African American		2	16%	*
American Indian or Alaska Native		1	3%	*
Asian				
Filipino				
Hispanic or Latino		2	6%	*
Native Hawaiian or Pacific Islander				
White		11	32%	*
Two or More Races		1	3%	*
Socioeconomically Disadvantaged		12	35%	*
English Learners		0		
Students with Disabilities		17	50%	*
Students Receiving Migrant Education Services				
Foster Youth		7	21%	*

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Note: * Test results are included and posted in the student’s district of residence SARC.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education (CTE) Programs (School Year 2017–18)

Journey Academy starting to develop a CTE program that is suitable to meet the interests/needs of the youth. Journey programs and classes offered are focused on youth participating in experiential learning opportunities, which include field trips, vocational opportunities, and other hands on learning experiences that focus on a combination of education, recreation, community involvement and therapeutic process on career preparation and or preparation for work.

Classes include: Integral Studies (ILS), Paws as Loving Support (PALS), KWOS 92.5 Broadcasting, Maker Lab, Nutrition/Hospitality, & volunteering at Forget Me Not Farm (SPCA).

- These learning processes are integrated with academic courses and support academic achievement and social-emotional development.
- The school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students as outlined in the Individual Education Plan (IEP).
- The measurable outcomes of these programs are evaluated annually on the Individual Education Plan (IEP).

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	4
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes**California Physical Fitness Test Results (School Year 2017–18)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	0	0	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.

C. Engagement

State Priority: Parental Involvement

School Year (2018–19)

Parents and Guardians are encouraged to contact Journey High School as needed and participate in IEP meetings and/or Residential Case Conferences. Parents and Guardians receive daily e-mail communication regarding daily progress and performance of their student. Parents and Guardians are invited to attend all school activities such as dances, student performances, and graduation.

State Priority: Pupil Engagement

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School
All Students	4
Black or African American	1
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	2
Two or More Races	1
Socioeconomically Disadvantaged	3
English Learners	
Students with Disabilities	4
Foster Youth	3

School Safety Plan (School Year 2018–19)

Journey Academy conducts quarterly fire drills and collaborates with the local fire department for a yearly fire inspection. Students and staff participate in an earthquake drill every semester. In addition, Journey staff are trained annually in behavioral interventions, medication and safety protocols, suicide prevention, mandated reporter, missing child, van safety, and sexual harassment trainings. All staff attend trainings in order to maintain valid first aid/CPR skills.

An emergency disaster kit “Go Bag” is located in each classroom, the principal office and the school office.

D. Other SARC Information

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	3		
Mathematics	12	2		
Science	12	2		
Social Science	12	3		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	3		
Mathematics	12	2		
Science	12	2		
Social Science	12	3		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	14	3		
Mathematics	14	2		
Science	14	2		
Social Science	14	3		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Types of Services Funded (Fiscal Year 2017–18)

Journey Academy offers the following services: snack/lunch, specialized academic instruction, individual therapy, group therapy, family counseling, and college and career awareness.

Professional Development

Journey Academy encourages teaching and support staff to participate in professional learning. Journey provides the opportunity to critically reflect upon their practices in an ongoing, reflective, collaborative, inclusive, learning-oriented, and growth-promoting manner that mutually enhances teacher and student learning.

The school calendar includes 3 full days and 5-8 minimum days dedicated to staff development during the school year. Trainings are varied but include agency specific trainings and county level workshops that are led by Sonoma County Office of Education or Sonoma SELPA.

Topics include: Non-Violent Communication (NVC), restorative resources, Project Based Learning (PBL), technology, STEM, state assessments, IEP writing, behavioral intervention, medical and school safety, and first aid/CPR.

All Journey Academy staff (principal, office support, teachers, instructional assistants, school counselor, and clinicians) participate in a weekly staff meeting.
All four teachers and the principal have started to implement weekly teacher meetings.