U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

2012-2013 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.

3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.

5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.

7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

GreenRibbon

verification.

U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: [X] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal SHAHEER FALTAS
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name JOURNEY SCHOOL
(As it should appear in the official records)

School Mailing Address 27102 FOXBOROUGH
(If address is P.O. Box, also include street address.)

ALISO VIEJO CA 92656
City State Zip

County ORANGE State School Code Number* 30 66464 6117758

Telephone (949) 448-7232 Fax (949) 448-7256

Web site/URL WWW.JOURNEYSCHOOL.NET E-mail administrator@journeyschool.net

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Shaheer Faltas Date 2/11/13
(Principal's Signature)

Name of Superintendent* Dr. Joseph M. Farley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Capistrano Unified School District Tel. (949) 234-9203

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

Joseph M Farley Date 2/11/13
(Superintendent's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.

3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: California Department of Education

Name of Nominating Authority: Tom Torlakson, State Superintendent of Public Instruction
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the

school meets the provisions above.

Tom Tomlinson Date February 14, 2013
(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Part II - SUMMARY OF ACHIEVEMENTS for Journey School, Aliso Viejo

Journey School offers a comprehensive eco-education program where: critical and ethical thinking are inherent in the curriculum, nature and the environment are the larger classroom, and service is a natural extension of educational activities. Journey's public Waldorf education is known to foster global awareness and environmental stewardship in students. Teachers and students are prepared to become innovative and inspired leaders needed to sustain the world.

Journey School is a free, public Waldorf Charter school founded in 2000. From inception, comprehensive green practices have been the norm and this culture has remained as the school has tripled in size. Simplicity and sustainable living are at the heart of what is learned here. It is difficult to report sizeable reductions in environmental impact over time, because our baseline impact has been low from the beginning.

Today, Journey School strives to become an exemplary model in ecological education for students, families, schools, our community and beyond. We are more committed than ever to exchanging best practices and learning lessons from educational partners all over the nation. Our integrated curriculum and eco-literacy projects are prioritized so that all students learn lifelong ecological principles and practices. A sampling of topics includes: soil building, gardening, composting, vermiculture, biology, ancestral survival skills, water conservation, rainwater harvesting, native and indigenous plant studies, permaculture principles and eco-leadership.

Additionally, we've made a profound positive environmental impact on the campus by establishing five gardens which include the front Native Garden with a student designed rainwater harvesting demonstration site, the Green Heart Garden with eight planter boxes, the Sunny Patch for crops, a three station compost bin and outdoor meeting areas, the 3rd Grade Garden with six planter boxes, compost and vermiculture bins and fruit trees, as well as a Kindergarten Garden with planter boxes and a native playscape.

The founding charter document states the school's ecological goals of environmental education, stewardship and civic responsibility be infused in all aspects of learning and living. The parents, faculty, staff and the Capistrano Unified School District align to ensure an intrinsic desire is in place to protect the environment. Journey School has a culture of conservation and observes seasonal Waldorf festivals that promote protection and also celebration of natural resources.

What makes us unique and innovative in relation to the 3 Pillars?

Executive Leadership:

On the executive level the school's Administrator and Educational Director work together to ensure curriculum, professional development and classroom environments are in line with the charter's environmental values and goals. In 2013-14, every family will receive the Journey School Stewardship Handbook outlining Journey School's specific goals and agreements for sustainable education and practices.

Proven Outcomes:

Improving achievement data indicates that our model works! 96% of all 5th Graders and 81% of all 8th graders scored Proficient or Advanced on the science portion of the 2012 STAR examination. These results are higher than both state and regional averages. Our students also performed admirably in Physical Education measures. The percentage of Journey students in the Healthy Fitness Zone in 2011 far exceeded regional and state averages in most categories.

Professional Development:

80% of our teachers, whom are already state-credentialed, will graduate with their joint Master's Degree and Waldorf Certification from a WASC accredited college in 2013. Environmental education, gardening, science, and stewardship are embedded in their graduate-level coursework. Teachers learn best practices for weaving green learning outcomes into their classrooms—ranging from daily student chores, to classroom gardens, to recycling, to science instruction, to projects. Teachers also learn to lead their students through multiple grades using proven developmental teaching practices, as well as, modeling wellness strategies and sustainable living.

Dedicated Parents:

70% of our families each contribute more than 50 hours of volunteer time per year to reduce environmental impacts and improve campus health and wellness. Upon enrollment, parents sign paperwork agreeing to our policies on healthy snacks, zero waste, and limited media guidelines relating to our comprehensive commitment to an active healthy lifestyle.

Innovative Community Eco-Partnerships:

We've developed strong community relationships with top environmental professionals such as a Erik Katzmaier, a Master Gardener who mentors garden projects as well as conducts on-site garden workshops; Jodi Levine, Executive Director of Earthroots, a nature field school providing on-site specialty environmental education; SOKA University environmental studies interns; Brad Lancaster, a world renowned rainwater harvesting expert; Chris Prelitz, a green builder and author/consultant on green practices; the owners of Wahoo's Fish Taco's; the Community-Supported Agriculture (CSA) programs at Tanaka Farms and South Coast Farms; and a host of other community supporters to whom we're grateful for providing extraordinary services to our school.

2013 California Green Ribbon Schools Award Scoring Rubric

School Name: Journey School

Cross-Cutting Questions – 5 Points Total			
Participation in Green School Programs	Reviewer # 2	Reviewer # 1	Average
C1 (1.5 points):	1.5	1.5	1.5
C2 (1.5 points):	1.5	1.5	1.5
C3 (2 points):	2.0	2.0	2
Subtotal (5 points maximum):	5.0	5.0	5
Pillar I: Reduced Environmental Impact and Costs – 30 Points Total			
Element IA: Reduced or eliminated greenhouse gas (GHG) emissions – energy and buildings - 15 Points Total	Reviewer # 2	Reviewer # 1	Average
IA1 (1 point):	1	1	1
IA2 (Up to 2 points):	1.5	1.5	1.5
IA3 (Up to 2 points):	2	2	2
IA4 (Up to 2 points):	1.5	1.5	1.5
IA5 (1 point):	0.5	0.5	.5
IA6 (1 point):	1	1	1
IA7 (1 point):	0	—	0
IA8 (Up to 2 points):	0	—	0
IA9 (1 point):	1	1	1
IA10 (Up to 2 points):	2	2	2
Subtotal (15 points maximum):	10.5	10.5	10.5
Element IB: Improved water quality, efficiency, and conservation – water and grounds - 5 Points Total	Reviewer # 2	Reviewer # 1	Average
IB11 (Up to 1 point):	0.5	0.5	.5
IB12 (Up to 1 point):	0.5	0.5	.5
IB13 (0.5 point):	0.5	0.5	.5
IB14 (0.5 point):	0.5	0.5	.5
IB15 (0.5 point):	0.5	0.5	.5
IB16 (0.5 point):	0.5	0.5	.5
IB17 (0.5 point):	0.5	0.5	.5
IB18 (0.5 point):	0.5	0.5	.5
Subtotal (5 points maximum):	4.0	4	4

Element IC: Reduced waste production – waste and hazardous waste - 5 Points Total	Reviewer # 2	Reviewer # 1	Average
IC19 (Up to 0.5 point):	0.5	0.5	.5
IC20 (0.5 point):	0	—	0
IC21 (0.5 point):	0.25	0.25	.25
IC22 (0.5 point):	0	—	0
IC23 (0.5 point):	0	—	0
IC24 (0.5 point):	0.5	0.5	.5
IC25 (0.5 point):	0.5	0.5	.5
IC26 (0.5 point):	0	—	0
IC27 (0.5 point):	0	—	0
IC28 (0.5 point):	0	—	0
Subtotal (5 points maximum):	1.75	1.75	1.75
Element ID: Use of alternative transportation - 5 Points Total	Reviewer # 2	Reviewer # 1	Average
ID29 (Up to 1 point):	0.5	0.5	.5
ID30 (Up to 1 point):	0.25	0.25	.25
ID31 (1 point):	0	—	0
ID32 (1 point):	0.5	0.5	.5
ID33 (1 point):	1	1	1
Subtotal (5 points maximum):	2.25	2.25	2.25
Pillar II: Improve the Health and Wellness of Students and Staff – 30 Points Total			
Element IIA: Integrated school environmental health program - 15 Points Total	Reviewer # 16	Reviewer # 4	Average
IIA1 (2 points):	1.5	2	1.75
IIA2 (1 point):	1	1	1
IIA3 (Up to 3 points):	3.0	3	3
IIA4 (Up to 1 point):	1.0	1	1
IIA5 (Up to 1 point):	1.0	1	1
IIA6 (Up to 1 point):	1.0	0.75	.875
IIA7 (Up to 1 point):	1.0	1	1
IIA8 (Up to 1 point):	.75	1	.875
IIA9 (1 point):	0	0	0
IIA10 (Up to 1 point):	.75	1	.875
IIA11 (Up to 1 point):	1.0	1	1
IIA12 (Up to 1 point):	1.0	1	1
Subtotal (15 points maximum):	13	13.75	13.375
Element IIB: Nutrition and fitness -15 Points Total	Reviewer # 16	Reviewer # 4	Average
IIB13 (Up to 6.5 points):	6	6.0	6
IIB14 (Up to 2.5 points):	2	2.5	2.25

Pillar I Total- 18.5 points

IIB15 (Up to 2.5 points):	2.5	2.5	2.5
IIB16 (Up to 3.5 points):	2.5	3.0	2.75
Subtotal (15 points maximum):	13	14	13.5
Pillar III: Effective Environmental and Sustainability Education – 35 Points Total			
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems - 20 Points Total	Reviewer # 3	Reviewer # 14	Average
IIIA1 (Up to 20 points):	9	10	9.5
IIIA2 (0 points):	0	N/A	0
Subtotal (20 points maximum):	9	10	9.5
Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills - 5 Points Total	Reviewer # 3	Reviewer # 14	Average
IIIB3 (Up to 2.5 points):	2	2.0	2
IIIB4 (Up to 2.5 points):	2.5	2.0	2.25
Subtotal (5 points maximum):	4.5	4.0	4.25
Element IIIC: Development and application of civic engagement knowledge and skills - 10 Points Total	Reviewer # 3	Reviewer # 14	Average
IIIC5 (Up to 2 points):	2	2.0	2
IIIC6 (Up to 2 points):	2	2.0	2
IIIC7 (Up to 2 points):	1	1.5	1.25
IIIC8 (Up to 2 points):	1.5	1.5	1.5
IIIC9 (Up to 2 points):	1	1.0	1
Subtotal (10 points maximum):	7.5	8.0	7.75
Total – 100 Points	70.5	73.25	71.875

Pillar II Total - 26.875 points
Pillar III Total - 21.5 points

2013 California Green Ribbon Schools Award Scoring Rubric

School Name: Journey School

Cross-Cutting Questions – 5 Points	5
Pillar 1: Reduce Environmental Impact and Costs – 30 Points	18.5
Pillar 2: Improve the Health and Wellness of Students and Staff – 30 Points	26.875
Pillar 3: Effective Environmental and Sustainability Education – 35 Points	21.5
Total – 100 Points	71.875

California State Green Ribbon Schools Award Program Application

County/District/School Code: 30 66464 6117758

District Name: Capistrano Unified School District

☐ Check if one of the largest 50 districts

County: Orange

School Name: Journey School

Mailing Address: 27102 Foxborough

City: Aliso Viejo Zip Code: 92656

School Website: www.journeyschool.net

Facebook Page: n/a

Principal/Head of School First and Last Name: Shaheer Faltas

Principal/Head of School E-mail Address: shaheer@journeyschool.net

Principal/Head of School Telephone Number: 949-448-7232

Lead Applicant First and Last Name (if different from the Principal/Head of School): Michelle Spieker

Lead Applicant Title: Parent Volunteer

Lead Applicant E-mail Address: michelle@cherishedself.com

Lead Applicant Telephone Number: 949-212-6681

School Level

☑ Elementary

☑ Middle

☐ High

☐ K-12

☐ Other

Total enrollment: 332

School Type (Check only one)

☐ Public

☐ Private/Independent

☑ Charter

How would you describe your school?

☐ Urban

☑ Suburban

☐ Rural

In what year was your school originally constructed? 1992

In what year was your school last renovated? 1992

What is the total building area of your school? 22,500 sq. feet

Does your school serve 40% or more students from disadvantaged households? (This must include free and reduced-price meals and may include students with disabilities and students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act.)

☐ Yes

☑ No

Percent of students receiving free and reduced-price meals: 0%

Percent of students who are limited English proficient: 2-3%

Other measures and percentage:

Graduation rate: 100%

Attendance rate: 96%

Narrative

Provide a narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. (4,000 characters maximum including spaces)

Journey School is a free, public Waldorf Charter school. Since its inception in 2000, Journey School has been committed to teaching and implementing innovative environmental education and sustainable practices campuswide.

Today, Journey School is considered a beacon model in ecological education for schools and families in the community and beyond. Our eco-literacy curriculum is integrated into the master teaching schedule which educates all students using age-appropriate ecological principles and practices. A sampling of topics includes: soil building, gardening, composting, vermiculture, biology, ancestral survival skills, water conservation, rainwater harvesting, native and indigenous plant studies, permaculture principles and eco-leadership.

Additionally, we've made a profound positive environmental impact on campus by establishing five gardens which include the front Native Garden with a student designed rainwater harvesting demonstration site, the Green Heart Garden with 8 planter boxes and 30 fruit trees, the Sunny Patch for crops, a 3 station compost bin and outdoor meeting areas, the 3rd Grade Garden with 6 planter boxes, compost & vermiculture bins and fruit trees, as well as a Kindergarten Garden with planter boxes and a native playscape.

Our founding charter document states the school's ecological goals of environmental education, stewardship and civic responsibility be infused in all aspects of learning and living. The parents, faculty, staff and district align to ensure an intrinsic desire is in place to protect the environment. Journey School has a culture of conservation and observes seasonal Waldorf festivals that promote protection and also celebration of natural resources.

What makes us unique and innovative in relation to the 3 Pillars?

Executive Leadership:
On the executive level the school's Administrator and Educational Director work together to ensure curriculum, professional development and classroom environment are in line with the charter's environmental values and goals. There is a Journey School Stewardship Handbook outlining Journey School's specific goals for environmental sustainable education and practices.

Proven Outcomes:
Our model works! 96% of all 5th Graders and 81% of all 8th graders scored Proficient or Advanced on the science portion of the 2012 STAR examination. These results are higher than both state and district averages. We also scored

high in Physical Education. The percentage of Journey students in the Healthy and Fitness Zone in 2011 (most recent achievement data available) far exceeded district and state averages in most categories.

Professional Development:
80% of our teachers, whom are already state credentialed, are earning their joint Master's Degree and Waldorf Certification from a WASC accredited college. Embedded in the program is coursework related to environmental education, gardening, science, and stewardship. Teachers learn best practices for weaving green learning outcomes into their classrooms—ranging from daily student chores, to classroom gardens, to recycling, to science instruction, to projects.

Dedicated Parents:
70% of our families each contribute more than 50 hours of volunteer time per year to reduce environmental impacts and improve campus health and wellness. Upon enrollment, parents sign paperwork agreeing to our policies on healthy snacks, zero waste, and limited media guidelines relating to our comprehensive commitment to an active healthy lifestyle.

Innovative Community Eco-Partnerships:
We've developed strong community relationships with top environmental professionals such as a Erik Katzmaier, a Master Gardener who mentors garden projects as well as conducts onsite garden workshops; Earthroots, a nature field school providing on-site specialty environmental education; SOKA University environmental studies interns; Brad Lancaster, a world renowned rainwater harvesting expert; and Chris Prelitz, a green builder and author/consultant & more.

Cross-cutting Questions (5 points total)

1. Is your school participating in a local, state, or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars? (1.5 points)

   ☑ Yes ☐ No

   If yes, what program(s) and level(s) were achieved?
   (250 characters maximum including spaces)

   Energy Star Portfolio Manager to benchmark from May 2009 to the present for energy and water use. We achieved a score of 98.

2. Has your school, staff, or student body received any awards for facilities, health or environment? (1.5 points)

   ☑ Yes ☐ No

If yes, list the awards received and the years received:
(250 characters maximum including spaces)

Wyland Foundation Earth Month Hero, 2012. Consistently recognized in local TV, radio and newspapers as leaders in environmental education. 2012 examples: "Where every day is Earth Day" and "Eighth grader designs rainwater harvesting project."

3. Is there a forum provided where all representative stakeholders involved in the daily operation of the school (such as students, faculty, maintenance, and cafeteria staff) can meet to discuss, plan, and implement ongoing green efforts? (2 points)

☑ Yes ☐ No

If yes, describe: (1,000 characters maximum including spaces)

Green efforts are a cornerstone of our school and are highlighted in ALL stakeholder meetings, from classrooms (eco-friendly cleaning supplies and handwash, mess kits, zero trash lunches), to Parent Cabinet (recycling at events, engaging local eco-friendly vendors, opportunity to buy produce boxes from local farms), to Faculty meetings (ecoliteracy curriculum, ways to engage students outdoors), and administrative meetings (School Council puts policies in place where environmental concerns are at the forefront of discussion). The students discuss, plan, and implement green efforts starting in 6th grade by peer-teaching lower grades foundational resource conservation. Permaculture comes in 7th and Eco-Leadership in 8th. The Volunteer Garden Team is a weekly open forum where parents and community join together to set goals for composting, crops, wellness, and environmental education. Weekly Good Things Are Happening all school newsletter updates all school stakeholders on green efforts.

Pillar I: Reduced Environmental Impact and Costs

Element IA - Energy

1. Does your school have a plan in place to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, or energy conservation guidelines? (1 point)

☑ Yes ☐ No

If yes, describe what type of plan: Our Stewardship Handbook includes a section on Energy Conservation Strategies.

2. Can your school demonstrate a reduction in greenhouse gas (GHG) emissions? (Up to 2 points)

☑ Yes ☐ No

If yes, percentage reduction over (mm/yyyy – mm/yyyy): 09/10 - 11/12: 6%

If yes, initial GHG emissions rate (MTeCO2/person): 0.112

If yes, final GHG emissions rate (MTeCO2/person): 0.105
If yes, offsets:

Although carbon offsets were achieved through on-site tree planting, no credit was assumed in the above figures.

If yes, how did you calculate the reduction?

Southern California Edison bills by academic year converted to MBTU and MTCO2e/student, using electricity emission rate of 90.9 kgCO2e/MBTU in Energy Star Portfolio Manager. 2009-2010: 310 MBTU; 252 students | 2011-2012: 313 MBTU; 271 students.

3. Has your school received EPA ENERGY STAR certification or does it meet the eligibility requirements for ENERGY STAR certification? (Up to 2 points)

   ☑ Yes ☐ No

   If yes, year and score received: 2010: 99 | 2011: 99 | 2012: 98

4. Has your school reduced its total non-transportation energy use from an initial baseline? (Up to 2 points)

   ☑ Yes ☐ No

   If yes, current energy usage (kBTU/student/year): 1,156

   If yes, current energy usage (kBTU/square feet/year): 13.9

   If yes, percentage reduction over (mm/yyyy – mm/yyyy): 09/10 - 11/12: 6%

   If yes, how did you document this reduction?

Southern California Edison bills by academic year converted to kBTU by student / square feet. 2009-2010: 309,595 kBTU; 252 students; 21,540 SF | 2011-2012: 313,155 kBTU; 271 students; 22,500 SF.

5. What percentage of your school's energy is obtained from on-site renewable energy generation and what type? (1 point) 0% now. Yet, we won Energy Outpost grant (solar panels, wind-driven generator, & battery charging).

6. What percentage of your school's energy is obtained from purchased renewable energy and what type? (1 point) Energy purchased from Edison comprised of more than 20% from renewable sources.

7. Does your school participate in federal, state, or utility school energy program(s)? (1 point)

   ☐ Yes ☑ No

   If yes, which program(s)?

n/a

8. Has your school been constructed or renovated building(s) in the past ten years?

(Up to 2 points)

☐ Yes ☑ No

If yes, for new building(s) what is the total constructed area and what percentage of the building area meets green building standards? n/a

If yes, for new building(s) what certification and what level was earned? n/a

If yes, for renovated building(s) what is the total constructed area and what percentage of the building area meets green building standards? n/a

If yes, for renovated building(s) what certification and what level was earned? n/a

9. Does your school have a program or made progress toward reduction of the heat island effect, such as cool roofs, reduced pavements, or reflective coatings on pavement? (1 point)

☑ Yes ☐ No

10. What has your school done to reduce energy use (such as lighting retrofit, installation of an energy management system, etc.)?
(250 characters maximum including spaces) (Up to 2 points)

We are the only school in the Capistrano Unified School District with a complete campuswide full spectrum lighting retrofit. The district installed new urinal flushers to save water. Our Earth Keepers group created an Energy Conservation Strategy.

Element IB - Water and Grounds

11. What is your school's water use per person? (Up to1 point) 996

12. Can you demonstrate a reduction in your school's total water consumption from an initial baseline? (Up to 1 point)

☑ Yes ☐ No

If yes, average baseline water use (gallons per occupant): 1,066

If yes, current water use (gallons per occupant): 996

If yes, percentage reduction in domestic water use: 7%

If yes, percentage reduction in irrigation water use: 7%

If yes, time period measured (mm/yyyy – mm/yyyy): 10/11AY-11/12AY

If yes, how did you document this reduction (i.e. ENERGY STAR Portfolio Manager, utility bills, school district reports)? Utility bills for 2010-2011 & 2011-2012 Academic Years; note domestic vs. irrigation split NA.

13. Is the school's landscaping considered water-efficient and/or regionally appropriate?

(0.5 point)

☑ Yes

☐ No

If yes, what percentage of the schools landscaping is considered water-efficient and/or regionally appropriate? 20%

If yes, what types of plants are used and the location? Black sage, Coast Live Oak, coast sunflower, salvias, lemonade berry, and succulents are in the Native Garden. Our edible garden plants in the Green Heart Garden were chosen for hardiness & water demands (lettuce, radishes, beets, onions, chard).

14. Describe alternate water sources used for irrigation.
(250 characters maximum including spaces) (0.5 point)

Our rainwater harvesting site was created by a student as her 8th grade project. Water is re-routed from roof of the office into a mulch pit which sustains native plants. She educated our students and community at large about rainwater harvesting.

15. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (250 characters maximum including spaces) (0.5 point)

Green Heart where we took out impervious surfaces and replaced with decomposed granite (DG) and mulch. Gardens specifically designed to bring water into garden areas as drainage and retention.

16. The school's drinking water comes from: (0.5 point)

☐ Municipal water source ☐ Well on school property

☑ Other Mountain Water Company

Describe how the water source is protected from potential contaminants.
(250 characters maximum including spaces)

Each classroom and the office is equipped with a water cooler and water delivery. Students keep reusable drinking containers. Moulton Niguel Water District H2O "meets and exceeds the standards required by state and federal regulatory agencies."

17. Describe the program in place to control lead in drinking water.
(250 characters maximum including spaces) (0.5 point)

We purchase water from Mountain Water Company which contains no lead.

18. What percentage of the school grounds are devoted to ecologically beneficial uses (such as rain gardens, wildlife or native plant habitat, outdoor classrooms)?
(0.5 point) 20%

Describe uses: (250 characters maximum including spaces)

We have 5 school gardens for the students: Rainwater Harvesting site, Native Garden, 3rd Grade Garden for farming unit, Kindy Yard Garden (5 senses and food), plus our central Green Heart Garden outdoor classroom.

Element IC – Waste

19. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling, and/or composting? (Up to 0.5 point) 44%

    A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 16 cy

    Is service stopped/reduced during non-service times?

    ☐ Yes ☑ No

    B. Monthly recycling volume in cubic yards (recycling dumpster size(s) x number of collections per month x percentage full when emptied or collected): 9.5 cy

    C. Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 3 cy

    Recycling rate = ((B+C)/(A+B+C))x100) 44

    Monthly waste generated per person = (A/number of students and staff)
    .04 cy

20. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine/free? (0.5 point) 0%

21. List the types and amounts of hazardous waste generated at your school and how was it measured: (0.5 point)
    Flammable liquids:

    n/a

    Corrosive liquids:

    n/a

    Toxics:

    Toner cartridges, art supplies, organic garden fertilizer

    Mercury:

    Lightbulbs

22. How have you reduced your hazardous waste generation (lbs/person/year)? (250 characters maximum including spaces) (0.5 point) Minimal impact because we aren't a high school and have very small amounts of hazardous waste. We have annual hazardous waste pickups on Earth Day by a community agency.

    Time period measured: (mm/yyyy – mm/yyyy): n/a

23. How is waste disposal and recycling tracked?
    (250 characters maximum including spaces) (0.5 point)

    All waste in the City of Aliso Viejo goes to a material recovery facility and is recycled by CR&R, whether we separate it or not. However, we try to ensure less resource use by keeping "clean" recyclable bins that aren't mixed with "dirty" trash.

24. Describe other progress and measures taken to reduce solid waste and elimination of hazardous waste. (500 characters maximum including spaces) (0.5 point)

    There is no hazardous waste or materials stored on site. Our community solid waste generation is signficantly lower than the previous public school with only one trash pickup per week (vs. other schools with 5-10 pickups/week). We have an overall zero waste policy asking for waste free packed lunches and snacks. Cooking waste from Kindergarten goes into our on-site compost bins. We have hand dryers in student restrooms.

25. Describe your school's green cleaning custodial program including green cleaning products, services, advanced, equipment, and/or policies.
    (500 characters maximum including spaces) (0.5 point)

    Because we are a charter school, our cleaning crew is independent of the district. They receive an orientation on green cleaning products and agree to the use of non-toxic cleaning supplies. Parents pitch in on work days and on regular weekly or monthly schedules bringing in non-toxic cleaning supplies from home. There is a culture of green living.

26. What percentage of all cleaning products is third-party certified as green? (0.5 point)
    0%

27. What specific third party certified green cleaning product standard does your school use? (250 characters maximum including spaces) (0.5 point)

    We do not use an official standard, such as Ecologo or Green Seal. However, our custodians receive an orientation about our green practices and preferences and are expected to follow this direction.

28. Describe how your school is implementing Environmentally Preferable Purchasing/Green Purchasing or products and equipment for administration, instruction, and/or maintenance? (500 characters maximum including spaces) (0.5 point)

    Parents provide "green" cleaning supplies and hand sanitizers for classroom use. Low impact art supplies are chosen. Energy efficient equipment and low impact supplies are purchased as much as possible.

Element ID - Alternative Transportation

29. What percentage of students take the following to get to/from school? (Up to1 point)

    Walk: 0% Bicycle/scooter/skateboard:

    .02% Carpool (2+ students in the

    car): 62% School bus: 0%

    Other public transportation: 0%

    Total percentage: 62.02%
    Describe how these percentages were collected and calculated:
    (250 characters maximum including spaces)

    We consulted the Parent Cabinet Carpool Database, surveyed parents, and made visual observations at pick-up and drop-off to validate these figures. We noted when siblings and staff/students carpooled together, as well.

30. Has your school implemented any of the following? (Check all that apply) (Up to 1 point)

    - [ ] Designated carpool parking stalls.
    - [ ] A well-publicized no idling policy that applies to all vehicles (including school buses that are required to meet the California Airborne Toxic Control Measure to Limit School Bus Idling and Idling at Schools Regulation.
    - [x] Vehicle loading/unloading areas are at least 25 feet from building intakes, doors, and windows.
    - [ ] Safe Pedestrian Routes to School or Safe Routes to School.
    - [ ] Electric vehicle charging stations have been installed to encourage the use of these vehicles.
    - [x] Secure bicycle storage (such as bicycle lockers, racks, or rooms) is provided to encourage bicycling to school.

31. Describe activities in your safe routes program.
    (250 characters maximum including spaces) (1 point)

    As a charter school that draws students from all over the county, we have a small percentage of families who live close enough to walk or bike to school. Many families live 15 to 20 miles away. We have a Crossing Guard on staff.

32. Describe how your school transportation use is efficient and has reduced its environmental impact. (250 characters maximum including spaces) (1 point)

With high gas prices and the distances our families must travel, they are very motivated carpoolers. The majority of our families share trips to school, or combine trips with errands, which reduces the overall environmental impact.

33. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.
(500 characters maximum including spaces) (1 point)

We have zero emission field trips where students go on nature walks or ride their bikes to their destinations. We have organizations bring their field trips to campus thereby reducing vehicle use. Administration and faculty model sustainable lifestyles by sharing rides with each other, turning off lights in the classroom, using reusable drinking containers, packing zero waste lunches, composting, recycling, and creative re-use of materials. Mess kits utilized at events to reduce waste.

Pillar II: Improve the health and wellness of students and staff

Element IIA - Environmental Health

1. How many applications of pesticides does your school do each school year (do not include pesticides exempt from the Healthy Schools Act)? What percentage reduction over baseline use? Describe efforts to reduce use.
(250 characters maximum including spaces) (2 points)

None. Our school has a "No Spray Policy." We are the only campus in the district and probably Orange County that does not allow pesticides. We hold volunteer work days to keep campus clean and combat pests. We use organic sprays in the gardens.

2. Our school has a written integrated pest management plan. (1 point)

- [x] Yes
- [ ] No

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? (Check all that apply) (Up to 3 points)

- [x] Our school prohibits smoking on campus and in public school buses.
- [x] Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
- [ ] Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).
- [x] Our school does not have any fuel burning combustion appliances.
- [x] Our school adheres to the Asbestos Act and has an asbestos management plan in place.

☐ Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

☐ Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

☑ Our school has a chemical management program that includes: chemical purchasing policy (low- or no-volatile organic compounds (VOC) products), storage and labeling, training and handling, chemical inventory, hazard communication (clean up and disposal), purchasing policy for less toxic products including less toxic art supplies, and selecting third-party-certified green cleaning products.

Provide specific examples of actions taken for each checked practice above. (500 characters maximum including spaces, for all examples provided for practices highlighted)

Our school has a strict no smoking policy and Capistrano Unified District is tobacco-free. We do not use school buses. We do not have elemental mercury on campus. We do not use fuel burning combustion appliances. Buildings were constructed in 1992 after EPA enacted asbestos regulations. Buildings are above ground and do not require radon testing. We have no wood playground structures on campus containing chromate copper arsenate. We clean and purchase green per our Stewardship guidelines.

4. Which of the following indoor environmental standards are employed at your school: (Up to 1 point)

☑ The classrooms in our school have good acoustics (less than 45dBA).

☑ Our school has good daylighting and high quality electric light when needed.

☑ Our school does not have any fuel burning combustion appliances.

Provide specific examples of actions taken for each checked practice above. (250 characters maximum including spaces for all examples provided for practices highlighted)

Floors are carpeted and windows draped to reduce internal noise. Our portable classrooms contain insulation to reduce exterior noise. Every classroom has windows and full spectrum lighting. We don’t have a cafeteria or fuel burning appliances.

5. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure.
(500 characters maximum including spaces) (Up to 1 point)

We are not a high school and, and therefore, have very few chemicals other than paint and organic garden fertilizer. Stockmar paints have no negative effects on health or on the environment and meet EU safety, health and environmental protection requirements. Fertilizers are stored in locked garden shed.

6. Describe the steps your school has taken to ensure that it is lead-safe.
(500 characters maximum including spaces) (Up to 1 point)

Since our structures are less than 20 years old, there's been no use of lead paints.

7. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (500 characters maximum including spaces) (Up to 1 point)

To control animal allergens, we do not keep warm-blooded pets in our classrooms. Students keep their lunches in refrigerators or sealed bins to control pest allergens. We are vigilant about promptly cleaning up moisture to prevent mold. To control indoor allergens students have no exposure to secondhand smoke. We use green cleaning products when possible. Our classrooms are not cluttered and they are cleaned often. Parents volunteer to launder cloth items at home.

8. Describe actions your school takes to control moisture from leaks, condensation, and excess moisture and promptly cleanup mold or removes moldy materials when it is found. (500 characters maximum including spaces) (Up to 1 point)

The Capistrano Unified School District performs regular inspections of our campus. Our administration, faculty, and staff are aware of the hazards and actively inspect classrooms and students areas for any sign of moisture or mold. We are vigilant about promptly cleaning up moisture to prevent mold. There is good communication between our custodial team and staff members. We report any safety issues to the District immediately.

9. Our school has installed local exhaust systems for major airborne contaminant sources? (1 point)

☐ Yes ☑ No

10. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (500 characters maximum including spaces) (Up to 1 point)

The Capistrano Unified School District is responsible for inspecting and maintaining all unit ventilators to ensure they are clean and operating properly. Since each classroom is in a portable building -- they each have a dedicated ventilation unit. There isn't a single all-school system to maintain. Filters are regularly changed and problems are reported immediately.

11. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (500 characters maximum including spaces)

(Up to 1 point)

Since our classrooms and other spaces are in portable buildings, it facilitates room by room ventilation. Most classrooms have windows or doors on opposite walls to allow for cross-ventilation. Every classroom has an outside door and outside window. Luckily, our climate allows for them to be open often.

12. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.
(1,000 characters maximum including spaces) (Up to 1 point)

We have a volunteer Earth Keeper group on campus who takes the lead in reducing environmental impacts and ensuring the environmental well-being on campus. The Capistrano Unified School District is responsible for most of our indoor environmental quality issues and testing. However, administration and staff are continuously assessing the school environment with the help of parent reporting -- and we communicate our findings to the district. Our weekly all-school newsletter is an essential communication tool in keeping the school community informed about health and safety issues.

Element IIB - Nutrition and Fitness

13. What practice does your school employ to promote nutrition, physical activity, and overall school health? (Check all that apply) (Up to 6.5 points)

- [ ] Our school was recognized in the USDA's HealthierUS School Challenge and or Alliance for a Healthier Generation. Provide level and year in the space below.
- [ ] Our school was recognized in the USDA's HealthierUS School Challenge and or Alliance for a Healthier Generation. Provide level and year in the space below.
- [x] Our school has an on-site food garden.
- [x] Our school garden supplies food for our students in the cafeteria, a cooking or garden class, or to the community.
- [x] Our students spent at least 120 minutes per week over the past year in school supervised physical education.
- [x] At least 50% of our students' annual physical education takes place outdoors.

- [x] Health measures are integrated into assessments.
- [x] Our local school wellness policy addresses positive environmental and health impacts that have helped green our school.
- [ ] At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).
- [x] The food purchased by our school is certified as "environmentally preferable", provide the percentage and type in the space below.
- [x] Our school has a wellness committee.
- [x] Our school provides staff, students, and families information on nutrition education and/or programs.

Provide specific examples of actions taken for each practice, focusing on innovative or unique practices and partnerships for each checked practice.
(500 characters maximum including spaces for all examples provided for practices highlighted).

We built our Green Heart Garden to provide an outdoor classroom for students where they can eat food they grow as part of their Eco-Literacy curriculum. Outdoor time is a hallmark of Waldorf education. 100% of student physical education takes place outdoors. Our school charter document and Stewardship Handbook support our green practices and make us accountable to our community. (See opening narrative for more examples.)

14. Describe the type of outdoor education, exercise, and recreation available, including time spent in the garden. (500 characters maximum including spaces)
(Up to 2.5 points)

Movement activities, dance and forms of creative physical expression are infused into everyday curriculum. There are 2 recess periods per day for free play. Our PE is a specialty class named "Games" which supports developmental capacities -- providing exercise and activities to build small or large motor skills, organization skills, and teach teamwork. Classrooms and play yard space are organized to maximize movement opportunities. Students are in the garden weekly for eco-literacy classes.

15. Describe the efforts being made to increase staff wellness in the areas of access to fresh fruits and vegetables and increased physical activity.
(500 characters maximum including spaces) (Up to 2.5 points)

Journey School puts staff wellness as a top priority by encouraging fresh organic meals, nature walks, on-site yoga, eurythmy (a system of rhythmical body movements performed to a recitation of verse), and other relaxing practices. A beautiful faculty lounge is provided for rest and relaxation. Periodically, organic fresh fruit and veggies are provided to faculty.

16. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships with local growers, businesses, and community partners. (500 characters maximum including spaces) (Up to 3.5 points)

A local Orange County grower, Tanaka Farms, delivers baskets of fresh organic produce weekly for faculty, students and parents. All Kindergarten students participate in preparing daily organic snacks that include organic fruits or vegetables, grains such as quinoa, and fresh bread. Additionally, an innovative relationship has been established with Wahoo's Fish Taco's to provide a healthy lunch option made with fresh vegetables, as well as beans and brown rice.

Pillar III: Effective Environmental and Sustainability Education

Element IIIA – Interdisciplinary Learning

1. Which practices does your school employ to ensure effective environmental and sustainability education?

☑ Our school has an environmental or sustainability literacy requirement. (1 point)

☑ Environmental or sustainability concepts are integrated throughout the curriculum. (1 point)

☑ Environmental and sustainability concepts are integrated into assessments. (1 point)

☑ Students demonstrate high levels of proficiency in these assessments. (1 point)

☑ Professional development in environmental and sustainability education is provided to all teachers. (1 point)

Provide specific examples of actions taken for each practice employed, highlighting innovative or unique practices and partnerships for each checked practice.
(500 characters maximum including spaces for all examples provide for practices highlighted). (Up to 15 points)

Journey offers a comprehensive eco-education program where: critical and ethical thinking are inherent in the curriculum, nature and the environment are the larger classroom, and service is a natural extension of educational activities. Journey's public Waldorf education is known to foster global awareness and environmental stewardship in students. Teachers and students are prepared to become innovative and inspired leaders needed to sustain the world. (See opening narrative for examples.)

For schools serving grades 9-12 provide:

2. Provide the percentage of last year's eligible graduates who completed

the Advanced Placement (AP) Environmental Science course during their high school year n/a%

Percentage scoring a 3 or higher n/a%

Element IIIB – STEM content, knowledge, and skills

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering, and mathematics thinking skills and content knowledge. (1,000 characters maximum including spaces) (Up to 2.5 points)

Journey students learn about sustainability and the importance of their individual and collective decisions in making a direct impact on the world. They learn about water conservation by participating in a variety of projects including building a native garden. They learn about the value of soil as it relates to food by gardening and composting. Students learn about how to capture and reuse solar and wind energy. Additionally, they learn about waste reduction and reuse. Students use mathematics to calculate how much rain can be captured annually on our school building rooftops. 5th grade students use graphs to track compost bin temperatures. 6th grade students use energy consumption charts to study business math. Science standards are taught through observation and experience of our natural environment. The Waldorf curriculum was meticulously aligned to the California State Standards and work has already begun to align to the Common Core Standards.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (1,000 characters maximum including spaces) (Up to 2.5 points)

All 8th grade students are required to present an 8th grade project on a subject that interests them. 50% of the projects last year involved green technologies (solar panels, electric bikes, plastic bag ban/reduction to name a few). In contrast to traditional public schools, for many Waldorf students, the interest in science carries on throughout their educational careers. Science is taught in concentrated blocks and is integrated with history, math, and the Arts rather than isolated from other subjects. This approach reflects the way basic science actually has been developed by scientists and trains our pupils stepwise in basic scientific thinking establishing a foundation for inventing green technologies and pursuing environmental science careers. A recent survey of Waldorf high school graduates found that 42% major in the sciences or math as undergraduates.

Element IIIC – Civic knowledge and skills

5. Describe students' civic/community engagement projects integrating environment and sustainability concepts and specify at which grade level each is implemented. (1,000 characters maximum including spaces) (Up to 2 points)

6th graders own the education component of our composting & zero waste programs (Recycling Thursdays, attending garden workshops, assemblies and field trips). They also model behaviors for younger students. In 7th grade, students learn about sustainable living and apply the tenets of permaculture to our campus, designing how their own learning environment would look, feel, and work if all of nature's elements and resources were efficiently integrated and responsibly consumed. In 8th grade, our student's Eco-Literacy knowledge culminates in eco-leaderships projects where they implement a variety of environmental projects that benefit the Journey School campus and the local community. Last school year, for example, an 8th grader worked with watershed management professionals and managed a team of volunteers to design and install a rainwater harvesting site for Journey's campus. Her work was widely lauded and featured by local newspapers, TV stations, and radio stations.

6. Describe students' meaningful outdoor learning experiences at every grade level. (1,000 characters maximum including spaces) (Up to 2 points)

Using nature as a classroom, the Eco-Literacy curriculum integrates science, math, language arts, and the creative arts in every grade. Kindergarten - 3 hour nature walks, organic gardening, seasonal festivals, making bread, composting and making organic vegetable soup. 1st grade - nature hikes, seed planting, tending the garden and harvest. 2nd grade - life cycle of the seed, butterfly, worm and bee. 3rd grade - deep integration of farming including soil building through worm composting, planting seeds, harvesting, cooking, making oil from native plants, building and cob projects. 4th grade - indigenous plants and native gardens, as well as survival skills such as fire building, medicinal native plants, making rope from the yucca plant. 5th grade - botany, water conservation and rainwater harvesting. 6th grade - waste reduction, composting and reuse. 7th grade - principles of permaculture and sustainability. 8th grade - ecological leadership.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (1,000 characters maximum including spaces; include additional information in your narrative) (Up to 2 points)

Grades 3 through 8 culminate their year with a multi-day outdoor camping trip infused with scientific learning allowing a deepened experience of curriculum. 3rd Grade - Local trip to study organic farming, community supported agriculture, and animals. 4th Grade - Local trip to Gold Rush Country or Native Lands to study California history. 5th Grade - Trip to Catalina to study botany, ecology, and stewardship. 6th Grade - Hiking trip to Bishop to study mineralogy and geology while pushing way beyond perceived physical barriers. 7th Grade - Tall ship sailing trip to Catalina to study Oceanography and Eco-Leadership. 8th Grade - Week-long Eel River trip based and geared toward strengthening the eighth grade student's mind, body, and spirit in preparation for high school. They carry what they've learned in school out into the broader community - and then bring their outdoor learning experiences back to school in an experiential learning cycle which encourages civic engagement.

8. Describe partnerships with the local community (e.g., academic, business, government, non-profit, and non-formal science institutions) that help advance the school, other schools (especially schools with fewer resources), school districts, and the greater community toward the Three Pillars. (1,000 characters maximum including spaces) (Up to 2 points)

Erik Katzmeier, is our volunteer from Master Gardeners of Orange County. He guides the parent Garden Helpers in maintaining our outdoor classrooms and providing food from our school garden for lessons. Jodi Levine is the Executive Director of Earthroots Field School which runs our Eco-Literacy curriculum in partnership with classroom teachers. Soka University's mission is to "foster a steady stream of global citizens committed to living a contributive life." Their environmental studies interns come to Journey School to assist with our eco-literacy program and have even been inspired to start an eco-club at their school. Draft FCB is a local business who dedicated their time, intention, muscle & resources -- installing vegetable boxes, garden hoses, planting barrels, and soil amendment to build our Green Heart Garden. Brad Lancaster, author of Rainwater Harvesting for Drylands and Beyond, inspired a student 8th grade project which resulted in a rainwater harvesting site.

9. Distinguish any other programs or features not included in the application that demonstrate ways that your school integrates core environmental, sustainability, STEM, green technology, and civics into curricula while highlighting innovative or unique practices and partnerships that provide effective environmental and sustainability education. If applicable, include examples of the evolution of your program over time. (1,000 characters maximum including spaces) (Up to 2 points)

The Journey School ecoliteracy program works in conjunction with two other innovative programs called Compassionate Campus (Social Literacy) and CyberCivics (Digital Literacy). In Compassionate Campus, students learn to work together with older buddies on campus. Together they share creative ways to help the environment. CyberCivics gives students a way to tell their empowering eco-story via positive social media resources. Our CyberCivics program addresses a growing need to prepare our students to leave Journey School equipped with the skills to be ethical, confident and empowered digital citizens and extend their ecological stewardship principles into cyberspace. The National Association for Media Literacy Education’s Journal of Media Literacy Education published an article celebrating the successes of our digital literacy program.

Thank you for taking the time to complete this application.

(above) Rainwater site

(above) Walk Days

(above) Garden eating

(above) Seed planting

Photos submitted with the California Green Ribbon Schools Award Application 2012-13
Journey School

Survival skills

Composting

Photos submitted with the California Green Ribbon Schools Award Application 2012-13
Journey School