

CERTIFICATION OF COMPLETE CHARTER PETITION:

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- o Date of submission: 11/24/2025
- o Deadline for public hearing: **TBD**
- o Deadline for granting or denying the charter petition: **TBD**

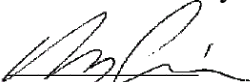
Certification

By signing below, I certify as follows:

1. That I am the authorized representative of The Journey School, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Alex Lucero, Lead Petitioner

Charter School: The Journey School

Signature: 

Date: 11/14/2025



Charter School Petition Review Rubric

Petitioner Certification (Must be completed by petitioner)

Education Code 47605(a)(1) A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met.

- | | |
|---|--|
| (A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| (B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Education Code 47605(b) A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition complete.

Instructions to the Lead Petitioner: Please complete the following information, then sign and date below.

Name of Proposed Charter School: _____

Name of Lead Petitioner: _____

Position of Lead Petitioner: _____

Phone Number: _____ E-mail: _____

Address: _____

I hereby certify under the laws of the state of California and the United States that the foregoing petition and the information included on this page are deemed complete, true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to revocation if later discovered and material to compliance with the Charter Schools Act.

Name of Lead Petitioner

Signature of Lead Petitioner

Date

Name of County Office Personnel Receiving Petition

Signature of County Office Personnel

Date

Petition Appeal Consideration & Acceptance EDC 47605(k)(1)(A) (COE Office Use Only)

Petitioner submitted the charter school petition appeal to the County Board of Education within 30 days of denial by the governing board of the school district as required by law.	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

Petitioner submitted the charter school petition appeal to the school district which the original petition was submitted.	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

The charter school petition appeal includes new information or changes to the original petition that was submitted to the district *If yes, the petition will be immediately remanded back to the district.	<input type="checkbox"/> *Yes <input type="checkbox"/> No
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This is a resubmission of the charter school's petition appeal. The school district governing board denied the petition after reconsideration of the petition's new or different material terms to its charter.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
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The Journey School

A TK-12 School by REAL Journey Academies

Charter Renewal Petition
and Request for Material Revision to Add Grades 7-12

Submitted to:

Riverside County Office of Education

Submitted by:

Alex Lucero
Chief Executive Officer

Submitted on 11/14/2025

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Affirmations and Declaration

As the authorized lead petitioner, I, Alex Lucero, hereby certify that the information submitted in this application to Riverside County Board of Education (and together with the Riverside County Office of Education, (“RCOE”) to renew and materially revise the charter for The Journey School (“TJS”), located within the boundaries of the Moreno Valley Unified School District (the “District”) for , is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, The Journey School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610] Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all pupils who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)] The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- The Charter School shall ensure that teachers in TJS hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document

required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]

- Shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- Shall, at all times, maintain all necessary and appropriate insurance coverage.
- Shall be non-sectarian in its programs, admission policies, employment, practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1) (A)-(D).
- If a student is expelled or leaves TJS without completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating, or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- TJS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- TJS shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- TJS shall comply with all applicable portion of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and reamended by the Every Student Succeeds Act

("ESSA").

- TJS shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- TJS shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- TJS shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- TJS shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Lead Petitioner _____ Date _____

Introduction to the Petition

Charter Renewal with Material Revision (Grade Span Expansion TK-12)

Journey (“The Journey School” or “TJS”), a public charter school governed by REAL Journey Academies (“RJA”), respectfully submits this petition for renewal of its charter and a material revision to expand its grade span from transitional kindergarten (“TK”) through grade 6 (TK–6) to a unified TK–12 program adding grades 7–12. This request is grounded in mission fidelity, demonstrated organizational and fiscal soundness, and clear community need. The Journey School’s charter incorporates comprehensive updates across Elements 1–15 to ensure full alignment with state, federal law, and local laws and regulations and the oversight expectations of RCOE, our authorizer.

RJA currently operates five school sites in Riverside and San Bernardino Counties: Entrepreneur High School, (9-12), New Vision Middle School (6–8) and iEmpire Academy (K–5) in San Bernardino; The Journey School in Moreno Valley; and Entrepreneur High School Fontana (9-12).

Why Renewal—and Why a Charter Material Revision Now

Since authorization, TJS has operated as a tuition-free, open-enrollment public school committed to academic excellence and equity. We have maintained a safe learning environment, implemented a standards-aligned instructional program, and built the governance, financial, and compliance systems expected of a high-performing charter public school. Renewal is sought to continue this trajectory; the material revision is sought to provide continuity of learning and expanded college- and career-readiness opportunities for our students through graduation.

Stakeholder input (families, students, staff, and community partners) consistently highlighted four imperatives:

1. Continuity and Coherence TK-12 - minimizing transitions that can interrupt academic growth and social-emotional support.
2. Authentic College, Career, and Entrepreneurship Preparation - expanding dual enrollment, work-based learning, and capstones connected to regional industry.
3. Equity, Access, and Inclusion - scaling effective Tier I core instruction with targeted interventions (“MTSS”) for all students, including English Learners, students with disabilities, and historically underserved groups.
4. Transparent Accountability - maintaining the evidence-based culture that drives continuous improvement via frequent assessment, Professional Learning Communities (“PLC”) data cycles, and Instructional Leadership Team (“ILT”) coaching.

The expansion to grades 7–12 is responsive to families who have consistently asked TJS to “finish what we start”—to sustain the culture, instructional coherence, and individualized support that have characterized their children’s elementary years. It also addresses regional workforce demand by offering sequenced, credential-bearing pathways that align to local labor market needs, thereby increasing students’ college, career, and life options. With the addition of secondary grades, TJS will continue to uphold the charter’s mission, deliver measurable results, and meet all statutory requirements while offering a distinctive program that marries academic excellence with entrepreneurial relevance.

What the Material Revision Adds (Grades 7–12)

The Comprehensive Entrepreneur School Model (“eModel”) is our entrepreneurship-infused learning framework that pairs rigorous, standards-based academics with real-world problem solving so students practice the habits, tools, and mindsets used by creators and changemakers. Through project-based learning, client-connected work, internships, and Presentations of Learning, students build *eSkills*: opportunity spotting, design thinking, financial and digital fluency, communication, collaboration, and ethical decision-making; while developing the Entrepreneurial Mindset (“*eMindset*”): curiosity, initiative, resilience, growth mindset, and responsible risk-taking. In a world shaped by rapid technological change and shifting careers, this blend uniquely equips learners not only to access college and high-value jobs, but to create value in their communities—launching ideas, leading teams, adapting to ambiguity, and turning challenges into opportunities.

The expanded program preserves the existing TJS programming and extends it through fully infusing the proven eModel:

- ***Academics***: Integration of the eModel and its A–G course curriculum; Entrepreneurial and Career & Technical Education Pathways (“ePathways”); and unique course-embedded project learning aligned to real-world applications.
- ***Pathways (Career and Technical Education (“CTE”)-Style 5-course sequences)***: Cohesive, scaffolded course series in high-demand fields (e.g., Digital Media, Health & Bioscience, Business & Entrepreneurship, Computing & Cybersecurity, Skilled Trades & Advanced Manufacturing) that integrate industry-aligned competencies, certification prep, work-based learning, and dual-enrollment options—so graduates leave with job-ready skills, a professional portfolio and/or credentials, and an advanced start on postsecondary through articulated credit or completed college units.
- ***CTE-Aligned Competitions (e.g., Distributive Education Clubs of America (“DECA”), SkillsUSA)***: Structured, real-world arenas where students apply eSkills—market analysis, product design, technical problem-solving, pitching, teamwork, and time management—under authentic pressure. Participation drives industry-standard rigor (judged rubrics, role-plays, builds, and case studies), connects learners with mentors and employers, and can yield credentials, scholarships, and internships. Events align to ePathway outcomes and culminate in portfolios, medals, and leadership roles that strengthen college, apprenticeship, and job applications.
- ***Advisory & Social-Emotional Learning (“SEL”)***: A strengthened Integrated advisory system focused on the eMindset, SEL, goal-setting, and postsecondary planning. Community business leaders mentor high school students, while high school students mentor upper elementary students.
- ***College, Career, and Life Readiness***: A coherent 7–12 sequence that maintains TJS culture and supports while adding employer-validated outcomes, ensuring students are competitive for university admission, apprenticeships, and high-demand roles.

Renewal Case: Organizational, Fiscal, and Compliance Capacity

TJS remains a stable, well-governed school under the RJA Board, operating with financial reserves, conflict-of-interest safeguards, and transparent reporting. RJA central services (finance, HR, operations, academic support, and compliance) provide capacity to manage growth responsibly. The Charter School maintains prudent reserves, clean independent audits, strong internal controls,

and compliant attendance/Local Control Funding Formula (“LCFF”) reporting systems. Facilities meet applicable health and safety requirements, with emergency operations planning aligned to Standardized Emergency Management (“SEMS”)/National Incident Management System (“NIMS”).

The REAL Journey Academies–University of Redlands Teacher Residency Program, now in its fourth year, and among the largest residency programs in California, supplies a diverse pipeline of well-prepared teachers uniquely trained in our eModel. Residents receive a living stipend during the residency year in exchange for a two-year post-residency commitment at an RJA school (including TJS), strengthening staffing stability and instructional quality in core and hard-to-staff subjects.

Assessment & Accountability (Element 3) Across TK–12

The revised assessment system integrates all prior TK–6 instruments and extends them 7–12:

- Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”) (3x/year) in English Language Arts (“ELA”) and math for growth monitoring.
- Smarter Balanced short cycle assessments & performance tasks
- Success for All (“SFA”) Reading Assessments for literacy progress.
- SWUN Unit/Interim Assessments for math standards mastery.
- California Assessment of Student Performance and Progress (“CAASPP”)/California Science Test (“CAST”) for state summative measures; English Language Proficiency Assessments for California (“ELPAC”) for English Learner (“EL”) progress and reclassification.
- Course-Embedded Performance Tasks, POL, Exhibitions, Capstones for higher-order skills.
- Industry Recognized Certification Exams Stackable credentials aligned to ePathways
- Climate & eMindset Measures for SEL and school culture.

Quarterly data conferences (ILT/PLC), grade-level and department analysis, and Board-facing dashboards ensure evidence moves to action: reteaching, targeted intervention, differentiation, and professional learning.

Equity, Access, and Racial/Ethnic Balance (Elements 7–8)

TJS remains open to all California students; admission are governed by an accessible, transparent lottery when demand exceeds seats, with lawful preferences and robust support for families navigating the process. Our Equity-Centered Outreach Plan employs multilingual materials, community partnerships, and targeted digital advertising (website, email, SMS, and geographically focused Google/Facebook/Instagram outreach) to reach underrepresented families. African American Parent Advisory Council (“AAPAC”) and English Learner Parent Advisory Committee (“ELAC”) provide structured parent influence on program improvement.

People Systems & Qualifications (Element 5)

All credentialing, background checks, and personnel files are managed in compliance with California law. Teacher and principal evaluations align to the California Standards for the Teaching Profession (“CSTP”) and the California Professional Standards for Educational Leaders (“CPSEL”), respectively. Professional learning is job-embedded through PLCs, lesson study, ILT feedback cycles, and targeted coaching. The residency model, combined with competitive compensation/benefits and growth pathways, supports recruitment and retention.

School Climate & Due Process (Element 10)

TJS's discipline system emphasizes prevention, relationship, restorative responses, tiered supports, and in-school suspension as an instructional alternative. Where suspension/expulsion is legally warranted, procedures strictly follow the Education Code (notice, timelines, representation, findings of fact, records). Specialized protections and procedures are codified for students with disabilities (IDEA/Section 504), including manifestation determinations and interim alternative educational settings.

Health & Safety; Risk Management (Element 6)

Policies cover comprehensive emergency operations, training, drills, blood-borne pathogens, mandated reporting, immunizations/TB, medication administration, sexual harassment, nondiscriminatory harassment, student searches, and facilities compliance. Annual reviews ensure alignment to evolving statute and best practice.

Governance, Dispute Resolution, and Oversight (Elements 4, 9, 14, 15)

The RJA Board provides fiduciary and academic oversight in open, Brown Act-compliant meetings. Independent annual audits (Generally Accepted Accounting Principles ("GAAP"); Charter School Audit Guide) and required interim/annual financial submissions are completed on time, with corrective actions tracked by the Board's audit committee. Dispute-resolution procedures with the chartering authority are defined, including cure periods and the chartering authority's authority in matters implicating health and safety. A detailed closure protocol addresses notifications, records transfer, final audit, staffing wind-down, asset disposition, and survival of obligations.

Facilities & Operations

TJS operates from facilities that meet applicable legal requirements and safety codes. As enrollment scales in secondary grades, facilities planning will continue to prioritize safety, accessibility, and programmatic needs (science labs, collaborative studios, and flexible project based learning ("PBL") spaces), with any new or additional sites conforming to applicable Education, Health & Safety, and local building codes.

Anticipated Outcomes Under the Renewal + Revision

- Academic Growth: Annual increases in NWEA MAP growth percentiles and CAASPP/CAST proficiency, with targeted acceleration for students below grade level.
- EL Progress: Rising ELPAC proficiency and timely reclassification rooted in high-quality designated/integrated English Language Development ("ELD").
- College & Career: Increased A–G readiness, dual enrollment participation, industry-connected learning, and successful completion of 12th-grade capstones.
- Climate & Attendance: Improved attendance, reduced exclusionary discipline, and positive student/parent climate indicators.
- Postsecondary Success: Rising rates of graduates enrolling in postsecondary education, entering skilled employment, the military, or launching entrepreneurial endeavors—with alumni supports to track and assist transitions.

Conclusion

Renewing TJS's charter honors a track record of stable operations, legal compliance, and a

compelling instructional vision. Approving the material revision to expand to grades 7–12 enables a coherent TK–12 pathway that strengthens academic rigor, deepens real-world application, and secures equitable outcomes. The proposal is operationally ready—supported by RJA central services, a proven teacher-residency pipeline, robust assessment and improvement systems, and comprehensive policies aligned to California statute.

In short, renewal preserves what works; the material revision completes the promise. With RCOE's continued authorization, TJS will guide students from their first day of school to high school graduation—prepared to thrive in college, career, entrepreneurship, and life.

NOTE: The Charter School's legal name will remain The Journey School. If the proposed 7–12 expansion is approved, the Charter School proposes to operate and communicate publicly under the "doing business as" ("DBA") name *The Journey School of Entrepreneurship*. The DBA will be used for branding, marketing, campus signage, website, and family-facing materials to clearly signal the eModel and ePathways focus at the secondary level. All statutory, contractual, and compliance documents—including charter, fiscal reporting, student records, and CALPADS submissions, will continue to use the legal name, The Journey School, with the DBA noted where appropriate. We will provide notice of the DBA to the chartering authority and relevant agencies and update internal policies to ensure consistent use across communications without altering governance, employer of record, or legal obligations.

The Journey School Team

Alex Lucero

- Founder and CEO, REAL Journey Academies.
- Lead Petitioner, The Journey School
- Former New Schools Manager, Partnerships to Uplift Communities Charter Schools (“PUC”).
- Former Community Relations Specialist – Michael D. Eisner College of Education at California State University, Northridge.
- Former University & Community Outreach Director – Project GRAD, Los Angeles.
- Former Assistant Director of the Michael D. Eisner College of Education, EOP Office at California State University, Northridge.
- Master of Arts in Educational Leadership & Policy Studies – California State University, Northridge, 2005.
- Bachelor of Science in Business Administration – Emphasis in Marketing & Business Education, 1998.

Jason Roberts

- Founder and Chief of Staff, REAL Journey Academies.
- Former Chief Operating Officer, REAL Journey Academies.
- Project Director, Readiness and Emergency Management Grant -Los Angeles Leadership Academy Charter Schools.
- Former Director of Operations – PUC.
- Former Assistant Director – Student Outreach and Recruitment Services – California State University, Northridge.
- Former Assistant Director – College of Education, Equity Center – California State University, Northridge.
- Masters of Arts in Educational Leadership & Policy Studies – California State University, Northridge, 2003.
- Bachelor of Arts in Communication Studies and Minor in Business Administration – California State University, Northridge, 1998.

Dr. Lonnie Yancsurak

- Chief Business Officer, REAL Journey Academies.
- Former Regional Director – iLEAD Schools
- Former Regional Director – Academy of Arts & Sciences Charter Schools.
- Founding Director – Coastal Montessori Charter School in South Carolina.
- Former Principal – PUC Schools.
- Taught High School Mathematics – PUC and Los Angeles Unified School District.
- BA and MA in Economics.
- Doctorate in Administrative Leadership.

Dr. Rose Bomentre

- Superintendent, REAL Journey Academies
- Former Assistant Superintendent of Educational Services
- Former Director of Student Services

- Former Principal, Teacher and Counselor
- Ed.D in Education – Pepperdine University

Dr. Jason Jimenez

- Chief Operations Officer, REAL Journey Academies.
- Former Principal – Inland Leaders Charter School – Yucaipa, CA.
- Former Principal – Advanced Education Services Non-Public Schools.
- Taught High School Science and Social Studies – Yucaipa and San Bernardino, CA.
- Doctorate in Leadership for Educational Justice – University of Redlands, 2011.
- Master of Science in Education – Cal Baptist University, 2006.
- Bachelor of Arts in Liberal Studies – Social Science emphasis – Cal Baptist University, 2004.

Alan Darby

- Chief Financial Officer, REAL Journey Academies.
- Twenty years of financial leadership and charter school management experience.
- J.D. and MS (Business Accounting)

Expertise Chart of The Journey School Team

Team Member	Curriculum / Instr.	Finance / Mgmt.	Facilities	Gov. / Law	School Admin	Pupil Svcs	Outreach	Personnel	Fundraising
Alex Lucero	X	X	X	X	X	X	X	X	X
Jason Roberts		X	X	X	X	X	X	X	X
Lonnie Yancsurak	X	X	X	X	X	X	X	X	X
Rose Bomentre	X	X		X	X	X	X		
Jason Jimenez	X	X	X	X	X	X	X	X	X
Alan Darby		X	X				X		X

Rational for Charter Renewal & Outline of Requested Material Revisions

Introduction

The Journey School (“TJS”) respectfully submits this renewal petition with a material revision to The Riverside County Office of Education (RCOE) to extend our successful TK–6 program to a coherent TK–12 model. Since authorization, TJS has delivered a safe, inclusive, and academically rigorous elementary experience grounded in research-based instruction and robust family support. Families and community partners now seek a continuous pathway through graduation. TJS, with the support of our governance through REAL Journey Academies (RJA), submit this revised petition to renew our charter and, through the material revision, formally adds grades 7–12 to complete a unified college, career, and life-ready design.

The expanded secondary program—operating publicly as **The Journey School of Entrepreneurship** (DBA; legal name unchanged)—integrates standards-aligned academics with real-world learning. Students engage in sequenced coursework, dual-enrollment opportunities, internships, entrepreneurship experiences, and culminating capstones that demonstrate mastery. Across TK–12, our assessment system and MTSS ensure timely intervention, equitable access, and steady progress toward outcomes that matter: A–G readiness, growth on state and local measures, postsecondary momentum, and transferable skills in communication, problem solving, and ethical leadership. In addition to college/career readiness, this expanded program would uniquely provide workforce development opportunities through an articulated partnership with Moreno Valley College and student acquisition of industry recognized experience and certifications.

Operationally, the petition reaffirms transparent governance under the Brown Act; compliance with all applicable federal, state, and local laws; and disciplined finance and audit practices. It includes an implementation timeline for the secondary launch, staffing and credential coverage, WASC and UC A–G milestones, and facilities plans that prioritize safety, access, and program fit. We also outline clear family-facing communications—so that parents understand graduation requirements, transferability, and A–G implications—and we preserve comprehensive dispute and closure procedures.

In sum, this renewal with material revision strengthens what is working in TK–6 at TJS and extends it through grade 12, offering students a rigorous, supportive, and purpose-driven education that connects learning to opportunity. We ask for approval to continue serving our community through renewal of the TJS charter; and, approval of our material revision to graduate TJS seniors who are prepared to thrive in college, career, and entrepreneurship.

As a middle-performing charter school identified by the California Department of Education, TJS is eligible for a five-year renewal pursuant to Section 47607.2(b) of the California Education Code. The evidence presented clearly demonstrates that TJS has delivered meaningful educational benefits during the previous charter term, including measurable student growth and continuity throughout the challenges posed by the pandemic. In light of

these accomplishments and our clear focus on continuous improvement, TJS meets all criteria for renewal and should be granted a five-year term to continue its mission of preparing students for both college and career success.

CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2 by Assembly Bill (“AB”) 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, dependent on its classification, the performance of the charter school on assessments that produce qualifying “verified data.”

Alongside the shift toward the use of Dashboard data for purposes of evaluating charter schools at renewal, AB 1505 also created a three-tiered system for determining charter school renewal eligibility, in addition to a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria. The three performance categories are as follows:

- **High Performing** – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- **Low Performing** – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- **Middle Performing** – Presumptive renewal unless a chartering authority makes written findings, supported by specific facts, that the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, giving greater weight to measurements of academic performance – Education Code Section 47607.2(b).

Due to the suspension of the Dashboard during the pandemic, the 2022 Dashboard only displays the then-current year performance data for the 2021-22 school year (also known as “Status”), i.e., not growth over the prior year Status (also known as “Change”). Because performance levels (or colors) can only be reported where “Status” and “Change” data exists for a given year, the 2022 Dashboard does not report performance levels (colors) at all. The 2023 Dashboard is the first Dashboard since the 2019 Dashboard to present color performance levels that display “Status” and “Change” data. This was continued for the 2024 Dashboard.

A charter school’s renewal tier is determined by their Dashboard data for the two consecutive years preceding renewal. Under criteria one, a charter school with all blue and green performance levels will be designated as “high” and a charter school with all orange and red performance levels will be designated as “low.” Under criteria two, a charter school performing above the state average based on the “status” for academic measurements (with a majority of qualified subgroups performing above the state average as well) will be designated as “high performing” whereas a charter school performing at or below the state average based on the “status” for academic measurements (with a majority of qualified subgroups performing below the state average as well) will be designated as “low

performing.” A charter school that does not fall within any of the foregoing categorizations is designated as “middle performing.”

Based on the “status” data as compared between the 2023 Dashboard and the 2024 Dashboard, The Journey School qualifies as a “middle performing” charter school. This status is confirmed by the CDE’s 2025 charter school performance categories data report:

(<https://www.cde.ca.gov/sp/ch/documents/perfcat25.xlsx>)

Dashboard Performance Renewal Criteria – Middle Performing

Education Code Section 47607.2(b) provides that:

- (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system [“CAASPP”], or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

TJS Charter School Dashboard Performance Compared to the State of California

Based upon a general overview of the 2024 and 2023 California School Dashboard (Dashboard) Performance Levels, as outlined in the charts below, The Journey School exceeds the state average rating in English Language Arts (ELA) for both years. This, we believe, aligns well with the emphasis of our original charter in reading and ELA.

For both 2024 and 2025, TJS receives the same rating as the state in Math on the Dashboard.

Chronic Absenteeism shows growth from 2023, where TJS scored below the state average, to 2024 when TJS increased one level to exceed the state average.

EL Progress and Suspension Rate were rated below the state average for both 2024 and 2023 on the Dashboard.

Charter School Dashboard State and Local Indicators (2024)

The following chart(s) reflect the Charter School Dashboard summary for the performance indicators. This is the most recent year for which Dashboard data are currently available.

2024 California State Dashboard / TJS & State Comparison		
	TJS	State
ELA	Yellow	Orange
Math	Orange	Orange
Chronic Absenteeism	Yellow	Yellow
EL Progress	Red	Orange
Suspension Rate	Red	Green

Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent & Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

Charter School Dashboard State and Local Indicators (2023)

The following chart(s) reflect the TJS's 2023 California School Dashboard performance indicators.

2023 California State Dashboard / TJS & State Comparison		
	TJS	State
ELA	Yellow	Orange
Math	Orange	Orange
Chronic Absenteeism	Red	Yellow
EL Progress	Red	Yellow
Suspension Rate	Red	Orange

Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

Comparison of TJS to MVUSD / Dashboard Indicators & CAASPP Meets/Exceeds in ELA

The original charter petition for EHS identified the Moreno Valley Unified School District (MVUSD) for comparative purposes assuming most students selecting to go to TJS would identify one of the MVUSD schools as their home school. Following this assumption, the comparable schools should have a similar student population.

As indicated in both the 2024 and 2023 The Journey School's ELA Dashboard rating of Yellow, is above the rating of the MVUSD (Orange), demonstrating this area as a comparative strength. The percentage of students scoring in the California Standard Meet or Exceed category on CAASPP ELA for THS and MVUSD are comparable for both years. The data do show an increased percentage of Meets/Exceeds for TJS year-over-year; while the CAASPP ELA data demonstrate a slight regression for MVUSD. (See Table Below)

English Language Arts		
<i>California School Dashboard / CAASPP Points Below Standard</i>		
	The Journey School	MVUSD
2024	32.7% Meet or Exceed Standard	32.2% Meet or Exceed Standard
2023	31.9% Meet or Exceed Standard	32.9% Meet or Exceed Standard

Dashboard Ratings: Blue (Highest) / Green / Yellow / Orange / Red (Lowest)
Source: California State Dashboard & DataQuest (CAASPP)

With regard to Qualifying Subgroups of at least 30 students for TJS on the Dashboard for ELA in 2024, students identified as African American and Students with Disabilities rated one level below the average (Orange); Hispanic and Socioeconomically Disadvantaged were rated at the same level on the Dashboard; and, no subgroup was rated above the overall school average. This contrasts slightly with 2023 when the qualifying subgroups Hispanic and Students with Disabilities were rated one level below the average (Orange); African American and Socioeconomically Disadvantaged were rated at the same level; and, no subgroup was rated above the overall school average. (See Table Below)

California School Dashboard Qualifying Subgroups / ELA for The Journey School					
	Red (Lowest)	Orange	Yellow	Green	Blue (Highest)
2024		African American; Students with Disabilities	(TJS Average) Hispanic; Socioeconomically Disadvantaged		
2023		Hispanic; Students with Disabilities	African American; Socioeconomically Disadvantaged		

These data indicate that the subgroup "Students with Disabilities" have consistently underperformed their TJS peers in English Language Arts on CAASPP, as shown on the Dashboard.

Comparison of TJS to MVUSD / Dashboard Indicators & CAASPP Meets/Exceeds in Math

As indicated in both the 2024 and 2023 The Journey School's Math Dashboard rating of Orange, is the same rating of the MVUSD (Orange), demonstrating this a comparable area in rating. The percentage of students scoring in the California Standard Meet or Exceed category on CAASPP Math for TJS, however, is higher than the scores for MVUSD for both years. (See Table Next Page)

Math California School Dashboard / CAASPP Points Below Standard		
	The Journey School	MVUSD
2024	21.0% Meet or Exceed Standard	18.8% Meet or Exceed Standard
2023	21.8% Meet or Exceed Standard	18.4% Meet or Exceed Standard

Dashboard Ratings: Blue (Highest) / Green / Yellow / Orange / Red (Lowest)

Source: California State Dashboard & DataQuest (CAASPP)

With regard to Qualifying Subgroups of at least 30 students for TJS on the Dashboard for Math in 2024, students identified as Students with Disabilities rated one level below the average (Red); Hispanic and Socioeconomically Disadvantaged were rated at the same level on the Dashboard; and, African American was rated above the overall school average. This contrasts slightly with 2023 when the qualifying subgroups Students with Disabilities were rated one level below the average (Red); African American and Hispanic were rated at the same level; and, Socioeconomically Disadvantaged were rated above the overall school average (Yellow). (See *Table Below*)

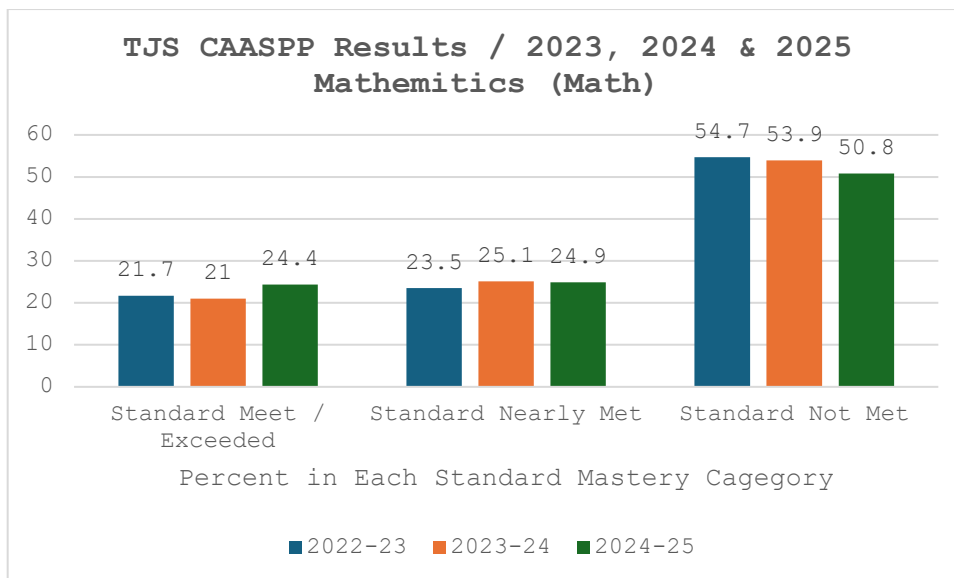
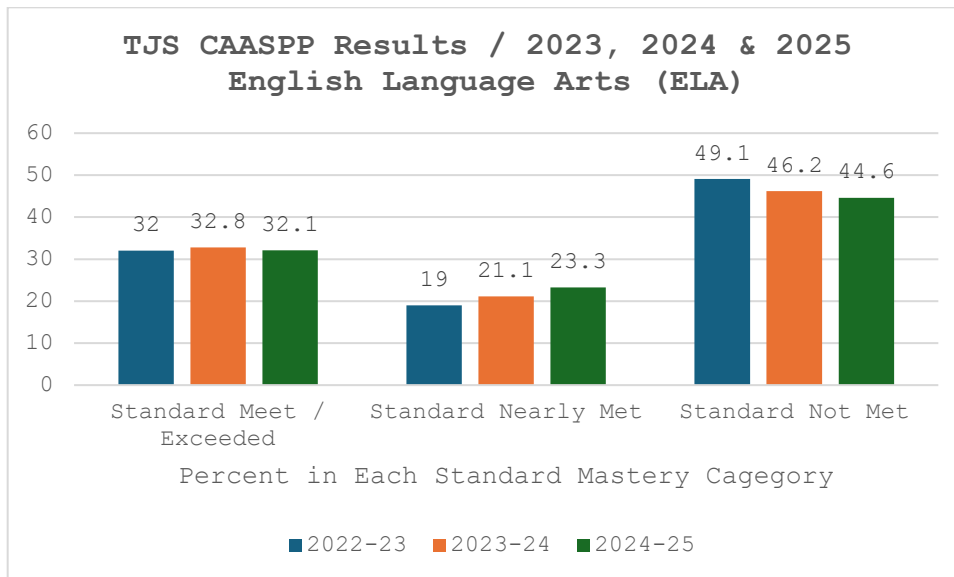
California School Dashboard Qualifying Subgroups / Math for The Journey School					
	Red (Lowest)	Orange	Yellow	Green	Blue (Highest)
2024	Students with Disabilities	[TJS Overall Ave] Hispanic; Socioeconomically Disadvantaged	African American		
2023	Students with Disabilities	African American; Hispanic	Socioeconomically Disadvantaged		

These data indicate that the subgroup “Students with Disabilities” have consistently underperformed their TJS peers in Math on CAASPP, as shown on the Dashboard. This two-year pattern was also observed for English Language Arts.

TJS Comparative CAASPP Data

From 2023 to 2025, TJS reduced the share of students scoring Standard Not Met each year in ELA on CAASPP, with a corresponding increase in Standard Nearly Met. The percentage Meeting/Exceeding Standards held steady. While we want more movement into the top two levels, the year-over-year shift out of Not Met reflects real progress in foundational skills and suggests the pipeline into Meets/Exceeds is strengthening. (See *Graph Below*)

Math shows a clearer year-over-year improvement: declines in **Standard Not Met** are paired with gains in **Meets/Exceeds**. This pattern indicates that targeted interventions and core-instruction adjustments are translating into more students reaching proficiency. (See *Graph Next Page*)



Data Source: California Department of Education Data Quest

TJS is encouraged by the trend lines—especially the consistent reduction in Not Met—and we are not complacent. Our Local Control and Accountability Plan (LCAP) details the next phase of work: tighter Tier-1 instruction, scheduled data cycles, just-in-time interventions, and expanded supports for multilingual learners and students with unfinished learning. We will continue to press for growth into Meets/Exceeds as the next logical step in the progression.

Comparative Note: While the percentage of students Meeting/Exceeding Standards is not yet where we expect it to be, current results are comparable to MVUSD neighborhood schools that most TJS students would otherwise attend. Our commitment is to outperform that benchmark over the life of this plan.

Chronic Absenteeism / EL Progress / Suspension Rate

Chronic Absenteeism moved up from an Orange indicator in 2023 (43.6%) to Yellow in 2024 (34.9%) - a decrease of 8.6%. This has been a point of emphasis for the newly integrating MTSS systems, showing a very positive trend. This is a pattern we are focused to maintain.

English Learner Progress was in the unacceptable Red rating for both 2023 (41% making progress) to 2024 (31.7%). This poor level of performance led to a complete restructuring of the EL program at TJS, where we anticipate a higher rating for TJS in 2025 based on that needed revision under our continuous improvement model.

Similarly, the Suspension Rate received a red rating in 2023 (3.6% suspended) to 2024 (7.6% suspended). This alarming trend led to significant changes for 2024-25, including introduction of MTSS supports, retraining staff, and the changing of school leadership. Internal data for 2024-25 indicate the Dashboard for 2025 will show dramatic improvement.

Other Key California State Dashboard Indicators

In addition, The Journey School (TJS) continues to Meet other Key Standards on the 2024 & 2023 California School Dashboard, showcasing compliance in areas critical to school quality, including:

- Teachers, Instructional Materials, and Facilities;
- Implementation of Academic Standards;
- Parent and Family Engagement;
- Local Climate Survey; and
- Access to a Broad Course of Study.

This demonstrates the school's ongoing commitment to maintaining high educational standards across all domains. TJS also met these standards in the previous 2022 California School Dashboard, reflecting its consistent focus on delivering a well-rounded, supportive educational environment.

Measurements of Academic Performance – Verified Data

At the point of renewal, AB 1505 also requires chartering authorities to review and consider verified data demonstrating the extent that a charter school's students experienced measurable increases in achievement, as follows:

1. In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2l(1).) In November 2020, the

California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes NWEA MAP to meet the verified data requirement.

Student Annual Progress – Verified Data

The Journey School (TJS) utilizes the **NWEA Measures of Academic Progress (MAP)**, a nationally recognized, computer-adaptive assessment designed to measure student achievement and academic growth in reading, mathematics, and science. The NWEA MAP dynamically adjusts the difficulty of each question based on student responses, providing a precise and individualized measure of each learner’s instructional level. The assessment reports scores in RIT (Rasch Unit) values, which remain consistent across grade levels, enabling educators to monitor progress over time and differentiate instruction according to each student’s unique learning needs.

MAP is a norm-referenced assessment, meaning that student results are compared to a national sample of peers to determine relative performance. NWEA maintains the largest normative sample group of any standardized assessment in the United States, allowing schools to compare student performance and growth against a highly representative national benchmark. This norm-based approach provides valuable insight into both individual and schoolwide academic trends, highlighting areas of strength as well as opportunities for targeted improvement.

The California State Board of Education has adopted specific interim assessments as “verified data” for use in charter-school renewal and accountability under Education Code Section 47607.2. These assessments must be nationally recognized, valid, peer-reviewed, and reliable. MAP Growth by NWEA (formerly known as Measures of Academic Progress) is listed among the approved academic progress indicators for grades K-12 in California.

At The Journey School (TJS), MAP assessments are administered three times per year—Beginning-of-Year (BoY), Middle-of-Year (MoY), and End-of-Year (EoY)—to ensure consistent monitoring of student progress. Measuring student growth from one administration to the next serves as a major indicator of the effectiveness of the school’s overall program of teaching and learning. Results from MAP are analyzed to guide instructional planning, identify learning gaps, inform professional development, and evaluate program impact, ensuring that every student at TJS continues to make measurable academic growth throughout the school year.

The data to be displayed shows growth in the percentage of TJS students scoring in each norm-based percentile rank band on the NWEA MAP. The labels (High, High Average, Average, Low Average and Low) come directly from NWEA’s RIT percentile ranges used to describe how a student’s MAP score compares to national norms for their grade and testing season. Here’s how NWEA defines each category:

NWEA MAP Achievement Level Descriptions

Category	Percentile Range	Definition (per NWEA norms)
High	Above the 80th percentile	<i>Students scored higher than approximately 80% of same-grade peers nationwide in that subject and testing season. Indicates strong mastery and readiness for more advanced material.</i>
High Average	61st–80th percentile	<i>Students scored above the national average, showing solid proficiency and likely mastery of most grade-level standards.</i>
Average	41st–60th percentile	<i>Students performance is on par with national peers. Represents expected achievement for grade level.</i>
Low Average	21st–40th percentile	<i>Students scored below the national average but within one standard deviation of the mean. Indicates partial mastery and potential need for targeted support in specific skills.</i>
Low	Below the 21st percentile	<i>Students scored lower than most peers nationally, suggesting significant gaps in grade-level skills and need for intensive instructional support.</i>

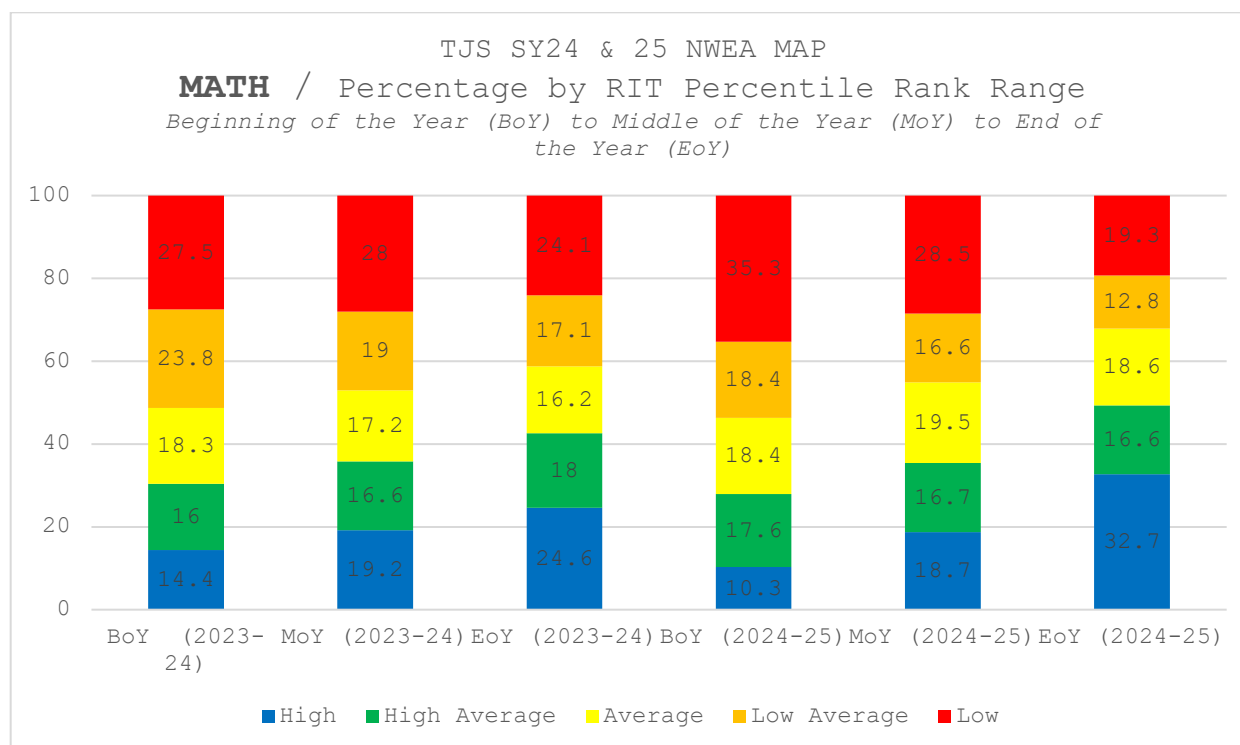
Additional Notes:

- These categories are norm-referenced, not criterion-referenced — they compare students to national peers rather than a fixed proficiency benchmark.
- NWEA updates its norms every several years (most recently the 2020 NWEA MAP Growth Norms Study).
- TJS uses these ranges in data dashboards (PowerSchool) to group students for MTSS intervention, enrichment, or goal-setting discussions.

The Journey School (TJS) NWEA MAP 2023-24 and 2024-25 NWEA MAP Results in Math

The NWEA MAP Math results for school years 2023–24 and 2024–25 in **MATH** show a clear pattern of academic growth and upward movement across percentile ranges from the Beginning-of-Year (BoY) to End-of-Year (EoY) assessments. The data demonstrates both an overall **reduction in the percentage of students scoring in the Low range** and a **steady increase in those scoring in the High and High Average ranges**, reflecting improvement in both student proficiency and the effectiveness of the school’s instructional program.

The graphic on the following page shows the results in Math, outlining the percentage of TJS students scoring in each percentile scoring range.



School Year 2023–24

At the start of the 2023–24 year (BoY), 27.5% of students scored in the Low range and 23.8% in Low Average, meaning over half of all students were performing below the national average. By the End-of-Year (EoY) administration, the percentage of students in the Low category had dropped significantly to 24.1%, while those in the High category rose from 14.4% to 24.6%, marking more than a 10-percentage point gain. The combined proportion of students scoring in the High and High Average categories increased from 30.4% (BoY) to 42.6% (EoY). This growth suggests that instruction was effective in moving a substantial portion of students from below-average to above-average performance levels, with notable shifts out of the bottom two performance bands.

School Year 2024–25

In the 2024–25 school year, initial Beginning-of-Year data showed 35.3% of students in the Low range and only 10.3% in the High range—likely reflecting the inclusion of new students or higher performance expectations. By the Middle-of-Year (MoY) assessment, the percentage of students scoring Low had already declined to 28.5%, and those in the High category increased to 18.7%. The End-of-Year (EoY) results further confirmed this growth trend: only 19.3% of students remained in the Low range, while 32.7% scored in the High range, the highest proportion across all administrations. Collectively, 49.3% of students scored in the High or High Average categories by the EoY—an exceptional gain from the 28% observed at the start of the year.

Summary of Growth and Program Impact

Across both academic years, The Journey School’s MAP Math data illustrate consistent upward mobility across percentile bands, demonstrating that targeted instruction, data-driven interventions, and consistent progress monitoring are yielding tangible student growth. The decline in Low-range performance (from 27.5% in Fall 2023 to 19.3% in Spring 2025) and the increase in High-range performance (from 14.4% to 32.7%) provide

compelling evidence of the school's improving instructional effectiveness and student mastery in mathematics. These results validate the school's ongoing commitment to personalized learning, formative data use, and instructional excellence.

Validation of Program Effectiveness

The steady and measurable growth in MAP Math performance over two academic years provides clear validation of The Journey School's mathematics program as an effective and coherent system of teaching and learning. The program's integration of standards-aligned curriculum, differentiated instruction, and systematic use of progress-monitoring data ensures that teachers can identify learning gaps early and respond with precision. The consistent upward movement of students into higher percentile bands demonstrates that the school's instructional model—anchored in data-driven decision-making, collaboration, and continuous improvement - is successfully accelerating student achievement and sustaining long-term academic growth in mathematics.

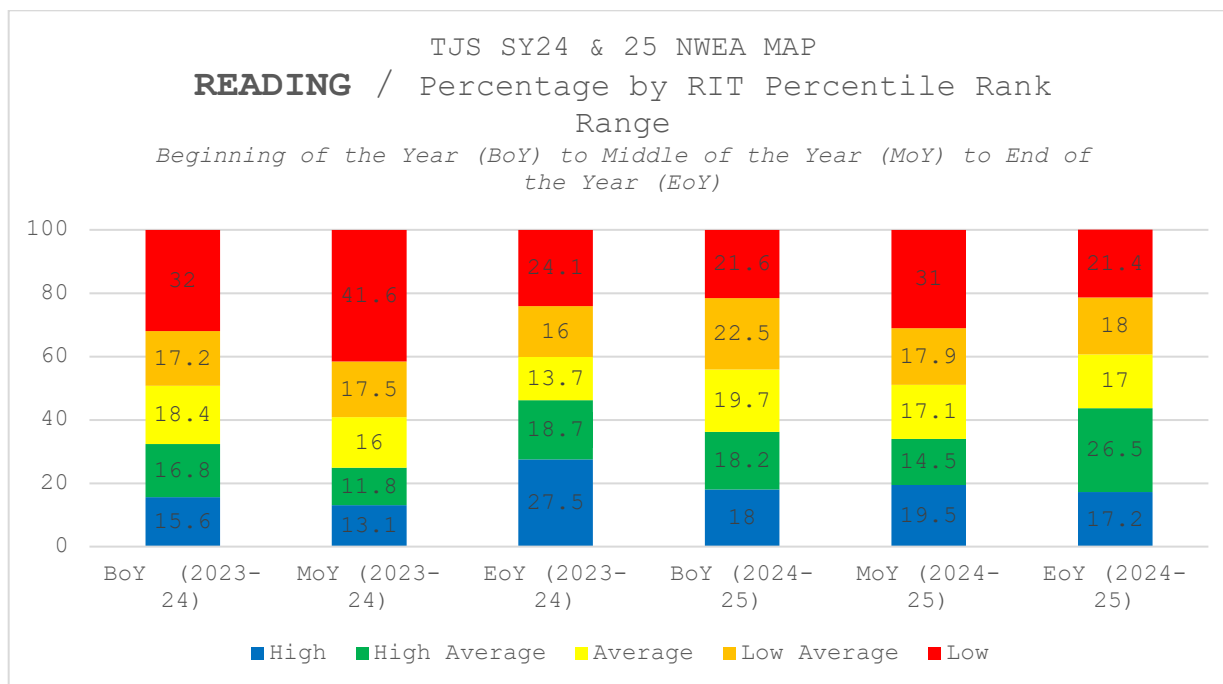
The Journey School (TJS) NWEA MAP 2023-24 and 2024-25 NWEA MAP Results in Reading

The NWEA MAP Reading data for school years 2023–24 and 2024–25 demonstrate consistent and measurable student growth across percentile ranges, reflecting progress in literacy development and the effectiveness of The Journey School's reading program. Across both years, there is a clear downward trend in the percentage of students scoring in the Low range and a corresponding increase in students scoring in the High and High Average ranges, signaling improved comprehension, fluency, and overall literacy proficiency.

The graphic on the following page shows the results in READING, outlining the percentage of TJS students scoring in each percentile scoring range.

School Year 2023–24

At the beginning of the 2023–24 school year, 32% of students scored in the Low range and 17.2% in Low Average, meaning nearly half of the student body was performing below the national norm. Midyear (MoY), the proportion of students in the Low category temporarily increased to 41.6%, likely reflecting cohort variability or midyear diagnostic recalibration. However, by the End-of-Year (EoY) assessment, the percentage of students in the Low range had fallen sharply to 24.1%, while those in the High range rose dramatically from 15.6% to 27.5%—a gain of nearly 12 percentage points. Students in the combined High and High Average ranges increased from 32.4% (BoY) to 46.2% (EoY), demonstrating a strong upward shift across the performance spectrum. These results show that The Journey School's literacy instruction was effective in moving a significant proportion of students from below-average to above-average performance levels within a single school year.



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School Year 2024–25

The 2024–25 reading data continue this upward trajectory. At the Beginning-of-Year (BoY), 21.6% of students scored in the Low range, a marked improvement over the prior year's baseline of 32%. By Middle-of-Year (MoY), this figure had increased slightly to 31%, a variation that may reflect new student enrollment or normal midyear testing fluctuations. By the End-of-Year (EoY), however, the Low range declined again to 21.4%, while High and High Average students combined reached 43.7% (17.2% High and 26.5% High Average). This represents a 22-percentage-point increase from the BoY total of 36.2% in those upper ranges. The Average category remained stable, suggesting that gains were primarily achieved by students transitioning out of the Low and Low Average ranges into higher performance bands.

Summary of Growth and Program Impact

Across both academic years, The Journey School's MAP Reading results demonstrate clear upward mobility in student performance, validating the impact of the school's literacy framework, intervention supports, and focus on data-driven instruction. The overall reduction in students scoring in the Low range—from 32% in Fall 2023 to 21.4% in Spring 2025—and the simultaneous growth in the High range from 15.6% to 17.2% underscore significant progress toward grade-level reading proficiency. These data confirm that the school's approach to explicit literacy instruction, tiered supports, and formative assessment practices is effectively improving student outcomes and ensuring that more students are meeting or exceeding national norms in reading.

Validation of Program Effectiveness

The consistent, positive growth in reading performance provides compelling evidence of the effectiveness of The Journey School's literacy program. Through its integration of evidence-based reading strategies, balanced literacy practices, and targeted intervention supports aligned with the Multi-Tiered System of Supports (MTSS), TJS ensures that instruction is responsive to individual student needs. Teachers use MAP Growth data to

adjust instruction, group students strategically, and monitor progress toward measurable learning goals. The year-over-year improvements affirm that TJS's comprehensive literacy model is successfully equipping students with the foundational reading skills essential for academic success across all content areas.

General Summary – The Journey School

At The Journey School (TJS), we were intentional from the start: students must leave elementary school highly literate and well-rounded, ready for continued academic success. This focus aligns with our mission to prepare scholars promoted beyond grade 6 for the next level and to lay firm groundwork for college and career. Our requirements ensure a rigorous, well-rounded course of study while building the essential skills students need for their next step in learning.

The Journey School (TJS) fully acknowledges that, like any institution committed to excellence, there are areas that require ongoing attention and improvement. With firm dedication to continuous growth, TJS has carefully developed and is actively executing detailed plans aimed at addressing these needs. These initiatives, reflected in our improvement plans and supported by data, are designed to foster sustained growth across all areas of student achievement, ensuring that every student has the opportunity to succeed both academically and beyond. TJS is committed to maintaining this growth trajectory and refining our educational practices to meet the evolving needs of our students and the community.

As a middle-performing charter school identified by the California Department of Education, The Journey School (TJS) is eligible for a five-year renewal pursuant to Section 47607.2(b) of the California Education Code. The evidence presented clearly demonstrates that TJS has delivered meaningful educational benefits during the previous charter term, including measurable student growth and continuity throughout the challenges posed by the pandemic. Considering these accomplishments and our clear focus on continuous improvement, TJS meets all criteria for renewal and should be granted a five-year term to continue its mission of preparing students for both college and career success.

Summary of Changes: Renewal with Material Revision vs. Original Petition

The Journey School's renewal with material revision positions to advance the school from a TK–6 design to a **unified TK–12 program**, weaving in a secondary model that pairs rigorous academics with entrepreneurship, work-based learning, and college/career readiness. Where the original petition framed a strong elementary foundation anchored in culturally responsive teaching and explicit literacy systems, the new petition retains those strengths and extends them into grades 7–12 with measurable college- and career-ready outcomes, program coherence, and operational readiness.

Program Scope and Purpose

In contrast to the original TK–6 charter, the new petition explicitly requests a **grade-span expansion to TK–12**. This expansion is positioned as mission-continuity for families and a strategy to deliver college- and career-readiness through graduation. The narrative frames four stakeholder-driven imperatives—continuity and coherence TK–12; authentic college, career, and entrepreneurship preparation; equity and inclusion via MTSS; and transparent accountability—which now guide the whole program through grade 12.

Within that expansion, the renewal emphasizes operational stability (governance, finance, compliance) and adds a succinct statement of anticipated outcomes (e.g., higher CAASPP/CAST proficiency, ELPAC progress, A–G readiness, dual enrollment, capstones) to make the secondary value-proposition concrete.

Educational Model: From Elementary Foundations to a TK–12 Entrepreneurship Focus

The **original petition** established TJS as a TK–6 school centered on culturally relevant teaching, explicit literacy systems, and professional learning—e.g., Fountas & Pinnell tools and assessment cycles driving responsive instruction. That elementary foundation, while a (SFA/F&P literacy; standards-aligned core; culturally relevant pedagogy) remains the bedrock.

The **new petition** for renewal and to request a material revision, extends this foundation into a comprehensive **7–12 entrepreneurship-infused framework - “the eModel”**, which integrates standards-based academics with real-world problem-solving, internships, Presentations of Learning, and sequenced **ePathways** aligned to regional labor demand. The eModel explicitly develops “eSkills” (e.g., design thinking, financial/digital fluency, communication, collaboration) and the “eMindset” (initiative, resilience, ethical decision-making) so that secondary coursework culminates in **A–G readiness, dual enrollment, industry recognized certifications, competitions, capstones, and portfolios**.

- In practice, the new petition codifies project-based learning, client-connected work, and capstone exhibitions in the secondary years, moving beyond elementary “exposure” to structured pathways that yield college credit and/or industry-recognized value.

In short, our students are intentionally prepared for **careers first, then college**. We list them in that order for a reason: while most jobs over the next decade will require some form of post-secondary education, only a fraction will require a traditional four-year liberal-arts

degree. Our eModel is not meant to turn every graduate into an entrepreneur; it is designed to **embed entrepreneurial skills**—initiative, problem-solving, financial and digital fluency, teamwork, and resilience—that translate to success in any setting. Through deep partnerships with employers, trade unions, and articulation with local community colleges, we ensure graduates are fully prepared for their next step, whether that is a high-skill job, an apprenticeship, or further college study.

Assessment, MTSS, and Continuous Improvement—Now Through Grade 12

The **original** approved petition for TJS details a responsive assessment culture and teacher learning cycles at the elementary level (e.g., observation protocols, guided reading evidence, and data-informed instruction).

The **new** petition **extends the assessment system TK–12** and makes MTSS architecture explicit for secondary: calendared data windows; 3–4 week intervention cycles; PBIS-aligned climate work; Child Find vigilance; equity checks for disproportionality; and direct integration of MTSS outcomes with LCAP and Dashboard indicators (achievement/growth, EL progress, chronic absence, suspension, graduation, CCI). It also links MTSS and SEL to work-based learning readiness (professionalism, safety, teamwork, ethics).

- In short, what began as a robust elementary RTI/assessment routine is now a coherent TK–12 MTSS with defined progress monitoring, escalation/de-escalation logic, and secondary-specific readiness metrics.

Implementation Planning and Timelines

Where the original petition describes TK–6 rollout and staff development arcs, the proposed material revision provides a 7–12 Implementation Plan that schedules multi-year completion of content alignment, project-based learning cadence, community projects, and technology integration, signaling operational readiness for the secondary grades and a cadence for quality assurance. The 2026-27 academic year would be a planning year and opportunity to design and build-out new facilities to support the eModel and expansion of grade levels. The expansion of grade levels is also phased over three years to ensure stability of focus and programing.

Family-facing Identity and Public Communications

A small but practical addition is the proposal to operate publicly under the **DBA “The Journey School of Entrepreneurship”** once the grade-span expansion is approved—**without changing the legal name** (all statutory/records remain “The Journey School”). The text clarifies notice and consistency measures for agencies and compliance systems (e.g., CALPADS). This branding clarifies the secondary focus for families and partners.

Governance, Compliance, and Closure Language—Sharpened and Reaffirmed

Both petitions contain the standard legal affirmations (nonsectarian, Brown Act, FERPA, IDEA/IDEIA, etc.). The renewal sharpens the narrative on open, Brown Act-compliant governance, audit discipline, dispute-resolution protocols, and a detailed closure plan (notifications, records transfer, final audit, asset disposition). This section reads as a readiness assurance for the expanded program.

Facilities and Operations—Planning for Secondary

The original petition describes an adequate TK–6 facility. The new petition keeps legal compliance front-and-center and acknowledges that secondary facilities will prioritize

safety/access and programmatic needs (e.g., science labs, studios, flexible PBL spaces) with any added sites meeting applicable Education, Health & Safety, and local building codes.

Bottom Line

The original Journey Charter Petition established a mission-aligned, TK–6 school with a strong instructional core and culturally responsive practices. The renewal with material revision preserves those strengths while adding grades 7–12, a clearly articulated entrepreneurship model (the eModel), sequenced ePathways with dual enrollment and industry recognized certifications, capstones and exhibitions, and a formalized TK–12 MTSS and assessment cadence—all wrapped in tightened governance/compliance language and a thoughtful facilities outlook for secondary. The result is a coherent TK–12 design that aims to produce graduates who are academically prepared, A–G ready, skilled, credentialed where appropriate, and capable of creating value in college, career, and community.

ELEMENT 1: THE EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Education Code Section 47605(c)(5)(A)(i).

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code Section 47605(c)(5)(A)(ii).

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” Education Code Section 47605(c)(5)(A)(iii).

Mission and Vision

TJS will foster active and involved citizens by focusing on academic achievement, character development, and service to the community by integrating the skills and mindsets of entrepreneurship – opportunity recognition, problem solving, ethical leadership, financial literacy, collaboration and effective communication. At TJS, administrators, teachers, families and community partners will work as a team to help our students engage in real world learning and acquire the skills and resources necessary to be successful in college, career, and life, and to contribute meaningfully to society.

The **Mission** of TJS is to grow entrepreneurial citizens who utilize academic mastery, character, service, and real-world skills so graduates create value and contribute to their communities.

Our **Vision** is that TJS will transform our communities by raising expectations for achievement, offering a higher level of opportunity, and educating the next generation of local leaders to Learn, Build and Serve.

Core Values of TJS

Core Value	Description
Scholarship	We invest in our futures by continually striving for academic excellence through real-world, project-based learning, experimentation, and reflection that create values for others.
Leadership	We adopt a “can do” attitude, grasp opportunities and challenges, and work with others to bring ideas to life by practicing servant leadership, mobilizing teams, and turning ideas into tested solutions.
Social Justice	We participate fully in creating a more just society; if we are not part of the solution, we are part of the problem.
Responsibility	We take initiative, own outcomes, use data to make sound decisions, and deliver on commitments to our team and community.
Integrity	We live up to the highest ethical standards by always trying to do what is right even when it is costly or difficult as ethical entrepreneurs and stewards of resources.
Dignity	We honor our Visions through poise, self-respect, and respectful treatment of diverse identities and viewpoints.
Citizenship	We do our part for the common good by using our talents to make positive contributions to our communities through service, entrepreneurship, and civic engagement that create measurable value.
Perseverance	We don't give up when things seem difficult; we work harder, always do our best, and learn from our mistakes – then iterate to improve and adapt with agility.
Respect	We are considerate of others, treating them with civility and courtesy. We accept personal differences and resolve conflicts with compassion.
Commitment	We pledge to invest in our future by being reflective and disciplined learners.
Collaboration	We listen deeply, communicate clearly, resolve conflict with compassion, and build inclusive teams to achieve shared goals.

Created by RJA 2025

Community Need for the Charter School

Inspired by the goal to close the achievement gap across the Inland Empire, RJA launched its first school in 2009. For the past sixteen years, RJA has worked with underserved students who live in areas historically lacking multiple education options. As RJA has expanded from one site in San Bernardino to a total of five sites (3 in San Bernardino, 1 each in Fontana and Moreno Valley), we have achieved a deep understanding of the thousands of families and students who have passed through our hallways.

RJA has gained a great deal of knowledge about the characteristics of our culturally and linguistically diverse (“CLD”) student population; specifically, that:

- Most of our students are below grade level when they enroll.
- Most of our students lack fundamental English and math skills.
- The areas we serve typically have higher-than-average numbers of homeless youth.
- The areas we serve typically have higher-than-average numbers of foster care youth.
- We experience a higher-than-average student transiency rate.
- Over 10% of our students have an immediate family member in prison.
- The percentage of our students on an active Individualized Education Program (“IEP”) generally exceeds host and neighboring districts.

As RJA continues to grow, we endeavor to help more students from this target population. To that end, we have created an academic plan that maximizes our ability to address the challenges that our students face. Specifically, we will turn to culturally responsive (or relevant) teaching to provide the supports necessary to ensure academic success for our students.

As of 2025, MVUSD continues to serve a large, culturally and linguistically diverse student population with persistent opportunity gaps. Recent statewide reporting shows California’s four-year graduation rate at 86.4% (2023–24), while district CAASPP results from spring 2024 reflect continued need in literacy and mathematics, especially in middle grades: Grade 7 ELA 31.17% met/exceeded; Math 16.51%. Grade 8 ELA 30.37%; Math 14.97%. In Grade 11, ELA 41.07% met/exceeded and Math 11.59%. These patterns underscore the importance of coherent, real-world skill development and targeted supports across grades TK–12.

Community Need to Expand to Include Grades 7-12

This Charter Renewal with Material Revision requests authorization for TJS to continue serving TK–6 and to add grades 7–12, implementing a coherent TK–12 eModel with ePathways, certifications, and CTE-aligned competitions. The California School Dashboard (“Dashboard”) and CAASPP point to specific secondary-level needs in MVUSD that our 7–12 entrepreneurship model is designed to address:

Academic Readiness (secondary – Percentage of Students who Meet/Exceed Standards):

- CAASPP 2024 Grade 7: ELA 31.17%; Math 16.51%.
- CAASPP 2024 Grade 8: ELA 30.37%; Math 14.97%.
- CAASPP 2024 Grade 11: ELA 41.07%; Math 11.59%.
- *Implication: Secondary students—especially in math—need intensive, applied learning and tutoring embedded in the school day; project-based, cross-disciplinary literacy; and authentic tasks that build quantitative, communication, and problem-solving skills.*

College/Career Preparation (high school):

- 2024 Dashboard College/Career Indicator (“CCI”) reports district performance for prepared graduates of MVUSD (e.g., A–G + Advanced Placement (“AP”)/International Baccalaureate (“IB”)/dual enrollment/CTE sequence) with the College/Career Readiness of 35.3%

- *Implication: Our 9–12 pathway integrates A–G, dual enrollment, and sequenced CTE with capstone ventures and portfolios would significantly raise “Prepared” level students on the California Department of Education Dashboard College/Career Indicator.*

On-track to Graduate:

- 2024 Dashboard Graduation Rate (district-level) is published in Additional Reports—Graduation Rate; statewide (2023–24) stands at 86.4%. We will benchmark TJS cohorts against the MVUSD Dashboard rate and publish annual progress.
- *Implication: Advisory, credit-recovery labs, competency-based demonstrations, and work-based learning hours aligned to graduation improve on-time completion.*

Engagement & wellbeing (secondary):

- Chronic Absenteeism (Grades 6–8) and Suspension Rate (Grades 6–12) are Dashboard indicators impacting learning time and school climate. MVUSD’s strategic goals include reducing chronic absence and suspensions and meeting/exceeding a 95% attendance rate.
- *Implication: Our MTSS includes proactive attendance coaching, tiered supports, restorative practices, and integrated mental-health services; entrepreneurship projects increase relevance and belonging.*

Why Entrepreneurship Now:

- Applied skill gaps (financial literacy, data literacy, communication, collaboration, project management, customer discovery) map directly to CCI Prepared criteria and local employer demand.
- School-based enterprises, internships, and dual enrollment provide the practice + credential combination that raises Prepared rates and postsecondary persistence.
- Riverside County’s economy added approximately 26,000 jobs over the year through late 2024 (about 3.4% growth), underscoring demand for talent pipelines that connect secondary students to real opportunities.
- As of July 2025, the Riverside–San Bernardino–Ontario MSA unemployment rate stood at 6.4%—highlighting a continued need for rigorous preparation, work-based learning, and job-creation skills for young people.
- Educational attainment remains a regional headwind: only about 25.1% of adults (25+) in Riverside County hold a bachelor’s degree or higher (ACS 2023), strengthening the case for 7–12 pathways that blend A–G, CTE, dual enrollment, and entrepreneurship.
- Disconnected youth (ages 16–24 not in school and not working) reached roughly 8.4% in 2023; secondary programming that pairs academics with internships, paid experiences, and venture building is an urgent need.
- Employment Development Department projections (2022–2032) for the Riverside–San Bernardino region show a large share of job growth concentrated in a handful of sectors—such as private education/health care/social assistance and logistics—areas where applied, entrepreneurial skills and industry-aligned coursework can accelerate entry and advancement.
- U.S. Bureau of Labor Statistics reports the largest local occupational groups are transportation/material moving (≈15.3%), office/administrative support (≈10.6%), and food preparation/serving (≈10.0%); many of these roles are lower-wage without

postsecondary or entrepreneurial skill-building, reinforcing the value of early business, finance, data, and communication competencies.

- County and regional plans (CEDS 2025, Inland Empire Regional Workforce Plan 2025–2028) call for higher-wage job creation, small-business growth, and stronger education-to-employment pipelines—directly aligned to a 7–12 entrepreneurship pathway at TJS.

Inspired by the goal to close the achievement gap across the Inland Empire, RJA launched its first school in 2009. Since opening our first Entrepreneur High School eight years ago, RJA has worked with under-served students who live in areas historically lacking multiple education options. As RJA has expanded from one high school in San Bernardino to a total to a second site in Fontana, we have achieved a deep understanding of the thousands of families and students who have passed through our hallways.

As RJA continues to grow, we endeavor to help more students from this target population. To that end, we have created an academic plan that maximizes our ability to address the challenges that our students face. Specifically, we will turn to culturally responsive (or relevant) teaching to provide the support necessary to ensure academic success for our students, based on community need:

- Continuity and Coherence: A TK–12 design ensures that early gains are sustained through middle and high school via aligned literacy, MTSS, and an entrepreneurship pathway that embeds reading, writing, quantitative reasoning, and real-world application.
- Secondary Performance Signals (2024): MVUSD's 2024 CAASPP outcomes - especially Grades 7–8 math and Grade 11 math - indicate the need for intensive, applied supports and transcript-earning opportunities (dual enrollment, sequenced CTE, capstone).
- On-time Graduation & College/Career Preparation: California's four-year graduation rate reached 86.4% (Class of 2024). TJS will benchmark cohorts to California Dashboard results and raise "Prepared" outcomes on the College/Career Indicator by combining A–G, dual enrollment, and our unique entrepreneurship-aligned CTE with a required capstone.
- Secondary MTSS and Restorative Practices: Coupled with school-based enterprises, internships, and public exhibitions – our unique program is designed to reduce suspensions, chronic absenteeism, and course failures.

Meeting the Needs of the Community

Location of the Charter School

The Charter School occupies an education building at **25560 Alessandro Blvd., Moreno Valley, CA 92553**. The facility is not subject to the Field Act pursuant to Education Code section 47610. This facility is adequate to accommodate all the students currently enrolled at TJS, with some space to accommodate expansion. **To meet the needs of the full expansion to TK-12 proposed as a material revision to this charter, TJS will need to expand, either onsite or at a nearby suitable space.**

City of Moreno Valley

MVUSD educates nearly 32,000 students across 6 middle schools and 4 comprehensive high schools—serving neighborhoods with diverse needs and assets and underscoring the importance of multiple, high-quality secondary options and partnerships. In the following subsection, we will summarize surrounding school performance using the 2024 California School Dashboard and 2024 CAASPP, focusing on:

- College/Career Indicator (“Prepared” %), Graduation Rate (9–12), Suspension Rate (6–12), and Chronic Absenteeism (6–8) from the Dashboard’s Additional Reports for MVUSD; and
- Grade-level ELA and Math performance (Grades 7, 8, and 11) from CAASPP. This local snapshot will frame how TJS’s 7–12 entrepreneurship pathway will complement and strengthen MVUSD’s secondary landscape.

Our existing facility and community of families would give TJS a very strong foundation in year one under our proposed expansion, a benefit that most new schools do not have in the first year of operation.

Moreno Valley City Data	
2015 population	204,198
2025 population estimate	213,919
Population growth	10.60%
Median household income level (2023)	\$77,477
Per capita Income	\$28,548
% in poverty	11.8%

Surrounding School Performance

The most recent CAASPP data (2016) show a very concerning trend in our target community. The “English Learner” subgroup of students greatly underperformed compared to the “all students” group. Perhaps more concerning was that the gap (% of students scoring “not met”) increased from grade 3 to grade 8. Students categorized as *English Learners* are not only performing below their counterparts but also losing more ground each year.

Across MVUSD, 2024 CAASPP math performance declines steadily from elementary into high school. Roughly a third of grade 3 students met or exceeded standards, but the share falls through the middle grades and reaches about one in eight by grade 11. “Did Not Meet” becomes the dominant category starting around grade 6 and peaks in grades 8 and 11, signaling unfinished foundational skills and the need for intensive, in-day support as students approach graduation.

Sub-group patterns show clear outliers. Filipino and Asian students post the highest rates of Met/Exceeded, while Hispanic and especially African American students show the lowest proficiency and the highest “Did Not Meet” rates—yielding large equity gaps that persist across grades. Economically disadvantaged students trail their non-disadvantaged peers by well over ten percentage points in Met/Exceeded, and both groups exhibit substantial non-proficiency in the secondary grades. Gender differences are modest by comparison and do not alter the overall picture: the secondary math

challenge is broad, with pronounced impacts on specific student groups.

For a TK–12 expansion with an entrepreneurship focus, these data support the need for a coherent 6–12 math strategy that pairs protected instructional time with in-day tutoring, regrouping by skill, and frequent formative checks—while making mathematics visible and useful in authentic projects (pricing, budgeting, data analysis, forecasting). Embedding quantitative reasoning across CTE, dual-enrollment, and capstone ventures can lift both engagement and outcomes, especially in grades 7–12.

MVUSD 2024 CAASPP Results by Grade Level in MATH				
Grade Level	Exceeded	Met	Nearly Met	Did NOT Meet
3rd	10.0%	20.7%	24.5%	44.8%
4th	6.4%	16.8%	30.9%	45.9%
5th	7.8%	10.3%	24.8%	27.2%
6th	6.6%	10.9%	24.0%	58.5%
7th	5.4%	11.1%	24.1%	59.4%
8th	5.3%	9.7%	20.54%	67.9%
11th	3.7%	9.8%	20.54%	67.9%

ELA performance for MVUSD is stronger than math but still shows middle-grade softness and uneven readiness. In grades 3–8, roughly 28–33% of students meet or exceed ELA standards each year, with “Did Not Meet” hovering around 41–49%. Results rebound in grade 11—41.07% Met/Exceeded (26.41% + 14.66%) and the lowest “Did Not Meet” (31.25%)—suggesting gains by the end of high school, yet a third of students are still not meeting ELA standards.

Subgroup patterns mirror known equity gaps: Filipino (68.31% Met/Exceeded, including 36.07% Exceeded) and Asian (54.04% Met/Exceeded) are the top performers, while African American (21.63% Met/Exceeded) and American Indian (24.14% Met/Exceeded) remain lowest; Hispanic students sit at 31.70% Met/Exceeded and White at 42.62%. By economic status, Economically Disadvantaged students post ~30% Met/Exceeded vs ~49% for non-ED, and by gender, females (~36%) outpace males (~28%) in Met/Exceeded - gaps that persist across grades. These data argue for a coherent TK–12 literacy plan with protected reading/writing time, in-day tutoring, and authentic writing across content; embedding structured discussion, research, and real-world communication (e.g., pitching, client briefs) is especially important in grades 6–10 to smooth the middle-grade dip and accelerate the rise seen by grade 11.

MVUSD 2024 CAASPP Results by Grade Level in ELA				
Grade Level	Exceeded	Met	Nearly Met	Did NOT Meet
3rd	13.3%	18.1%	22.1%	46.6%
4th	13.6%	15.8%	21.6%	49.0%
5th	11.3%	21.9%	22.0%	44.8%
6th	7.7%	21.0%	26.9%	44.5%

7th	8.2%	23.0%	23.3%	45.6%
8th	6.6%	23.8%	28.1%	41.5%
11th	14.7%	26.4%	27.7%	31.5%

At the Elementary level, on the Dashboard for MVUSD, Chronic Absenteeism (K–8) and Suspension Rate are the key non-CAASPP signals in elementary. Statewide in 2023–24, chronic absence improved to ~20.4% (TK–8 18.6%) yet remains nearly double pre-pandemic levels—highlighting how much early attendance still suppresses achievement and widens subgroup gaps. MVUSD’s 2024 Dashboard Additional Reports continue to flag these engagement indicators districtwide, with school-level five-by-five placements spanning multiple performance levels. This strengthens the case for a TK–12 continuum at TJS: a single system that stabilizes attendance early (SFA literacy + MTSS), reduces suspensions through restorative practice, and maintains those gains through secondary grades where disengagement typically grows.

For MVUSD in middle grades (6th-8th), the Dashboard spotlights Chronic Absenteeism (K–8), Suspension Rate (K–12), and English Learner Progress (“ELPI”) (grades 1–12). The five-by-five placements across MVUSD’s middle schools in 2024 show the need to lower chronic absence and suspensions while accelerating EL progress - all prerequisites for success in Algebra, science, and CTE on-ramps. A TJS 7–12 entrepreneurship expansion directly addresses these: protected instructional blocks, in-day MTSS tutoring, and relevance-building work (school-based enterprises, internships) that improve belonging and persistence before high-school transition.

At high school for MVUSD, the Dashboard pivots to Graduation Rate and the CCI, alongside Suspension Rate. Statewide, the Class of 2024 four-year graduation rate rose to 86.4% statewide, and 92.8% in MVUSD; the MVUSD College/Career indicator of 35.3% prepared support the need for aligned 9–12 pathways that braid A–G, dual enrollment, sequenced CTE, internships, and a capstone portfolio - the core of TJS’s 7–12 entrepreneurship model designed to move more graduates to “Prepared.” California schools are expected to push both on-time graduation and CCI “Prepared” higher, with subgroup gaps closing year-over-year.

Student Population to Be Served

We seek to target a CLD student population that is representative of the diverse community of Moreno Valley and to bring together students from a variety of backgrounds, ethnicities, and socioeconomic classes. The ethnic breakdown of the Moreno Valley School district is represented below.

Enrollment	MVUSD	County	State
<i>Hispanic or Latino of any race</i>	23,566 (75.2%)	282,118 (66.8%)	3,274,944 (56.1%)
<i>American Indian/Alaska Native</i>	59 (<1%)	845 (<1%)	17,513 (0.3%)
<i>Asian</i>	624 (2.1%)	17,316 (4.1%)	566,256 (9.7%)
<i>Pacific Islander</i>	197 (<1%)	2,113 (<1%)	23,351 (<1%)
<i>Filipino</i>	335 (<1%)	12,248 (2.9%)	145,942 (2.5%)
<i>African American</i>	3,647 (11.6%)	26,607 (6.3%)	309,398 (5.3%)

<i>White</i>	1,729 (5.5%)	72,219 (17.1%)	1,173,376 (20.1%)
<i>Two or more races</i>	812 (2.6%)	8,477 (2.0%)	286,047 (4.9%)
<i>Not Reported</i>	375 (<1%)	420 (<1%)	40,863 (<1%)
<i>Total</i>	31,344	422,332	5,837,690

Free/Reduced Rates	87.2%	74.0%	62.8%
Graduation Rate	92.8%	92.4%	86.4%
Dropout Rate	4.2%	7.7%	8.9%

Source: 2024 DataQuest

We seek to replicate a similar ethnic breakdown in our target population by recruiting in the Moreno Valley community.

Enrollment Rollout Plan

TJS will expand from TK–6 to TK–12 through a deliberate, capacity-aligned sequence that maintains program quality and fiscal stability. In 2026–27 (Year 1) we incubate and develop the expansion in the current facility while construction of a new 7-12 grade facility proceeds. In 2027–28 (Year 2) we open the new facility and add grades 7, 8, 9 and 10; in 2028–29 (Year 3) we add grade 11; and in 2029–30 (Year 4) we add grade 12, reaching full TK–12. 2029–30 and 2030–31 (Years 4–5) are stabilization years to mature pathways, complete hiring, and hit steady-state enrollment.

Enrollment Roll-Out Plan					
<u>Grades</u>	<u>Year 1</u> <u>2026-27</u>	<u>Year 2</u> <u>2027-28</u>	<u>Year 3</u> <u>2028-29</u>	<u>Year 4</u> <u>2029-30</u>	<u>Year 5</u> <u>2030-31</u>
TK/K	32	32	32	32	32
1	84	84	84	84	84
2	84	84	84	84	84
3	84	84	84	84	84
4	84	84	84	84	84
5	70	84	84	84	84
6	70	84	84	84	84
7		100	100	100	100
8			100	100	100
9		150	150	150	150
10		100	150	150	150
11			100	150	150
12				100	150
Total Enrollment	508	886	1,136	1,286	1,336

Year 1 / 2026–27 (Incubate 7-12 Expansion). We prepare for the 7-12 expansion and

incubate the new school expansion while a new facility is prepared.

Year 2 / 2027–28 (Open secondary facility; add grades 7, 9 & 10). With the new secondary facility ready, we enroll Grade 7 (100); while opening Grade 9 (150) and Grade 10 (100). Middle-High school launches with A–G-aligned coursework, entrepreneurship-themed CTE pathways, dual-enrollment pilots, advisory, and structured work-based learning (“WBL”). Core faculty are hired across English, math, science, social science, and PE/health. The program expansion emphasizes entrepreneurship foundations (problem-solving, financial literacy, customer discovery, project management), and MTSS periods embedded in the day. Staffing also expands to include laboratory sciences, world language, visual/performing arts, CTE, and college/career advising. Total enrollment increases to 886.

Year 3 / 2028–29 (Add grades 8 & 11; reach full middle-grade scale). Middle school reaches steady-state—Grade 7 (100) and Grade 8 (100)—while high school adds Grade 11 (100) and scales Grade 9 (150) and Grade 10 (150) to support upper-division course sequencing. Students begin capstone preparation (portfolio, venture pitch, internship/externship) and expanded dual enrollment. MTSS includes dedicated tutoring blocks triggered by interim assessments. Total enrollment rises to 1,136.

Year 4 / 2029–30 (Add grade 12; full TK–12 realized). The high school sequence completes as Grade 12 (100) is added; stabilize 7th and 8th (100) as well as 9–11th (150). All graduates complete a capstone (venture, internship/externship, or industry credential) and a portfolio aligned to the CCI. Total enrollment reaches 1,286.

Year 5 / 2030–31 (Stabilize and optimize). Final rightsizing brings school to steady cohorts—Grade 7–8 (100) and Grade 9–11 (150) hold, and Grade 12 (150) reaches steady state - bringing total enrollment to 1,336. This year focuses on pathway depth, college-credit expansion, alumni tracking, and continuous-improvement cycles.

Educational Philosophy

WE MUST TEACH THE WAY STUDENTS LEARN, RATHER THAN EXPECTING THEM TO LEARN THE WAY WE TEACH

— Pedro Noguera

It is our belief that to better support the students from our communities—most of whom are Latino English Learners, African American, and White students who need dedicated support in gaining mastery of standard English language skills and numeracy—we will turn to culturally responsive (or relevant) teaching to provide the supports necessary to ensure academic success for our students.

Culturally relevant teaching is a term created by Gloria Ladson-Billings (1994) to describe “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.” Participating in culturally relevant teaching essentially means that teachers create a bridge between students’ home and school lives, while still meeting the expectations of the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”). Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teachers’ lessons and methodology.

Success in life is built on a solid foundation of learning. The first critical step is to learn how to read. Children who aren’t reading well by third grade are unlikely to graduate from high school, and/or to be prepared for college or a career. Still, more than half of American students are not effective readers by grade 4.

TJS exists to prepare every student—from transitional kindergarten through twelfth grade—to thrive in college, career, and community. Our educational philosophy holds that students learn best when rigorous academics are connected to real-world purpose, when literacy and numeracy are taught explicitly and practiced across disciplines, and when mindsets and professional habits are developed intentionally over time. We therefore commit to a TK–12 program that is standards-aligned, relationship-centered, and entrepreneurship-infused, so that graduates leave TJS ready to create value for others and to contribute meaningfully to society.

Core Commitments

TJS’s vision is simple and demanding: every graduate is a thoughtful citizen and problem-solver who can learn independently, collaborate effectively, and create value for others. To reach that vision, we make the following core commitments:

- *Standards Alignment for California*: Courses align to the State Standards.
- *College-Ready Course of Study*: Students complete California high school diploma requirements and are scheduled to complete the full University of California (“UC”)/California State University (“CSU”) A–G sequence.
- *Linked Learning and CTE*: Where appropriate, courses align to the California CTE Model Curriculum Standards, and students experience a Linked Learning approach that braids

rigorous academics with technical education and work-based learning.

- *Equity and Belonging*: We build culturally responsive classrooms that honor students' identities and assets, foster belonging, and maintain high expectations paired with targeted supports.
- *Entrepreneurial Relevance*: Across grades, students practice the skills and mindsets of entrepreneurship—opportunity recognition, customer discovery, financial and data literacy, prototyping, iteration, project management, ethical decision-making, and persuasive communication—to make learning purposeful and transferable.

TK–8 Foundations: SFA and SWUN Math

At the TK–8 level, TJS grounds daily instruction in two research-based anchors. First, SFA provides a comprehensive literacy framework. Students participate in a protected daily literacy block with initial placement and frequent regrouping by instructional level, cooperative learning structures, regular cycle assessments, and tutoring during the school day to prevent reading failure. In K–5, SFA's KinderCorner/Reading Roots/Reading Wings build phonemic awareness, phonics, vocabulary, fluency, and comprehension; in grades 6–8, Reading Edge sustains adolescent literacy with explicit strategy instruction and purposeful writing across content.

Second, *SWUN Math* delivers a State Standards-aligned TK–8 sequence that blends concept development, guided practice, independent practice, and closure in a consistent lesson design, reinforced by daily spiral review, problem-solving routines, exit tickets, and unit benchmarks. Teachers receive coaching and pacing guidance; students build fluency and deep understanding through discourse, modeling, and application tasks.

Designated and Integrated ELD are embedded within literacy and content instruction; teachers plan for language objectives alongside content objectives. Students with disabilities access the full curriculum via universal design for learning (“UDL”), appropriate accommodations, and specialized instruction and services in the least restrictive environment.

Grades 6–8 Bridge: From Foundations to Application

The middle grades consolidate foundational skills and connect them to authentic problems. SFA Reading Edge continues daily literacy, interim data triggers regrouping and targeted support. Mathematics includes protected blocks and intervention periods to address unfinished learning while pushing conceptual depth. Students begin formal study of the entrepreneurial competencies they will apply in high school: identifying user needs, conducting interviews, analyzing data, developing budgets, prototyping, testing, and communicating results. Advisory structures build habits of success, attendance, and the social–emotional skills required for healthy collaboration and academic persistence.

Grades 9–12: College-Preparatory Core with Entrepreneurial Application

The high school program meets or exceeds California graduation requirements and aligns with UC/CSU A–G expectations. Students complete a coherent four-year plan that includes ELA, mathematics through at least Algebra II/Integrated III (and beyond based on aspiration), laboratory sciences, history–social science, world language, and visual/performing arts. Technical coursework and electives align with California's CTE standards where appropriate. The program integrates WBL, dual enrollment with local California community colleges, and a senior capstone aligned to the College/Career Indicator (CCI).

To ensure relevance and agency, TJS students complete two “Career & Technical Education like” Entrepreneur Pathways (ePathways - one required entrepreneurship pathway and one elective pathway responsive to regional needs and student interest. Each ePathway pairs rigorous coursework with authentic projects, employer engagement, and public exhibitions. As ePathways mature, students will have multiple elective strands to choose from; each strand culminates in portfolio artifacts and demonstrations for real audiences. Students are engaged to obtain multiple career recognized certifications through their ePathway courses.

The TJS Entrepreneurial Mindset (eMindset)

The eMindset is a throughline from TK to grade 12. It names the attitudes and behaviors that allow young people to convert knowledge into value for others. TJS develops the following dimensions across courses and grade levels:

- *Curiosity and Opportunity Recognition*: noticing problems worth solving and possibilities worth pursuing; framing compelling questions and identifying users and stakeholders.
- *Customer Discovery and Empathy*: interviewing, listening, and observing to understand needs and constraints; designing with and for those most impacted by a problem.
- *Financial and Data Literacy*: interpreting charts and tables; building budgets and forecasts; analyzing trends; using numbers to inform choices.
- *Prototyping and Iteration*: generating ideas, building initial versions, testing, collecting feedback, and improving based on evidence.
- *Project Management and Collaboration*: planning, tasking, tracking progress, and delivering with teammates; using tools to coordinate work and communicate.
- *Communication and Storytelling*: writing clearly for real audiences; presenting to persuade; creating visual explanations that make thinking visible.
- *Ethics and Social Responsibility*: evaluating impacts on people and environment; choosing strategies consistent with personal integrity and community wellbeing.

Students practice these habits daily—within literacy and math blocks, science and humanities labs, arts studios, advisory, and work-based learning—so the mindset becomes a lived routine rather than a slogan.

Signature Pedagogies and Classroom Routines

Instruction at TJS blends direct, explicit teaching with rich application. Teachers model strategies, think aloud, and provide guided practice before releasing students to independent work. Across content areas, students engage in project-based learning cycles that include research, design, creation, critique, and public exhibition. Cooperative learning structures ensure every learner has a role and is held accountable for thinking and contribution. Academic language is taught explicitly; vocabulary, sentence frames, and discourse routines help multilingual learners access complex texts and tasks. Teachers incorporate retrieval practice and spaced review to strengthen memory and transfer.

Assessment and Evidence of Learning

TJS uses assessment to improve teaching and learning, not merely to audit it. Teachers employ common formative assessments tied to essential standards; grade-level teams analyze results in PLCs to plan re-teaching and enrichment. Interim assessments provide checkpoints for regrouping

and targeted intervention; performance tasks and public products capture transfer and application. Grading emphasizes evidence of mastery, with opportunities to revise and demonstrate learning over time. Students curate artifacts—research briefs, data analyses, prototypes, budgets, reflections, and pitch decks—into a graduation portfolio. Short-cycle, nationally normed measures (e.g., NWEA MAP) provide additional perspective on growth in reading and math and help guide MTSS supports.

Multi-Tiered System of Supports

TJS's MTSS ensures that every student gets the right help at the right time—without stigma and without sacrificing access to rigorous instruction. Tier 1 includes strong core instruction, universal design for learning, consistent routines for behavior and engagement, and proactive family communication. Tier 2 provides targeted small-group tutoring, skills workshops, and attendance coaching triggered by interim data and teacher observation. Tier 3 adds individualized plans coordinated by a Student Support Team, with progress monitoring and wraparound services in partnership with families and community providers. MTSS is integrated with Designated and Integrated ELD and with special education services so multilingual learners and students with disabilities can access the full program and meet high expectations.

Work-Based Learning, Partnerships, and Capstone

Work-based learning is a defining feature of the TJS secondary experience. Students begin with career awareness and school-based enterprises, progress to job shadowing and mentored projects, and move into internships and externships with local employers. An Employer Advisory Council helps align projects, certifications, and internship demand with the regional economy. The TJS Business Incubator provides a structured environment for researching users, testing prototypes, and offering products or services at school and community events. Every graduate completes a capstone—either a venture project, an internship/externship with formal deliverables, or an industry certification—accompanied by a public defense before a panel of educators, employers, and community members.

These experiences are standards-connected, assessed, and supported by explicit instruction in professional skills: time management, communication, teamwork, and ethical decision-making. Students learn to translate classroom knowledge into value for users and communities and to articulate that value in resumes, applications, interviews, and pitches.

Schedules, Structures, and Access

Daily schedules protect time for what matters most: literacy and math blocks in TK–6; advisory, intervention/enrichment periods, and project/lab blocks in 6–12; and common planning time for teachers to collaborate. Master scheduling ensures access to the full A–G sequence and minimizes conflicts among core, world language, arts, CTE, intervention, and dual-enrollment courses. Students who need additional support receive it during the school day; families are not asked to solve learning gaps after hours.

Professional Learning and the Culture of Improvement

Adults at TJS learn as deliberately as students do. Weekly PLCs focus on essential standards, student work, and responses to evidence. Instructional coaching provides feedback cycles, co-

planning, and demonstration lessons. Teachers engage in lesson study and calibration of tasks and rubrics to ensure common expectations for quality. Professional learning emphasizes SFA/SWUN fidelity, differentiation for multilingual learners and students with disabilities, academic discourse, project quality, and equitable grading practices. New staff are inducted into TJS's vision of effective instruction and supported through mentoring and targeted development.

At the secondary level, PLCs meet in course-alike and ePathway teams to plan around essential standards, design common interim and performance assessments, and analyze evidence from MAP, unit exams, projects, and industry-aligned tasks. Teams use short data cycles (plan–do–study–act) to adjust instruction, intervention, and enrichment, with explicit attention to A–G readiness, graduation outcomes, and pathway competencies. Grounded in TJS's eModel, secondary PLCs intentionally cultivate an entrepreneurial mindset—treating mistakes and early prototypes as data, not failure—by building structured opportunities for iteration, redo/retake, and reflection on “what we tried, what we learned, and what we'll change.” PLCs also coordinate support for multilingual learners and students with disabilities (e.g., language objectives, accessible materials, co-teaching moves) and align project rubrics, grading practices, and certification preparation (e.g., DECA/SkillsUSA deliverables, industry-recognized credential tasks) so students experience consistent expectations for quality across courses and pathways.

Technology, Data, and Student Agency

TJS is dedicated to integrating current technologies and continuously innovating. Every student has access to a dedicated laptop or tablet to support research, writing, design, and collaboration. At the secondary level, equipment and software are aligned to each student's ePathway. This includes fully outfitted makerspaces with industry-grade tools (e.g., CNC machines, 3-D printers, laser cutters, electronics benches), safety training and certifications, and pathway-specific platforms for CAD/CAM, data science, media production, and entrepreneurship. Hardware and software are refreshed on a defined cycle; systems are secure and monitored; and accessibility features ensure all learners can participate.

Students use technology to research, analyze data, create artifacts, and collaborate across time and space. Teachers leverage data dashboards to monitor attendance, behavior, and achievement; to trigger MTSS support; and to communicate progress with students and families. Digital citizenship, information literacy, and responsible use are taught explicitly so that students can participate safely and ethically in online communities and workplaces.

Family and Community Engagement

TJS partners with families as co-educators. We provide clear, accessible information about student progress; offer workshops on supporting literacy, numeracy, and college/career planning; and invite families to exhibitions, showcases, and capstone defenses. Community partners help frame authentic problems, host students for internships and externships, and serve on advisory panels. These relationships strengthen belonging, relevance, and opportunity for students.

Continuous Improvement and Public Accountability

TJS publishes annual goals and outcomes for attendance and engagement, literacy and numeracy growth, on-time graduation, and the College/Career Indicator, disaggregated by subgroup. We study results openly and adjust schedules, supports, and curriculum to close gaps and raise overall

performance. Students and families can see progress clearly in dashboards and in the artifacts, students produce and defend.

Alignment with the TK–12 Roll-Out Plan

This educational philosophy aligns with TJS’s phased expansion. The upper elementary program emphasizes adolescent literacy (Reading Edge), math intensives, entrepreneurship foundations, and advisory. In 2027–28, we open the new facility and add grades 7, 9 and 10, expanding A–G access, CTE, dual enrollment, and work-based learning. Grades 11 and 12 are added in 2028–29 and 2029–30, culminating in senior capstone defenses aligned to the College/Career Indicator. This pacing protects quality, ensures staffing and facilities readiness, and sustains early-grade gains through graduation.

Literacy System Vision and Core Values (TK–8th Grade)

Every student has the right to grow up literate within a dynamic learning community that honors linguistic, ethnic, and cultural diversity. At TJS, we view literacy as the engine of equity: the means by which students access rigorous content, participate in civic life, and create value for others. Our community norms—empathy, kindness, and respect—shape daily interaction and the academic press for all learners. We foster curiosity and agency by giving students authentic purposes for reading, writing, speaking, and listening and by ensuring in-day supports so that every child can succeed.

To make this vision real, TJS implements the SFA approach to reading and writing across TK–8. SFA is a schoolwide, research-based model built on (a) a protected daily literacy block, (b) explicit instruction with cooperative learning and structured discourse, (c) frequent assessments that drive regrouping and tutoring, and (d) a coherent K–8 sequence that moves from early decoding to advanced comprehension and written expression.

Instructional Coherence

SFA is designed as an interlocking system rather than a set of disconnected parts. The early-reading strand (TK–1) builds oral language and foundational skills through KinderCorner (TK/K) and Reading Roots (primarily grade 1); the grades 2–5 strand, Reading Wings, organizes instruction in six-day lesson cycles around trade books or basal selections; grades 6–8 use Reading Edge for adolescent literacy; and writing instruction is vertically aligned through Writing from the Heart (primary) and Writing Wings (upper elementary/middle). Routine cycle assessments and team-based structures tie the components together and keep instruction appropriately challenging for each student.

Responsive Teaching

Teachers make moment-to-moment decisions based on observation, discussion evidence (“Team Talk”), and short-cycle checks. SFA requires regular regrouping by instructional level (within or across classes), so students encounter texts and tasks that are neither too easy nor too frustrating; regrouping is informed by cycle tests and teacher judgment. Below-level readers receive in-day tutoring—not homework or after-hours remediation - so gaps are addressed before they widen.

Text-Rich, Knowledge-Building Approach

Texts in SFA are purposefully selected. In the primary grades, children read decodables and shared stories while building vocabulary and background knowledge through rich thematic units. From grade 2 on, lessons center on trade books or basal selections—narrative and expository—so students experience varied genres and topics that build world knowledge and stamina. Writing tasks attached to each cycle develop discipline-specific writing and “writing about reading.”

Student Inquiry

Curiosity drives learning. Each unit or cycle invites students to ask questions, gather evidence from text, discuss interpretations with teammates, and produce written or multimedia responses. In KinderCorner, inquiry is organized through hands-on, thematic exploration (science and social studies concepts) with extensive oral-language development; in Reading Wings and Reading Edge, inquiry appears as research mini-tasks, note-taking, text-dependent questions, and culminating products (e.g., news articles, persuasive pieces).

Language-Based and Talk-Rich

SFA lessons are deliberately talk-rich. Structured partner and team routines (e.g., partner reading, Team Talk, Random Reporter) require students to articulate, listen, and justify—turning comprehension into language and academic discourse. In TK/K, KinderCorner foregrounds oral-language and vocabulary as the gateway to reading, with carefully sequenced language routines.

Building Coherence in the Classroom

Because each component of SFA shares common routines, students experience a coherent literacy day. Teachers model strategies, guide practice, then release to teams and independent work; students encounter the same expectations for discussion, annotation, and writing whether they are reading decodables in grade 1 or arguing from evidence in grade 7. Frequent checks (e.g., cycle tests, writing rubrics) provide timely feedback to students and teachers.

Instructional Contexts (How SFA Looks in Practice)

TK/K — KinderCorner (High Teacher Support → Guided Independence)

A full-day, comprehensive kindergarten program, KinderCorner balances teacher-directed lessons and child-initiated exploration. Units integrate oral language, early literacy, mathematics, science, social studies, and SEL; routines include read-and-respond, “Write Away” prompts, songs, and cooperative center work. The emphasis is on vocabulary, oral expression, and print concepts, preparing children for formal decoding in grade 1.

Daily look-fors: (illustrative): community meeting; shared reading/chant; phonological awareness/letter-sound routines; thematic exploration; interactive writing; choice centers; closing reflection.

Grade 1 — Reading Roots (Medium Teacher Support; Explicit Foundations)

Reading Roots is a 90-minute beginning-reading block emphasizing systematic phonics, oral-language and vocabulary, fluency, and comprehension. Students read decodable stories tied to the phonics focus, practice word analysis in Word Power, and build fluency through partner reading and guided feedback. Teachers use brief cycle assessments to monitor decoding and comprehension

and to trigger small-group re-teaching or tutoring.

Daily look-fors: phonics/word study; teacher model & guided practice; decodable reading; fluency work; comprehension questions; quick check/exit task.

Grades 2–5 — Reading Wings (Medium → Lower Support; Comprehension & Knowledge)

Reading Wings provides ninety-minute daily lessons structured in six-day cycles around high-interest trade books or basal selections. Lessons embed background building, explicit strategy instruction, vocabulary, partner/Team Talk, writing about reading, and Targeted Treasure Hunts - focused practice tied to a strategy (e.g., summarizing, inference). Cycle tests supply rapid feedback for regrouping and celebration of team and individual growth.

Daily look-fors: Set the Stage; partner reading with roles; Team Talk; Word Power; short writing tasks; Treasure Hunt practice; cycle test.

Grades 6–8 — Reading Edge (Leveled Adolescent Literacy)

Reading Edge is a leveled program for adolescent readers. Students work in teams on complex texts with explicit support for metacognitive strategies, goal-setting, feedback, and classroom management routines that keep discussions accountable. Materials are organized across eight reading levels, allowing students to accelerate into more challenging texts.

Daily look-fors: leveled text set; team goal; strategy mini-lesson; partner work; discussion protocols; written response; progress reflection.

Success for All Writing (Primary through Middle Grades)

Writing instruction in SFA is comprehensive and developmentally sequenced. In primary grades, students begin with Writing from the Heart, a simplified writing process that foregrounds clear goals, teacher modeling, and cooperative drafting/revising aligned to foundational reading. In upper elementary and middle grades, Writing Wings systematizes writing across narrative, informative/explanatory, and opinion/argument genres. Units teach writing as a process (planning, drafting, revising, editing, publishing) and address content, organization, craft, and mechanics, with frequent opportunities for peer feedback and team-based revision; scope-and-sequence documents outline genre projects (e.g., news stories, factual essays, letters, persuasive speeches, mysteries, tall tales) and the graphic organizers and conventions taught at each grade.

Classroom throughline: brief mini-lesson → modeled writing → guided practice in teams → independent drafting → structured peer response → revise/edit with checklists → publish/present.

Targeted Tutoring (In-Day Acceleration)

Students who need extra support receive SFA tutoring during the school day, not as an add-on. In grades 1–3, Tutoring with the Lightning Squad blends pair work, digital books/games, and coached practice to accelerate phonemic awareness, phonics, fluency, vocabulary, and comprehension; grades 4–8 can use ThemeReads for strategic support. Lightning Squad carries ESSA “Strong Evidence” and has shown meaningful grade-level gains in district evaluations—important assurances for families and authorizers.

Learning Spaces

SFA classrooms are organized for whole-group focus, small-group guidance, and cooperative teams. Libraries are stocked with decodables (K–1) and diverse trade books (2–8); anchor charts, vocabulary walls, and data displays make goals and progress visible. Teachers use common routines (e.g., Team Talk roles, signal checks) so transitions are quick and cognitive load remains on reading and writing.

Sample Daily Framework (Illustrative TK–5)

Context	Activity Options	Minutes
Community Meeting	Set goals; preview texts/words; celebrate effort	5
Phonological Awareness/Phonics (K–2) or Word Power (3–5)	Sound-spelling routines; morphology; fluency	10
Reading Block — Teacher-Led	Strategy/modeling; vocabulary; background	15
Reading Block — Team / Partner	Partner reading; Team Talk ; comprehension tasks	35
Writing about Reading	Short responses; journals; graphic organizers	10
Check for Understanding	Exit item or cycle check; assign tutoring as needed	5
Writer’s Workshop (daily)	Mini-lesson → write → peer response → revise/edit	40–60

Why SFA for TJS

- **Evidence-Based and Comprehensive:** SFA integrates instruction, assessment, regrouping, and tutoring - **not** just a set of books - so students experience consistent supports as they progress from decoding to academic reading and writing. Meta-analyses and independent trials document positive effects in high-poverty settings.
- **Talk-Rich, Cooperative Learning:** Structured peer interactions convert thinking into language—critical for multilingual learners and for building academic discourse.
- **Adolescent Literacy Built In:** Reading Edge provides a true 6–8 solution so students enter

high school with the strategies and stamina to succeed in A–G coursework

- **Built-in Writing Progression:** Writing from the Heart and Writing Wings deliver explicit genre instruction and a repeatable process across grades.
- **In-day Acceleration:** Lightning Squad and ThemeReads ensure that struggling readers get immediate, research-proven help without sacrificing access to core instruction.

Math System Vision and Core Values (TK-8th Grade)

Every student has the right to develop mathematical understanding, fluency, and agency in a learning community that honors linguistic, ethnic, and cultural diversity. At TJS, we view mathematics as a language for reasoning about the world, making decisions, and creating value for others. Our classrooms cultivate perseverance, precision, and productive struggle, alongside empathy and respect. We implement SWUN Math as our TK–8 math model because it is built for California standards and the Standards for Mathematical Practice (“SMPs”), with a lesson design that uses gradual release of responsibility and coherent routines to move all learners forward.

Instructional Coherence

SWUN is not just a set of worksheets; it is a system that aligns standards, curriculum, pacing, assessments, and professional learning. District-calibrated pacing guides, unit structures, and common routines organize instruction so teachers can focus on conceptual development first, then procedural fluency and application, while attending to the SMPs every day. The model is supported by ongoing coaching and monthly on-site support, which helps the Charter School maintain fidelity and continuously refine practice.

Responsive Teaching

Daily lessons build in checks for understanding and an exit/“final check” that inform same-day adjustments. Teachers shift between whole-group modeling, structured guided practice (often with A/B partners), and independent practice; data from the check/exit ticket triggers small-group re-teaching while peers move to practice or application. SWUN materials also emphasize spiral review so prior learning is revisited and consolidated

Concept-and-Problem-Driven Approach

SWUN’s lesson designs explicitly develop the triad California expects—conceptual understanding, procedural skill/fluency, and application—and they do so within routines that foreground sense-making before speed. A typical sequence: Concept Development → Guided Practice → Independent Practice → Closure/Exit Ticket, with continual attention to SMPs (e.g., make sense of problems, reason abstractly/quantitatively, construct viable arguments).

Student Inquiry

Inquiry in math shows up as posing questions, testing conjectures, modeling situations, and justifying methods. SWUN lessons routinely ask students to analyze errors, compare strategies, and explain why a method works—turning problem sets into investigations. Routine spiral/problem-of-the-day prompts surface lingering misconceptions and activate prior knowledge that students then link to new ideas.

Language-Rich and Talk-Focused Mathematics

Because mathematics is a language, SWUN lessons build structured discourse: partner talk, reaching consensus in small groups, and whole-class debriefs that push students to use precise vocabulary, representations, and sentence frames. These routines are particularly supportive for multilingual learners, who develop academic English while learning math.

Building Coherence in the Classroom

Common lesson architecture and schoolwide pacing make expectations predictable for students and teachers: warm-ups/spiral review, concept launch, modeling, guided practice with partner roles, independent practice with teacher conferencing, and an exit check. Routines like error analysis and “We do → You do” occur in every grade band, so students experience a cohesive math day as they progress from TK to grade 8.

Instructional Contexts (How SWUN Looks in Practice)

TK–2 (High Teacher Support → Guided Independence)

- *Warm-up/Spiral Review*: brief routines that revisit counting, place value, and earlier concepts.
- *Concept Lesson*: manipulatives and visual models (ten-frames, number lines) for concrete → representational → abstract progression.
- *Guided Practice*: teacher-led problems with A/B partner routines.
- *Independent Practice & Exit*: short set tied to the lesson objective; teacher pulls a quick-reteach group.

Grades 3–5 (Medium Support; Fluency and Application)

- *Beyond the Basic Facts (“BBF”)*: structured fluency work that extends beyond basic facts to multi-digit computation and number sense strategies.
- *Concept/Procedure Lessons*: explicit modeling, guided practice, collaborative reaching consensus, and error analysis.
- *Application/Problem Solving*: tasks requiring explanation, multiple representations, and argumentation aligned to SMPs.

Grades 6–8 (Leveled Complexity; Sustained Reasoning)

- *Concept Development*: ratio/proportional reasoning, expressions and equations, geometry, statistics modeled with representations and real-world contexts.
- *Guided → Independent*: emphasis on strategy comparison and justifying steps.
- *Closure/Exit*: targeted prompt; results route students to small-group intervention or extension.

Assessment and Acceleration

- **Daily**: embedded checks (spot questions, whiteboards), exit tickets/final checks to flag immediate needs.
- **Cycle/Unit**: quizzes and benchmarks inform regrouping, grade-level re-teaching, and pacing adjustments.
- **Spiral Review**: planned return to key ideas prevents forgetting and supports students who missed a step the first time.
- **Professional Learning**: coaches help PLCs read data, plan same-week interventions, and maintain alignment to the pacing guide.

Learning Spaces

Classrooms are set up for whole-group focus, partner and small-group collaboration, and independent work. Manipulatives, math journals, anchor charts, and visible problem-solving frameworks (e.g., model → represent → compute → justify) make thinking public. Data walls or digital dashboards track progress on unit goals and fluency targets.

Sample Daily Framework (Illustrative TK–5)

Context	Activity Options	Minutes
Spiral Review / Problem of the Day	Prior content; quick debrief	5–10
Concept Development	Launch, model, connect representations	15–20
Guided Practice	A/B partner problems; teacher prompts	10–15
Independent Practice	Differentiated items; teacher pulls small group	10–15
Closure / Exit Check	One problem or prompt; set next steps	5

(Grades 6–8 follow the same arc with longer reasoning/application blocks.)

Professional Learning and Capacity

SWUN pairs materials with front-loaded training (State Standards/SMPs, lesson designs, pacing, BBF) and ongoing on-site coaching to build local capacity among teacher and principal leaders. Annual reflective professional development (“PD”) and collaboration with district curriculum offices sustain implementation quality over time. TJS will enter into a continuous contract for professional learning and coaching from SWUN Math.

Why SWUN for TJS

- **California-Built and Standards-True:** Designed around the California Mathematics Framework and SMPs with lesson designs that gradually release responsibility to students.
- **Tight Link Between Teaching and Evidence:** The final check/exit drives same-day small-group support; spiral review prevents skill atrophy.
- **Coaching + Materials:** Professional learning, pacing, and onsite coaching create conditions for consistent Tier-1 instruction and in-day intervention.

- **Fluency with Understanding**: Beyond the Basic Facts extends fact work into strategy-based multi-digit fluency—key to upper-grade success.

Summary: Alignment of Success for All and SWUN Math to the Entrepreneurial Model

SFA and SWUN Math provide the literacy and numeracy “engine” that powers TJS’s entrepreneurial model. SFA’s daily, talk-rich literacy block - cooperative learning, frequent writing, text-based discussion, and in-day tutoring—builds the communication, research, and evidence-use students need for customer discovery, problem framing, and persuasive pitching. SWUN’s concept-first lesson design—model → guided practice → independent application with spiral review and exit checks - cultivates quantitative reasoning, error analysis, and iteration, mirroring how entrepreneurs test, learn, and improve. Together, SFA and SWUN embed the habits our eMindset requires: reading to learn across disciplines, writing to inform and persuade, making sense of data, modeling real situations (e.g., pricing, budgeting, forecasting), and collaborating in accountable teams. As students progress into 6–12, these routines translate directly into school-based enterprises, internships, and capstones, where clear communication and numerate decision-making determine quality and impact. In short, SFA and SWUN are the Tier-1 backbone that make “entrepreneurship as application” academically rigorous, equitable, and scalable.

Program Review and Right to Adopt Alternative Research-Based Materials

TJS is committed to continuous improvement and will monitor instructional effectiveness using multiple measures (short-cycle assessments, unit benchmarks, writing rubrics, course grades, attendance/engagement indicators, and state accountability results disaggregated by subgroup). If the preponderance of evidence shows that any adopted program is not producing sufficient growth for all students—or if a demonstrably stronger, standards-aligned, research-based option becomes available - TJS reserves the right to pilot, select, and implement alternative instructional materials or programs that meet California standards and have strong empirical support (e.g., ESSA Strong/Moderate Evidence). Any transition will include a clear implementation plan (professional learning, pacing alignment, assessments, and MTSS supports), attention to continuity for multilingual learners and students with disabilities, and transparent communication with families and staff. TJS will make such changes consistent with its charter, board policy, and applicable authorizer guidance and California law.

The Entrepreneur School Model

What truly sets our eModel apart is how we intentionally build the eMindset (Entrepreneurial Mindset) in our students. By integrating entrepreneurial thinking into our core classes, we teach students to think critically, solve problems, and take ownership of their learning. This approach connects academics to real-world challenges, helping students build the confidence and adaptability they need to succeed. We know that focusing on developing our students’ mindsets is one of the most powerful and beneficial things we can do for them.

At TJS, we welcome students from all backgrounds, experiences, and skill levels. Many of our students come to us from other schools, and they arrive at different starting points. But we know they came to the right place. By focusing on mindset development, we ensure every student is given the tools, opportunities, and confidence to be successful. We take in all students and meet them where they are, knowing that the eMindset will empower them to grow and excel.

A key component of the eModel is our ePathways. An ePathway TJS is a coherent, grade-spanning course of study that aligns with traditional California CTE pathways - sequenced technical courses, work-based learning, and industry partnership—but deliberately goes further by braiding rigorous A–G academics, dual enrollment, and a capstone portfolio with the habits and skills of our eModel. Students still earn the same CTE-aligned competencies (safety, technical skills, certifications), yet they also practice opportunity recognition, customer discovery, financial and data literacy, prototyping/iteration, project management, ethical decision-making, and persuasive communication in every subject. The pathway is delivered through school-based enterprises, internships/externships, and an incubator where students build products or services for real users, collect evidence of impact, and defend their decisions publicly. Advisories and MTSS ensure access and acceleration for all learners, while employers and college partners help align projects to the regional economy and transcript credit. By graduation, students have both CTE depth and entrepreneurial breadth - not just “job-ready,” but value-ready: able to analyze problems, marshal a team, communicate clearly, and create solutions that count for college, career, and community.

To further support this development, we offer the eExecutive Program, a leadership initiative where students participate in workshops focused on teamwork, problem-solving, and communication. These students become leaders on campus, spreading the eMindset to their peers and helping foster a culture of growth and innovation. Our Charter School is unique through our eModel because of the way we blend entrepreneurship, academics, and mindset development into a single, cohesive approach. The eModel is not just a program, it's a framework designed to equip students with the entrepreneurial mindset and professional skills they need to succeed in any career or path they choose after high school. For example, our culinary ePathway does not just teach students to cook. It teaches them to think like executive chefs or future business owners in the culinary industry. This same approach applies across all ePathways, giving students not just technical skills but entrepreneurial knowledge to create their own opportunities.

We also provide an on-campus Internship Program, where students manage businesses that operate directly as an enterprise in the local business community. After being successful in our Internship Program, students transition to our Externship Program, which is a short-term, practical learning experience where individuals shadow professionals in a real-world work environment to gain insight and hands-on exposure to a specific career or industry. Additionally, through our Business Incubator program, students develop products and services and sell them during school expos and community events.

To meet the unique nature of our educational philosophy for TJS we:

1. *Innovative Curriculum Design:*

- Develop a curriculum that blends traditional academic subjects with entrepreneurial education through incorporation of our identified Entrepreneurial Skills (“eSkills”), in addition to business planning, financial literacy, marketing, and ethics.
- We place an emphasis on *Linked Learning*, which is a research-based approach that integrates rigorous academics with real-world experiences to prepare students for both college and career success. This approach connects learning with students' interests

and career aspirations, making education more relevant and engaging. Linked Learning pathways combine academic instruction with technical education and work-based learning, offering comprehensive and cohesive educational experiences.

- Incorporate project-based learning, design thinking, and experiential learning opportunities into the curriculum.

2. Mentorship and Support:

- Establish mentorship programs that connect students with experienced entrepreneurs, business leaders, and alumni.
- Provide access to resources such as our Business Incubator, makerspaces, and technology/fabrication labs to support students' entrepreneurial endeavors.

3. Professional Development for Educators:

- Offer ongoing professional development for teachers to equip them with the skills and knowledge to effectively teach entrepreneurship and foster an entrepreneurial mindset.
- Encourage educators to adopt innovative teaching practices and stay current with industry trends and developments.

4. Community and Industry Partnerships:

- Build strong partnerships with local businesses, community organizations and industry leaders to provide students with real-world experiences and opportunities for collaboration.
- Leverage these partnerships to offer internships, guest lectures, and joint projects that enhance students' learning experiences.

5. Assessment and Reflection:

- Implement diverse assessment methods that capture students' growth, creativity, and problem-solving abilities. Use portfolios, presentations, and project outcomes as part of the assessment process. In addition, we follow all state mandated exams; as well as implement our own nationally normed short-cycle assessment, the NWEA MAP three times annually, at the beginning, middle and end of the academic year.
- Included in our assessments are our unique eMindset Progress Exams, given three times each year to track growth in entrepreneurial knowledge.
- Encourage regular reflection and self-assessment to help students recognize their progress, set goals, and identify areas for improvement.

By embracing these principles and strategies, TJS creates a dynamic, engaging, and impactful educational environment that prepares students to succeed in a rapidly changing world and become leaders in their chosen fields. Students graduating from TJS are more prepared to make an immediate impact during the next step of their life – ready to enter the local Inland Empire society both post-secondary and career ready.

Entrepreneurial Skills

These skills are taught in all classes across all disciplines. Not only do students learn specific content through these skills, but they are also transferable. Students improve their skills as they use them to learn content and become stronger entrepreneurs because they practice them all day, every day throughout the school year. Additionally, these skills help teachers deliver the best instruction possible as these entrepreneurial skills mirror many of the California curriculum teaching shifts.

TJS School eSkills <i>Different eSkills are Incorporated into Every Lesson, in Every Class</i>	
Ideating	The ability to generate ideas to solve problems and innovate.
Interviewing	The act of gathering information, thoughts, and opinions through questioning and listening to others.
Thinking Visually	The ability to use visual and graphic representations to motivate and demonstrate thinking.
Analyzing Text & Data	The ability to analyze text and data to extract information and understanding.
Working in Teams	The act of working collaboratively with others toward a collective outcome.
Prototyping	The act of creating an initial version of a product or service to test and gather data and feedback.
Providing Feedback	The process of evaluating products and processes and providing constructive information used as a basis for improvement.
Writing	The ability to organize ideas, data, and information in written form.
Storytelling	The art of describing ideas, processes, and information in a narrative format.
Experimenting	The process of testing, evaluating progress, and changing based on results.
Pitching	The act of persuasively presenting an idea.
Reflecting	The process of thinking deeply about past actions and performance.

Entrepreneur Pathway Progression

In addition to taking standards-based courses that align to the State Standards, all TJS secondary students will participate in activities and courses that satisfy our ePathway requirements. A brief overview of the possible activities and courses for each grade level is as follows:

7th grade year

Seventh grade is the bridge from foundations to application. Students launch the eMindset with deliberate practice in curiosity, opportunity recognition, teamwork, and clear communication while strengthening literacy through SFA Reading Edge and numeracy through SWUN Math. In quarter one, students complete a Community Asset Map and a Needs Scan of Moreno Valley/Riverside County (e.g., logistics, healthcare, small business, public services), learning to turn observations into problem statements. Quarter two introduces customer discovery: students design and conduct interviews/surveys, analyze results in simple spreadsheets, and write short evidence-based memos ("What we learned/What we'll try next"). Quarter three focuses on prototype thinking—paper prototypes, low-cost models, and A/B tests—paired with basic unit-cost and break-even exercises in math workshop. Quarter four culminate in a Team Micro-Venture (e.g., pop-up service or product for a school event) with roles for marketing, operations, and finance. Throughout the year, teachers

embed writing about reading (argument, explanation) tied to entrepreneurial texts, and math discourse (error analysis, multiple strategies) tied to pricing, budgeting, and forecasting problems. Deliverables include: a starter eBlueprint (digital portfolio with research notes, prototype photos, short reflections), a 3–5 minute team pitch, and an eMindset baseline (student self-assessment plus teacher rubric). MTSS supports (in-day tutoring, regrouping) keep access high for multilingual learners and students with disabilities, and advisory sessions build professional habits/goal-setting, time management, and reflective practice.

8th Grade Year

Eighth grade deepens application and prepares students to enter high school ready to select an ePathway. In quarter one, students rotate through industry-themed mini-studios aligned to likely high-school ePathways (e.g., Business & Finance, Marketing & Media, Health/Community Services, Product Design & Advanced Manufacturing). Each rotation ends with a small performance task (a simple cash-flow sheet, a 60-second product spot, a user-journey map, or a data dashboard). Quarter two centers on operations and quality: students run a school-based enterprise for several weeks (or join an existing one), implementing inventory systems, standard work, and guest-experience scripts; ELA ties include Standard Operating Procedure writing and feedback protocols, while math extends to ratios/rates, percent change, and multi-step problem solving grounded in real sales and waste data. Quarter three emphasizes ethics, impact, and community: teams select a local challenge, analyze stakeholders, and design a solution with explicit consideration of equity and environmental impact; students craft an evidence-based brief and practice persuasive speaking. Quarter four is transition and choice: students compile a Middle School Portfolio (work samples from rotations, venture artifacts, reflections on strengths and interests), take an eMindset progress assessment, and develop a High School On-Ramp Plan naming a preferred TJS ePathway, target A–G courses, and stretch goals (e.g., dual enrollment, certifications, internships). Literacy and math remain the anchor: Reading Edge lessons require text-dependent analysis and structured discussion; SWUN maintains concept-first instruction with exit checks that drive same-week small-group support. Culminating events include a Middle School Venture Expo and Pathway Choice Conversations with families, counselors, and teachers. By year's end, students have practiced the full entrepreneurial cycle—discover, define, design, deliver—and can articulate how their interests connect to a high-school ePathway that is both CTE-aligned and “more than CTE”: academically rigorous, work-based, and impact-oriented.

9th grade year

This foundational year introduces 9th grade students to the 12 entrepreneurial skills. Students will learn basic research skills by completing a Strengths, Weaknesses, Opportunities, Threats analysis of the county and state of California. They will also take skills/interest surveys to gain an understanding of what topics interest them and what types of activities/professions match their personalities. Students will take several discovery tours to gain an understanding of the types of businesses available to them, and specifically, the businesses that operate in the county and throughout the state. Ninth grade students all take a required course that outlines all of the basic principles of the eModel. Students will continue to hone their research skills and start to narrow their focus toward one of our elective ePathways.

10th grade year

The junior year of our entrepreneurship program deepens students' engagement with real-world business practices. Students refine their research skills and begin to focus on specific entrepreneur pathways that align with their interests and strengths. They conduct in-depth industry analyses and

begin to identify potential niches for their future ventures. Students participate in more targeted discovery tours, exploring local and regional businesses relevant to their emerging interests. They conduct informational interviews with business owners and industry experts.

All TJS students take a series of required courses in the Entrepreneurship ePathway, which focuses on entrepreneurship self-employment business management, with defined ePathway courses starting in the 10th grade year. This ePathway is required for all students, developing crucial skills for the modern business landscape. Students also select an additional elective ePathway, with courses also beginning during the 10th grade year. (Specific ePathways are selected based on the needs of the region and community interest.) Each of TJS's ePathway courses include hands-on experience through a four-course sequence starting in the sophomore year and culminating in the senior year.

11th grade year

The third year marks a significant shift towards practical application of entrepreneurial skills. Students develop comprehensive business and career plans, applying the entrepreneurial skills they have cultivated over the previous four years. This includes deep exploration and planning of post-secondary education options. During the 11th grade year, students begin participating in the Internship Program, gaining valuable real-world experience and allowing them to apply their skills in authentic business contexts. Through this aspect of the eModel, TJS students run real businesses aligned to each of the Charter School's ePathways and work on real projects, engaging in the local business community by delivering products and services. Students document their experiences and learnings in a professional portfolio, or eBlueprint, that is presented during their senior year. All students continue taking courses in the Entrepreneurship ePathway, and the second elective ePathway started during the sophomore year. Students extend their application of eSkills to a more advanced level, which is measured each year through the eMindset Assessment designed to measure the progression of TJS students in mastering entrepreneurship skill acquisition.

Students also develop product or service ideas into business proposals to participate in the Entrepreneurial Business Incubator, where they can begin to bring their business ideas to life. This includes pitching to a panel of local entrepreneurs in the 11th grade year and receiving mentorship throughout their senior year.

12th grade year

The fourth year of entrepreneurship will look different for each student depending on the business plan / life map that they completed during 11th grade year. Most students will be participating in Externships, and most will be taking concurrent enrollment courses with local colleges (e.g. Moreno Valley College). And for those students who have put together a viable business plan for a startup business, they will be spending time starting and running their businesses.

Many students engage in extensive Externship experiences, applying their skills in professional settings that build on the progression learned through the Internship. They take on increased responsibilities and work on substantial projects within their host organizations. Students who have developed viable business plans through the TJS Incubator Program have the opportunity to launch and grow their own businesses, with support and mentorship from the Charter School and community partners, including ongoing business coaching through the TJS Accelerator Program. All students complete a capstone project that synthesizes their entrepreneurial learning and

showcases their readiness for post-secondary success. This might include a fully developed business plan, a substantial community impact project, or an innovative product prototype.

This comprehensive, four-year experience ensures that TJS graduates are not only academically prepared for college but also uniquely equipped with the practical skills, experience, and entrepreneurial mindset needed to thrive in the 21st-century economy. Whether they choose to pursue post-secondary education, launch their own ventures, or enter the workforce, our students are prepared to make meaningful contributions to their communities and the broader economy of the Inland Empire.

An Educated Person in the 21st Century

The educated person in the 21st century must have the critical thinking skills necessary to engage in continuous learning—an essential competence for adaptation to the constantly changing economic and social environment. The educated person must value not only academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to create value as entrepreneurs, intrapreneurs, and civic innovators and to contribute as an active, ethical participant in a diverse global community. At TJS, the educated person also demonstrates an entrepreneurial mindset—identifying opportunities, collaborating to marshal resources, testing ideas against evidence, iterating based on feedback, and communicating value responsibly for the public good.

At TJS, we will prepare students to become citizen scholars and provide opportunities for student growth through academic achievement, service learning, athletics, leadership, technology integration, and cooperative learning.

Our schoolwide behavior expectations guide our emerging entrepreneurs to “Be Safe! Be Respectful! Be Responsible!” in common areas throughout our campus. Student leadership and adherence to positive behavior expectations are reinforced through “Entrepreneur Dollars.” This school currency will allow students to purchase school items, snacks, or time with staff of their choice.

TJS is committed to the development of student self-representation. To this end, student voice is represented in class councils, student leadership, TJS service learning, athletics, 21st-century, afterschool extracurricular clubs such as, music, cheerleading, student leadership, drama, animation, boys’ and girls’ soccer, boys’, and girls’ basketball and football with athletics aligned with and participating in competition with other California Interscholastic Federation schools. We will further expand offerings with an entrepreneurship club, maker/innovation studio, business incubator, and community micro-ventures so students practice ideation, prototyping, budgeting, marketing, and pitching in real contexts.

We believe that *all* children can learn, but behavioral problems can obstruct that vital process. As part of our disciplinary program, we will provide alternatives to suspension so that children may develop the social skills to reach their fullest social/emotional, and academic potential. Student and family wraparound services are an integral part of making learning a family

project. Consistent with MTSS, students receive in-day coaching, restorative practices, and goal-aligned supports triggered by evidence from attendance, behavior, and classroom assessments - maintaining access to core instruction while needs are addressed.

We have a commitment to engaging students and supporting their investment in their own education. The educational dynamic aims to make students change agents so they will build and contribute to their community and celebrate the richness of their respective cultures. TJS will use a learning model that treats all students as gifted and talented, with an emphasis on effective education and collaborative inquiry. The ideology in this learning model is a practice of believing that all students can learn; in short, by raising expectations. Our eModel operationalizes this belief through project-based learning, design thinking, customer discovery, and data-informed reflection that connect rigorous academics to tangible community impact. Our curriculum will be based on research-based effective programs that include facilitation by culturally enriched instructional strategies. All members of the Charter School community—students, parents, teachers, and staff alike—will be engaged in our school and play significant roles; Through high expectations, a rigorous curriculum, a personalized learning environment grounded in the culture of students, and family-school-community partnerships, the Charter School supports student efforts to overcome these barriers, empowering them to succeed well beyond high school, and to engage in lifelong learning. Core instruction is anchored by Success for All literacy and SWUN Math in TK–8 and by A–G aligned courses, CTE sequences, dual enrollment, work-based learning, and a capstone portfolio in 7–12, culminating in graduates who meet California’s College/Career Indicator “Prepared”

Curriculum and Instruction

Non-negotiables

All students participate in general education that includes:

- A daily, protected TK–8 literacy block anchored by *Success for All* (KinderCorner/Reading Roots/Reading Wings; Reading Edge 6–8) with *Writing Wings*, frequent cycle assessments, and in-day tutoring; A–G-aligned ELA in 9–12 with writing across the curriculum. SWUN Math TK–8 with Concept → Guided → Independent → Closure and daily spiral review; secondary math sequence guaranteeing access to Algebra I/Geometry/Algebra II (or Integrated I–III) with targeted supports.

An integrated data system that unifies universal screening (e.g., NWEA MAP), SFA cycle tests, SWUN exit checks/benchmarks, and attendance/behavior indicators—analyzed in weekly PLCs to drive regrouping, re-teaching, and enrichment.

A MTSS with strong Tier 1 core, Tier 2 in-day small-group tutoring/workshops and flexible regrouping, and Tier 3 individualized plans—fully integrated with Designated/Integrated ELD and special education services.

- Plan–Do–Study–Act improvement cycles in PLCs, plus classroom design-thinking routines (discover → define → design → deliver) that turn evidence into action for students and teams.
- Protected intervention/enrichment block (6–12) so students receive acceleration without missing core instruction.

- Entrepreneurial application: grade-level eMindset routines, school-based enterprises, work-based learning, dual enrollment, and a capstone portfolio aligned to California's College/Career Indicator.
- Instructional design: Universal Design for Learning, culturally responsive pedagogy, explicit language objectives, and structured academic discourse in every content area.
- Professional learning: weekly PLCs, coaching cycles, and lesson study focused on SFA/SWUN fidelity, equitable grading, and calibration of common assessments and rubrics.
- Family-school-community partnership: frequent exhibitions/student-led conferences; Employer Advisory input to align projects and internships with regional demand.
- Standards and reporting: alignment to California Content Standards and CTE Model Standards; transparent, disaggregated reporting of attendance, growth, graduation, and CCI "Prepared" rates.
- Every student follows a UC/CSU-eligible four-year plan with guaranteed access to required A–G courses, MTSS support to earn C or better, and all courses maintained on the Charter School's current UC Doorways list.

The California Content Standards for English Language Arts and Literacy in history/social studies, science, and technical subjects (CCSS for ELA/Literacy) describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college and career readiness across key academic content areas. These standards, along with the Common Core State Standards for mathematics, the History-Social Science Framework, ELD Standards, the NGSS, and the remaining State Content Standards were adopted by California to ensure TK through grade 12 students gain the necessary literacy/language arts, science, and mathematics understanding and practices required for 21st-century higher education and workplace participation, as well as civic readiness across disciplines.

The TJS curriculum will be guided by these State Standards. More specifically, TJS will adhere to the driving principles of the State Standards. Further, TJS will maintain connections to national professional organizations through their publications and conferences to remain current in their content and methodology. In TK–8, TJS implements research-based core programs (e.g., *Success for All* for literacy and *SWUN Math*) to deliver these standards; in grades 9–12, TJS provides an A–G-aligned, college-preparatory program integrated with CTE/ePathways and work-based learning.

TJS will teach all State Standards to attain the highest academic achievement of every student served with state-adopted curriculum resources. The ELD Standards will be integrated into English Language Arts and into all core subject areas in grades TK through 12th grade. ELD

Standards will also be taught in a designated method calibrated according to student need.

Reading, literacy, and writing will be a focus in all content areas, and all teachers will be responsible for increasing student literacy skills. Through an intensive effort, students will gain access to the core curriculum and academic language of their grade-level content ; short-cycle assessments (e.g., SFA cycle checks, SWUN exit tickets) and universal screeners inform in-day supports within our MTSS so students receive timely intervention or enrichment without losing access to core instruction. In secondary grades, schedules ensure access to the full UC/CSU A–G sequence. Where appropriate, projects and ePathways connect standards to real-world, entrepreneurial applications that build communication, quantitative reasoning, and problem-solving.

How Learning Best Occurs

The National Assessment of Educational Progress, Scholastic Aptitude Test, and American College Test consistently demonstrate gaps in performance between students by race and income. African American, Latino/a, Native American, and low-income students demonstrate lower performance than their White, Asian, and economically advantaged peers. The TJS development team has studied examples of practices that have effectively closed this achievement gap. TJS addresses these gaps through research-based core instruction, a proactive MTSS, and an entrepreneurship-infused eModel that connects rigorous academics to real-world applications.

TJS has incorporated the following recommendations from Kati Haycock, CEO of Education Trust:

- Have uniform standards:
 - o TJS sets clear and high expectations for all students that fully align with the State Standards.
 - o TJS teachers, with support from the Department of Academics and their instructional leader, collaborate to create a scope and sequence based on California Curriculum Frameworks and recommended textbooks and other instructional materials adopted by the State Board of Education.
- Make the curriculum challenging:
 - o TJS follows a rigorous curriculum that will be organized around major concepts that students are to know deeply.
 - o TJS teachers provide strong Tier I classroom instruction that provides access to grade-level content to all students.
 - o TJS teachers utilize the Sheltered Instruction Observation Protocol (“SIOP”) to provide necessary scaffolds to all students to aid comprehension of content topics and objectives, with Integrated and Designated ELD embedded in daily lessons.
- Help students catch up:
 - o TJS provides a personalized learning environment based on student instructional needs and preferred learning styles.
 - o TJS implements a balanced assessment system with multiple

- levels of assessment data which are relevant and actionable at each state of the teaching and learning process (e.g., NWEA MAP, SFA cycle checks, SWUN exit tickets, unit benchmarks, universal screeners).
 - o TJS teachers utilize assessment data to drive their instruction and to an effective Multi-Tier System of Supports (in-day small-group tutoring, flexible regrouping, and targeted extensions).
- Provide good teachers:
 - o All TJS core subject teachers have an appropriate credential in their subject matter and are properly assigned per California requirements.
 - o TJS provides teachers ongoing effective professional development focused on high-impact instructional practices and program fidelity.
 - Utilize student data to inform instruction.
 - Improve student literacy through SFA Reading and Writing (KinderCorner/Reading Roots/Reading Wings; Reading Edge 6–8).
 - Strengthen mathematics instruction through *SWUN Math* (Concept → Guided → Independent → Closure, daily spiral review, exit checks) Create a positive and inclusive learning environment through culturally relevant and responsive education UDL, and structured academic discourse. Connect academics to authentic application through eModel routines (discover → define → design → deliver), school-based enterprises, and community projects.

Students learn best when they are challenged by clearly set, high expectations and are supported by a caring community. They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievement, with in-day supports that keep every learner connected to grade-level work.

Young people want to make a difference in their families and communities, and they value experiences that empower them to do so. Learning must both reflect students' lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, assume self-management of their own learning, and practice democratic principles. The Charter School will celebrate authentic accomplishments as well as cultural and individual diversity in an environment of tolerance and respect. These concepts of tolerance and respect are the foundation of the TJS. At TJS, the eModel operationalizes these beliefs by requiring students to apply literacy and numeracy to real problems, analyze data, prototype solutions, and communicate impact—preparing them to create value in college, career, and community.

Culturally Relevant and Responsive Education

National statistics reveal that the population of the United States is becoming more ethnically diverse, but the teaching force remains mostly white and mostly female (see National Center for Education Statistics). TJS will prepare all teachers and staff members to become more culturally proficient educators to better serve students from different cultural, ethnic, linguistic, racial, and socioeconomic backgrounds.

Culturally Relevant and Responsive Education (“CRRE”) means adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them. The research affirms that culture, teaching, and learning are interconnected, and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2002).

Culturally responsive pedagogy is more than just a way of teaching, or a simple set of practices embedded within curriculum lessons and units. Culturally responsive pedagogy embodies a professional, political, cultural, ethical, and ideological disposition that supersedes mundane teaching acts, while remaining centered on fundamental beliefs about teaching and learning; students, their families, and their communities; and an unyielding commitment to seeing student success become less theoretical, and more of a lived reality. Culturally responsive pedagogy is situated in a framework that recognizes the rich and varied cultural wealth, knowledge, and skills that diverse students bring to schools, and seeks to develop dynamic teaching practices, multicultural content, multiple means of assessment, and a philosophical view of teaching that is dedicated to nurturing student’s academic, social, emotional, cultural, psychological, and physiological well-being (Howard, 2012).

To build students’ sense of connection to, and pride in, their culture, the curriculum includes readings, authors, and activities that reflect the diverse background of TJS students. In addition, teachers will participate in learning project integration and professional development. Further, teachers participate in annual trainings on student culture and how to create culturally relevant and responsive units of study through the implementation of project learning projects.

Criteria of Culturally Relevant Teaching

Ladson-Billings have contended that culturally relevant pedagogy has three criteria:

- Students must experience academic success.
- Students must develop and/or maintain cultural competence.
- Students must develop a critical consciousness through which they challenge the status quo of the current social order.

Eight Principles of Culturally Responsive Teaching

Ladson-Billings defined this approach as possessing:

- Communication of high expectation
- Active teaching methods
- Teachers as facilitators
- Inclusion of students who are culturally and linguistically diverse
- Cultural sensitivity

- Reshaping the curriculum
- Student-controlled classroom discourse
- Small group instruction and academically related discourse

Academic Success

Regardless of social inequities, students must be provided with the tools to achieve academic proficiency. TJS believes that in order to participate in a democratic society, students need to develop skills in literacy and numeracy and to expand their technological, social, and political abilities. Ladson-Billings maintains that culturally relevant teaching “requires that teachers attend to students’ academic needs, not merely make them ‘feel good,’” and that it is imperative to have students “choose academic excellence.” By focusing on the importance of academic success in the world, teachers at TJS will cultivate a desire for intellectual achievement.

CRRE Professional Learning

TJS’s professional development in CRRE will be held regularly throughout the academic year. TJS will rely on in-house expertise and outside resources to build capacity in CRRE among its teaching staff.

CRRE PD Goals will:

- Provide teachers with effective tools that can be utilized in classrooms and during daily interactions with students.
- Improve communication between teachers and students.
- Provide regular and ongoing support to all teachers with an emphasis on new teachers in CRRE.
- Provide administrators with ongoing training and support to observe and provide actionable feedback to teachers for elements of CRRE in the classrooms.

Culturally Relevant and Responsive Teaching Practices

Relevant Themes	Emerging Evidence-Based Practices	Recommended Approaches and Considerations
Instructional Engagement	Collaborative Teaching	Problem-Solving Approach
Culture, Language, and Racial Identity	Responsive Feedback	Student-Centered Instruction
Multicultural Awareness	Modeling	Assessment
High Expectations	Instructional Scaffolding	Materials
Critical Thinking		
Social Justice		

Sheltered Instruction Observation Protocol

The SIOP will be used as an instructional framework to help teachers support all CLD learners as well as ELs. This protocol will help teachers gain the knowledge, skills, and dispositions they need to support ELs learn subject-area content and skills while learning English. The SIOP will also enhance teacher learning. SIOP prompts teachers to focus on themselves rather than attending and responding to students’ thinking, actions, and sense-making in the classroom. TJS will employ the following features to complement the SIOP model: (1) additional features that

help teachers attend and respond to students' contributions, (2) supplementary reflective prompts to help teachers consider how their instructional choices impact students, and (3) principles from successful professional development programs that support teachers' abilities to respond to students during moment-to-moment instructional interactions and (4) cultural objectives included by teachers in their lessons.

Eight Components Essential for Making Content Comprehensible for ELs:

- Lesson preparation: content and language objectives (listening, speaking, writing, reading) with meaningful activities and materials
- Building background knowledge: linking new concepts with prior knowledge and emphasizing key vocabulary
- Comprehensible input: using clear speech and a variety of techniques
- Strategies: scaffold and question learners and get the Interaction, providing ample opportunities for teacher and student interaction
- Practice and application: for both content and language knowledge using manipulatives and activities
- Lesson delivery: appropriate pacing and high student engagement
- Review and assessment: key concepts and vocabulary and assessing student comprehension

Universal Access

As per the California Department of Education, one key to our educational system is ensuring equity in education as a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools differentiate instruction, services, and resource distribution to respond effectively to the varied needs of their students, with the aim of ensuring that all students can learn and thrive.

The goal of our education system in California is to ensure that all students have access to high-quality curriculum and instruction so that they may meet or exceed the knowledge and skills outlined in the state's academic content standards. There have been dramatic shifts in the student population in recent years. Ethnically and racially diverse students made up 53% of the student population in 1990 (California Department of Education, 1991). In 2008–2009, this group represented 72%, making California's student population the most diverse in the nation (California Department of Education, 2010a). Approximately 25% of California's students are English learners and over 50% of students qualify for free and reduced lunch.

Teachers will implement effective strategies to meet the needs of students with literacy-reading difficulties, students with disabilities, advanced learners, English learners, students with culturally diverse backgrounds, and students with special instructional needs. Strategies useful in planning for universal access may:

- Utilize frequent progress-monitoring assessments.
- Engage in careful planning and organization.
- Differentiate to meet students' instructional needs.

English Language Development

TJS is committed to the California State Board of Education (“SBE”) adopted California’s Common Core State Standards for English Language Arts, English Language Development, literacy in history/social studies, science, and technical subjects, which describe the knowledge, skills, and abilities in literacy-reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college- and career-readiness across key academic content areas. We will abide by the Common Core State Standards for mathematics and the Next Generation Science Standards to ensure that TK/K through eighth-grade students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities. The RJA Board of Directors firmly maintain that all students be held to the same high expectations outlined in the State Standards.

ELD standards are crucial to successful implementation of the State Standards. Nearly 25% of California’s students are English learners, and the ELD standards establish what students must know and be able to do as they move toward full fluency in English. AB 124 (Statutes of 2011) authorized a revision of the ELD standards to bring them into full alignment with the CCSS. The revised CCSS-aligned ELD standards were adopted by the SBE in November 2012 and are now integral to the new CCSS-aligned ELA/ELD curriculum framework, which equally concerns students who are English Learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire English language proficiency and content area knowledge.

TJS’s ELs will need instructional support in developing proficiency in English language and literacy as they learn academic content based on these new, rigorous standards. ELs may face an additional challenge in developing literacy in English as they must develop oral proficiency in English—including depth and breadth of vocabulary—while they are learning to read and write. TJS will follow the new English Language Development Standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next- generation standards, including college- and career-readiness standards.

It is known that ELs will come to TJS with a range of cultural and linguistic backgrounds (although Spanish speakers are the largest first-language population); experiences with formal schooling; proficiency with native language and English literacy; migrant statuses; socioeconomic statuses; as well as other experiences in the home, school, and community. These factors inform how educators support ELs to achieve school success through implementation of the State Standards. Some of these key factors follow:

➤ **Stages of Cognitive Development**

It is important to note how ELs learn the English language at different stages of their cognitive development. Most markedly, it is important to distinguish among students in the primary grades, for whom the focus is “learning to read,” while also engaging in challenging content learning; and students in the intermediate grades, for whom the focus is “reading to learn” in various content areas. Depending upon the level and extent of previous schooling they have received, EL students who enter TJS may need additional support mastering certain linguistic and cognitive skills in order to fully engage in

intellectually challenging academic tasks.

➤ **Native Language Literacy**

Adolescent ELs who enter TJS may have varying levels of native language foundations in literacy. All students will be able to draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native language literacy and content knowledge will be able to transfer these skills and knowledge to English with appropriate instructional support.

➤ **Programs and Services for English Learners**

At TJS, an EL student could be in a newcomer program, a structured English immersion program, and a mainstream program, in which ELs may receive specialized ELD instruction, or a separate ELD class. The ELD Standards will apply to all of these settings and be designed for use by all teachers of academic content and of ELD. TJS will use State Standards in ways that are appropriate to the Charter School setting and identified student needs. For example, there will be focal standards in settings specifically designed for English language development—such as an ELD class in which ELs are grouped by English language proficiency levels. TJS will use supplemental EL materials found on the CDE-approved list of materials for ELs. TJS teachers will use the ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

➤ **Organization of the Proficiency Level Descriptors**

The organization of the Proficiency Level Descriptors (“PLD”) represents English language development as a continuum of increasing proficiency in language learning and use, starting with the native language competencies that students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in a larger breadth of contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” is the transition to full engagement in grade-level academic tasks and activities in a variety of content

areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The PLDs also emphasize that ELs at all proficiency levels are capable of higher-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Within the PLDs, three general levels of support are identified: substantial, moderate, and light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding.

TJS Program Characteristics

- State Standards-Aligned Curriculum: TJS offers a rigorous education for all students in line with the State Standards.
- Family-Community-School Partnerships: TJS actively engages families and the community in the life of the Charter School, and students engage in community service and service-learning , with partnerships that support internships/externships and school-based enterprises aligned to our eModel.
- Technology Integration: By implementing technology with the curriculum, TJS ensures that students learn computer skills while pursuing academic goals, including digital citizenship, data analysis, and creation of authentic products (e.g., portfolios, presentations, prototypes).
- Small Learning Communities: Students are given the opportunity to work in small cohort groups across TK-12, thereby increasing teacher-student interaction for students in a small learning community within TJS through advisories/PLCs, flexible regrouping, and targeted supports.
- Interdisciplinary, Project-Based Curriculum: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives, with entrepreneurial application (discover → define → design → deliver) embedded through grade-level projects and ePathways (6–12).
- Culturally Relevant Instruction: Culturally relevant instruction is integrated into the instructional experience to increase the relevance of school in students' lives, alongside UDL and Integrated/Designated ELD to ensure access for multilingual learners.

Standard-Aligned Curriculum and Instruction

The State Standards provide a framework for instruction at TJS. From this baseline, students will expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. Students are expected to create portfolios that demonstrate essential skills, critical thinking, and problem solving across disciplines; in secondary grades, portfolios culminate in

a capstone aligned to ePathways and the eModel. It is not enough that students obtain and retain factual knowledge. They must also develop the analytic skills and intellectual curiosity that will develop them into lifelong learners. TJS students will develop strong learning skills. In learning processes throughout the curriculum, students will consider questions of evidence (How do we know what we know?); viewpoint (Who is speaking?); connections and patterns (How are events/people/places connected?); supposition (What if? How might things have been different?); and meaning (Why does this event, theory, or practice matter?). Students will arrive at high academic achievement through in-depth investigation, rigorous thought, and meaningful production connected to real audiences and users.

Teachers at all grade levels will be trained in a State Standards–aligned instructional model in which teachers collaborate to analyze and prioritize content standards, and align assessments. They will design instructional activities that are aligned to State Standards frameworks and assessments; and, analyze achievement outcomes to determine effectiveness within PLCs. In TK–8, core instruction is anchored by *Success for All* (literacy) and *SWUN Math*; in 9–12, courses are A–G aligned and integrated with CTE/ePathways and work-based learning.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded in the daily culture of the classroom. Strategies brought to light in Classroom Instruction that Works (Marzano, 2003) and in Designing Teaching Learning Goals and Objectives will be utilized by teachers in their classrooms. Researchers for these curricula have compiled teaching practices and strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, & Pollock, 2001); these strategies are paired with structured academic discourse, explicit language objectives, and MTSS routines (universal screening, cycle/exit checks, and in-day small-group support) so every student can access grade-level work.

Family-Community-School Partnerships

TJS is committed to community-based education, providing support for its students through an integrated approach to school, family, and community. TJS embodies the belief that students thrive when they are part of a supportive community. TJS specifically defines community-based learning in the following ways: all experiences are aligned to State Standards, and—where applicable—the California CTE Model Standards and CCI expectations. Through our eModel, students apply literacy and numeracy to real problems, practice customer discovery, and create value for authentic user. Our approach includes:

Project-Based Learning: involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature, benefiting both the community and the student by combining a project in their community experience with a learning experience, culminating in public products/exhibitions and reflection artifacts captured in student portfolios.

Community Resources in the Classroom: to support student learning, TJS will draw on existing community relationships to involve family, college-age tutors, and mentors in the education of its students, as well as employer partners, community-

based organizations, and local colleges for guest experts, job-shadowing, and co-designed projects.

School as Community Center: The Charter School will serve as a center for lifelong learning for the neighborhood, providing services such as parenting workshops, computer literacy, and enrichment classes. TJS will also offer parents a variety of activities on its campus, including multilingual family nights, student-led conferences/exhibitions, and workshops that help families support literacy, numeracy, and post-secondary planning.

TJS moves the classroom into the community through its project-based learning and community service programs. Community service and service-learning projects will be designed using the same Student Achievement template to ensure that they address standards as well as serve the community. Teachers will utilize the community to enhance and contextualize classroom learning. Students will participate in a range of community activities—from field trips to long-term volunteer work, school-based enterprises, and supervised work-based learning (e.g., job shadowing, internships/externships) consistent with California guidance. Through community learning activities, students will be able to see themselves as vital contributors to their own community. They will connect classroom learning to real-life projects to enhance their understanding and motivation. Service projects will reflect best practices in project learning.

Integrated Learning

- The service-learning project will clearly articulate knowledge, skill, or value goals that arise from broader classroom or school goals and the relevant State Standards/CTE competencies.
- The service informs the academic learning content and the academic learning.
- Content informs the service.
- Life skills learned outside the classroom will be integrated into classroom learning, including communication, collaboration, and project management emphasized in the eModel.

High-Quality Service

- The service responds to an actual community need that is recognized by the community.
- The service is age-appropriate and well organized.
- The service is designed to achieve significant benefits for students and community, with appropriate supervision, safety procedures, and adherence to state, authorizer and school policies.

Collaboration

- The service-learning project entails collaboration among as many partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and recipients of service, as well as employer partners and a standing Employer Advisory group to align projects with regional needs.

- All partners benefit from the project and contribute to its planning, with roles, timelines, and success criteria documented in project plans.

Student Voice

Students will actively participate in choosing and planning the service project; planning and implementing the reflection sessions, evaluation, and celebration; taking on roles and tasks that are appropriate to their age, including public presentation/pitch responsibilities and team leadership roles.

Civic Responsibility

- The service-learning project promotes students' responsibility to care for others and to contribute to the community.
- By participating in the service-learning project, students understand how they can impact their community and consider ethics, equity, and environmental sustainability in proposed solutions.

Reflection

- Reflection establishes connections between students' service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service-learning project and is documented in journals, short writing, data displays, and portfolio artifacts scored with common rubrics.

Technology Integration

TJS recognizes that technology integration enhances student achievement and motivation. Technology, however, is no substitute for high-quality lesson planning. When integrated into a thoughtful, innovative lesson plan, technology can provide access to a wealth of information and resources. Students must understand how to interpret and evaluate Internet search results, as well as how to communicate deep understanding using software applications and multimedia technology, practice digital citizenship, and data privacy, and use data to make evidence-based decisions tied to real audiences and users (eModel). All teaching staff will be involved in professional development activities that include educational technology and coaching. For example, our teachers and students will be trained to enhance learning through technology and are supported to teach effectively in a sustained technology environment. Teachers will use Google applications; Computer Assisted Learning, Khan Academy, Workspace applications (e.g., Google Classroom), computer-assisted learning tools (e.g., Khan Academy), Adobe Creative tools, Adobe, and other advanced programs to provide students access to State Standards using 21st-century technologies. Teachers will be trained in useful strategies to guide their students to evaluate research, and to determine Internet source credibility Workspace applications (e.g., Google Classroom), computer-assisted learning tools (e.g., Khan Academy), Adobe Creative tools, . Research sources consulted for effective use of technology include teaching with technology (Ravitz, Mergendoller, & Rush, 2002/4).

TJS will strive to have one computer per student. Computers and tablets are centrally networked and have access to a variety of educational software. Every computer/device will have Internet access with proper firewalls and content screening. Each teacher will easily control access to

computers or the Internet via an instructional computer at their desk and classroom management tools. Teachers will use visual aids such as LCD projectors/monitors to aid lessons and accessibility features/assistive technologies consistent with UDL to support all learners. Extensive professional development and in-class coaching for teachers will ensure that lesson plans exploit this technology to enhance high-quality lesson plans and to connect learning to authentic, community-based projects and ePathways .

TJS will use technology in the classroom to improve the following areas: communication, collaboration, project-based learning, and advanced problem-solving as well as entrepreneurship and work-based learning applications aligned to the eModel.

Communication among educators, students, and parents will increase as the Charter School removes the barriers between classrooms, the Charter School, and the community. The TJS website and learning management system will allow teachers and parents to share information, schedules, and project assignments, and to create a space to showcase student work and accomplishments. Students will always have access to teacher feedback and class requirements. Teachers will be able to build web-resource pages for students to use in their research projects and to host standards-aligned rubrics and ePortfolio milestones.

Collaboration will come in several forms. Teachers, professional development professionals, and administrators will be part of an online community technology infrastructure that will bridge existing communication and information tools used by educators throughout the United States. Teachers and coaches will collaboratively build long-term interdisciplinary units that share a common theme. Teachers will continue to create an overarching social infrastructure to nurture, organize, and manage educational activities and resources for students. Students will be able to download templates, rubrics, and resources for use in classroom assignments and group projects. They will also work simultaneously on projects that enable them to brainstorm and problem-solve as a group using shared documents, spreadsheets, and multimedia editors. Project-based learning helps to create multidisciplinary projects that allow students to combine knowledge from several subjects, creating a unified piece of work, often in collaboration with other students. Students can store their work centrally (on the Charter School's network) or cloud drives while working on their projects, and use diverse media available via computers, text, pictures, video, and sound; including artifacts for entrepreneurial pitches and public exhibitions.

Advanced problem-solving allows students to create solutions to challenges their teachers present. These problems require creativity, research, and critical thinking to solve. Students use installed software packages to test assumptions, research potential answers, and track their progress. Examples include opening a virtual business, creating a simple computer program, managing a school activity, or adding to the Charter School website; students also analyze customer survey data, build simple budgets/forecasts, and prototype products or services as part of the eModel.

By integrating technology with project-based learning, students learn realistic and effective ways to enhance their own education, such as online research or more diverse ways to communicate with teachers and mentors. Technology will help students understand appropriate grade-level

scientific and mathematical concepts, collaborate with fellow students, and improve basic skills at their own pace. Technology will enhance student learning by providing a multimedia-learning environment that caters to students' different learning styles. Technology use will follow school and RJA policies for safety, privacy, and acceptable use and will culminate in portfolios and public products that demonstrate college, career, and community-ready competencies.

Small Learning Communities

Classrooms at TJS will become communities of learners in which ideas are respected, and members are supported. Students will form positive peer groups as they advance together and work collectively in academic and community projects. Respect, cooperation, and compassion will be emphasized throughout this process and modeled by teachers and administrators with advisory and MTSS routines that ensure every student is known well and supported to meet high expectations.

A key feature of the personalized learning environment is the student advisory period. Students meet with faculty or staff in small groups throughout the course of the school year. In the beginning of each year, the advisory groups focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, advisory provides a forum for goal setting, problem-solving, and launching project-learning activities, college/career planning, and ePathway exploration. At the middle and end of each year, advisory provides an avenue for students to develop digital portfolios that engage them in reflection about their effort in school, their behavior, and their academic accomplishments, including evidence of eMindset growth and public products.

Interdisciplinary, Project-Based Learning

Core subject teachers will closely collaborate in interdisciplinary teams to provide a coordinated approach to the major concepts of which students are expected to have in-depth knowledge. The Charter School will increasingly implement a curriculum that encourages the learner to connect multiple subject areas with each other and to align with State Standards. Students will find that they are able to apply mathematical concepts in their physical science class; that they can use their English essay-writing skills in history; that they can transfer earth science concepts to understand geography; and that mastery of Spanish conjugation improves their English grammar. Students who engage in interdisciplinary learning often find content more exciting and relevant, especially if presented in a way that relates to their own lives. Based on an analysis of studies demonstrating successful PBL, Markham (2003/9) proposed a model for designing problems or projects that focuses on content, context, calibration, researching, reasoning, and reflection, or 3C3R. TJS School teachers will use this strategy to ensure that students participate in effective project-based learning experiences and activities, paired with eModel design cycles—discover → define → design → deliver—that embed customer discovery, prototyping/iteration, data analysis, and ethical communication. Projects culminate in public exhibitions/**pitches and portfolio artifacts** scored with common rubrics.

Students will actively engage in lessons and projects that require them to build on their prior knowledge, construct and demonstrate new knowledge, analyze and reflect upon what they have learned, and relate their learning to the world around them. Teaching methods will include inquiry-based, inductive/deductive, direct-instruction, and cooperative learning.

Students investigate the world around them to develop questions and apply their learning in school-based enterprises, community problem-solving, and work-based learning aligned to ePathways (grades 6–12) and California’s College/Career Indicator.

TJS operationalizes the eModel through deliberate horizontal alignment. Grade-level teams meet on a standing cadence to co-plan shared essential questions, synchronized case studies, and a common project calendar so students encounter the same big idea in ELA, math, science, and history during the same window (e.g., “How do we create value from limited resources?”). Teams build integrated task maps that identify each course’s standards, language targets (Integrated/Designated ELD), and disciplinary products, then agree on common rubrics (argument/evidence, quantitative reasoning, collaboration, presentation) used across classes. This alignment is visible to students: every project launches with a cross-course overview, uses consistent vocabulary and graphic organizers, and culminates in a single exhibition where artifacts from each class form one coherent solution, pitch, or public product.

Because transfer doesn’t happen by accident, we teach for transfer explicitly. Units include short bridging mini-lessons (e.g., moving from proportional reasoning in math to unit-cost modeling in an enterprise plan), bridge tasks that require applying a concept in a new discipline, and reflection prompts that make students name what traveled from one class to another. Teachers use the eModel cycle—discover → define → design → deliver—as a shared routine, with checkpoints for data use, prototyping, and ethical communication. PLCs analyze common rubrics and interim evidence (SFA cycle checks, SWUN exit tickets, content quizzes) to reteach or extend within the same week so all students can demonstrate transfer on the final exhibition. Over time, students build ePortfolios that document not just what they learned in each subject, but how they transferred it to create value for real users.

Linked Learning

Linked Learning is a research based educational approach that integrates rigorous academics with real-world experiences to prepare students for both college and career success. This approach connects learning with students’ interests and career aspirations, making education more relevant and engaging. Linked Learning Entrepreneurial Pathways (ePathways) combine academic instruction with technical education and work-based learning, offering a comprehensive and cohesive educational experience. Here are the key components and principles of Linked Learning at TJS:

Key Components of Linked Learning

1. Rigorous Academics:

- High-quality academic courses that meet college preparatory standards and provide students with the knowledge and skills needed for post-secondary education.
- Integration of academic content with ePathways to enhance the relevance and application of learning.

2. Entrepreneurial Pathways (ePathway):

- ePathway courses, aligned to traditional career and technical education career pathways, provide students with practical, hands-on skills and knowledge related to specific career fields, but with a full integration of entrepreneurial skills as a focus.
- Alignment of ePathway courses with industry standards and workforce

- needs to ensure students are prepared for high-demand careers.
3. **Work-Based Learning:**
 - Opportunities for students to engage in real-world experiences through internships, job shadowing, externships, apprenticeships and project-based learning.
 - Collaboration with local businesses, industry partners, and community organizations to provide meaningful work-based learning experiences.
 4. **Comprehensive Support Services:**
 - Support services such as academic counseling, career guidance, and social-emotional support to help students navigate their educational and career pathways.
 - Resources to assist students in overcoming barriers to success and achieving their academic and career goals.

Principles of Linked Learning

1. **Integration:**
 - Combining academic and technical education in a cohesive and integrated manner provides a well-rounded educational experience.
 - Ensuring that learning experiences are interconnected and build upon each other to reinforce key concepts and skills.
2. **Relevance:**
 - Making learning relevant to students' interests, aspirations, and real-world applications.
 - Connecting classroom instruction to real-world contexts and career opportunities to enhance student engagement and motivation.
3. **Equity:**
 - Providing equitable access to high-quality educational opportunities and resources for all students, regardless of their background or circumstances.
 - Addressing disparities in educational outcomes and ensuring that all students have the support they need to succeed.
4. **Collaboration:**
 - Fostering partnerships between schools, businesses, industry leaders, postsecondary institutions, and community organizations to create a supportive ecosystem for Linked Learning.
 - Engaging stakeholders in the development and implementation of Linked Learning pathways to ensure alignment with workforce needs and community priorities.

Benefits of Linked Learning

- **Post-secondary and Career Readiness:** Linked Learning prepares students for both college and career by providing a rigorous academic foundation and practical, hands-on skills.
- **Increased Engagement:** By making learning relevant and connected to students' interests and future goals, Linked Learning increases student engagement and motivation.
- **Improved Outcomes:** Research has shown that Linked Learning can lead to higher graduation rates, improved academic performance, and better postsecondary outcomes.

- ***Real-World Skills:*** Students gain valuable work experience and develop critical skills such as problem-solving, teamwork, communication, and adaptability, which are essential for success in the workforce.

Implementation Within the eModel

- ***Pathways and Academies:*** Many high schools in California have established CTE pathways and academies focused on specific career fields such as health sciences, engineering, information technology, and the arts. The unique nature of TJS is the full integration of entrepreneurial skills as the primary focus, and a much heavier emphasis on WBL as a key component of the educational program.
- ***Policy and Advocacy:*** State policies and advocacy efforts have promoted the expansion and importance of integrating academics with career and technical education and work-based learning.

Linked Learning represents a holistic and innovative approach to education that equips students with the knowledge, skills, and experiences they need to succeed in college, career, and life. By bridging the gap between the classroom and the real world, Linked Learning creates a more engaging, relevant, and effective educational experience for all students, and is a key binding ingredient of an TJS program.

Culturally Relevant and Responsive Education

CRRE means tailoring how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them. The research affirms that culture, teaching, and learning are interconnected, and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2002). At TJS, CRRE is integrated with UDL, ELD standards, and the eModel so that projects and products honor student identity, expand opportunities, and connect rigorous academics to real audiences and community impact.

Course of Study

The Charter School's adopted course of study for students in grades 1 through 6 shall include instruction in the following areas of study: (a) English, including knowledge of, and appreciation for, literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting (including instruction in cursive in the appropriate grade levels), and composition; (b) Mathematics, including concepts, operational skills, and problem solving; and (c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, according to the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; Eastern and Western cultures and civilizations; contemporary issues; and the wise use of natural resources, as well as the Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods. (d) Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry, on the place of humans in ecological

systems, and on the causes and effects of climate change and methods to mitigate and adapt; appropriate coursework on climate change shall be offered as soon as possible and no later than the 2024–25 school year. (e) Visual and performing arts, including dance, music, theatre, and visual arts, aimed at developing aesthetic appreciation and creative expression; (f) Health, including individual, family, and community health; and (g) Physical education (“PE”) (h) Other studies as the governing board may prescribe. Consistent with the eModel, TJS connects these required areas to interdisciplinary projects and real-world applications (e.g., financial literacy, data analysis, and entrepreneurial problem-solving) while maintaining full alignment to California Content Standards.

Elementary (TK-6th grade)

In TK–6, TJS builds the bedrock of the eModel—strong literacy and numeracy, curiosity, and the eMindset that treats mistakes as part of learning. Early grades emphasize oral language, phonological awareness, and foundational reading through SFA, alongside daily writing and rich content. Mathematics follows the SWUN pathway with concrete–representational–abstract routines, number sense fluency, and problem solving tied to real contexts. Science is inquiry-driven and NGSS-aligned; social studies follows California History–Social Science standards with primary sources, civic habits, and local community connections. Students experience PE and visual/performing arts every week and use 1:1 devices (age-appropriate) to create, practice skills, and build digital citizenship. By the end of grade 6, students are confident readers, flexible math thinkers, collaborative problem-solvers, and ready to launch into the deeper rigor and ePathway exploration of TJS middle grades.

Transitional Kindergarten

TJS will incorporate a strong TK program consistent with Education Code Section 48000 and Universal Prekindergarten (UPK) guidance. Eligibility will follow the stated timeline: beginning in 2025–26, all children who have their fourth birthday by September 1 are eligible., with curriculum aligned to the California Preschool and Transitional Kindergarten Learning Foundations (“PTKLF”) and Preschool Curriculum with intentional articulation to kindergarten standards. TK may be offered in TK-only or TK/K combination classes; in either case, TJS maintains an average class enrollment of not more than twenty four (24) TK pupils at the school site and at least one adult for every 10 TK students for the instructional day, consistent with Education Code Section 48000. Instruction remains developmentally appropriate, play-based, and language-rich, with explicit support for multilingual learners (Designated and Integrated ELD). The TK program uses developmentally appropriate TK curriculum that is monitored through data-driven differentiation based on student needs, including adjusted pacing and embedded formative assessments. We will employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies, using the PTKLF domains as the organizing progression. (At TJS, early literacy is further supported through *Success for All – KinderCorner.*)

TJS will adhere to the California credential requirements for teachers working in TK-only classrooms. A teacher assigned to TK holds a valid Multiple Subject Teaching Credential (or legally authorized intern/Short-Term Staff Permit/Provisional Internship Permit when applicable) and, per Education Code Section 48000(g)(4), meets one of the following:

(A) completion of at least 24 units in early childhood education/child development; or (B) comparable professional experience with preschool-age children as determined by the employer; or (C) a Child Development Teacher Permit. Classrooms meet the TK adult-to-student ratio and average class size requirements noted above.

Reading

As students advance through each grade, there is an increased level of complexity to what students are expected to read and a progressive development of reading comprehension so that students can gain more from what they read consistent with the State Standards for ELA/Literacy and TJS's implementation of *Success for All* for core literacy.

There is no reading list to accompany the reading standards. Instead, students are expected to read a range of classic and contemporary literature as well as challenging informative texts from an array of subjects. This model allows and encourages students to acquire new knowledge and insights, and to consider varying perspectives as they read. Teachers, school districts, and states are expected to decide on the appropriate curriculum, but sample texts are included to help teachers, students, and parents prepare for the year ahead.

There is some critical content for all students—classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare—but the rest is left up to the states and the districts. The State Standards emphasize a balance of literary and informational texts; in TK–6, TJS targets an overall balance (e.g., approximately 50/50 across the school day) to build knowledge and vocabulary.

Writing

The driving force of the writing standards is logical argumentation based on claims, solid reasoning, and relevant evidence. The writing standards include opinion writing as well as long-term, in-depth research. This expectation draws on the belief that written analysis and the presentation of significant findings is critical to career and college readiness; in TK–6, TJS delivers these expectations through explicit writing instruction and *SFA Writing* routines (e.g., modeled writing, guided practice, peer response, and revision).

The State Standards also include annotated samples of student writing to help determine performance levels in writing arguments, explanatory texts, and narratives across the grades.

Speaking and Listening

Although reading and writing are the expected components of an English Language Art curriculum, the State Standards are written so that students gain, evaluate, and present complex information, ideas, and evidence specifically through listening and speaking.

There is also an emphasis on academic discussion in one-on-one, small-group, and whole-class settings, which can take place as formal presentations as well as informal discussions during student collaboration, with structured academic discourse to support multilingual learners (Integrated/Designated ELD).

Language

Vocabulary instruction in the standards takes place through a mix of conversations, direct instruction, and reading so that students can determine word meanings and expand their use of words and phrases.

The State Standards expect students to use formal English in their writing and speaking, but also to recognize that colleges and 21st-century careers will require students to make wise, skilled decisions about how to express themselves through language in a variety of contexts.

Vocabulary and conventions are their own strand because these skills extend across reading, writing, speaking, and listening.

Media and Technology

Since media and technology are intertwined with every student's life and in school in the 21st century, skills related to media use, which include the analysis and production of various forms of media, are included in these standards.

The State Standards include instruction in keyboarding, and California requires instruction in cursive handwriting at appropriate elementary grade levels.

Mathematics

The stated goal of the mathematics standards is to achieve greater focus and coherence in the curriculum. This mandate comes largely in response to the criticism that American mathematics curricula are “a mile wide and an inch deep.” The mathematics standards include Standards for Mathematical Practice and Standards for Mathematical Content; in TK–6 at TJS, these are delivered through daily lesson structures consistent with *SWUN Math* (Concept → Guided → Independent → Closure, with spiral review and exit checks).

Mathematical Practice

The State Standards mandate that eight principles of mathematical practice be taught:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

The practices are adapted from the five process standards of the National Council of Teachers of Mathematics and the five strands of proficiency in the National Research Council's Adding It Up report. These practices are to be taught in every grade from TK/Kindergarten to eighth grade. Details of how these practices are to be connected to each grade level's mathematics content are left to local implementation of the Standards.

Attend to Precision

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, expressing numerical answers with a degree of precision appropriate to the problem context. In the elementary grades, students give carefully formulated explanations to each other. As students progress, they learn to examine claims and make explicit use of definitions.

Science

Students will begin to understand how scientific processes operate and how those processes relate to one another. In the area of curriculum development and science instruction for grades TK-6, TJS will:

- Implement and refine a science curriculum that incorporates the grade-level curriculum content specified in the Next Generation Science Standards.
- Integrate the core concepts of earth science, life science, and physical science into a greater understanding of history-social science, mathematics, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful scientists.
- Teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.
- Provide opportunities for lab experiments, field trips, and project learning whereby students gather, manipulate, and record data from their community to better understand the natural world around them.
- Engage students to reflect upon ways that scientific concepts and theories impact their lives through their environmental and personal health.
- Integrate appropriate technology and technological concepts into the study of science.

The NGSS provide an important opportunity to improve not only science education but also student achievement. Based on the framework for K–12 Science Education, the NGSS are intended to reflect a new vision for American science education. The following conceptual shifts in the NGSS demonstrate what is new and different about the NGSS:

TK–6 science education should reflect the interconnected nature of science as it is practiced and experienced in the real world.

“The framework is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields” (NGSS, 2013).

The vision represented in the framework is new in that students must be engaged at the nexus

of the three dimensions:

- Science and Engineering Practices;
- Crosscutting Concepts; and,
- Disciplinary Core Ideas.

Social Science

Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science, and sociology. In the area of curriculum development and history-social sciences instruction for grades TK-6, TJS will:

- Continue to implement and refine a history and social sciences curriculum that incorporates the grade-level curriculum content specified in the History-Social Science Content Standards for California Public Schools and the History-Social Science Framework.
- Integrate the core concepts of history and the social sciences into a greater understanding of science, mathematics, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful historians and social scientists.
- Present history through primary sources such as art, letters, music, maps, and personal accounts. Engage students in historiography, enabling them to compare sources, identify bias, cite trends, understand cause and effect, and debate issues of historical significance.
- Use geography as a medium for understanding historical trends and events, the movement of people and ideas, and the human relationship to its natural environment.
- Engage students to reflect upon ways history and the social sciences impact their lives through trends in government, economics, civics, and social change.
- Integrate appropriate technology and technological analysis into the study of history and the social sciences.

All grades will integrate the following skills into social studies: historical and social sciences analysis, chronological and spatial thinking as well as research, evidence, and point of view; in addition, social studies units will intentionally embed SFA literacy routines—close reading of primary/secondary sources, text-dependent questions, Team Talk/cooperative discussions, and writing to sources—and SWUN Math practices—Number Talks, problem solving, and data displays (tables, timelines, graphs, maps)—so students quantify historical and civic trends (e.g., rates, percentages, change over time), cite textual and numerical evidence, and communicate conclusions through disciplined arguments, reports, and visuals (with Integrated/Designated ELD supports as appropriate) .

Rising Entrepreneurs: Entrepreneurial Practice (Grades 3-6)

In grades 3–6, Rising Entrepreneurs integrates the eModel with core academics (SFA literacy and SWUN Math) so students routinely spot real problems, design and test solutions, and create value for their community. The practices below describe what students *do*—habits of mind taught and reinforced across ELA, math, science, and social studies.

- Empathize with users and define real problems.
- Generate ideas and prototype solutions iteratively.
- Validate assumptions with evidence (customer discovery, data, feedback).

- Communicate value clearly through speaking, writing, visuals, and numbers.
- Plan and manage resources (time, materials, and money) responsibly.
- Use data to make decisions and measure what matters.
- Collaborate ethically, show leadership, and serve the community.
- Reflect, persevere, and improve based on feedback and results.

These practices are adapted from age-appropriate design-thinking, financial-literacy, and entrepreneurship frameworks and are taught in every grade from 3 through 6. Details of how these practices connect to each grade level's content are determined through local implementation of the eModel.

Validate Assumptions with Evidence

Entrepreneurially proficient students test ideas instead of guessing. They gather simple evidence (interviews, polls, quick trials) and change course when the data say so. In grades 3–4, students interview classmates or community members, keep neat data tables, and adjust designs after short trials. By grades 5–6, they plan small experiments, identify key metrics (e.g., cost, time, satisfaction), compare results to a target, and revise prototypes or messages based on what the evidence—and their users—show. They explain which assumption they were testing, what they measured, and how the results shaped their next step.

Middle Grades (7th-8th grade)

The 7–8 curriculum at TJS bridges elementary foundations and high-school readiness, aligning to State Standards and our eModel focus on eSkills and eMindset. Students engage in rigorous, integrated units that couple close reading, evidence-based writing, and mathematical reasoning (via SFA Literacy and SWUN Math) with hands-on labs, inquiry in science aligned to NGSS, and source-driven studies in history–social science. Exploratory “ePathway Samplers” rotate students through design, technology, entrepreneurship, and the arts to build early career awareness and portfolios. Assessment is mastery-based and varied—formative checks, MAP growth measures, interim benchmarks, and Presentations of Learning—while advisory and digital citizenship build habits of reflection, collaboration, and responsible use. By the end of grade 8, students demonstrate readiness for A–G trajectories and select a high-school ePathway with confidence.

7th Grade

ELA 7 — Inquiry, Argument, and Voice for Entrepreneurship

This course strengthens close reading, vocabulary, and argument skills while connecting texts to how people create value in their communities. Students read contemporary nonfiction, journalism, biographies of innovators, and diverse literature to examine problems, perspectives, and solutions. By the end of this course, students are able to:

1. Cite strong textual evidence to analyze themes, central ideas, and author's craft across literary and informational texts.
2. Evaluate arguments for sound reasoning and sufficient evidence; distinguish claims from counterclaims.
3. Build academic and domain vocabulary through word study and context, and apply it in speaking and writing.

4. Conduct short research cycles (question → locate → evaluate → synthesize) using credible sources.
5. Communicate ideas clearly in discussions and presentations, using visuals and data where appropriate.
6. Connect reading to real problems by proposing evidence-based solutions in small, public-facing projects (e.g., op-eds, podcasts, book talks).

Math 7 — Proportional Reasoning, pre-Algebra, and Data for Venture Decisions

Students apply 7th-grade mathematics to everyday and entrepreneurial contexts—pricing, scaling, fairness, and risk—while building fluency with proportional relationships and expressions. By the end of this course, students are able to:

1. Analyze and represent proportional relationships; solve percent problems (tax, tip, markdown, markup, interest) and unit-rate questions.
2. Operate with rational numbers (positive/negative) and write/simplify algebraic expressions; solve linear equations and inequalities in one variable.
3. Use graphs, tables, and equations to model real situations, including constant rate and proportional scenarios.
4. Apply geometry to scale drawings, angle relationships, and surface area/volume for prisms and cylinders.
5. Describe and compare distributions; use probability and basic statistics to inform decisions.
6. Build simple spreadsheets to model budgets, break-even points, and forecasts, and justify solutions with mathematical reasoning.

Science 7 — Integrated Science: Systems, Sustainability, and Design

Anchored in NGSS, this course integrates life, physical, and earth/space science with engineering design to investigate how systems work—and how we can improve them. By the end of this course, students are able to:

1. Plan and carry out investigations; analyze and interpret data using appropriate tools and representations.
2. Develop and use models to explain matter cycling and energy flow in ecosystems and how natural selection influences populations over time.
3. Explain forces and interactions and relate them to motion and real-world technologies.
4. Evaluate evidence about Earth's resources, human impacts, and climate, and propose mitigation/adaptation ideas.
5. Apply the engineering design process (define → develop → iterate → optimize) to prototype solutions to community challenges.
6. Communicate scientific arguments in multiple formats (lab reports, posters, multimedia), citing evidence and acknowledging limitations.

Social Studies 7 — World History & Geography: Medieval to Early Modern Networks

Students explore medieval and early modern civilizations and the networks that connected them—trade, ideas, belief systems, and institutions—while drawing parallels to modern entrepreneurship and globalization. By the end of this course, students are able to:

1. Analyze major civilizations and movements (e.g., Islamic world; West/East Africa; China and Japan; medieval Europe; Mesoamerican and Andean cultures; Renaissance and

- Reformation; Scientific Revolution; early exploration).
- Trace networks of exchange (Silk Roads, Indian Ocean, Trans-Saharan) and explain how trade, technology, and ideas shaped societies.
 - Evaluate governance, law, and belief systems using primary and secondary sources; identify perspective, bias, and cause-effect relationships.
 - Construct evidence-based arguments and explanatory essays with clear claims, sourcing, and citations.
 - Interpret maps, timelines, and quantitative data to explain historical patterns and spatial relationships.
 - Participate in simulations (marketplaces, councils, voyages) to connect past economic systems to present-day markets, innovation, and ethical decision-making.

Reading 7 — SFA Reading Edge: Comprehension, Vocabulary, and Argument

This course builds fluent, confident readers through a daily Success for All (SFA) Reading Edge block that blends complex grade-level texts with leveled novels/nonfiction sets, explicit strategy instruction, and cooperative learning teams. Frequent cycle assessments and lesson checks inform flexible regrouping and in-day tutoring, while brief written responses (with *Writing Wings* routines) strengthen comprehension and argument. Supports for multilingual learners include structured academic talk and explicit language objectives. By the end of this course, students are able to:

- Cite strong textual evidence to analyze themes/central ideas, character and plot development, and how structure and point of view shape meaning.
- Apply comprehension strategies (preview, question, summarize, infer, monitor/repair) to literary and informational texts, increasing stamina and independence.
- Acquire and use academic/domain vocabulary through direct instruction, morphology (prefixes, roots, suffixes), and context to clarify meaning.
- Evaluate arguments and claims in nonfiction, distinguishing reasons, evidence, and rhetoric; write short analyses that include claims and relevant evidence.
- Collaborate in teams to discuss texts, compare perspectives, and give/receive feedback using discussion roles and sentence frames.
- Use assessment data (cycle checks, fluency reads, exit tickets) to set personal goals, select “just-right” texts, and track growth in an ePortfolio.

Physical Education 7–8 — Fitness, Movement, and Team Leadership

This two-year sequence develops lifelong fitness and movement literacy aligned to California’s Physical Education Model Content Standards and secondary time requirements. Students build competency in team/individual sports and lifetime activities while practicing leadership, inclusion, and safety. By the end of these courses, students are able to:

- Demonstrate competency in a variety of movement skills and game strategies across team, individual, and lifetime activities (e.g., soccer, basketball, volleyball, racket/target games, fitness circuits).
- Improve and track health-related fitness (cardiorespiratory endurance, muscular strength/endurance, flexibility) through SMART goals and personal fitness plans.
- Apply rules, tactics, and etiquette; demonstrate safe practices, injury prevention, and responsible equipment use.
- Exhibit social-emotional skills—communication, teamwork, leadership, and respectful conflict resolution—in diverse group settings.

5. Analyze personal fitness data (logs, heart-rate estimates, RPE) to monitor progress and adjust training plans; reflect on nutrition, sleep, and wellness habits.
6. Lead and participate in inclusive activities that promote lifelong physical activity and community (student-led warm-ups, peer coaching, intramurals).

Program Notes: PE 7–8 meets California minute requirements for secondary physical education, uses equitable and inclusive practices, and integrates state fitness assessments as applicable.

eModel Exploratory 7 — Opportunity Discovery & Venture Basics

This introductory course builds the **eMindset** (curiosity, initiative, resilience) and core **eSkills** (ideating, interviewing, analyzing text/data, working in teams, prototyping, providing feedback, storytelling). Students learn to spot problems worth solving, conduct basic customer discovery, and design low-cost prototypes that create value for real users. Cross-curricular links to reading, writing, math, and social science emphasize evidence, ethics, and community impact. Near-peer mentors (trained 11th–12th graders) coach studio teams during scheduled labs. By the end of this course, students are able to:

1. Use observation, interviews, and short research sprints to identify and frame a community/user problem, writing a clear “How might we...?” question.
2. Generate, select, and improve ideas with criteria (desirability, feasibility, viability); document decisions using visuals and brief rationale.
3. Build low-fidelity prototypes, run at least two feedback cycles, and revise based on evidence from users and mentor input.
4. Create a simple unit-cost and pricing model (percent, rate, markup/markdown) in a spreadsheet and explain a break-even point.
5. Communicate value through a one-pager/storyboard and a 60–90 second pitch, citing textual and data evidence.
6. Collaborate effectively in teams—setting goals, tracking tasks, reflecting on growth—and curate an ePortfolio (eBlueprint Jr.) with artifacts and mentor feedback.

Program Note: Culminates in a Value Fair where teams share prototypes and pitches with families, mentors, and community partners.

8th Grade

ELA 8 — Analysis, Synthesis, and Purposeful Research

This course deepens close reading, argument, and synthesis through diverse literature and high-quality nonfiction connected to contemporary and historical issues. Students compare authors’ claims, evaluate credibility and bias, and synthesize sources to inform solutions to real problems. By the end of this course, students are able to:

1. Analyze how central ideas/themes develop across chapters or sections and evaluate how authors use evidence and rhetoric to advance claims.
2. Compare/contrast treatments of the same topic across mediums (print, data, video), assessing reliability, perspective, and bias.
3. Determine meanings of academic and domain vocabulary from context, word parts, and reference materials; use vocabulary precisely in discussion.
4. Conduct sustained research cycles (question → locate → evaluate → synthesize) using credible sources and note-taking systems.

5. Present analyses and findings with clear structure, visuals, and data displays, adapting delivery to audience and purpose.
6. Apply textual evidence to propose reasoned solutions to community or school challenges (briefs, book talks, podcasts).

Math 8 — Linear Relationships, Functions, and Geometric Reasoning

Students extend proportional reasoning into linear equations and functions, work with irrational numbers and exponents, and use geometry and statistics to model real situations—such as pricing, scaling, and forecasting. By the end of this course, students are able to:

1. Use properties of exponents (including scientific notation) and operate with rational/irrational numbers appropriately.
2. Solve and graph linear equations and inequalities in one variable and analyze slope/intercept in context.
3. Define, evaluate, and compare functions; distinguish linear from nonlinear relationships using tables, graphs, and equations.
4. Apply congruence and similarity via transformations; use the Pythagorean Theorem; compute volume of cylinders, cones, and spheres.
5. Model and interpret bivariate data with scatter plots, trend lines, and association; describe patterns and inform decisions.
6. Build simple spreadsheets to analyze budgets, break-even points, and forecasts, justifying solutions with mathematical reasoning.

Science 8 — Physical Science Focus: Energy, Waves, and Change

Grounded in NGSS, this course emphasizes physical science ideas with purposeful links to life and Earth systems and engineering design. Students investigate how energy, forces, and waves shape technologies and the natural world. By the end of this course, students are able to:

1. Plan and carry out investigations; analyze and interpret data using appropriate tools and representations.
2. Develop and use models to explain energy transfer, waves (including information technologies), and forces/motion.
3. Describe chemical reactions and conservation of matter at particle level; connect to everyday phenomena.
4. Explain human impacts on Earth systems (resources, climate) and evaluate mitigation/adaptation strategies.
5. Apply the engineering design process (define → develop → iterate → optimize) to prototype solutions to community challenges.
6. Construct and communicate scientific arguments supported by multiple lines of evidence and acknowledge limitations.

Social Studies 8 — U.S. History & Geography: Growth, Conflict, and Reconstruction

Students examine the ideas, people, and events shaping the United States from the founding era through Reconstruction, with attention to geography, economies, civics, and culture. Primary/secondary sources anchor argument writing and discussion. By the end of this course, students are able to:

1. Analyze founding ideals in key documents (Declaration, Constitution, Bill of Rights) and connect them to debates over federalism and rights.

2. Explain causes/effects of westward expansion, reform movements, industrialization, and immigration; evaluate impacts on diverse communities.
3. Trace factors leading to the Civil War, analyze major events, and assess the successes/limits of Reconstruction.
4. Interpret maps, timelines, quantitative data, and visuals to explain historical patterns and spatial relationships.
5. Evaluate perspective and bias in sources; corroborate evidence to craft claims, counterclaims, and conclusions.
6. Present evidence-based positions on historical and contemporary civic issues, proposing informed actions at school or community level.

Reading 8 — SFA Reading Edge: Synthesis, Author's Craft, and Informational Literacy

This advanced middle-school course deepens analysis, synthesis, and research using the SFA Reading Edge framework. Students compare treatments of topics across genres and media, study author's craft (structure, rhetoric, imagery, tone), and produce polished responses to text. Regular cycle assessments guide flexible regrouping and targeted support; *Writing Wings* routines strengthen constructed responses and short analytical essays. By the end of this course, students are able to:

1. Analyze how ideas and claims develop across chapters/sections and compare multiple sources (print, data, multimedia) for reliability, perspective, and bias.
2. Explain author's craft—how structure, word choice, and rhetorical devices advance purpose—and evaluate the effectiveness of those choices.
3. Synthesize information from two or more texts to build a coherent analysis or explanation, integrating paraphrase, quotation, and citation.
4. Expand academic vocabulary through morphology and context; use precise language in discussion and writing about reading.
5. Present text-based findings (book talks, podcasts, mini-seminars) with clear organization, visuals, and appropriate evidence for audience and purpose.
6. Reflect and act on progress using cycle data (comprehension, fluency, vocabulary), setting goals that inform independent reading plans and the ePortfolio—and prepare for high-school ELA and ePathway coursework.

Physical Education 7–8 — Fitness, Movement, and Team Leadership

This two-year sequence develops lifelong fitness and movement literacy aligned to California's Physical Education Model Content Standards and secondary time requirements. Students build competency in team/individual sports and lifetime activities while practicing leadership, inclusion, and safety. By the end of these courses, students are able to:

1. Demonstrate competency in a variety of movement skills and game strategies across team, individual, and lifetime activities (e.g., soccer, basketball, volleyball, racket/target games, fitness circuits).
2. Improve and track health-related fitness (cardiorespiratory endurance, muscular strength/endurance, flexibility) through SMART goals and personal fitness plans.
3. Apply rules, tactics, and etiquette; demonstrate safe practices, injury prevention, and responsible equipment use.
4. Exhibit social-emotional skills—communication, teamwork, leadership, and respectful conflict resolution—in diverse group settings.
5. Analyze personal fitness data (logs, heart-rate estimates, RPE) to monitor progress and adjust training plans; reflect on nutrition, sleep, and wellness habits.
6. Lead and participate in inclusive activities that promote lifelong physical activity and

community (student-led warm-ups, peer coaching, intramurals).

Program notes: PE 7–8 meets California minute requirements for secondary physical education, uses equitable and inclusive practices, and integrates state fitness assessments as applicable.

eModel Exploratory 8 — Prototype, Launch, and Impact

This advanced middle-school studio deepens design, data, and delivery. Students turn validated ideas into minimum viable products (“MVPs”), test messaging and price points, and consider brand/ethics and social impact. They learn basic venture planning (Lean Canvas Jr.), simple marketing assets, and project management. Cross-age mentors (11th–12th grade eExecutives) serve as sprint leads and critique panels. By the end of this course, students are able to:

1. Build a Lean Canvas Jr. that defines customer segments, value proposition, channels, key metrics, and simple cost/revenue drivers.
2. Design and run MVP tests (usability checks, A/B text or price trials), analyze results, and make pivot/persevere decisions.
3. Produce entry-level brand and outreach assets (logo/mockups, one-page site or flyer, short video/caption) following digital citizenship norms.
4. Plan and manage work using sprints/kanban, assign roles, map milestones to a brief timeline, and report progress using common rubrics.
5. Prepare basic financials (unit economics, starter cash-flow, inventory plan) and compare scenarios to recommend a course of action.
6. Deliver a concise 5–7 slide pitch deck to a review panel (mentors, staff, partners), reflect on ethics and community impact, and finalize the ePortfolio to inform high-school ePathway exploration.

Program note: Culminates in a Micro-Launch/Expo (on-campus market or community showcase) with structured feedback from 11th–12th graders and local partners.

High School (9th – 12th Grade)

The 9–12 curriculum at TJS is college- and career-ready by design, aligning to the State Standards, UC/CSU A–G requirements, and our eModel emphasis on eSkills and eMindset. Each course pairs rigorous content with project-based and work-based learning, clear performance rubrics, and opportunities for industry-recognized certifications where applicable. Core academics build analytical reading, writing, quantitative reasoning, scientific inquiry, and civic literacy, while ePathway sequences (our CTE-like, 5-course strands) develop job-ready technical skills and portfolio artifacts. Throughout, students demonstrate mastery through common assessments, Presentations of Learning, and capstone projects that connect classroom learning to real problems and professional standards.

English Language Arts Curriculum

The goal of the ELA curriculum, aligned to state expectations for ELA, is to increase literacy and appreciation for the written word through a cohesive, comprehensive, and progressive learning experience that is both horizontally and vertically aligned with State Standards. As with all core curriculum, the skills of entrepreneurship are interwoven throughout in a purposeful way.

Courses offered in English Language Arts:

English 9 – Reading, Writing and Research in Social Entrepreneurship: Reading, Writing, and Research in Social Entrepreneurship is a comprehensive course designed to develop students' language arts skills while exploring the principles and practices of social entrepreneurship. This course integrates the study of literature, non-fiction texts, writing, and research with a focus on how individuals and organizations address social issues through innovative and sustainable solutions. By the end of this course, students will be able to:

1. Analyze and interpret a variety of literary and non-fiction texts that explore themes related to social justice, entrepreneurship, and innovation.
2. Develop critical thinking and analytical skills through the examination of social issues and entrepreneurial solutions.
3. Enhance writing proficiency by composing essays, research papers, reflective journals, and creative projects.
4. Conduct research using reliable sources to gather, evaluate, and synthesize information on social entrepreneurship topics.
5. Communicate effectively through oral presentations, group discussions, and collaborative projects.
6. Understand the fundamental principles of social entrepreneurship and their application in real-world contexts.

English 10 – Originality & Creativity Through English: Originality & Creativity Through English is designed to inspire and develop students' creative and original thinking through the study and practice of various forms of English language arts. This course emphasizes the exploration of diverse literary genres, creative writing, and the use of language as a powerful tool for self-expression and innovation. Students will engage with a wide range of texts and multimedia, while honing their skills in reading, writing, speaking, and critical analysis. By the end of this course, students will be able to:

1. Analyze and interpret a variety of literary and multimedia texts, exploring themes of originality and creativity.
2. Develop creative writing skills across multiple genres, including poetry, short stories, scripts, and creative non-fiction.
3. Enhance their understanding and appreciation of diverse perspectives and voices in literature.
4. Improve critical thinking and analytical skills through the study of literary techniques and devices.
5. Communicate effectively through written and oral presentations, group discussions, and collaborative projects.
6. Foster a personal sense of creativity and originality in their writing and other forms of expression.

English 11 – Understanding and Communicating the Entrepreneurial Mindset: Understanding and Communicating the Entrepreneurial Mindset is designed to develop students' language arts skills while exploring the principles and practices of entrepreneurship. This course integrates the study of literature, non-fiction texts, writing, and research with a focus on how entrepreneurial thinking and innovation drive success in various fields. Students will learn to

understand, analyze, and communicate the entrepreneurial mindset through diverse assignments and projects. By the end of this course, students will be able to:

1. Analyze and interpret a variety of literary and non-fiction texts that explore themes related to entrepreneurship, innovation, and leadership.
2. Develop critical thinking and analytical skills by examining the traits and strategies of successful entrepreneurs.
3. Enhance writing proficiency through composing essays, business plans, reflective journals, and creative projects.
4. Conduct research using reliable sources to gather, evaluate, and synthesize information on entrepreneurial topics.
5. Communicate effectively through oral presentations, group discussions, and collaborative projects.
6. Understand and articulate the key components of the entrepreneurial mindset and its application in various contexts.

English 12 – Identity, Purpose and Preparation Through English:

Identity, Purpose, and Preparation Through English is designed to guide students through an in-depth exploration of personal identity, purpose, and future preparation. This course integrates the study of literature, non-fiction texts, writing, and research to help students reflect on their own identities, articulate their goals, and prepare for their next steps beyond high school. Students will engage in meaningful self-exploration, develop critical thinking skills, and enhance their communication abilities. By the end of this course, students will be able to:

1. Analyze and interpret a variety of literary and non-fiction texts that explore themes of identity, purpose, and personal growth.
2. Reflect on their own identities, values, and goals through writing and discussion.
3. Enhance writing proficiency by composing essays, personal statements, reflective journals, and research papers.
4. Conduct research to explore career paths, higher education options, and life goals.
5. Communicate effectively through oral presentations, group discussions, and collaborative projects.
6. Develop a comprehensive understanding of their own identity and purpose; as well as create actionable plans for their future.

Honors level courses will be offered for each course, with more rigorous learning expectations. Higher level courses and ELA electives, it is hoped will be offered through articulation agreements with SCC.

Mathematics Curriculum

The math curriculum at TJS will emphasize not only procedural skills and fluency, but also conceptual understanding, the ability to apply mathematical concepts to real world situations, and reinforcement of the eight mathematical practices as defined by the State Standards. A variety of inquiry and problem-based approaches will be used to ensure that students are engaged in critical thinking in math courses rather than just rote memorization. As with all core curriculum, the skills of entrepreneurship are

interwoven throughout in a purposeful way.

Courses offered in Mathematics:

Math Foundations (Pre-Algebra & Quantitative Reasoning): *(NOTE: This course is open to qualifying 8th grade students, and 9th grade students who are not yet ready for Algebra 1.)* This course strengthens number sense, ratios and proportions, expressions, and introductory equations/inequalities to prepare students for Algebra I/Financial Algebra I. Emphasis is on problem-solving habits, mathematical vocabulary, and real-life applications (unit pricing, scale drawings, simple interest) aligned to California standards and SWUN routines. By the end of this course, students will be able to:

1. Compute fluently with integers, fractions, ratios, and percents, and explain procedures.
2. Translate real-world situations into expressions, one-step and two-step equations/inequalities, and solve them.
3. Use ratio/proportion and percent applications (tax, discount, markup, simple interest).
4. Read, create, and interpret tables, double-number lines, and coordinate graphs.
5. Analyze and summarize data with measures of center and variability; create basic charts.
6. Apply problem-solving strategies (estimate, check reasonableness, justify steps) in context.

Financial Algebra 1: Financial Algebra I integrates algebraic concepts with practical financial applications, providing students with the mathematical tools and knowledge needed to make informed financial decisions. This course covers topics such as banking, investments, loans, credit, budgeting, and taxes, all through the lens of algebra. Students will learn how to apply algebraic skills to solve real-world financial problems, preparing them for both personal financial management and future careers in finance-related fields. By the end of this course, students will be able to:

1. Understand and apply algebraic concepts to financial situations.
2. Analyze and interpret financial data using algebraic methods.
3. Develop and manage personal budgets, savings plans, and investment portfolios.
4. Understand the mathematical principles behind loans, credit, and interest rates.
5. Apply algebraic skills to calculate taxes, evaluate insurance options, and plan for retirement.
6. Make informed financial decisions based on algebraic analysis and critical thinking.

Geometry: Geometry is a comprehensive course that explores the properties and applications of geometric figures in two and three dimensions. Students will develop their spatial reasoning, critical thinking, and problem-solving skills through the study of points, lines, planes, angles, circles, triangles, quadrilaterals, polygons, and solids. Emphasis will be placed on understanding

and applying geometric principles, theorems, and proofs. The course also integrates algebraic concepts to solve geometric problems, preparing students for advanced mathematical studies. By the end of this course, students will be able to:

1. Understand and apply the basic concepts and principles of geometry.
2. Use geometric terms and notations accurately.
3. Solve problems involving points, lines, planes, and angles.
4. Apply the properties and theorems of triangles, including congruence and similarity.
5. Understand and use the properties of circles, polygons, and solids.
6. Develop and write formal geometric proofs.
7. Use coordinate geometry to solve problems involving geometric figures.
8. Integrate algebraic skills to solve geometric problems.
9. Apply geometric concepts to real-world situations and practical applications.

Financial Algebra 2: Financial Algebra II builds on the concepts learned in Financial Algebra I, diving deeper into the applications of algebra in more complex financial contexts. This course focuses on advanced topics such as investment strategies, risk management, business finance, and advanced personal financial planning. Students will enhance their algebraic skills while gaining a deeper understanding of financial systems and strategies, preparing them for college-level finance courses and real-world financial decision-making. By the end of this course, students will be able to:

1. Apply advanced algebraic concepts to complex financial situations.
2. Analyze and interpret detailed financial data and statements.
3. Develop sophisticated investment portfolios and understand diverse investment strategies.
4. Understand and apply principles of business finance, including profit maximization, cost analysis, and budgeting.
5. Explore advanced topics in personal finance, including estate planning, retirement planning, and tax optimization.
6. Use algebraic methods to model and solve real-world financial problems.

Data Science & Probability for Entrepreneurship: This course blends statistics, probability, and introductory data science to make data-driven decisions in marketing, operations, and finance. Students work with authentic datasets (A/B tests, demand curves, inventory cycles), learn spreadsheet/database fundamentals, and communicate findings with clear visuals—aligning to ePathways and the eModel. By the end of this course, students will be able to:

1. Plan studies and collect/clean data; distinguish observational studies vs. experiments (including randomization and bias).
2. Visualize data (histograms, boxplots, time series, scatterplots) and summarize with appropriate statistics.
3. Build and evaluate models (linear, exponential, logistic where appropriate) and interpret parameters in context.

4. Use probability (including conditional probability and simulations) to model risk, expected value, and decision trees.
5. Conduct and interpret inference (confidence intervals, hypothesis tests) for means/proportions and simple regressions.
6. Create dashboards and executive summaries translating analysis into actionable recommendations.
7. Evaluate model limits and ethical considerations (privacy, fairness, responsible use of data).

Discrete Math & Optimization for Business & Tech: This proof-light, application-heavy course introduces discrete structures and optimization used in computer science, logistics, and product design. Topics include graph theory (networks, routing, spanning trees), recursion, combinatorics, Boolean logic, linear programming, and scheduling—applied to pricing, supply chains, UI testing, and project management. By the end of this course, students will be able to:

1. Model real problems with graphs/networks; solve shortest path, matching, and routing (Euler/ Hamiltonian) problems.
2. Use counting principles, permutations/combinations, and binomial reasoning to evaluate scenarios.
3. Apply propositional/Boolean logic to design and analyze decision rules and simple circuits.
4. Formulate linear programming problems; solve and interpret solutions (including sensitivity) with technology.
5. Analyze recurrence relations and basic algorithms for growth and efficiency trade-offs.
6. Build and critique schedules (PERT/CPM), considering constraints, costs, and risks.
7. Communicate mathematical justifications and trade-offs to non-technical stakeholders

Honors level courses will be offered for each course, with more rigorous learning expectations. Higher level courses and ELA electives are offered through articulation agreements with SCC.

History / Social Studies Curriculum

TJS's history / social science curriculum will be rooted in the California curriculum standards. Courses provide students with an understanding of world, national, and California history, with an emphasis on inquiry and critical examination of historiography.

Courses and curriculum support student acquisition of content knowledge, but also emphasize historical thinking skills, identification of common trends and patterns across subjects and time periods, and understandings of the vital connections between the past and the present. As with all core curriculum, the skills of entrepreneurship are interwoven throughout in a purposeful way.

Courses offered in history / social sciences:

World History: World History explores significant events, movements, and figures in global history through the lens of entrepreneurship and innovation. This course examines how entrepreneurial thinking and actions have shaped societies, economies, and cultures from ancient times to the present day. Students will learn about influential entrepreneurs, the development of trade and industry, and the impact of technological advancements on world history. The course aims to inspire students to think critically about the role of entrepreneurship in historical contexts and its relevance in today's world. By the end of this course, students will be able to:

1. Analyze major historical events and trends from an entrepreneurial perspective.
2. Understand the contributions of key entrepreneurs and innovators in shaping world history.
3. Explore the development and impact of trade, industry, and technological advancements across different eras.
4. Evaluate the social, economic, and cultural effects of entrepreneurial activities in various historical contexts.
5. Develop critical thinking, research, and communication skills through historical inquiry and analysis.
6. Connect historical entrepreneurial achievements to contemporary issues and opportunities.

US History: This course examines the development of the United States through the lens of entrepreneurial endeavors and innovations. This course explores how entrepreneurs have shaped the economic, social, and cultural landscape of the nation from its founding to the present day. Students will learn about key historical events and movements, focusing on the impact of entrepreneurship and innovation on American society. The course aims to provide students with a comprehensive understanding of U.S. history while highlighting the significant role of entrepreneurship in the nation's development. By the end of this course, students will be able to:

1. Analyze major events and trends in U.S. history from an entrepreneurial perspective.
2. Understand the contributions of key entrepreneurs and innovators in shaping American society.
3. Explore the development and impact of various industries and economic systems in U.S. history.
4. Evaluate the social, economic, and cultural effects of entrepreneurial activities in different historical contexts.
5. Develop critical thinking, research, and communication skills through historical inquiry and analysis.
6. Connect historical entrepreneurial achievements to contemporary issues and opportunities.

U.S. Government: (one semester) This semester course provides students with a comprehensive understanding of the American political system while exploring the intersection between government and entrepreneurship. This course examines how government policies, regulations, and economic principles influence entrepreneurial activities and, conversely, how entrepreneurship

impacts government and society. Students will learn about the structure and functions of government, the regulatory environment, and the role of innovation and business in shaping public policy. The course aims to prepare students for informed and active citizenship, emphasizing the importance of entrepreneurship in a democratic society. By the end of this course, students will be able to:

1. Understand the structure and functions of the U.S. government and its impact on entrepreneurship.
2. Analyze the relationship between government policies and entrepreneurial activities.
3. Explore the regulatory environment and its implications for businesses.
4. Examine the role of entrepreneurs in influencing public policy and economic development.
5. Develop critical thinking and analytical skills through the study of government and entrepreneurship.
6. Engage in informed discussions and debates on public policy issues related to business and innovation.

Economics: (one semester) This semester course provides students with a comprehensive understanding of economic principles and theories through the lens of entrepreneurship. This course examines how entrepreneurs drive economic growth, innovation, and societal change. Students will explore key economic concepts such as supply and demand, market structures, and fiscal and monetary policy while analyzing the role of entrepreneurship in economic development. The course aims to equip students with the knowledge and skills necessary to think critically about economic issues and to understand the economic environment in which businesses operate. By the end of this course, students will be able to:

1. Understand fundamental economic concepts and how they apply to entrepreneurship.
2. Analyze the impact of entrepreneurial activities on local, national, and global economies.
3. Explore market dynamics, including supply and demand, competition, and pricing strategies.
4. Examine the roles of government and financial institutions in supporting and regulating entrepreneurship.
5. Develop critical thinking and problem-solving skills through the analysis of economic data and case studies.
6. Connect economic theories to real-world entrepreneurial ventures and economic policies.

Honors level courses will be offered for each course, with more rigorous learning expectations. Higher level courses and Social Studies electives will be offered through articulation agreements with SCC.

Science

The Science curriculum at TJS uses a rigorous and engaging approach that incorporates inquiry-based research topics. Drawing on the NGSS, inquiry will be the

basis of each curriculum unit in science classes and an emphasis is made on exploring recurring concepts and connections between the various Disciplinary Core Ideas. Key questions will be given to students, and the emphasis will be on both finding the correct answer but also the process and questions to be asked. Overall, depth over breadth is the centerpiece as students learn to apply the scientific method, use technology in course and experimentation, and become science-literate students ready to think critically. The courses are designed as “integrative science” courses, incorporating biology, chemistry, earth/environmental science and physics. As with all core curriculum, the skills of entrepreneurship are interwoven throughout in a purposeful way.

Courses offered in science:

Integrated Science 1: This course combines foundational scientific with entrepreneurial thinking, providing students with a comprehensive understanding of how scientific inquiry and innovation drive technological and business advancements. This course covers key concepts in biology, chemistry, physics, and earth science, while highlighting the role of entrepreneurship in scientific discovery and application. Students will learn to apply scientific knowledge to solve real-world problems, develop innovative products, and understand the processes involved in bringing scientific ideas to the market. By the end of this course, students will be able to:

1. Understand and apply basic principles of biology, chemistry, physics, and earth science.
2. Analyze the role of scientific innovation in technological and entrepreneurial advancements.
3. Develop and test hypotheses through scientific experiments and investigations.
4. Apply scientific concepts to create and refine innovative products and solutions.
5. Understand the process of bringing a scientific idea to market, including research, development, and commercialization.
6. Develop critical thinking, problem-solving, and communication skills through interdisciplinary projects and collaborative work.

Integrated Science 2: Integrated Science 2 builds on the foundational scientific principles and entrepreneurial concepts introduced in Integrated Science 1. This course delves deeper into advanced topics in biology, chemistry, physics, and earth science, with a continued emphasis on how scientific innovation drives entrepreneurial ventures. Students will engage in interdisciplinary projects, hands-on experiments, and business planning activities, learning to apply advanced scientific knowledge to develop and market innovative solutions. By the end of this course, students will be able to:

1. Apply advanced principles of biology, chemistry, physics, and earth science to real-world problems.
2. Analyze and evaluate the role of advanced scientific innovations in entrepreneurship.
3. Design, conduct, and analyze experiments to test hypotheses and solve complex problems.

4. Develop comprehensive business plans that integrate scientific research and entrepreneurial strategies.
5. Understand the process of scaling scientific innovations from concept to market.
6. Enhance critical thinking, problem-solving, and communication skills through collaborative and individual projects.

Integrated Science 3: Integrated Science 3 is an advanced interdisciplinary course that builds upon the scientific knowledge and entrepreneurial skills developed in Integrated Science 1 and 2. This course delves into complex scientific concepts and cutting-edge technologies, emphasizing their applications in entrepreneurial ventures. Students will engage in rigorous scientific research, innovative product development, and comprehensive business planning. The course aims to equip students with the expertise to lead scientific innovations from conception to market. By the end of this course, students will be able to:

1. Master advanced scientific principles in biology, chemistry, physics, and earth science.
2. Analyze and synthesize scientific data to develop innovative solutions to real-world problems.
3. Apply entrepreneurial strategies to bring scientific innovations to market.
4. Conduct advanced experiments and research projects, using state-of-the-art technology and methodologies.
5. Develop comprehensive business plans, including market analysis, financial projections, and strategic planning.
6. Enhance leadership, teamwork, and communication skills through collaborative projects and presentations.

Honors level courses will be offered for each course, with more rigorous learning expectations. Higher level courses and Science electives will be offered through articulation agreements with SCC.

Visual / Performing Arts

The founders of TJS see the arts as an integral part of the high school experience. Our arts courses focus on applying learned skills to entrepreneurial endeavors.

Select courses offered in the arts:

Online Marketing: Online Marketing is designed to provide students with a comprehensive understanding of digital marketing strategies and their applications within the visual and performing arts sectors. This course explores how artists and performers can leverage online platforms to promote their work, build their brand, and develop successful entrepreneurial ventures. Students will learn about the fundamentals of online marketing, including social media, content creation, Search Engine Optimization (“SEO”), and e-commerce, with a particular emphasis on the unique challenges and opportunities within the arts. By the end of this course, students will be able to:

1. Understand the core principles of online marketing and their relevance

to the visual and performing arts.

2. Develop and implement effective digital marketing strategies to promote artistic work and entrepreneurial ventures.
3. Create engaging content tailored to various online platforms, including social media, websites, and blogs.
4. Utilize SEO, analytics, and other digital tools to enhance online visibility and track marketing performance.
5. Develop personal branding and professional networking skills within the arts community.
6. Explore e-commerce opportunities and understand the business aspects of marketing artistic products and services online.

Advanced Online Marketing: This advanced course is designed to provide students with an in-depth understanding of sophisticated digital marketing strategies tailored for the visual and performing arts sectors. This course builds upon foundational marketing principles, diving into advanced topics such as data-driven marketing, advanced SEO, digital advertising, influencer marketing, and integrated marketing communications. Students will learn to develop and execute comprehensive marketing campaigns that effectively promote artistic ventures and entrepreneurial initiatives. By the end of this course, students will be able to:

1. Apply advanced digital marketing strategies to promote visual and performing arts projects.
2. Utilize data analytics to inform marketing decisions and optimize campaigns.
3. Develop comprehensive digital advertising strategies across multiple platforms.
4. Implement advanced SEO techniques to enhance online visibility.
5. Leverage influences marketing and partnerships to expand reach and engagement.
6. Create integrated marketing communications plans that combine various digital marketing tools and techniques.
7. Develop entrepreneurial skills by creating and marketing their own artistic ventures.

Digital Design: This course provides students with a comprehensive understanding of digital design principles and tools, emphasizing creativity and technical skills in creating visually engaging content. Students will explore core design concepts such as typography, color theory, composition, and branding, while gaining hands-on experience with industry-standard software like Adobe Creative Suite (Photoshop, Illustrator, InDesign, and more). The course covers a variety of digital mediums, including graphic design, web design, and motion graphics, preparing students to create impactful designs for both personal and professional projects. Through project-based learning, students will develop a portfolio showcasing their creativity and design proficiency. By the end of this course, students will be able to:

1. Apply fundamental principles of design to create visually compelling digital content.

2. Utilize industry-standard design software to produce graphics, layouts, and branding materials.
3. Design user-friendly interfaces and engaging websites that balance aesthetics and functionality.
4. Incorporate typography, color theory, and composition into cohesive design projects.
5. Develop basic motion graphics and animations to enhance digital media.
6. Create a professional portfolio demonstrating a range of design skills and techniques.
7. Explore career paths in digital design, including graphic design, web design, and multimedia production.

Health and Physical Education Curriculum

Courses offered in Health and Physical Education:

Physical Education 1 – Physical Education 1 is designed to provide students with a comprehensive understanding of physical fitness, health, and overall well-being. This course focuses on developing physical skills, improving fitness levels, and promoting healthy lifestyle choices. Students will engage in a variety of physical activities, learn about the components of health and wellness, and understand the importance of maintaining a balanced and active lifestyle. By the end of this course, students will be able to:

1. Demonstrate knowledge of physical fitness principles and the benefits of regular physical activity.
2. Engage in a variety of physical activities to improve cardiovascular fitness, strength, flexibility, and coordination.
3. Understand the components of health and wellness, including nutrition, mental health, and disease prevention.
4. Develop personal fitness goals and create individualized fitness plans.
5. Recognize the importance of maintaining a healthy lifestyle and making informed health-related decisions.
6. Exhibit positive attitudes towards physical activity and healthy living.

Physical Education 2 – This course combines advanced physical fitness training with entrepreneurial principles, providing students with the skills to not only improve their physical well-being but also to explore career opportunities in the health and fitness industry. This course emphasizes advanced fitness techniques, health education, and the business aspects of the fitness industry, including the development of personal training programs, wellness coaching, and fitness business planning. By the end of this course, students will be able to:

1. Demonstrate advanced knowledge of physical fitness principles and techniques.
2. Design and implement personalized fitness and wellness programs.
3. Understand the fundamentals of entrepreneurship and how they apply to the fitness industry.
4. Develop business plans for health and fitness-related ventures.
5. Explore career opportunities in personal training, wellness coaching,

and fitness business management.

6. Apply marketing and business strategies to promote fitness and wellness services.

World Languages

The curriculum in our Spanish sequence will incorporate written and oral communication with proficiency in vocabulary and grammar as the focus of the world language curriculum. As with all core curriculum, the skills of entrepreneurship are interwoven throughout in a purposeful way.

Select courses offered in world languages:

Spanish 1: This course is designed to instruct students about the language and culture of the Spanish and Latin American people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Simultaneously, students will explore entrepreneurial skills such as problem-solving, creativity and business vocabulary in Spanish. The course aims to equip students with linguistic and entrepreneurial tools that are valuable in a globalized business environment. By the end of this course, students will be able to:

1. Communicate effectively in basic Spanish on topics related to daily life and business.
2. Understand and apply basic Spanish grammar and vocabulary.
3. Develop listening and reading comprehension skills in Spanish.
4. Write simple sentences and short paragraphs in Spanish.
5. Explore cultural aspects of Spanish-speaking countries, especially in a business context.
6. Understand fundamental entrepreneurship concepts and vocabulary in Spanish.
7. Develop problem-solving and creative thinking skills through entrepreneurial projects.

Spanish 2: This course is designed to teach students about the language and culture of the Spanish and Latin American people. The second-year course builds upon the foundational Spanish language and entrepreneurship concepts introduced in Spanish I. This course aims to enhance students' communication skills in Spanish, with a particular emphasis on business and entrepreneurship contexts. Students will engage in more complex conversations, expand their vocabulary, and deepen their understanding of Spanish grammar. Additionally, the course will explore advanced entrepreneurial skills, such as strategic planning, marketing, and fiscal management; all within the cultural context of Spanish-speaking countries. By the end of this course, students will be able to:

1. Communicate effectively in Spanish on a variety of topics, with a focus on business and entrepreneurship.
2. Apply advanced Spanish grammar and vocabulary in written and spoken communication.
3. Enhance listening and reading comprehension skills through exposure to authentic Spanish materials.

4. Write detailed paragraphs and short essays in Spanish.
5. Understand cultural nuances and business practices in Spanish-speaking countries.
6. Develop advanced entrepreneurial skills and vocabulary in Spanish.
7. Create and present business plans and marketing strategies in Spanish.

Spanish 3: This course typically focuses on having students express more complex concepts both orally and in writing, as well as comprehend and react to native speech. an advanced course designed to refine students' Spanish language proficiency while deepening their understanding of entrepreneurship within Spanish-speaking cultures. This course emphasizes advanced language skills, complex grammatical structures, and sophisticated vocabulary with a particular focus on business and entrepreneurship contexts. Students will engage in comprehensive projects, case studies, and real-world applications to enhance their entrepreneurial skills and cultural competence. By the end of this course, students will be able to:

1. Communicate fluently and accurately in Spanish in complex business and social contexts.
2. Apply advanced Spanish grammar and syntax in written and oral communication.
3. Analyze and interpret authentic Spanish texts related to business and entrepreneurship.
4. Author detailed reports, business plans, and essays in Spanish.
5. Understand and navigate cultural nuances in professional and entrepreneurial settings in Spanish-speaking countries.
6. Develop advanced entrepreneurial strategies and business solutions in Spanish.
7. Present and defend business ideas and strategies in Spanish.

Experiential Learning Courses Offered at TJS

In their 11th grade year, students at TJS have the opportunity to tailor their learning experience by choosing between two dynamic pathways: the Internship or the Business Incubator. The Internship allows students to manage and operate school-based businesses that engage directly with the local business community, providing hands-on experience in leadership, operations, and customer relations. Alternatively, students identified with outstanding business ideas can enter the Business Incubator, where they receive mentorship and resources to develop and launch their entrepreneurial ventures. During the 12th grade year, students in the Internship pathway transition into the Externship, stepping into real-world professional environments to deepen their career readiness and gain valuable workplace experience. Meanwhile, Business Incubator students advance into the Business Accelerator, where they focus on scaling their ventures, refining their business models, and preparing for market success. This dual-pathway approach ensures that all students graduate with the practical skills, confidence, and entrepreneurial mindset needed to thrive in their chosen careers.

Selected Courses Offered:

Entrepreneurship 101: is a foundational course for 9th-grade students, designed to introduce the core principles of entrepreneurship and lay the groundwork for the TJS eModel. This course explores the entrepreneurial mindset, focusing on creativity, critical thinking, and problem-solving. Students will learn the basics of business concepts such as market research, financial literacy, business ethics, and idea generation. Through interactive activities, case studies, and project-based learning, students will develop essential skills like collaboration, communication, and leadership. By the end of the course, students will explore and identify their elective ePathway. This course sets the stage for students to cultivate innovative thinking and understand the role of entrepreneurship in driving economic and social progress.

Project Management: Project management is the work of the 21st century. In this course students learn not only how to manage a process, but how to lead people. As students learn about the process of project management, they will develop skills in managing deliverables, deadlines, schedules, and scope. As they learn to lead people (team members, customers, and clients), students will develop skills in how to motivate and empower others to implement effective project management techniques. Acquiring these processes and people skills will ensure students are not only prepared to perform within a project based academic environment but will also be able to apply their understanding of project management to their entrepreneurial ventures.

Internship: The 11th Grade Internship course immerses students in a dynamic, hands-on learning experience by having them manage and operate school-based businesses that engage directly with the local business community. Students take on leadership roles in various entrepreneurial ventures, gaining practical skills in business operations, customer service, marketing, inventory management, and financial oversight. Through these internally managed businesses, students interact with community partners, gaining real-world experience in building professional relationships and navigating the challenges of running a business. Structured mentorship, guided by staff and local industry leaders, ensures that students connect their internship work to both their academic studies and career aspirations. By the end of the course, students will have developed critical entrepreneurial skills, a professional portfolio, and a deeper understanding of the business landscape in their community.

Externship: The 12th Grade Externship course provides students with an advanced, real-world learning experience by placing them in professional environments within the local business community, directly aligned with their career interests and ePathway selections. Building upon the skills and knowledge gained during their 11th Grade Internship, students step outside the Charter School setting to work alongside industry professionals, gaining firsthand exposure to workplace operations, industry standards, and the challenges of their chosen fields. This course emphasizes professional growth through project-based tasks, collaborative problem-solving, and goal-oriented learning under the guidance of workplace mentors. Students engage in meaningful contributions to their host organizations, reflecting on their

experiences through structured assignments, journaling, and presentations. By the end of the course, students will have honed their professional skills, expanded their networks, and developed a clear understanding of their post-secondary career or educational pathways, empowering them to transition confidently into their future endeavors.

Entrepreneurial Startup Incubator: In the 11th grade Entrepreneurial Startup Incubator course students will learn the lean startup process for starting a business. As they learn, students will form teams to launch their businesses using this model. This course culminates with students pitching their business models to a committee for startup capital to launch their business. In addition to gaining startup skills and understanding, the process of business creation will help students develop critical thinking, problem-solving, and collaboration skills. The process of planning and launching a business creates an environment that fosters these skills in a real-world setting.

Entrepreneurial Startup Accelerator: This 12th grade course, taken by select students in place of the Externship course, builds on foundational Project Management and the Entrepreneurial Startup Incubator. This course provides an opportunity for students to learn curriculum that will enable them to operate the businesses they have pitched to investors in Entrepreneurial Startup Incubator. Students will learn not only how to launch an idea, but how to run a real enterprise.

Entrepreneurial Pathway (ePathway) Electives

The Entrepreneurial Pathway (ePathway) elective courses at The Journey School (TJS) are integral to its mission of fostering innovation and leadership. These courses provide a dynamic and practical education that prepares students for success in the entrepreneurial world and beyond. At TJS, our innovative education model is designed to equip students with the skills and knowledge necessary to excel in the modern workforce or multiple post-secondary school options, while fostering entrepreneurial mindsets. Central to this vision is our dynamic ePathway program, which will feature four elective pathways tailored to community needs and student interests, alongside a required pathway in Entrepreneurship and Business Management. This required pathway ensures that all students graduate with a foundational understanding of business principles, leadership, and innovation—key traits for success in any career. To select the four elective ePathways, we will engage with Riverside County stakeholders, including local businesses, parents, students, and workforce development leaders to identify the specific pathways to be offered.

By aligning our course offerings with the community's economic landscape and growth industries, TJS will prepare students to thrive in high-demand careers while contributing to the economic vitality of the region. By combining academic rigor with real-world application, TJS ensures that its students are not only knowledgeable but also capable of making a significant impact in their chosen fields directly, or through additional post-secondary education. To give an example of a four semester course sequence in the Health Science & Medical Technology area, specifically in Biotechnology & Patient Care. *Again, this is an example.* The actual ePathways will

be developed aligned to the needs outlined by the community, for implementation as TJS has the first 10th grade class of students.

SAMPLE ePathway Courses / Biotechnology & Patient Care:

THB I / Health Systems, Medical Terminology & Lab Foundations (10th–Fall)

An entry course that pairs the language and workflow of patient care with core lab practice. Students learn medical terminology, care-team roles, safety, measurement, documentation, and how bedside observations connect to bench science and real-world products/services. By the end of this course, students will be able to:

1. Decode medical terms across body systems and document accurately using simulated EHR notes.
2. Apply standard precautions and aseptic technique; use PPE and basic lab equipment safely.
3. Maintain professional records (SOAP/EHR notes and GMP-style lab notebooks).
4. Explain how clinics, hospitals, public health, and biotech firms interact to deliver care and innovation.
5. Identify community health needs and propose data-informed, entrepreneurship-minded solutions.

THB II / Anatomy & Physiology with Molecular Diagnostics (10th–Spring)

A systems-based A&P course linked to introductory molecular methods used in diagnostics. Students connect vital signs and symptoms to cell/genes, running entry-level assays that mirror real testing workflows. By the end of this course, students will be able to:

1. Relate structure–function of major body systems to common conditions and red-flag presentations.
2. Measure and interpret vital signs; practice patient communication with cultural humility.
3. Extract, quantify, and amplify DNA; run and interpret gels for basic PCR assays.
4. Design simple experiments with controls and analyze data for accuracy, precision, and error.
5. Communicate results in plain language for patients and technically for teammates.

THB III / Clinical Skills & Biomanufacturing Quality Systems (11th–Fall)

Students split time between clinical fundamentals (rooming, point-of-care testing, ECG placement practice, infection control) and biomanufacturing concepts (SOPs, QA/QC, traceability, deviation/CAPA). By the end of this course, students will be able to:

1. Perform core clinical tasks (vitals, intake/output, POC testing, safe patient handling) within training scope.
2. Prepare buffers/reagents from SOPs; explain batch records, lot control, and chain-of-custody.
3. Use calibration, standard curves, and control charts to assess quality.
4. Conduct a root-cause analysis after a simulated clinical or

manufacturing deviation and propose CAPA.

5. Document workflows in EHR-style and GMP-style formats with attention to privacy and compliance.

THB IV / Informatics, Epidemiology & Process Improvement (11th–Spring)

Where data meets decisions: students explore bioinformatics, public health metrics, and revenue/operations basics to improve outcomes and reliability in both clinics and labs. By the end of this course, students will be able to:

1. Retrieve sequences from public databases and run basic alignments to support assay design/interpretation.
2. Build simple dashboards from clinical/lab datasets; evaluate sensitivity, specificity, PPV/NPV.
3. Plan and execute a mini quality-improvement (QI) project tied to patient experience or assay performance.
4. Explain how scheduling, coding vocabulary, and supply chain affect access, equity, and cost of care.
5. Present findings to technical and nontechnical audiences with actionable recommendations.

THB V / Capstone: Integrated Practicum & Health Bio venture (12th–Fall)

A culminating practicum (clinic/community partner and/or lab partner) plus a team project that prototypes and validates a care or diagnostic innovation—bridging patient needs, science, quality, and business. By the end of this course, students will be able to:

1. Demonstrate professionalism and reliability during supervised hours or approved high-fidelity simulations.
2. Define a problem, craft a testable hypothesis, and validate a prototype/protocol against acceptance criteria.
3. Outline an ethics/regulatory path (HIPAA awareness, CLIA/GMP concepts appropriate to scope).
4. Build a concise business case (customer, market, costs, impact) and iterate using data from pilots/QI.
5. Deliver a formal poster and pitch; transfer SOPs, data, and next-step recommendations to stakeholders.

Beginning in the junior year, every student completes a credit-bearing **Internship** embedded in one of TJS's internal businesses so they can learn in a supervised educational setting. Under faculty/industry supervision, students take on real roles while maintaining documentation, setting quarterly goals, and delivering a mini quality-improvement result. In the senior year, students transition to an **Externship** aligned to their elective ePathway - Biotechnology (university or partner labs, diagnostics, biomanufacturing) or Patient Care (clinics, hospitals, Emergency Medical Services, community health). Externs apply HIPAA- and OSHA/GMP-aware practices, gather and analyze field data, and complete a capstone that ties clinical/assay performance, equity, and business impact together - culminating in a poster/pitch and a handoff playbook for the next cohort.

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and

require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

Instructional Materials

Instructional materials at TJS are chosen by teachers and the site administrators and coordinated within the teacher teams. Textbooks are integrated as appropriate in relation to an analysis of standards via our education process. Specifically, teachers cluster standards to design units and then integrate textbook resources as appropriate. The implementation of the State Standards will be used to support student academic achievement. Adoption of the materials, textbooks, and resources needed to fully implement each core area will be closely integrated with state aligned textbooks, resources, and supplemental materials with timely access for every student.

Student texts and instructional materials are identified based on the following criteria:

- Alignment to California Content Standards (including ELD integration)
- Research-base and evaluation data showing success with similar student populations (strength of evidence and demonstrated impact.
- Accessibility for students
- Alignment with school's mission and the eModel (real-world application, disciplinary literacy, and quantitative reasoning)
- Ease of use for teachers, availability of professional learning/coaching, interoperability with school systems, and data-privacy compliance.

TJS conducts a regular review of core and supplemental materials on a multi-year cycle (or when State Standards are updated), using the following steps:

1. Needs analysis (review of student learning data, classroom evidence, and stakeholder feedback).
2. Screening of options for standards alignment and evidence of effectiveness; identification of candidates to pilot.
3. Pilot implementation with teacher rubrics, classroom observations, and short-cycle assessments; attention to multilingual learners and students with disabilities.
4. Operational vetting (accessibility/UDL, language supports, interoperability, data privacy, total cost of ownership, professional learning).
5. Instructional Materials Committee recommendation (teachers, site leaders, specialists, family input).
6. Public review window and governing board action at a public meeting approving the final adoption.
7. Implementation plan (pacing, assessments, professional learning, coaching) and ongoing progress checks each term, with adjustments as needed.

Current Core (TK–6): *Success for All* (literacy, including Writing) and *SWUN Math* serve as our primary Tier-1 programs; science and history–social science materials are aligned to NGSS and the History–Social Science Framework, respectively. Secondary adoptions follow the same process and ensure A–G alignment.

Multi-Tiered Systems of Support

TJS implements a comprehensive MTSS that integrates academic, behavioral, and social-emotional supports so every student can meet grade-level expectations and thrive in college, career, and community. MTSS at TJS is grounded in California’s frameworks and expectations (e.g., CCSS-aligned instruction and assessments, California ELA/ELD Framework initiative-taking, Mathematics Framework, NGSS science practices, CA Positive Behavior Intervention and Supports guidelines, and LCFF/California School Dashboard indicators for academics, EL progress, chronic absenteeism, suspension, graduation, and college-/career-readiness). The system is, preventative, and equity-centered, using universal design, early identification, timely intervention, and ongoing progress monitoring. The core components of MTSS at TJS include:

1) Three-Tiered Support Structure

- **Tier 1 (Universal Supports)** High-quality, evidence-based core instruction and climate for all students. Key features include:
 - Differentiated, standards-aligned teaching; explicit instruction; frequent formative checks; access to grade-level content with UDL.
 - Integrated and Designated ELD for multilingual learners; language objectives embedded in content; structured academic talk and writing.
 - School-wide PBIS expectations, restorative practices, and SEL skill-building integrated into daily routines.
 - Universal screening (academics, attendance, behavior/SEL) on a published annual calendar (e.g., fall/winter/spring).
- **Tier 2 (Targeted Supports)** Supplemental, time-limited small-group interventions for students who need more than Tier 1. Examples:
 - Academic: targeted skill labs, fluency/word-problem groups, writing conferences with explicit feedback cycles.
 - Behavior/SEL: check-in/check-out (“CICO”), social skills groups, goal-setting with self-monitoring checklists, brief mentoring.
 - Attendance: solution-focused conferencing, progress contracts, family outreach, schedule adjustments.
 - Delivered with fidelity for a defined cycle (e.g., 6–8 weeks), with weekly/bi-weekly progress monitoring and exit/continue criteria.
- **Tier 3 (Intensive Supports)** Individualized, high-frequency interventions matched to significant needs, coordinated with specialists:
 - Academic: one-to-one or very small group, diagnostic teaching based on skill inventories.
 - Behavior/SEL: individual behavior intervention plans, trauma-informed counseling supports, wraparound services.
 - Formal collaboration with IEP/504 teams as applicable. MTSS never delays or

denies evaluation; Child Find obligations are met through timely referral and assessment while interventions continue.

2) Data-Driven Decision Making

- Universal screening (academics/SEL/behavior/attendance) plus common assessments feed a data dashboard disaggregated by grade, course, subgroup, and teacher.
- Teams use problem-solving cycles (identify → analyze root cause → match intervention → implement with fidelity → monitor → adjust).
- Progress monitoring cadence and decision rules are published; students and families receive strengths-based updates with clear next steps.
- Program-level evaluation includes fidelity checks, outcome analyses (growth and proficiency), and equity reviews (e.g., disproportionality in discipline or placement).

3) Collaborative Approach

- A Schoolwide MTSS Team (administrator, counselor, school psychologist, EL specialist, special education lead, PBIS coach, teacher leaders) meets at least monthly to review school-level data, update the intervention menu, and ensure resources match need.
- PLC/grade-level/content teams meet on a regular cadence to review student data, plan Tier 1 improvements, and nominate students for Tier 2/3 with evidence.
- The MTSS Team functions as the Student Study Team (“SST”) when individual students require comprehensive review, ensuring Child Find compliance and coordinated planning with families.
- Family partnership is built into all tiers through orientations, workshops, data conferences, and multilingual communication.

4) Evidence-Based Practices

- Instructional core: explicit instruction, retrieval practice, deliberate practice with feedback, language-rich classrooms, and frequent formative assessment.
- PBIS with restorative approaches, culturally responsive routines, and predictable systems of recognition and correction.
- SEL embedded using competencies such as self-management, relationship skills, and responsible decision-making, explicit teaching of self-regulation and executive functions.
- Trauma-informed, de-escalation strategies; health/safety routines (e.g., crisis response protocols) practiced and reviewed.

Benefits of MTSS for Academic & Social-Emotional Success at TJS

1. *Improved Academic Performance*: Early identification through screeners and common assessments enables timely, targeted supports that keep students on pace with grade-level standards and reduce the need for long-term remediation.
2. *Tailored Instruction*: Differentiation and individualized plans (when needed) address specific skill gaps while maintaining access to complex texts, tasks, and discourse.
3. *Enhanced SEL & Positive Climate*: PBIS routines and SEL lessons create psychological safety and belonging; students learn self-advocacy, empathy, and conflict resolution that directly support learning.
4. *Reduction in Behavioral Incidents*: Proactive teaching of expectations, restorative responses, and consistent, fair systems reduce removals and maximize instructional

minutes.

5. *Increased Engagement & Motivation*: Student goal-setting, self-monitoring, and authentic tasks (including entrepreneurship projects, internships, and externships) increase ownership and relevance.
6. *Holistic Support*: Integrated academic, behavior, and SEL services—coordinated with Special Education, 504, and ELD—ensure the whole child is supported.

Positive Behavioral Interventions and Supports at TJS

PBIS at TJS is the behavioral arm of MTSS—a proactive, prevention-first approach that teaches, recognizes, and reinforces the behaviors that create a safe, inclusive, and productive learning environment. The key components of PBIS at TJS, include:

1. Three-Tiered PBIS Model

- *Tier 1 (Universal Prevention)*
 - Schoolwide behavioral expectations defined, explicitly taught, and displayed; common language used across settings (classrooms, labs, hallways, arrival/dismissal).
 - Positive acknowledgment systems (e.g., praise, recognition, privileges) tied to core values and graduate profile.
 - Consistent classroom routines, active supervision, and pre-correction to prevent problem behavior.
- *Tier 2 (Targeted Prevention)*
 - Small-group or brief, function-matched supports (CICO, social skills instruction, mentoring, behavior contracts).
 - Increased feedback frequency and home–school communication; data reviewed at least bi-weekly.
- *Tier 3 (Intensive Intervention)*
 - Individual behavior plans (based on FBA), coordinated mental-health supports, and community partnerships as needed.
 - Close collaboration with IEP/504 teams; fidelity checks and frequent progress reviews.

2. Data-Driven Decision Making

- Behavior data systems track patterns by time, location, behavior type, and subgroup; teams use data to select and adjust interventions, reduce disproportionality, and improve equity.
- Climate and SEL surveys are administered and analyzed with families and students as partners.

3. Positive Reinforcement & Instruction

- Adults intentionally **teach** expectations (model → practice → feedback) and reinforce approximations toward desired behavior.
- Recognition is meaningful, specific to the skill, and balanced with restorative conversations when missteps occur.

4. Consistent, Restorative Responses

- A clear, graduated response matrix emphasizes restorative practices (reflection, repair, reintegration) alongside logical consequences.
- Procedures protect instructional time and ensure due process, fairness, and dignity.

5. Collaboration & Teaming

- A PBIS sub-team (including student voice) monitors implementation fidelity (e.g., self-assessment/TFI tools), coordinates schoolwide teaching boosts, and shares wins and needs with the MTSS Team and staff.

Referral & Problem-Solving

- Classroom to Team: Teachers implement Tier 1 strategies and document outcomes. When concerns persist, they initiate a brief referral with evidence (data, strategies tried, frequency/duration).
- MTSS/SST Review: The MTSS Team reviews data, engages the family, and selects Tier 2 supports with clear goals, progress-monitoring tools, and a review date.
- Escalation/De-escalation: If progress is insufficient, the team intensifies support (Tier 3), coordinates with Special Education for evaluation when indicated, or, when goals are met, fades supports and returns the student to Tier 1 only. Child Find responsibilities are honored at all times; intervention does not delay evaluation.

Implementation Infrastructure & California Alignment

- Calendared Data Cycles: Published windows for universal screening, common assessments, SEL/climate surveys, and attendance reviews; 6–8 week intervention cycles with progress checks.
- Professional Learning: Annual staff training on MTSS/PBIS, UDL, EL strategies, restorative practices, de-escalation, trauma-informed care, and data use; new-staff onboarding and coaching cycles.
- Equity & Compliance: Regular review of disproportionality in discipline, placement, and outcomes; adherence to FERPA, Section 504, IDEA, Title IX, anti-bullying/harassment policies, and mandated reporting.
- Family & Community Partnership: Multilingual communication, workshops, and co-design opportunities with families; referrals to community agencies for health, housing, and mental-health supports.
- LCFF/Dashboard Integration: MTSS outcomes are tied to LCAP goals and tracked via California School Dashboard indicators (academic achievement and growth, EL progress, chronic absenteeism, suspension, graduation, and CCI). Findings inform resource allocation and continuous improvement.
- Entrepreneurship Connection: Behavioral and SEL competencies are explicitly linked to TJS's Graduate Profile and ePathways (eMindset, eSkills). MTSS/PBIS routines extend into work-based learning, internships, and externships to ensure students demonstrate professionalism, safety, teamwork, and ethical conduct in real-world settings.

Summary

MTSS at TJS is a coherent, schoolwide system that marries high-quality instruction with PBIS-driven climate and SEL, layered interventions, and disciplined use of data. It ensures early support, equitable access to grade-level learning, and continuous improvement - so that every student is

known, supported, and prepared to succeed.

Implementation Plan (7-12th Grade Expansion)

The outline below details the specific initiatives that will be addressed in the next five years of operation under the proposed 7-12th grade expansion with the understanding that other professional needs will be attended to both formally and informally throughout the years in coaching and faculty meeting forums. TJS is committed to full implementation of all its initiatives by the end of the 2030–2031 school year, with most in stages of completion. The following table identifies priority initiatives, the status, and the implementation end goal and timeline.

Implementation Timeline

INITIATIVE	STATUS	END GOAL	TIMELINE FOR COMPLETION	
			Quarter	Year
State Standards-Based Instruction)	All teachers will be trained and implementing standards-based units and unit boards. Continuing efforts to align daily lesson objectives and activities.	All units and lessons and assessments are aligned to State Standards and at an appropriate level of rigor.	1–4	2026-31 continue

Project-Based Learning	All teachers complete a project at least once per quarter. All teachers integrate standards-based projects throughout the year with varying frequency.	Teachers integrate high-quality, standards-based projects into every instructional unit.	1-4	2026-31 continue
Community Projects	All teachers facilitate a community project every year. Continued effort to improve quality, rigor, and cross-curricular integration.	One high-quality, integrated, standards-based community project per grade level per year.	1-4	2026-31 continue
Technology Integration–Classroom	1:1 student: computer ratio in classrooms. All teachers trained on basic office applications, Web, keynote, video editing, Dreamweaver, Photoshop, Khan, and programs related to each ePathway. All being used by students to various extents. All teachers using some technology applications.	All classroom projects and daily instruction integrate technology appropriately. Students can identify, select, and apply the most appropriate technology applications for a given project or assignment.	1-4	2026-31 continue
Technology Integration–Digital Portfolio	All students complete a digital portfolio. Continued efforts to systematize criteria, process,	Digital portfolios are aligned to standards and schoolwide outcomes are of excellent quality	4	2026-31 continue

	and rigor of the portfolios.	and support student reflection and learning.		
Service-Learning/ Culturally Relevant	<p>Primarily after school (service club) and minimally during the school day (leadership class) and schoolwide service days; more akin to community service.</p> <p>Minimal service-learning integration in core content areas. Continued efforts to connect to the curriculum.</p>	Every teacher implements high-quality, standards-based service learning in at least one unit per year.	1-4	2026-31 continue
Parent Involvement	<p>Full-time position focuses on parent involvement. Frequent high-quality events that respond to parent needs.</p>	Every parent event maximizes parent ability to support student academic success.	1-4	2026-31 continue
Community Involvement	Strong relationships with elected officials, Digital Media Academy, Foundations, American Community Center, and universities.	The Charter School is viewed as a resource to the community, and community partners create ongoing opportunities for students and families.	1-4	2026-31 continue

Data Management and Analysis	<p>All students regularly assessed in reading & math proficiency using the NWEA MAP assessment. Data used at regular intervals to place students and examine instruction.</p> <p>Continuous effort to have access to Internet and research to facilitate more effective and regular data analysis.</p>	<p>Student assessments and data are online and being used in all content areas.</p> <p>Data-informed decision making is continuous schoolwide and in individual classrooms.</p>	1-4	2026-31 continue
Intervention/ Acceleration/ Enrichment	<p>All students are receiving systemic MTSS intervention or acceleration targeted to their needs in math and ELA during the school day.</p> <p>Tutoring and enrichment available during the day and after school.</p>	<p>All students actively participating in appropriate, high-quality intervention, acceleration, and enrichment that result in increased achievement.</p>	1-4	2026-31 Continue

Instructional Methods and Strategies

The curriculum and instructional methods at TJS emphasize collaborative learning and entrepreneurship, a key factor in fostering a cooperative work ethic. Recent estimates by the US Census Bureau indicate that over the next 50 years the population of the United States will reach approximately 420 million. Non-Caucasian individuals, it is predicted, will account for nearly 50% of the total population by 2050. These estimates also indicate that

85% of this increase in population will be the result of immigration from three areas of the world—Asia, Africa, and Mexico/Latin America. Over the next 50 years, it will be essential for individuals to work cooperatively in a multicultural environment while maintaining core cultural knowledge and values that allow for the development of social capital. Supplementing techniques will be direct instructional strategies that ensure prerequisite content and cultural knowledge is efficiently transmitted so that students can engage in the higher order thinking required by postsecondary and careers.

A student advisory structure will provide a small, focused support group to motivate and support each student's progress. The advisory teacher monitors each student's personal learning plan to address individual interests and needs. Each student also has a personal learning team—consisting of their teacher advisor, a parent, and a mentor—that meets throughout the year to provide guidance and assess progress. The student mentor may be a teacher, a qualified community leader, a parent volunteer, or other member of the staff. This structure helps to ensure that student voice is included in all aspects of the School that directly affect student learning, interests, and needs and that no student falls through the cracks.

Advisory covers standards for each grade level in the areas of personal development, college and career, social responsibility and community building.

Some of the main instructional methods and strategies that are used at TJS, futurists predict several significant changes in the world of work for today's high school graduates, driven by technological advancements, economic shifts, and evolving societal norms. Here are some key predictions:

1. Technological Integration

- Automation and AI: Routine and manual jobs will increasingly be automated, with AI taking over tasks that require data analysis, pattern recognition, and decision-making. This will create a demand for skills in managing, developing, and working alongside AI and automation technologies.
- Advanced Technologies: Technologies like blockchain, Internet of Things, augmented reality, and virtual reality will become more prevalent in various industries, requiring new skill sets.

2. New Job Categories

- Emerging Professions: Numerous future jobs do not currently exist and will emerge particularly in fields such as biotech, renewable energy, cybersecurity, and space exploration. The rise of AI engineers and creative generalists will be prominent.
- Gig Economy: The gig and freelance economy will continue to grow, with more individuals working as independent contractors rather than traditional full-time employees.

3. Lifelong Learning and Adaptability

- Continuous Learning: The rapid pace of change will necessitate lifelong learning and continuous skill development, with education institutions transforming into centers for lifelong learning.

- Adaptability: Soft skills such as adaptability, problem-solving, and critical thinking will be crucial as workers navigate frequent changes in job roles and industries.

4. Remote and Hybrid Work

- Remote Work: The trend towards remote work, accelerated by the COVID-19 pandemic, is expected to continue. Proficiency in digital communication and collaboration tools will be essential.
- Hybrid Work Models: Many organizations will adopt hybrid work models, combining remote and in-office work, which will require strong time management and self-discipline.

5. Personalized Career Paths

- Customized Careers: Individuals will have more opportunities to tailor their careers based on personal interests and strengths, thanks to diverse work arrangements and the gig economy.
- Portfolio Careers: Many people will have portfolio careers, working multiple jobs or projects simultaneously across different fields.

6. Globalization and Cultural Competence

- Global Workforce: Work will become increasingly global, with teams spread across different countries and time zones, making cultural competence and language skills more valuable.
- Digital Nomadism: More people will embrace digital nomadism, working remotely while traveling and living in different parts of the world.

7. Ethical and Social Responsibility

- Corporate Responsibility: There will be a stronger emphasis on corporate social responsibility, sustainability, and ethical business practices. Workers will need to understand and contribute to these goals.
- Ethics in Technology: As technology becomes more integrated into daily life, ethical considerations around data privacy, AI, and biotechnology will become critical areas of focus.

8. Health and Wellness Focus

- Mental Health: Mental health and well-being will become a major focus, with companies offering more support and resources to maintain a healthy work-life balance.
- Work-Life Integration: The concept of work-life balance will evolve into work-life integration, with flexible schedules and environments that support both personal and professional growth.

9. Human Skills and Creativity

- Human-Centric Roles: Jobs requiring emotional intelligence, creativity, and interpersonal skills will become more valuable as they are less likely to be automated.
- Creative Industries: There will be growth in creative industries and roles that require innovative thinking and design.

10. Demographic Shifts

- Aging Workforce: With an aging global population, there will be more

opportunities in healthcare, eldercare, and services catering to older adults.

- **Diverse Workforce:** Greater diversity in the workforce will require inclusive practices and an understanding of different cultural and generational perspectives.

Given the information outlined from the research reviewed for this section, the nature of the curricular content of TJS becomes more relevant, and necessary.

As previously outlined, the curriculum and instructional methods will mirror our goal of creating a truly diverse high school that represents a cross section of the communities that make up the county and region; as well as encourage dialogue around both academic and social-emotional issues. As a result, the instructional methodologies will be diverse and expose students to a variety of teaching and learning styles rather than focusing on a single “magic bullet.”

Some of the main instructional methods and strategies that are used at TJS:

Advisory Group

The advisory structure provide a small, focused support group within the MTSS Tier 1 Universal Supports to motivate and serve each student’s progress. The advisory teacher monitors each student’s Personal Learning Plan (“PLP”) using goal setting, progress-monitoring cycles, and data dashboards to address individual interests and needs. Each student also has a personal learning team—consisting of their teacher advisor, a parent, and a mentor—that meets at least quarterly to provide guidance and assess progress, with increased frequency when Tier 2/3 supports are activated. The student mentor may be a teacher, a qualified community leader, a parent volunteer, or other member of the staff. This structure helps to ensure that student voice is included in all aspects of the School that directly affect student learning, interests, and needs through student-led conferences, advisory portfolios, and reflection artifacts and that no student falls through the cracks as progress is reviewed on a published calendar.

Advisory covers standards for each grade level in the areas of personal development, college and career readiness, social responsibility, and community building, aligned to State Standards.

Project-Based Learning

An oftentimes misunderstood methodology (the word “project” brings to mind images of the tri-fold poster board or diorama) project-based learning is more accurately described as a dynamic, student-centered approach where students grapple with a challenging question, problem, or challenge for an extended period of time that culminates with some sort of public presentation of solutions / knowledge gained. Essential and driving questions frame the learning and connect them to standards, and increased responsibility (with teacher support) is placed on students. As an instructional method, PBL is perfectly suited to the follow California College and Career Readiness Standards, especially in English and Mathematics

- well-designed projects emphasize the deep conceptual understanding and critical thinking required by the new standards.

1. *There is more emphasis on reading informational text in new standards* - Using literacy strategies and an inter-disciplinary approach, projects create a purposeful context for reading a variety of texts.
2. *The newer standards place a greater emphasis on inquiry and evidence-based reasoning* - the centerpiece of PBL is extended inquiry, thus further aligning to new standards.
3. *Real-world applications* - following California College and Career Readiness Standards mathematical practices emphasize using mathematics to solve real world problems - a centerpiece of PBL design.

California has marked a shift to a “focus on understanding and application as opposed to memorization of facts devoid of context. PBL, when done well and supported by meaningful and ongoing professional development, is perfectly suited for ensuring student mastery of these standards.

Work-Based Learning

Building on theories of Project-Based Learning, Work-Based Learning is a powerful educational strategy that prepares students for the workforce by integrating academic learning with practical, hands-on experiences in real-world settings. By fostering collaboration between educational institutions and industry, WBL helps bridge the gap between school and work, ensuring that students are well-equipped to meet the demands of the modern job market. WBL is an educational approach that integrates academic learning with practical work experience. It allows students to apply theoretical knowledge in real-world settings, thereby enhancing their employability skills and preparing them for successful careers. Here are the key aspects and benefits of WBL:

1. Integration of Work and Learning

- WBL programs are designed to bridge the gap between classroom education and real-world work environments. They offer students opportunities to gain hands-on experience in their field of study while continuing their academic coursework.

2. Types of Work-Based Learning

- *Internships*: Structured work experiences related to a student's ePathway or career goal. Internships can be paid or unpaid and typically last for a defined period.
- *Apprenticeships*: Combine on-the-job training with classroom instruction, often leading to a recognized credential. Apprenticeships are common in skilled trades and technical fields.
- *Cooperative Education (Co-ops)*: Alternating periods of academic study and full-time work in a field related to the student's ePathway. Co-ops are typically paid positions.
- *Job Shadowing*: Short-term experiences where students observe professionals in their field to gain insight into specific careers.
- *Service Learning*: Combines community service with academic

learning, focusing on critical reflection and civic responsibility.

- *Clinical Experiences*: Practical, supervised experiences in healthcare, social work, or education settings where students apply their learning to real patient or client care.

3. Stakeholder Involvement

- Effective WBL programs involve collaboration among educational institutions, employers, students, and sometimes governmental bodies. This ensures that the work experiences are meaningful and aligned with industry standards and academic objectives.

4. Benefits of Work-Based Learning

- Skill Development
 - Students develop both technical skills and soft skills (such as communication, teamwork, and problem-solving) that are highly valued by employers.
- Career Readiness
 - By experiencing the realities of the workplace, students are better prepared to enter the job market. They gain a clearer understanding of their career interests and goals.
- Networking Opportunities
 - WBL programs provide students with valuable connections in their chosen industry, which can lead to future job opportunities and professional relationships.
- Enhanced Learning
 - The practical application of classroom knowledge in a work setting helps reinforce academic learning and provides context for theoretical concepts.
- Employer Benefits
 - Employers benefit from WBL programs by gaining access to a pipeline of skilled, motivated workers. They can also influence the training of future employees and contribute to the development of industry-specific skills.
- Challenges and Considerations of WBL
 - Quality of Placements
 - Ensuring that work placements provide meaningful learning experiences and are well-supervised is crucial for the success of WBL programs.
 - Equity and Access
 - Addressing barriers to participation (such as socioeconomic factors) is important to ensure that all students can benefit from WBL.
 - Integration with Curriculum
 - Aligning work-based experiences with academic curricula requires careful planning and coordination between educators and employers.

The research behind WBL clearly defines the importance and impact of the

approach to student learning and retention of knowledge through the application of acquired skills. (Kolb, 1984) (Piaget, 1954) (Lave, 1991) (Candy, 2021) (McCormic, 2023) .

Explicit Direction Instruction

To supplement the collaborative and engaging project and work-based learning techniques previously outlined, teachers at TJS will incorporate well-designed lessons and units around the principles of *Explicit Direction Instruction* (“EDI”) and strategies laid out in Doug Lemov’s “Teach Like a Champion,” instructional and lesson design programs that have proven to produce high achievement and are effective for students with learning disabilities and those deemed “at-risk.” In incorporating these lessons, teachers will be coached and given professional development on creating research-proven lessons that:

- Start by reviewing prerequisite learning.
- Provide a short statement of goals.
- Present added information / material in small steps, with student practice after each step.
- Give clear and detailed instructions and explanations.
- Provide an elevated level of active practice for **all** students.
- Ask many questions, multiple checks for understanding, and obtain responses from all students.
- Guide students during initial practice.
- Provide systematic feedback and corrections.
- Provide explicit instruction and practice for seatwork exercises and, where necessary, monitor students.
- Ensure that all lessons have a connection with 12 entrepreneurial skills.
- Further professional development on the components, techniques, and strategies of quality direct instruction will be delivered using the research-driven books Hollingsworth and Ybarra, “Explicit Direct Instruction,” and Lemov, “Teach Like a Champion.”

Just-in-Time Learning and Blended Learning

The learning environment of TJS is unique, as described throughout this document. The combination of Project-Based Learning and Work-Based Learning are foundational principles, but teachers will also leverage two other key learning theories through the instructional environment to maximize student learning. Combining Just-in-Time Learning with Blended Learning creates a robust educational model that maximizes the strengths of both approaches to enhance student learning.

Just-in-Time Learning (“JiTL”) is an instructional strategy that delivers specific knowledge or skills to learners exactly when they need it, enabling them to immediately apply what they have learned to real-world situations. This approach enhances the relevance and retention of information by providing targeted content through accessible platforms such as online courses, videos, and mobile applications at the point of need. JiTL promotes efficiency by focusing on

immediate learning needs, ensuring that learners can quickly address gaps in their knowledge or skills and apply added information practically. This method supports continuous and personalized learning, making it highly adaptable to individual learners' contexts and requirements (G.M. Novack, 1999) (Novak G. , 2019)

Blended Learning is an educational approach that combines traditional face-to-face classroom instruction with online learning activities, creating a hybrid model that leverages the benefits of both methods. This approach allows students to access digital content, such as video lectures, interactive modules, and online discussions, at their own pace, while still engaging in interactive, hands-on learning experiences in the classroom. The integration of online and in-person elements facilitates personalized learning, where students can receive tailored support and advance at their own pace. Blended Learning enhances student engagement, flexibility, and access to resources, making it a dynamic and effective teaching strategy (Staker, 2014) (D.R. Garrison, 2008)

How do Just-in-Time Learning with Blended Learning Integrate to improve learning at TJS:

1. Enhanced Flexibility:

- Blended learning provides the structure of scheduled in-person classes and the flexibility of online learning.
- JiTL ensures that students can access specific information and skills when they need them, supplementing the broader blended learning curriculum.

2. Immediate Application:

- In a blended learning environment, students can use JiTL to address immediate gaps in understanding during their online or in-person activities.
- For example, if a student encounters difficulty with a particular concept during a class project, they can quickly access a JiTL resource to resolve their issue.

3. Personalized and Adaptive Learning:

- Blended learning platforms often use data analytics to track student progress and provide personalized learning paths.
- JiTL can be integrated into these platforms to offer real-time, adaptive learning resources tailored to individual student needs.

4. Improved Engagement and Retention:

- By providing relevant, on-demand learning resources, JiTL keeps students engaged and focused on practical applications.
- Blended learning ensures that these resources are part of a cohesive educational experience, reinforcing learning through multiple modalities.

5. Support for Diverse Learning Styles:

- Blended learning caters to different learning preferences by combining visual, auditory, and kinesthetic activities.

- JiTL enhances this by offering quick, targeted resources that students can choose based on their immediate learning style and need.

Integrating Just-in-Time Learning with Blended Learning creates a dynamic and responsive educational environment at TJS. This approach, supporting Project & Work-Based Learning, ensures that students have access to timely and relevant resources while benefiting from the structured, interactive, and personalized elements of blended learning. By leveraging the strengths of both strategies, educators can significantly enhance their learning experience and outcomes for students.

College-Readiness for All Students

TJS will maintain a strong college-going culture, which is sustained through advisory groups, parent engagement, and schoolwide activities; it includes:

- College information materials, including brochures, the college resources section of the Charter School's web site, and other resource materials are made readily available to students and families.
- Programs regarding career and college information are presented to students, parents, and community members in workshops and through college counselors in individual and group student settings. Parent and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program, and ongoing access to information regarding college outreach programs.
- College-readiness and awareness is a priority content focus in daily teacher-led advisory groups for all students with the support of college counselors serving as a resource to classroom teachers.
- Advisory curriculum includes direct development of study skills to prepare our students to be independent learners using study skills materials and through a visiting college student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.
- Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom, and a poster of college coursework and entrance requirements is posted in every classroom.
- Students will have the opportunity to research college programs.
- Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.

Students and parents will receive a copy of their child's portfolio with a guide to plan for success during orientation. Parents participate in learning about and supporting their child's preparation for meeting high school and college entrance requirements. Each student is required to have a preliminary high school, college entrance, or post-secondary plan. This plan is something that faculty and staff will work closely with each student to complete.

TJS will foster the development of skills for communication, intercultural understanding, and global engagement—essential qualities for young people who are becoming global leaders.

TJS will provide students in grades TK through 6 with a well-rounded course of study that:

- Addresses holistically students' intellectual, social, emotional, and physical wellbeing.
- Provides students opportunities to develop the knowledge, attitudes, and skills they need to manage complexity and take responsible action for the future.
- Ensures breadth and depth of understanding through study in eight subject groups.
- Requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others.
- Empowers students to participate in service within the community.
- Prepares students for further education and the workplace.

The overall philosophy of the program is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on (a) intercultural awareness, (b) holistic learning, and, (c) communication.

Recognizing and helping students develop the range of their capacities, positive attitudes, and effective habits of mind is the shared responsibility of teachers and is at the core of all curriculum development and delivery.

TJS believes that service starts in the classroom and extends beyond it, requiring students to participate in the communities in which they live. We place emphasis on developing community awareness and concern, a sense of responsibility, and the skills and attitudes needed to make an effective contribution to society. These are:

- How do I live in relation to others?
- How can I contribute to the community?
- How can I help others?

Appreciating the importance of a sense of community, the program encourages responsible citizenship as it seeks to deepen the adolescent's knowledge and understanding of the world around him or her. We develop awareness of and appreciation for developing community awareness and concern, and the skills needed to make an effective contribution to society. Students are encouraged to forge connections between their intellectual and social growth, thereby refining their affective, creative, and ethical as well as cognitive development. This growth is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom.

Teacher Quality

Recruitment, Hiring, and Retention of Highly Well Qualified Teachers

TJS recognizes that high student achievement depends on instructional capacity. The Charter School will use multiple strategies to attract and keep well qualified teachers with subject area knowledge that will support student achievement and collaborative learning for all learners. Teacher job descriptions will list specific teacher characteristics that best support student achievement and the individual needs of all learners at TJS. The TJS development team will tap into its extensive network of teachers to spread the word about its hiring needs. The Charter School will also announce openings on education list serves and websites, and, if needed, will contact teacher education programs, place announcements in education publications, and so on.

TJS will use a hiring process that reveals the alignment of candidates' educational philosophy and skills with the Charter School's instructional approach. Paper screening will be the first step to checking that candidates meet basic qualifications and for evidence of alignment with TJS's approach. Ideal candidates will value emphasis on the whole child in teaching, commit to building relationships, and have interest and experience in guiding families in building a standards-based curriculum that engages learners in active, meaningful, project-based learning. Experience with UDL/MTSS/PBIS, culturally responsive practice, and data-informed instruction is preferred; familiarity with SFA and entrepreneurship-aligned, real-world learning is a plus. This may include familiarity with constructivist methods, personalized learning, development of real-world skills, and engaging learners' interests. Ideal candidates will also have the organizational skills necessary to process the student contracts and paperwork, and the communication skills needed to work with the diverse needs of each family and learner. Teaching candidates will understand the larger context of the Charter School's progress in meeting California School Dashboard, CASSPP outcomes, and the ELPAC. Candidates will participate in the TJS "Quest for the Best," a hiring experience that includes an orientation, an interview, demonstrated teaching skill through an in-class lesson, and a collaboration experience. This process includes parents, learners, and teachers in the hiring process with the CEO finalizing all hiring decisions.

TJS will attract and retain teachers by offering an appropriate compensation package and by creating an attractive work environment. Teachers will have opportunities to collaborate with colleagues and to participate in professional development that meets their needs. TJS provides the option of funded Induction toward the Clear Credential, weekly PLC collaboration time, coaching cycles aligned to the CSTP, and leadership pathways (e.g., mentor teacher, PLC lead, PD facilitator, National Board support). TJS will attract teachers who are interested in working in an innovative, child-centered environment.

Parent Involvement/Parent Communication

Parental involvement is an integral part of TJS's philosophy, which creates a need for strong home and school communication. TJS facilitators will communicate directly with parents at

least once every 45 days to discuss student progress, develop lessons, and monitor student work with increased frequency when Tier 2/3 MTSS supports are in place; meetings and action items are documented in the student's PLP. TJS will issue report cards four times a year. TJS will mail or email a newsletter to families and staff on a regular basis, (on a published calendar), in families' preferred language and accessible format, sharing instructional tips and school information, and informing them of learning opportunities; brief text/app notifications and website posts will summarize key items and links. The TJS Governing Board (REAL Journey Academies Board of Directors) will develop policies to promote effective communication between parents, teachers, and administrators, setting expectations for the timeliness of responses, the way conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies, team building, conflict resolution techniques, and harassment prevention; policies also specify access to translation/interpretation, FERPA privacy, Title IX/harassment reporting, and the Uniform Complaint Procedure ("UCP").

WASC Accreditation

Following the most recent full Accrediting Commission for Schools Western Association of Schools and Colleges accreditation cycle, TJS was granted the maximum six-year accreditation term and continues to comply with all ACS WASC standards, policies, and reporting requirements. TJS complies with WASC standards and processes both prior to and while under review and throughout the accreditation term. The comprehensive self-study is embedded in the annual continuous-improvement cycle and updated per ACS WASC timelines (including the required mid-cycle progress report/visit). Furthermore, Charter School administration continues to incorporate feedback and visiting committee recommendations as part of the charter school improvement cycle (aligned to LCAP, MTSS, and the California School Dashboard).

Academic Calendar

TJS will align our school calendar (as closely as possible) with the District to support families who have students in both our school and the District. TJS will schedule a minimum of 175 days of instruction per academic year.

School and Instructional Minutes

TJS's school year will comply with the requirements set forth in Education Code Section 47612.5, and will offer at least 175 instructional days each fiscal year (and may operate a 180-day calendar to align with the authorizing district). TJS will observe all federal holidays and will attempt to closely align winter break, spring break, and other pupil- free days to the charter authorizing school district's calendar.

The individual learning schedule will allow TJS to offer, at a minimum, the following number of instructional minutes:

- To pupils in kindergarten, 36,000 minutes.
- To pupils in grades 1–3, inclusive, 50,400 minutes.

- To pupils in grades 4–6, inclusive, 54,000 minutes.
- To pupils in grades 7–8, inclusive, 54,000 minutes.
- To pupils in grades 9–12, inclusive, 64,800 minutes.

Daily Sample Schedules (TK-6th Grade)

Grades TK–2 Regular Day

Time	Activity
8:00 – 8:15 am	Advisory
8:15 – 9:15 am	Success for All Literacy (KinderCorner/Reading Roots) — Small-Group/Team-Based Instruction
9:15 – 10:15 am	Mathematics (SWUN Math: Number Talks, Problem of the Day, Concept Development, Guided/Independent Practice, Exit Ticket)
10:15 – 10:25 am	Recess
10:25 – 11:25 am	Success for All Literacy — Shared Story/Read-Aloud; Phonemic Awareness/Phonics (FastTrack Phonics); Vocabulary & Comprehension; Fluency; Mini-Lesson; Team Talk/Share
11:25 – 11:55 am	Lunch
11:55 – 12:55 pm	Writer's Workshop (SFA Writing and handwriting integration where applicable)
12:55 – 1:45 pm	Science
1:45– 2:45 pm	Designated ELD / Integrated Social Studies

Grades 3–6 Regular Day

Time	Activity
8:00 – 8:15 am	Advisory
8:15 – 9:45 am	Success for All Literacy (Reading Wings [3–5] / Reading Edge [6]) — Team-Based Reading & Small-Group Instruction
9:45 – 11:00 am	Mathematics (SWUN Math: Number Talks, Problem of the Day, Concept Development, Guided/Independent Practice, Exit Ticket)
11:00 – 11:20 am	Recess
11:20 – 11:50 am	LUNCH
11:50 am – 12:10 pm	Enrichment / MTSS Intervention Period
12:10 – 12:55 pm	Science
12:55 – 1:45 pm	Writer's Workshop (SFA Writing and handwriting integration where applicable)
1:45 – 2:30 pm	English Language Arts/ELD (Integrated Social Studies)
2:30 – 3:10 pm	Rising Entrepreneurs Curriculum (blends SFA literacy and SWUN Math with project-based ventures in design thinking, financial literacy, and community problem-solving)

Grades TK–6 Early Day

Time	Academics
8:00 – 8:15 am	Advisory
8:15 – 9:15 am	Success for All Literacy (grade-appropriate: KinderCorner/Reading Roots/Reading Wings/Reading Edge)
9:15 – 10:15 am	Mathematics (SWUN Math lesson structure as above)
10:15 – 10:25 am	Recess
10:25 – 11:05 am	Science
11:05– 12:05 pm	Designated ELD / Integrated Social Studies

A Typical Day (TK-6th Grade)

Students generally arrive at school between 7:15 am and 7:30 am so they can have breakfast and prepare for the day. Free enrichment activities are provided between 7:00 am and 8:00 am to all students. On Monday morning, the day begins with an assembly or an advisement period in which the Charter School gathers to receive weekly updates from the Charter School leadership or classroom teacher and Student Leadership Council Members. This is also a time when individual classrooms have an opportunity to showcase their projects schoolwide or classroom by classroom. The school day continues with all students in the first academic part of the day focusing on the SFA literacy—team-based/ small-group instruction. The day ends between 2:45 and 3:10 (depending on grade level), except on Mondays, when teachers participate in professional development workshops. Students participate in intervention workshops, enrichment, extra-curricular activities, and community service after school until 6:00 p.m. including targeted Tier 2/3 supports as indicated by MTSS data.

Students take State Standards-based core subject classes of ELA/literacy (SFA), mathematics (SWUN Math),, science, and social studies (with Integrated/Designated ELD embedded per California ELD standards). Academic classes are scheduled between 8:00 am and 3:10 pm each day.

All students participate in PE, which incorporates an intramural sports program, including practices and games. All TJS students will participate in advisory meetings where topics such as conflict resolution, college awareness, and service-learning projects are discussed (aligned to PBIS/SEL and the eModel Rising Entrepreneurs goals).

When entering a classroom, visitors will see State Standards–based instruction at a prominent place in the classroom, along with daily learning targets/success criteria and ELD objectives where applicable. Visitors will also see a unit board, which will identify the CCSS being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day (including SFA/SWUN lesson components and progress-monitoring checkpoints). Often, in the first 10 minutes of class, teachers will utilize a warm-up to help students activate background knowledge; or, teachers may use the time to provide direct instruction to help students acquire new knowledge.

All instruction will follow the Strategic Design Model, which trains teachers to use a backwards planning process to make deliberate decisions to provide effective instruction. The Designing for Student Achievement method by Insight Education Group shows teachers how to identify desired outcomes (Standards and Bloom's taxonomy), align those outcomes with multiple assessments (formative and summative assessment options are used), and develop and differentiate instruction toward student needs (Bloom's Taxonomy, research-based strategies, and differentiated instruction) aligned to TJS's eModel, Success for All pacing/guides, SWUN Math lesson structure, and MTSS progress-monitoring cycles

In a typical classroom, visitors will see students working in leveled or collaborative groups actively engaged in culturally relevant project-based learning. While in their groups, students will utilize Thinking Maps to help them think critically across all subject areas and to complete all their standards-based tasks and assessments; in literacy blocks, students also engage in SFA Team Talk and writing to sources; in math, students participate in SWUN Number Talks and problem solving. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized throughout the day:

- Contrastive Analysis: Oral and written language skills: integrating linguistic knowledge of Standard American Academic English into home language of Standard English Learners.
- Personal Thesaurus: To build on prior knowledge.
- Culturally Relevant Literature: Draws upon personal knowledge to make meaning of text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- Building on the Learning Styles and Strengths of Standard English Learner: Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and try harder.

Schoolwide "Super Hero" character expectations (PBIS) are represented in classrooms and common areas.

Daily Sample Schedules (7th - 12th Grade)

The TJS secondary bell schedule allows students to be scheduled into seven academic periods. This schedule allows for all required courses, plus a full range of elective ePathway courses. In addition, students who are credit deficient have a full range of credit recovery options during the regular academic day when needed. Freshmen and sophomores will be scheduled for 7 original credits a year to provide more flexibility and personalization during junior and senior years, as well as opportunities for credit recovery sections as needed.

While a traditional 7-period day is currently expected to be utilized at TJS, the program of student learning also aligns well with a Block Schedule.

The Journey School (7th-12th Grade)
<i>7 Period Daily Schedule (Example)</i>

8:40-9:30	PERIOD 1
	Passing Period
9:35-10:25	PERIOD 2
	Passing Period
10:30-11:20	PERIOD 3
	Passing Period
11:25-12:15	PERIOD 4
	LUNCH
12:50 – 1:40	PERIOD 5
	Passing Period
1:45-2:35	PERIOD 6
	Passing Period
2:40–3:30	PERIOD 7

A Typical Day (7th-12th Grade)

The Journey School's upper grades are intentionally designed so no two student journeys look the same. The school day begins at 8:45 a.m. and ends at 3:30 p.m., with optional after-school intervention, enrichment, athletics, and community service available until 6:00 p.m. Mondays open with a brief assembly or advisory where students and staff share weekly updates, celebrate progress, and preview upcoming showcases; throughout the week, advisory anchors goal-setting, portfolio work, and the social-emotional routines that sustain a positive, college-going culture.

Seventh (7th Grade) This grade level marks a thoughtful transition into the secondary eModel. Students build the habits that power success in later venture work: organization, note-taking, collaboration norms, and reflective routines inside a Personal Learning Plan. Core courses are taught through inquiry and projects, with literacy instruction emphasizing close reading and writing to sources and with mathematics grounded in problem solving and application. A rotating exploratory experience introduces students to the Charter School's ePathways through short design challenges that connect social studies, science, and community life. Students interview users, collect simple data, make quick prototypes, and share their thinking in mini pitches while older student mentors help them learn the language and cadence of feedback. By the end of seventh grade, every student has a starter portfolio with evidence of team roles, early research, and reflections on problem-solving.

Eighth (8th Grade) Students narrow interests to two strands connected to potential elective ePathways and take on longer, interdisciplinary projects that require research, budgeting, data displays, and public speaking. Service-learning and structured fieldwork give context to their ideas, and a "Change Maker" capstone invites students to define a local problem, test assumptions with basic customer discovery, and present a workable solution with a simple implementation plan. Families participate in a high-school transition conference in which students map a preliminary four-year plan aligned to graduation, college entrance, and pathway options. Where appropriate, students begin high-school level work in math or world language, and they close the

year with an exhibition that demonstrates readiness for the more independent pace of ninth grade.

Freshmen (9th Grade) grade provides a predictable schedule that onboards students to the full secondary eModel. Core courses are taught through an entrepreneurial lens, and Entrepreneurship 101 establishes shared vocabulary and routines: spotting opportunities, framing problems, working ethically with teams, using data to make decisions, and communicating with clarity. Students strengthen academic foundations in literacy and mathematics while applying them to authentic contexts such as analyzing primary and secondary sources for a market study, modeling growth and cost scenarios, and writing to persuade specific audiences. Throughout the year they build an entrepreneurial portfolio that captures reflections, artifacts, and early pitch practice, and they attend classroom or schoolwide showcases that make learning visible to families and partners. By year's end, students can explain the purpose of each ePathway and how their strengths and interests might align.

Sophomore (10th Grade) grade shifts from broad exposure to intentional exploration and a first round of public pitching. Students select an ePathway and begin sequenced electives aligned to that pathway while continuing rigorous core academics. Venture teams form to explore a product or service idea, develop a simple business model, and deliver an initial pitch to a panel of educators and industry partners. Ideas that show promise move forward with guided incubation planning that includes milestones, safety and compliance orientations where relevant, and scheduled mentor check-ins. Teams that are not yet selected receive additional coaching and targeted workshops in research, finance, prototyping, and storytelling before re-pitching later in the year. This cycle instills persistence, thoughtful risk-taking, and the disciplined use of evidence to refine ideas.

Junior (11th Grade) year moves from exploration to execution through the Internship. Students work in authentic settings with community partners and school-based enterprises, rotating through roles such as customer discovery, operations, budgeting, marketing, compliance, and analytics. Each placement includes a written learning plan, a supervisor agreement, and clear weekly hours. Venture teams maintain simple key performance indicators—such as cost, revenue, cycle time, and customer satisfaction—and use a plan-do-study-act cycle to improve results over time. The Charter School's MTSS framework ensures that supports are layered so every student can succeed: advisory for universal guidance, targeted coaching for specific skill gaps, and individualized plans when warranted. A midyear venture review provides focused feedback from mentors and industry partners and helps students prioritize next steps for incubation.

Senior (12th Grade) year centers on the Externship and venture acceleration. Students are placed with sector-aligned hosts where they contribute to real work under professional supervision, and schedules adjust to ensure that academic commitments, extern hours, and venture milestones remain in balance. Venture teams refine product-market fit, unit economics, and go-to-market plans, drawing on field data gathered during placements. Seniors present at a capital pitch event supported by community partners and philanthropies, mentor younger teams during showcases and studio time, and complete a capstone portfolio that includes

recommendations, artifacts, and metrics. Many seniors also pursue dual credit or dual enrollment in aligned courses; others opt into the Business Accelerator to scale validated ideas or complete a research-based thesis tied to their pathway.

The campus is intentionally organized around the entrepreneurial eModel: a collegiate, student-union core opens into “incubator neighborhoods” of studios, collaboration zones, maker labs, pitch rooms, mentor hot-desks, conference spaces, and pop-up storefronts where teams ideate, prototype, validate, and launch. Clear wayfinding, professional signage, and visible Key Performance Indicators boards reinforce authentic workflows so the building functions like a business incubator while remaining a welcoming school.

Pop-up stores run by students provide real practice in merchandising, service, and operations, while classrooms post daily learning targets, success criteria, and project boards; visitors encounter frequent public exhibitions and pitches that keep learning transparent. Behind the scenes, operations are tightly organized; in practice the experience is personal and differentiated, reflecting each learner’s pathway, venture role, and postsecondary goals from grade seven through graduation.

Meeting the Needs of All Students

Support for All Students

TJS is committed to improving academic performance for all students, through integrated academic, behavioral, and social-emotional supports within a MTSS. Teachers play a strong role in creating an environment that encourages learning and supports positive behavior. The PBIS program suggests that students with poor classroom behavior often struggle with academic skills. Research shows that parent involvement in a child’s school experience promotes academic success, decreases behavioral challenges, and increases commitment to learning. TJS teachers and staff are committed to working with families to ensure all students’ academic and behavioral needs are met, with progress monitored and documented in students’ PLPs as appropriate.

Positive Behavioral Interventions and Support

Supporting positive behavior is embedded within MTSS using a three-tier model of prevention and intervention. The first focuses on schoolwide teaching of expectations, classroom management, and restorative practices (e.g., routines, active supervision, explicit feedback; strategies may include tools such as Love and Logic where appropriate) to provide a learning environment that values and supports each student’s learning styles, as well as focused conversations/conferences during advisory. During Tier 1 behavioral interventions in the classroom, teachers are expected to be in regular communication with families. Working with families, teachers will institute interventions in the classroom that best support the student’s behavior and achievement.

Students who need additional behavioral support will be referred to the MTSS Team (functioning as the Student Study Team/SST, which will then follow the same intervention model as previously outlined, meeting with families, instituting appropriate behavioral supports, and evaluating the effectiveness of those supports; when indicated, the team initiates timely referrals consistent with Child Find obligations and coordinates with IEP/504 teams.

Family Involvement

Whether for academic or behavioral support, families will be included in the entire process of referral, placement, intervention selection and implementation, and ongoing monitoring of the effectiveness of interventions. Families are an integral part of the learning process, as evidenced by their inclusion in the ILP process and college counseling program, and through regular communication with them by teachers and administration. TJS will comply with all federal, state, and local laws governing special education and inclusion. Families' consent will be obtained before initial evaluation or placement; will be notified of any change in placement or special services; and will meet with the special education teacher, general education teacher, and administrative designee to develop and/or revise IEPs. Parents have the right to initiate a due process hearing should they take issue with any identification, designation, evaluation, or educational placement of their child. TJS will operate under an inclusion model, and goals outlined in IEPs will be supported, whenever possible, within the context of the classroom, with appropriate accommodations and modifications implemented and progress monitored on a published cadence.

Special Education

Assurances

The Journey School:

- Recognizes its responsibility to enroll and support students with disabilities.
- Pledges to work in cooperation with its chartering authority to ensure that a free and appropriate education is provided to all students with exceptional needs in the least restrictive environment ("LRE").
- The language in this section is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(c).
- The specific manner in which special education and related services will be provided and funded shall be set forth in an MOU by and between RCOE and TJS.
- The language in this section is not meant to preclude alternative arrangements.

TJS will operate as a local educational agency ("LEA") for special education purposes, and participates in the El Dorado Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). TJS will comply with all applicable state and federal laws in serving students with disabilities - including, but not limited to, IDEA, Section 504, Title II of the American with Disabilities Act, all California laws pertaining to special education students and any other guidance enforced by the U.S. Department of Education Office for Civil Rights and the Office of Special Education and Rehabilitative Services. All students will be given equal access to the Charter School, regardless of disabilities, and TJS will not discriminate against any student based on their disabilities. TJS shall not require the modification of an IEP or 504 Plan as a condition of enrollment at TJS. TJS will fulfill Child Find obligations, provide procedural safeguards, and implement discipline protections consistent with IDEA and California law.

Commitment to Serving Students with Special Needs

TJS recognizes the importance of providing educational opportunities to all students regardless of

physical challenges or special needs. To that end, the Charter School pledges to work in cooperation with the chartering authority and the El Dorado Charter SELPA (“EDCOE”) to ensure that students enrolled in TJS are served in accordance with applicable federal and state laws. TJS shall follow El Dorado Charter SELPA policies/procedures, applicable CDE guidance, and any operative MOU(s) with the chartering authority the provision of special education services.

The TJS’s Board of Directors shall approve a plan developed by Charter School administration in consultation with the chartering authority and the El Dorado Charter SELPA to meet the needs of students with disabilities. TJS’s dedicated staff shall follow the IDEA, Section 504, and the ADA by (1) having high expectations for students with disabilities and ensuring them access to the general education curriculum to the maximum extent possible in the LRE; (2) strengthening the role of parents and ensuring that families have meaningful opportunities to participate in their child’s education; (3) coordinating the special education requirements with other school improvement efforts to ensure that students benefit from those efforts as well as other special education and related services, aides, and supports in the regular classroom whenever possible; (4) providing incentives for whole-school approaches and pre-referral interventions within MTSS/SST to reduce the need to label children to obtain services; and (5) focusing resources on teaching and learning while reducing paperwork and requirements that do not assist in improving educational results.

TJS shall provide planned staff development activities and participate in available appropriate El Dorado Charter SELPA/EDCOE and CDE-aligned trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies, curriculum adaptations to address the diverse learner, and interaction with nondisabled peers. Timely communications between the SELPA special education personnel and TJS teachers and staff will ensure that all who provide services to a student with disabilities are knowledgeable of the content of the student’s IEP. All students will receive educational services in the LRE. Removal from regular classes is to occur only when the student cannot be successfully educated in that setting even with the assistance of supplemental aides and services. The TJS educational program will be appropriate to meet the student’s individual needs.

Status for Special Education

TJS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the AUTHORIZER and the El Dorado Charter SELPAMVUSD to ensure that a free and appropriate education is provided to all students with exceptional needs. TJS will comply with all applicable state and federal laws in serving students with disabilities—including, but not limited to, the Individuals with Disabilities in Education Improvement Act (IDEA; 20 U.S.C. §1400 et seq.; 34 C.F.R. Part 300) of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, TJS will comply with AB 602 funding requirements, El Dorado Charter SELPA policies, MVUSD and SELPA guidelines, and all California laws pertaining to special education students.

SELPA Affiliation

TJS operates as a local educational agency (LEA) for purposes of special education and participates in the El Dorado Charter SELPA pursuant to Ed. Code §47641(a) and §§56195–56195.10. Any future change in SELPA affiliation will follow applicable law and, if required, the charter material revision process shall be considered a “school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, TJS reserves the right to make verifiable written assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status for purposes of SELPA membership shall not constitute a material revision to this charter.

Services

As an LEA participating in the El Dorado Charter SELPA, TJS is responsible for Child Find, referral, evaluation, eligibility determinations, IEP development, and provision of special education and related services (directly, through contracts, or via SELPA arrangements), in accordance with IDEA, Section 504, ADA, state and federal law, and SELPA policies/MOUs. TJS may utilize nonpublic schools/agencies when appropriate, and ensure timely provision of services, equitable access, and procedural safeguards.

Per federal law, all students with disabilities will be fully integrated into the programs of TJS, with the necessary materials, services, and equipment to support their learning. The Charter School will ensure that any students with a disability attending TJS are properly identified, assessed, and provided with the necessary services and supports.

TJS will meet all requirements mandated within a student’s IEP. The Charter School will seek to include all special needs students with nondisabled peers to the maximum extent appropriate according to their IEP. However, if the student’s needs as documented on the IEP require a program other than inclusion, the Charter School will in coordination with the El Dorado Charter SELPA and approved providers to provide appropriate placement and services.

TJS will work in collaboration with RCOE (as applicable), the El Dorado Charter SELPA, and service providers to make time and facilities available to meet the needs of the student’s IEP. TJS will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. TJS will make available student’s work products for analysis and evaluation of progress and will participate in the IEP reviews per SELPA procedures.

TJS agrees to collaborate with RCOE and the El Dorado Charter SELPA to respond to inquiries and requests and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records consistent with FERPA and state statute.

If a parent or faculty member feels that the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via

written notice to TJS, and TJS will route such notice to the appropriate TJS special education administrator and the El Dorado Charter SELPA within two school days. The Charter School will encourage open communication between the parents, SELPA, and service providers for any items related to the special education services. Students at TJS who have IEPs will continue to attend the Charter School, unless the IEP recommends otherwise and states why.

To comply with Child Find requirements, as specified by law, TJS will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the Charter School. This process will entail search and serve, MTSS/SST, referral, assessment, and IEP review.

Child Find

TJS will implement Child Find consistent with IDEA and Education Code, in coordination with the El Dorado Charter SELPA and any applicable MOU(s) with the chartering authority, to identify students who may have a disability that qualifies them to receive special education services.

Upon commencement of TJS's school year, all students will be given baseline instructional diagnostics as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal/Assistant Principal, TJS will work to identify any students who do not currently have an IEP but may need a pre-referral intervention plan. The Assistant Principal or designee, MTSS/SST designee, and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already-available data (e.g., school tests, teacher observations, grades, etc.) regarding the student's progress or lack thereof within the general program.

For a student who is identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the student's teacher, the Principal or Assistant Principal, and a TJS faculty member (as needed) and/or relevant specialists will be responsible for identifying the student's needs and developing a plan to enable the student to be successful—including, but not limited to, the appropriate individual tutoring schedule, classroom modifications and/or accommodations, and strategies and techniques to enhance the student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meeting the student's needs, it will recommend that student for a formal special education assessment. TJS may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

If a student enrolls at TJS with an existing IEP, TJS will notify the El Dorado Charter SELPA following their standard guidelines.. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meetings and pending agreement on a new IEP, TJS will implement the existing IEP or provide comparable services upon enrollment, in coordination with the El Dorado Charter SELPA , or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are believed to have special needs and show potential signs of requiring special education and

related services. TJS's internal method for referral for assessment will be the MTSS/Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will receive a written response from TJS within 15 calendar days and, if appropriate, a proposed Assessment Plan; when TJS declines to assess, Prior Written Notice will be provided. TJS will coordinate the referral with the El Dorado Charter SELPA consistent with IDEA and Education Code. Parents will be informed that special education and related services are provided at no cost to them.

If TJS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 calendar days (excluding school vacations in excess of five school days). Assessments will be conducted only upon receipt of written parent permission. The assessment will be completed and an IEP meeting convened within 60 days of receipt of the parent's written consent for assessment (excluding days between regular school sessions or vacations in excess of five school days). Pre-referral interventions shall not delay an evaluation when a disability is suspected.

Assessment

The Principal, Assistant Principal, or designee will be responsible for gathering all pertinent information and coordinating with the El Dorado Charter SELPA, as appropriate. Information gathered will be used as tools to determine the student's disability, eligibility for services, and nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided, if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless otherwise directed by applicable law or El Dorado Charter SELPA procedures, TJS will adhere to the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment.
- The assessment will be completed and an IEP meeting convened within 60 days of receipt of the parent's written consent for assessment (statutory exclusions apply as noted above).
- The student must be evaluated in all areas related to their suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified

interpreter will be provided, if needed.

- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical, or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. TJS, in coordination with the El Dorado Charter SELPA (as appropriate), will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education services.

TJS, the LEA and in coordination with the El Dorado Charter SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. TJS will provide modifications and accommodations (outlined within each student's individual IEP) in the general education environment taught by the general education teacher and will provide placement and services outside of general education, as needed, consistent with the LRE requirements. Students at the Charter School who have IEPs will be served in the LRE.

Each student who has an IEP will have an IEP team that oversees the student's IEP development, implementation, and progress. The IEP team makes all decisions concerning the special education programs and services to be provided to a student with a disability. The IEP team must include at least the following members:

- The parent or guardian of the student for whom the IEP was developed.
- The student, if appropriate.
- An LEA representative (administrative designee) who is qualified to provide or supervise specially designed instruction, is knowledgeable about the general education curriculum, and is authorized to commit resources of at least one special education teacher.
- A general education teacher who is familiar with the curriculum appropriate to the student, if the student is, or may be, participating in the general education environment.
- A person who can interpret the instructional implications of evaluation results (this role may be fulfilled by another team member).
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. TJS views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter

School will provide an interpreter if necessary to ensure that all parents/guardians understand and can participate in the IEP process. If a parent cannot attend an IEP meeting, the Charter School will ensure their participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parents in accordance with state laws and SELPA policies. Upon the parent's or guardian's written consent, the IEP will be implemented by TJS in cooperation with the El Dorado Charter SELPA, as appropriate. The IEP will include all required components and use of El Dorado Charter SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services.
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
- Measurable annual goals and, when required, short-term objectives focusing on the student's current level of performance.
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided.
- Accommodations necessary for the student's participation in state and local assessments, including any alternate assessments, as appropriate.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes.
- Every three years to review the results of a mandatory comprehensive re-evaluation of the student's progress.
- After the student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (an IEP meeting will be held within 30 days of a parent's written request, excluding school vacations in excess of five school days)).
- When an Individual Transition Plan (ITP) is required at the appropriate age (beginning not later than age 16, or younger if appropriate) .
- When a disciplinary change of placement is contemplated (e.g., removal for more than 10 consecutive school days, or a series of removals that constitutes a pattern), to conduct a manifestation determination.

IEP Review

The IEP team will formally review the student's IEP at least once per year to determine how the IEP is meeting their needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may

request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, TJS will convene the IEP meeting within 30 days, excluding school vacations in excess of five school days.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet their annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured; the student's progress during the relevant period; the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review and where needed; and the reasons the student did not meet the goal.

Staffing

A TJS operates as a LEA for special education and, in coordination with the El Dorado Charter SELPA, TJS is committed to ensuring that all IEPs are properly implemented and that all students requiring services are adequately taken care of consistent with IDEA, Section 504, ADA, and the Education Code.

The details of division and coordination of special education staffing and services are specified in MOUs/agreements among TJS, the El Dorado Charter SELPA, and, as applicable, RCOE, including roles, timelines, and data/reporting expectations..

It is the goal of TJS to assign at least one full-time, highly-qualified credentialed teacher (Education Specialist with appropriate California Commission on Teacher Credentialing authorization—e.g., Mild/Moderate Support Needs and/or Extensive Support Needs)—to serve as case manager for students on IEPs. TJS will designate an LEA special education administrator (Director/Manager) to chair or designee IEP teams, oversee compliance, and coordinate with the SELPA; TJS will also designate a Section 504 Coordinator and an MTSS/SST Chair (which may be the same administrator or qualified designee). All teaching staff at TJS will also be involved in assuring that all IEPs and 504 Plans are properly implemented, as written, with fidelity and within their scope of responsibility.

TJS employs (or contracts for) a Special Education Director/Manager, with duties that include:

- Ensure that all aspects of the IEP are implemented in the LRE and within required timelines.
- Schedule and notice IEP meetings; ensure participation of required team members (including general education teachers) and provision of translation/interpretation as needed, Communicate with parents about progress made toward attaining the goals stated on the student's IEP and inform them of due process procedures and rights.
- Consult regularly with the Principal/Assistant Principal to ensure that the objectives and goals of students with IEPs are being met.
- Complete the required paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress and appropriate provision of any/all test modifications as stipulated in the IEP; manage timelines, assessment plans/consents, and state/federal reporting in the SELPA's IEP data system.

- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and, applicable California law and SELPA requirements.
- Provide a report of student progress on the same schedule as students in general education (and as specified in each IEP).
- Supervise/coordinate related service providers; ensure providers hold appropriate California licensure/credentials (e.g., PPS School Psychologist, SLP license, OT/PT licensure, DHH/Vision authorizations), and that paraprofessionals/Instructional Aides meet ESSA qualification requirements when applicable. Facilitate Child Find, MTSS/SST referral processes, and manifestation determinations in accordance with IDEA and Ed. Code

In addition to TJS-employed staff, related services may be provided directly by TJS, through El Dorado Charter SELPA arrangements, or via contracts with qualified nonpublic agencies and nonpublic schools when appropriate, pursuant to Ed. Code § 56365 et seq.). TJS will ensure all contracted providers meet background check (Live Scan), TB, and training requirements, and that services are coordinated with general education, ELD, and MTSS teams to support access to the core curriculum.

Reporting

TJS, as the LEA and in coordination with the El Dorado Charter SELPA and applicable CDE/IDEA reporting requirements, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability, and the number of students with disabilities who are English Language Learners.
- The number of students provided with accommodations/modifications and participation in state and local assessments, including use of alternate assessments, as documented in the IEP.
- The setting in which students with disabilities receive their services, specifically including the portion of the school day they receive services with nondisabled peers and time away from the regular classroom.
- The number of students with disabilities suspended “in-school” and out of school, organized by disability and length of suspensions, consistent with federal and state discipline reporting requirements.
- The basis of exit from TJS of students with disabilities (e.g., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the TJS Principal/Assistant Principal, supported by the network Director of Special Services. Administration will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with the IDEA and FERPA guidelines, and that required data are submitted through the SELPA’s IEP data system and CALPADS. The Principal/Assistant Principal will oversee access to the records ensure that staff with a legitimate educational interest have timely access to relevant IEPs, and that each responsible staff member is informed of their specific duties for

IEP implementation.

Procedural Safeguards

Parents or guardians of students with IEPs at TJS must provide written consent for the initial evaluation and the initial provision of special education and related services), be included in the decision-making process when change of placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP; TJS will provide Prior Written Notice when proposing or refusing to initiate or change identification, evaluation, placement, or free and appropriate public education ("FAPE"), and will ensure access to interpreters/translation so parents can participate in their native language.

Any concerns or disagreements raised by parents will be acknowledged by the Charter School within five school days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate mediation (voluntary), file a state complaint with CDE, or request a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School will provide the parent with a written Notice of Procedural Safeguards, at least annually and also upon: initial referral or parent request for evaluation; receipt of the first state complaint and first due process complaint in a school year; a disciplinary change of placement; and upon parent request TJS will utilize the El Dorado Charter SELPA Notice of Procedural Safeguards (and provide a Section 504 notice, as applicable), in the parent's native language or mode of communication.

Dispute Resolution

If a parent/guardian files a request for a due process hearing or request for mediation, TJS will respond and participate in mediation and/or a due process hearing in coordination with the El Dorado Charter SELPA and will retain legal counsel as appropriate. TJS will convene a resolution session within 15 days of a due process complaint unless both parties agree to waive or use mediation .

TJS or a parent/guardian may initiate mediation or a due process hearing regarding identification, evaluation, placement, or FAPE. Proceedings are administered in California through the Office of Administrative Hearings under agreement with the CDE,

As the LEA, TJS has authority to enter into settlement agreements and to pursue or respond to appeals, consistent with governing-board policy, applicable MOUs, and SELPA procedures. "Stay-put" protections apply during proceedings.

Complaint Procedures

Parents or guardians also have a right to file a complaint with the California State Department of Education if they believe that the Charter School or SELPA has violated federal or state laws or regulations governing special education. Parents or guardians may also file complaints with the U.S. Department of Education and the Office for Civil Rights for non-IDEA issues covered by the Uniform Complaint Procedures, parents may file a UCP complaint. TJS will notify parents

or guardians annually of their right to file a complaint and the agencies that will receive and act on complaints and will provide the El Dorado Charter SELPA and CDE complaint options in the parent's native language.

Special Education Strategies for Instruction and Services

TJS will comply with the federal mandate of the "least restrictive environment," meaning that the Charter School will make every attempt to educate special education students along with their nondisabled peers. TJS will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through TJS's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the Charter School. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

TJS shall, as the LEA and in coordination with the El Dorado Charter SELPA, collaborate with RCOE as applicable to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in applicable MOUs / agreements.

TJS may provide services directly, through SELPA arrangements, or by contracting with qualified Nonpublic Agencies/Schools (NPAs/NPSs) when appropriate, pursuant to Ed. Code § 56365 et seq., ensuring background checks, TB clearance, and adherence to IDEA/Ed. Code requirements (including supervision and documentation). Paraprofessionals/Instructional Aides supporting IEP services will meet applicable qualification requirements and receive ongoing training aligned to student needs.

Professional Development for TJS Educators

The Charter School and network administration, regular, and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the El Dorado Charter SELPA, the California Department of Education, and other approved providers.

TJS will access El Dorado Charter SELPA/EDCOE professional learning and may enter into agreements for additional training opportunities, as available. TJS may also seek professional development opportunities for its staff through potential trainings facilitated by UC Riverside, CSU San Bernardino, and private companies as aligned to SELPA guidance and needs of TJS.

Section 504 of the Rehabilitation Act

TJS shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of TJS shall be accessible for all students with disabilities in accordance with the ADA.

TJS recognizes its legal responsibility to ensure that no qualified person with a disability shall, based on disability, be excluded from participation, be denied the benefits of, or otherwise be

subjected to discrimination under, any program of TJS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the TJS Section 504 Coordinator (or designee), the parent/guardian, the student (when appropriate), and a group of persons knowledgeable about the student, the meaning of the evaluation data, and placement options/accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for deciding whether an evaluation for 504 services is appropriate. If the student has already been evaluated under IDEA but found ineligible for special education instruction or related services under IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for specific purposes for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The 504 team makes in writing the final determination about whether the student will be identified as a person with a disability and gives notice—also in writing—to the parent or guardian of the student in their primary language along with the available procedural safeguards. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodation or services are needed to ensure that the student receives a FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents/guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The principal/assistant principal or designee will ensure that teachers include 504 Plans

with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file, consistent with FERPA and state law. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility and will be revised as needed to address material changes in placement or program.

English Learners

TJS will use the following general assurances as the foundation to all EL procedures and processes:

- The Charter School will comply with federal, state, and authorizer mandates regarding EL education and reclassification of EL students.
- The Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners.

TJS is required to identify potential ELs in a timely manner and provide them with an effective English language acquisition program that affords meaningful access to the Charter School's academic core curriculum. Instructional plans for English Learners must be (a) based on sound educational theory, (b) adequately supported with trained teachers and appropriate materials and resources, and (c) periodically evaluated to make sure the program is successful and modified when the program is not successful (including both Integrated and Designated ELD as part of core Tier 1 instruction).

TJS will implement its own EL plan, which shall include, but not be limited to, the following:

- How English Learners' needs will be identified.
- What services will be offered.
- How, where, and by whom the services will be provided.
- How the Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services.

TJS shall administer the initial ELPAC (or Initial Alternate ELPAC, as appropriate) for students whose Home Language Survey indicates a language other than English, within 30 calendar days of initial enrollment and shall administer the Summative ELPAC (or Summative Alternate ELPAC) annually within the state testing window until reclassification; parents will be notified of Initial ELPAC results within 30 calendar days of the student's first day of enrollment. (Note: beginning 2024–25, the 30-day Initial ELPAC requirement does not apply to TK students.).

TJS shall reclassify English Learners and monitor Reclassified Fluent English Proficient ("RFEP") students for four years in accordance with federal and state requirements.

TJS shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents, including program options and results/placement notices in the parent's preferred language to the extent practicable.

TJS will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, Integrated and Designated ELD and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. TJS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

TJS will administer the home language survey upon a student's initial enrollment into TJS (on enrollment forms) to determine the need for Initial ELPAC/Alternate ELPAC.

ELPAC Testing

All students who indicate that their home language is other than English will take the Initial ELPAC (or Initial Alternate ELPAC) within 30 calendar days of enrollment and, if identified as EL, the Summative ELPAC (or Summative Alternate ELPAC) annually during the state testing window until reclassified.

Parent Notification and Involvement

TJS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within 30 calendar days of the student's first day of enrollment; Summative results will be reported consistent with state timelines. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Parents will be informed of their rights, and they will be encouraged to participate in the reclassification process as well as to join the Charter School's ELAC. The ELAC is a committee for parents or other community members who want to advocate for English Learners. The purpose of the ELAC is to advise the principal and school staff on programs and services for English learners.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all the following, in addition to the criteria, included below:

Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC. Participation of the student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

Parental opinion and consultation conducted through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure, including seeking their opinion and consultation during the reclassification process.

Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age

that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Supports

TJS will incorporate an ELD program that will target students who are struggling with the development of their English language skills and will include:

TJS maintains a functional ELAC if 21 or more English learners are enrolled at the Charter School.

- Ongoing measurement of each English Learner student's progress toward English language proficiency, using ELD portfolios, the Initial/Summative ELPAC (or Alternate ELPAC, as appropriate), and local measures.
- Use of Success for All to assist EL students.
- Ongoing professional development in sheltered instruction for all subject area teachers, primarily using the SIOP model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.
- Supplemental Title III funds (under ESSA) to support language acquisition and access to core instruction; TJS will meet all Title III requirements, including planning, family engagement, and evaluation of program effectiveness using state and local indicators.

Annual Measurable Achievement

AMAO	Measurable Goals
Progress in learning English; Increase one proficiency level; Early advanced and advanced must reach English proficient level bringing all skills to Intermediate Level; English proficient levels are expected to maintain that level.	Administer the ELPAC to ascertain level of proficiency; conduct analysis of ELs using ELSSA; Identify factors that contribute to meeting or not meeting AMAOs; use TJS English Learner Plan of Action—will be visited yearly and/or on an ongoing basis; work with teachers, parents, and staff to provide services.
Progress in the percentage of students who become proficient in English	Increase English Learner redesignation ratio yearly; continue to monitor students who have been redesignated and work with students at each level.
Academic targets in English-Language Arts and mathematics; accountability—smarter balanced participation rate; percentage proficient or met	Monitor and assist ELs in meeting academic targets in English Language Arts of 56.0%, and 56.4% in mathematics (Increasing yearly)

Program effectiveness will be reviewed annually using (a) ELPAC growth and Overall performance level trends; (b) reclassification rates and four-year RFEP monitoring outcomes; (c) access to and progress in core content (e.g., CAASPP participation/performance and course grades); and (d) stakeholder feedback—informing adjustments to instruction, staffing, and supports.

The Charter School will hold quarterly meetings with parents to discuss each student's progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

The English Learner Master Plan programs will be developed and fully implemented. All English Learners will master the English language as efficiently and effectively as possible.

- ALL English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in GATE and other classes. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared to develop the ability to live and work productively in various cultural settings throughout wider society.
- ELs and English Only students will be enrolled in programs in which they will master listening, speaking, reading, and writing in English, and, where offered, may study an additional language (e.g., Spanish).
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility

Learning Environment

English Learners at TJS will be provided a safe, nonthreatening, and affirming learning environment with Integrated and Designated ELD embedded schoolwide in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience a rich and challenging education that will prepare them to be college and career ready.
- Develop academic English while building on and valuing their home language and culture. Have their voices heard and reflected throughout the Charter School community.
- Share equitably in the allocation of access and resources.

Pedagogy

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.

- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice, which have daily impact on students' families and their communities.
- Clear content and language objectives, structured student talk, and scaffolds (e.g., visuals, sentence frames, modeled writing), with explicit Designated ELD tied to core content and ongoing formative assessment/feedback.

At initial enrollment, TJS administers a Home Language Survey. If a language other than English is indicated, the student will take the Initial ELPAC (or Initial Alternate ELPAC, as appropriate) within required timelines; placement and services will be based on ELPAC results and multiple measures, with Integrated and Designated ELD provided accordingly. TJS will communicate results and options to families in their preferred language to the extent practicable..

Students Achieving Below Grade Level

TJS will incorporate a variety of MTSS programs for low-achieving students who will be identified through multiple measure assessments including beginning-of-year diagnostic tests, benchmark assessments, and teacher observations; as well as universal screening (e.g., early literacy/numeracy and course progress), classroom-embedded checks for understanding, and student work artifacts. These interventions will be tiered to three levels to provide appropriate support that focuses on the unique challenges of each student. These approaches will include interventions in class, during the school day, as well as opportunities for additional support before or after school; supports are documented in students' PLPs with clear goals, progress measures, and family communication.

Tier 1 interventions involve providing all students with high-quality, differentiated learning experiences as part of core instruction in the classroom (Universal Design for Learning, Integrated/Designated ELD, explicit vocabulary/discipline language, and frequent formative assessment). Tier 1 interventions will also see a student's advisory teacher working closely with the content area with which the student is struggling. Embedded supports such as special education teachers and related services, intervention specialists, speech and language therapists, school counselors, and paraprofessionals will work closely with teachers within the learning environment when necessary, providing strategies and scaffolds for students with special needs and coordinating with PBIS/SEL routines. Teachers will provide ongoing supervision and monitoring; for students who are not making progress after Tier 1 interventions, teachers can refer the student's case to the MTSS Team (functioning as the Student Study Team/SST), which consists of representatives of administration, counseling, special education, and general education staff. Upon meeting with the student and their family, the SST will focus on pinpointing the source of the issue, whether academic or behavioral. When the priority skill area has been identified, the SST will be responsible for selecting an intervention, supported by evidence that meets the needs of the student and fits in with the Tier 1 curriculum (e.g., SFA targeted reading routines; SWUN Math number sense/fluency protocols; structured note-taking; executive-function supports).

Tier 2 (Targeted) small-group interventions are added for students who do not respond sufficiently

to Tier 1. Plans specify the exact skill(s), intervention routine, minutes per session (typically 20–40), frequency (3–5 days/week), group size (\approx 1:3–1:6), staff responsible, and progress-monitoring tool/cadence (every 2–3 weeks). In partnership with families, the SST and general education teacher will monitor the effectiveness of the Tier 2 intervention. This effort could result in one of three different determinations:

- The intervention plan was effective, and the parties agree that no further interventions are needed.
- The intervention plan was ineffective and needs revision, and all parties will work together to come to a new agreement.
- The intervention plan was ineffective, and the child would benefit from additional educational services that are Tier 3 in nature.

Tier 3 (Intensive) At that point, the SST would refer the student to special education to determine eligibility for special education services and select appropriate Tier 3 interventions when a disability is suspected—without delaying evaluation due to pre-referral activities (Child Find). Tier 3 may also include general education intensive supports (e.g., 1:1 or 1:2 tutoring, increased minutes, specialized curricula) with weekly progress monitoring; if an IEP or 504 Plan is in place, services and accommodation will be implemented as written.

MTSS Structure and Processes

- **Universal Screening & Data Cycles**: TJS conducts screeners/ diagnostics at least three times annually, holds grade-level data meetings each 6–8 weeks, and uses decision rules to enter/exit tiers. Progress is visualized on simple dashboards (KPI boards) to support timely adjustments.
- **Goal-Setting & Fidelity**: Every plan includes a measurable short-term growth goal (e.g., rate of improvement or mastery %) and fidelity checks (walk-throughs, lesson logs). If fidelity is low, coaching/support is provided before changing interventions.
- **Instructional Alignment**: Tiered interventions complement core programs—Success for All (explicit decoding/fluency/comprehension; writing to sources) and SWUN Math (number talks, concept development, guided practice, cumulative review).
- **ELD Integration**: For English Learners, supports include Integrated and Designated ELD, sheltered instruction (e.g., SIOP routines, structured academic talk, language objectives), and use of primary-language resources when available. ELD services and initial/summative ELPAC timelines are not delayed by MTSS activities.
- **Behavior/SEL**: MTSS integrates PBIS, restorative practices, and explicit SEL lessons; Tier 2/3 behavior plans include replacement behaviors, reinforcement systems, and family partnership.
- **Family Partnership**: Families receive clear summaries of needs, strategies, and progress at agreed intervals (Tier 2 every 2–3 weeks; Tier 3 weekly) and may request a meeting at any time.
- **Pathways to Services**: When data, history, or staff/parent concerns indicate a suspected disability, the MTSS Team initiates IDEA/Section 504 evaluation;

pre-referral supports never postpone legally required assessments.

- **Documentation**: All MTSS plans, progress graphs, and meeting notes are maintained in the student's PLP and shared with relevant staff, consistent with FERPA and school records policies.

Examples of Evidence-Based Academic Interventions (Illustrative)

- **Literacy**: phonemic awareness/phonics (brief daily routines), repeated reading with goal lines, vocabulary frames, guided writing to sources (SFA).
- **Mathematics**: number-sense routines, strategic fact fluency, cumulative practice sets, error analysis, and math discourse aligned to SWUN lesson structures.
- **Executive Function**: checklists, timers, visual schedules, chunked tasks, and self-monitoring tools embedded in advisory and content classes.

Monitoring & Exit Criteria

Students exit a tier when progress monitoring shows they are meeting grade-level benchmarks or individual growth targets over multiple data points; maintenance/check-ins continue for a defined period to prevent regression. If growth is insufficient despite high-fidelity implementation and escalation of intensity, the MTSS Team proceeds with evaluation for IDEA/Section 504 as appropriate.

Parent Notification and Involvement

As mentioned earlier in this section, students may be identified as “achieving below grade level” at multiple checkpoints during the year: after diagnostic testing, after benchmark assessments, after receiving CAASPP results, and whenever a teacher notices performance indicative of “below grade level.”

At TJS, identification also includes the NWEA MAP Growth short-cycle assessments administered three times per year (fall, winter, spring) and monthly BAAG Reports (Behavior, Attendance, Assessments & Grades). When a student is flagged by any of these indicators—e.g., MAP results below local benchmarks or insufficient growth toward goals; BAAG indicators such as attendance below 90%, multiple behavior referrals, failing/marginal course grades, or common assessment performance—TJS will initiate family notification and MTSS supports as follows:

- **Notification & Timeline**: Within five school days of identification, families receive a concise summary (BAAG snapshot and, when applicable, the MAP Family Report) explaining the concern(s), initial Tier 1 supports already in place, and the proposed next steps. Within ten school days, an MTSS/SST conference is scheduled (in person or virtual); language interpretation and translated materials are provided as needed.
- **Conference Focus**: The advisory teacher and MTSS Team review MAP results (RIT scores, growth goals), classroom assessments, grades, attendance, and behavior data alongside student work. Together with the family, they co-create or update the Personal Learning Plan (PLP) that specifies: priority skill(s), intervention(s) aligned to SFA/SWUN and ELD needs, minutes per week, staff responsible, progress-monitoring cadence (Tier 2 every 2–3 weeks; Tier 3 weekly), and the date for the next check-in.
- **Ongoing Communication**: Families receive BAAG Reports regularly and MAP updates

after each test window with plain-language interpretation of results and growth targets. Teachers/advisory provide brief progress notes at the agreed cadence (Tier 2 every 2–3 weeks; Tier 3 weekly). Families may request an MTSS/SST meeting at any time.

- **Alignment & Access:** Interventions occur during the school day (push-in/pull-out as appropriate) with opportunities for before/after-school support. For English Learners, plans include Integrated/Designated ELD; for students with IEPs/504 Plans, accommodations and services are implemented as written. Pre-referral supports will not delay an IDEA/Section 504 evaluation when a disability is suspected.
- **Review & Adjustments:** At each data cycle (typically every 6–8 weeks), the MTSS Team, student, and family review BAAG and progress-monitoring graphs to decide whether to maintain, intensify, or fade supports. Students exit a tier when multiple data points show sustained progress toward grade-level benchmarks; maintenance check-ins continue to prevent regression.

Students Achieving Above Grade Level

Students who may meet the TJS gifted and talented education (“GATE”) criteria will be identified several ways: diagnostic testing in the beginning of the year, benchmark assessments, CAASPP results, and teacher observation/referrals. Grade-level advisory teams will also be responsible for identifying high-achieving students in need of enrichment. Upon referral, students will be tested for identification using the TJS GATE testing and identification process, which will use multiple, nondiscriminatory measures and locally adopted criteria consistent with California law and current CDE guidance; program design and funding are determined locally under the LCFF.

Departmental content teams will determine appropriate extension activities and identify skills that students could develop further. Extension activities will be offered to all students, not just those designated as GATE and, like regular classroom instruction and learning experiences, will be designed with an eye toward improving competencies identified by the Hewlett Deeper Learning Model and the Key Cognitive Strategies, with equitable access for underrepresented student groups consistent with Education Code provisions for gifted and talented pupil.

By providing a wide variety of courses that includes APs and rigorous academic electives, students who are achieving above grade level will have their needs further met through the course scheduling and selection process. Students designated as GATE or who are achieving above grade level will be counseled into more challenging and rigorous courses, including opportunities for college coursework through dual enrollment/CCAP partnerships, as available.

Parent Notification and Involvement

As mentioned earlier in this section, students may be identified as “achieving above grade level” at multiple checkpoints during the year: after diagnostic testing, after benchmark assessments, after receiving CAASPP results, and whenever a teacher notices performance indicative of “above grade level.” When this occurs, TJS will notify families in a timely manner and convene a meeting to co-develop an enrichment/acceleration plan that may include differentiated core instruction, cluster/grouping, honors/AP, independent study components, and (where appropriate) dual enrollment—consistent with local board policy, CDE guidance for GATE under LCFF, and applicable Education Code.

Socioeconomically Disadvantaged/Low-Income Students

As part of the enrollment process, TJS will collect income eligibility information (e.g., LCFF Alternative Income/meal eligibility forms) consistent with California Department of Education guidance that will be used to identify students from socioeconomically disadvantaged and/or low-income backgrounds. Students in this subgroup are supported within TJS's MTSS. Progress is monitored through monthly Behavior, Attendance, Assessments & Grades Reports ("BAAG"), NWEA MAP Growth short-cycle assessments three times per year (fall/winter/spring), classroom/common assessments, and teacher observations; students are referred to the MTSS/SST when data indicate the need for targeted or intensive support.

The advisory program is a primary Tier 1 structure in supporting students from socioeconomically disadvantaged and low-income backgrounds by actively exposing them to the key transitional knowledge they will need to navigate the college application process and by connecting them to a supportive community of learners. Advisory integrates PBIS/SEL routines, attendance goal setting, executive-function skills, and regular review of BAAG snapshots and MAP Family Reports. Students flagged for chronic absenteeism ($\leq 90\%$ attendance) receive Tier 2 outreach (family conferences, check-ins, transportation/problem-solving supports) and, as needed, Tier 3 wraparound and community referrals—without punitive responses.. Researchers found that 70 chronically absent students (chronic absenteeism is a large predictor of academic success and often linked to socioeconomic background) in a special advisory period had marked decreases in absenteeism during the period of the program.²

Tiered Academic & Whole-Child Supports

- **Tier 1 (All)**: High-quality core instruction (SFA literacy; SWUN Math), Integrated/Designated ELD as applicable, frequent checks for understanding, standards-aligned tasks, and access to devices/hotspots, learning materials, and no-cost/low-cost participation in labs, field experiences, and extracurriculars.
- **Tier 2 (Targeted)**: Small-group acceleration/tutoring aligned to SFA/SWUN and course needs (typically 3–5x/week), attendance mentoring, check-in/check-out, and family workshops on study routines and progress monitoring; review every 6–8 weeks using BAAG/MAP trends.
- **Tier 3 (Intensive)**: Individualized tutoring/coaching, increased minutes, coordinated case management, and referrals to counseling or community partners; when a disability is suspected, Child Find procedures initiate IDEA/504 evaluation without delay.
- **Basic Needs & Access**: Coordination of school meals, transportation/problem-solving, school supplies, and fee-waivers (e.g., exams, applications) so cost is never a barrier; students experiencing homelessness are supported per McKinney-Vento.
- **College & Career Navigation**: A–G planning, dual enrollment/CCAP access (as available), work-based learning, and financial-aid completion support for seniors (FAFSA/CADAA) with language-appropriate

outreach; application and test-fee waivers are provided where applicable.

- *Family Partnership*: Bilingual communication, monthly BAAG updates, MAP Family Reports each window, and MTSS/SST meetings scheduled within 10 school days when data indicate concern; families can request a meeting at any time.

Data & Accountability

TJS reviews subgroup outcomes in its LCAP goals and uses BAAG/NWEA MAP/CAASPP and course-pass data to adjust staffing, scheduling, and interventions. Entry/exit to tiers follows decision rules (growth toward benchmarks, multiple data

Transfer of Course Credits

Parents will be notified of the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements via parent meetings, annual letters, annual emails, and the student handbook. In addition, courses acceptable for college credit will be accessible to parents and available on the Charter School's website. The Charter School is accredited by the Western Association of Schools and Colleges and therefore its credits are transferrable to other high schools. Further, as addressed above, the Charter School offers courses that satisfy UC A-G requirements for purposes of meeting college entrance requirements.

LCFF Requirements

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Education Code Section 47605(c)(5)(B).)

TJS pursues the following schoolwide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to State Standards and accountability requirements (e.g., CAASPP ELA/Math, CAST science, ELPAC/Alternate ELPAC, local NWEA MAP Growth three times per year), as well as applicable state priorities detailed in Education Code Section 52060(d) that apply to TJS’s grade spans, **including the addition of grades 7–12. For grades 7–12, outcomes also include progress on Graduation Rate and the College/Career Indicator as reported on the California School Dashboard.** For purposes of measuring achievement of these goals, “numerically significant” student groups are defined consistent with the California School Dashboard (generally ≥30 students in the current and prior year; certain groups/indicators may use different n-sizes, e.g., 15 for Foster Youth/Homeless/Long Term English Learners). The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter,” as defined in section 47607. Actions intended to ensure that the Charter School meets these goals and targets are delineated throughout this charter petition.

As TJS expands to serve grades 7–12, outcome measures will include, at minimum: course performance and CAASPP growth; NWEA MAP growth; **high-school A–G/CTE pathway completion, Graduation Rate, CCI,** ELPAC progress/reclassification (with four-year Reclassified Fluent English Proficient monitoring), attendance/chronic absence, suspension, and access/equity metrics by student group, all reported per California State Dashboard/LCAP guidance.

Charter School Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

To better support the students in Moreno Valley—most of whom are Latino English Learners, and African American and White students who need dedicated support in gaining mastery of academic English language skills and numeracy—we will turn to culturally responsive (or relevant) teaching and an MTSS approach to provide the supports necessary to ensure academic success for our students from TK through grade 12. **As we expand to serve grades 7–12, secondary instruction adds discipline-specific literacy and numeracy, Integrated/Designated ELD in core content, and structured advisory to guide A–G planning, CTE pathway progression, dual enrollment opportunities, and work-based learning (internships/externships), supported by BAAG Reports and**

NWEA MAP Growth three times per year..

We will meet and demonstrate our progress toward our objectives through the following goals and outcomes, including middle and high school indicators such as A–G/CTE pathway completion, Graduation Rate, College/Career Indicator, ELPAC progress/reclassification, attendance/chronic absence, and school climate.

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), with respect to grades TK-6, a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with RCOE and is also available on our website at <https://www.realjourney.org/apps/pages/lcap>. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to RCOE and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

Below, the Charter School has prepared a table reflecting its annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d) for purposes of operating a TK-12 charter school,

State Priority #1—Basic Services

The degree to which teachers are appropriately assigned (Education Code Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119), and school facilities are maintained in good repair (Education Code Section 17002(d)).

School Action & Goals	Outcome Benchmarks
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<ul style="list-style-type: none"> • Robust Hiring Process (as described in element 5) • Assign teachers based on credential/ authorization and content expertise, including Single Subject (7–12) and Designated Subjects CTE for pathway courses. • Research and select State Standards-aligned aligned curricular materials proven successful for similar populations (ELA/ELD, Math, NGSS Science, HSS; include A–G/AP/dual enrollment alignment for 7–12) • Ensure school facilities are maintained and in good repair • Daily cleaning by custodial staff • Internal audits of teacher assignments • Initial and annual verification of teacher credentials, as reported by the Commission on Teacher Credentialing • Ensure all staff and students participate in emergency drills per Education Code/Title 5 and local safety plan. • Adopt/annually update the Comprehensive School Safety Plan (“CSSP”) and conduct required emergency drills (fire, lockdown, earthquake) per statute: K–8 monthly fire drills; 9–12 at least twice per year 	<ul style="list-style-type: none"> • Qualified Teacher: 100% fully credentialed. • 100% of teachers serving ELs hold an EL authorization • 90% of teachers are “effective” or higher, according to our Teacher Evaluation System • >75% teacher retention year to year • 100% students have sufficient access to standard-aligned instructional materials • >80% level of satisfaction on year-end staff survey • School facilities are satisfactory (average of monthly walkthroughs) 100% of identified deficiencies corrected within required timelines • 100% of students have access to standard-aligned content and projects. • 100% of teachers and students participate in regular fire and emergency drills. • 100% of teachers are trained in emergency procedures. Assignment audit completed by census date; CalSAAS exceptions resolved or justified
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State Priority #2—Implementation of State Academic Standards

The Charter School will meet or exceed the same accountability standards as district schools regarding the implementation of State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

School Action & Goals	Outcome Benchmarks
<ul style="list-style-type: none"> • Build teacher capacity to develop strong State Standards-aligned units of study. • Build teacher, student, and family capacity to monitor and track student learning and progress using different informal and formal assessments and data systems as well as Individual Learning Plans (“ILPs”)/ PLPs. 	<p>Curriculum/materials board-adopted as standards-aligned; Priority 2 Local Indicator “Met” annually (Self-Reflection Tool reported on the Dashboard).80% of facilitators meet their ILP goals.</p> <ul style="list-style-type: none"> • 90% of students meet at least 75% of their ILP/PLP goals each term. • California School Dashboard Academic Indicator (CAASPP % Met/Exceeded)

<ul style="list-style-type: none"> • Implement Integrated and Designated ELD pursuant to 5 CCR Sections 11300–11309; leverage SFA literacy routines across content: <ul style="list-style-type: none"> ○ Monitor LPAC/Alt-ELPAC growth and ELPI status. ○ Monitor teacher qualifications and the use of appropriate instructional strategies based on program design. ○ Monitor student identification, placement, and growth in English language proficiency. ○ Monitor availability of resources and deliver resources to students as and when needed. ○ Monitor reclassified students for at least two years. • Implement support structures within MTSS (Tier 1–3), including SFA literacy, SWUN Math, and advisory/BAAG reviews; for 7–12 include A–G counseling, dual enrollment, AP, and CTE pathway support. • Extensive Professional Development Plan focused on standards-aligned pedagogy, ELD, UDL, and data-driven instruction; include 7–12 content PD (lab science/CTE). • Annual School Report Card and Dashboard/Local Indicator reporting. 	<p>will meet or exceed a board-approved set of comparison schools by Year 3 and be maintained at Green/Blue thereafter.</p> <ul style="list-style-type: none"> • 75% of all students who have been enrolled at TJS for at least three years will score Met/Exceeded on CAASPP in ELA and/or Math, with multi-year growth demonstrated in both content areas. • 67% of students below grade level meet or exceed individual NWEA MAP Growth projections each year; students below benchmark demonstrate accelerated growth (50% is typical) until on track. TJS will meet or exceed its annual CAASPP and NWEA MAP growth target, set by baseline data. • Each numerically significant student group meets or exceeds annual growth targets (positive Dashboard “Change” or $\geq +3$ pp CAASPP Met/Exceeded); no subgroup in Red. • Exceed the average CAASPP and NWEA MAP performance levels of students in schools serving a similar student populations. • Reading: Growth of >1 grade level per academic year for students below grade level (per MAP/SFA/local measures) until grade level reached and maintained. • $\geq 85\%$ of students enrolled at TJS for at least three full years read at/above grade level (multiple measures: MAP RIT/SFA/Lexile). • EL students demonstrate annual progress on ELPAC Overall (ELPI), with an increasing % advancing ≥ 1 proficiency level and results at or above the state average. • Schoolwide reclassification rate for EL will increase by 2% annually until above the county average; RFEP students are monitored for four years. • ELL students will demonstrate annual growth at the schoolwide average rate. $\geq 80\%$ of students with IEPs meet or make sufficient progress toward annual IEP goals, with 100% compliance on IEP timelines and progress reporting. • 75% of students are in Healthy Fitness Zone in 5th and 8th grades as defined
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	by the Presidential Youth Fitness Program.
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State Priority #3—Parent and Family Engagement

The Charter School will meet or exceed the same accountability standards as district schools for parent and family engagement, including efforts to seek family input in school and LEA decision-making, and how the Charter School will promote family participation in programs for all students—including unduplicated pupils and individuals with exceptional needs—consistent with Education Code Section 52060(d)(3) and reported annually via the California School Dashboard Local Indicator. As TJS expands to grades 7–12, family engagement will also include A–G and CTE pathway planning, dual enrollment onboarding, and internship/externship support.

School Action & Goals	Outcome Benchmarks
<ul style="list-style-type: none"> • Build family understanding of California State standards and overall instruction design across TK–12, with specific 7–12 guidance on disciplinary literacy, A–G requirements, CTE pathways, AP/dual enrollment, and graduation expectations. • Build family capacity to monitor and guide student learning and growth via the ILP / PLP, monthly BAAG (Behavior, Attendance, Assessments & Grades) reports, and NWEA MAP Growth Family Reports (3x/year) . • Develop a robust family leadership culture and participation in the community through ELAC and SSC/Parent Advisory for the LCAP (as applicable), multilingual forums and surveys, and public “You said/We did” feedback cycles; provide childcare/virtual options to reduce barriers. • Invite all families to attend annual Individual Learning Plan meetings with their student. • Adopt and annually review a written Parent and Family Engagement Policy and School– 	<ul style="list-style-type: none"> • ≥95% of families participate in student-led ILP/PLP meetings at least twice per year (in person or virtual), with translation/interpretation available; outreach documented for remaining families. • ≥80% of families participate in at least one school community or family learning event each semester (virtual or in-person). • ≥90% favorable (agree/strongly agree) ratings on the annual family climate/engagement survey, with ≥50% response rate. • 70% of families responding positively to “I am satisfied with my level of influence on school decisions” on annual survey • Grades 7–12: ≥95% FAFSA/CADAA completion by graduating cohort; ≥85% family attendance at internship/externship orientations; increasing participation in A–G/CTE planning nights year over year. • LCFF Local Indicator (Priority 3—Family Engagement) reported “Met” annually with board-adopted self-reflection and evidence • 90% of families respond positively to

Parent–Student Compact (if Title I applicable), and publish a Family Communications & Translation Plan compliant with state and federal requirements	“My student’s school seeks feedback from me” on annual survey.
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State Priority #4—Student Achievement

The Charter School will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all the following, as applicable:

- CAASPP results in English language arts and mathematics, and the CAST at grades 5, 8, and once in high school
- CCI performance for grades 7–12, including recognized readiness components (e.g., A–G completion, CTE pathway concentrator/completer status, AP score ≥ 3 , IB score ≥ 4 , dual enrollment college credit, State Seal of Biliteracy) Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC.
- Percentage of pupils completing UC/CSU A–G requirements and percentage completing CTE pathways (grades 9–12)
- Locally determined standards-aligned interim measures (e.g., NWEA MAP Growth three times per year) used to monitor progress toward state outcomes

School Action & Goals	Outcome Benchmarks
<ul style="list-style-type: none"> • Build teacher capacity to develop strong State Standards-aligned units of study . • Build teacher, student, and 	<ul style="list-style-type: none"> • Curriculum/materials are board-adopted as standards-aligned; Priority 2 Local Indicator (“Implementation of State Standards”) reported as “Met” annually. • 80% of facilitators meet their

<p>family capacity to monitor and track student learning and progress using different informal and formal assessments and data systems including CAASPP/CAST, ELPAC/Alt-ELPAC, NWEA MAP Growth (3×/year), BAAG Reports (monthly), classroom/common assessments, and Individual/Personal Learning Plans (ILPs/PLPs).</p> <ul style="list-style-type: none"> • Implement Integrated and Designated ELD (leveraging SFA literacy routines) consistent with state regulations and TJS's EL Master Plan): <ul style="list-style-type: none"> ○ Monitor ELPAC/Alt-ELPAC results and ELPI status and "Change." ○ Monitor teacher qualifications and the use of appropriate instructional strategies based on program design. ○ Monitor student identification, placement, and growth in English language proficiency. ○ Monitor availability of resources and deliver resources to students as and when needed. ○ Monitor reclassified students for at least two years. • Implement support structures within an MTSS framework (Tiers 1–3), including SFA literacy and SWUN Math routines; targeted small-group/individual interventions; tutoring/extended learning; structured advisory with BAAG reviews; and timely referral for IDEA/Section 504 evaluation when a disability is suspected. For grades 7–12, add A–G counseling, AP/IB and dual-enrollment onboarding, CTE pathway advising, and work-based learning (internships/externships). • Extensive Professional Development Plan focused on standards-aligned instruction, data-driven cycles 	<p>ILP goals /PLP-related instructional goals in data-cycle reviews..</p> <ul style="list-style-type: none"> • 90% of students meet at least 75% of their ILP/PLP goals each term. • California School Dashboard Academic Indicator (CAASPP % Met/Exceeded) will meet or exceed a board-approved set of comparison schools by Year 3 and be maintained at Green/Blue thereafter. • 75% of all students who have been enrolled at TJS for at least three years will score at the proficient or advanced level on the CAASPP. • ≥66% of students meet or exceed individual NWEA MAP Growth projections annually; students below benchmark demonstrate accelerated growth 50% (typical growth) until on track. • TJS will meet or exceed its annual growth target (schoolwide and by grade level), set by baseline data for CAASPP, ELPAC and NWEA MAP. • Each numerically significant student group shows positive "Change" on Dashboard Academic/ELPI (or ≥+3 pp CAASPP Met/Exceeded) annually; no subgroup in Red. Exceed the average performance levels of students in schools serving a similar student population. • Reading: Growth of >1 grade level per academic year until grade level reached and maintained. • ≥85% of students enrolled at TJS ≥3 years read at/above grade level (multiple measures: MAP RIT/SFA/Lexile). • All EL students will demonstrate annual progress on ELPAC Overall (reflected in ELPI), with an increasing % advancing ≥1 proficiency level and results at/above the state average. • Schoolwide reclassification rate for EL will increase by 2% annually until above county average; RFEP students are monitored for four years with ≥90% maintaining proficiency. • EL students will demonstrate annual
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<p>(CAASPP/CAST/ELPAC/MAP), Integrated & Designated ELD/SIOP, UDL, and 7–12 content (lab safety, CTE pedagogy); include coaching, learning walks, and calibration of common rubrics.</p> <ul style="list-style-type: none"> Annual School Report Card and public reporting of state/local indicators (Dashboard Academic, ELPI; Priority 2/3 local indicators), MAP growth summaries, and comparison-schools benchmarks to the governing board and community. 	<p>growth on the CAASPP and NWEAMAP comparable to or exceeding the schoolwide rate, narrowing subgroup gaps year over year.</p> <ul style="list-style-type: none"> 80% of students with IEPs meet or make sufficient progress toward annual IEP goals; 100% compliance with IEP timelines and progress reporting. College/Career readiness (grades 7–12): College/Career Indicator (CCI) improves annually; increases in A–G completion, AP/IB pass rates, dual-enrollment credit earned, and CTE pathway concentrator/completer rates. Science (CAST): Increasing % Near/At/Above Standard in grades 5, 8, and once in high school; by Year 3, at or above county average. <p>Physical Fitness Test (FITNESSGRAM®): % in Healthy Fitness Zones reported for grades 5, 7, and 9 with year-over-year improvement.</p>
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State Priority #5—Student Engagement

The Charter School will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. High school dropout rates
- D. High school graduation rates

School Action & Goals	Outcome Benchmarks
<ul style="list-style-type: none"> Students attend school regularly, consistently, and on time, supported by Tier 1 attendance culture-building (advisory routines, recognition), daily notifications, and early outreach using BAAG (Behavior, Attendance, Assessments & Grades) data checkpoints . Students report they enjoy school and that they have meaningful 	<ul style="list-style-type: none"> 95% average daily attendance rate. Less than 5% rate of chronic absenteeism (students who are absent 10% or more of the school days in the year). High school cohort dropout rate <2% . High school graduation rate (4-year cohort) ≥90% by Year 3, increasing toward ≥94% by Year 5.

<p>relationships at the Charter School, as cultivated through advisory, mentoring, student leadership, clubs/athletics/arts, and 7–12 work-based learning (internships/externships); student voice is gathered through regular climate surveys and forums.</p> <ul style="list-style-type: none"> • TJS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled, through an MTSS framework integrating PBIS, restorative practices, SEL, culturally responsive pedagogy, and accessible extracurriculars; barriers to participation (e.g., translation, scheduling, etc.) are proactively addressed. • All students will work with their mentors and teachers to set long-term goals that include graduation, and college and life goals, and to connect goals to choices that they make every day; for grades 7–12 this includes a four-year plan aligned to A–G and/or CTE pathways, dual enrollment where available, and regular BAAG/ILP (PLP) check-ins. • TJS will work with families and students to ensure that at-risk students in particular are supported and have individual plans in place to address the specific challenges they face (part of ILP), using MTSS/SST problem-solving, targeted attendance plans (check-in/check-out, mentoring), access supports (technology, transportation referrals), and referrals to IDEA/Section 504 evaluation when a disability is suspected (no delay due to pre-referral activities). • Families and students will be informed of attendance policy. Administration will work with students and families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student attending school regularly, 	<ul style="list-style-type: none"> • 90% of students meet at least 75% their ILP goals each term. • 90% of students report that they feel safe and supported at school as measured by annual survey. • 100% of teachers participate in emergency plan training. • 100% of students participate in fire, earthquake, and safety drills (fire, earthquake, lockdown/secure campus) at statutory frequencies (K–8 monthly fire; 9–12 ≥2 fire drills/year); corrective actions from drills are documented and closed. • 90% of families respond positively to “I feel my child is physically safe at school” on annual survey. • 90% of families respond positively to “I feel my child is emotionally safe at school” on annual survey. • 90% of students respond positively to questions on discipline, respect and bullying on student survey. • Early-warning response: 100% of students flagged by BAAG early-warning indicators (e.g., attendance <90%, multiple behavior referrals) receive a Tier 2 support plan within 10 school days; plan fidelity checked every 2–3 weeks. • Grades 7–12 on-track indicator: ≥90% of students in grades 9–11 are on track for graduation by credits each semester; recovery plans initiated within 10 school days for students off track
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<p>initiating outreach when early-warning indicators appear (e.g., attendance below 90%) and coordinating with community partners and local SART/SARB processes as applicable.</p> <ul style="list-style-type: none"> • Teachers will be trained in classroom management (PBIS). Schoolwide training also includes restorative practices, de-escalation, trauma-informed strategies, and data-driven classroom routines; school leaders will work with teachers and families to manage student behavior issues and concerns using consistent tiered supports and progress monitoring. • Annually, all school employees will be trained on elements of the School Emergency Plan/Comprehensive School Safety Plan. Students will participate in fire, earthquake, and safety drills (including lockdown/secure campus) per statutory schedules; corrective actions from drills are documented and addressed. • Provide professional development for all staff members in equity, social justice, restorative practices, culturally and linguistically responsive teaching, Universal Design for Learning, and advisory facilitation for postsecondary navigation (A–G/CTE/FAFSA in grades 7–12). 	
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State Priority #6—School Climate

The Charter School will meet or exceed the same accountability standards as district schools regarding school climate, consistent with Education Code Section 52060(d)(6) and the California School Dashboard Suspension Rate Indicator, as measured by the following (as applicable):

- A. *Pupil suspension rates (Dashboard state indicator; disaggregated by student group).*
- B. *Pupil expulsion rates.*
- C. *Other local measures, including surveys of pupils, parents, and teachers on perceptions*

of safety and school connectedness (e.g., annual climate survey/California Healthy Kids Survey, incident and referral trends, and qualitative feedback). As TJS expands to grades 7–12, school climate measures also reflect advisory/mentoring participation, bullying/harassment prevention, restorative practices, and perceptions of belonging and engagement.

School Action & Goals	Outcome Benchmarks
<ul style="list-style-type: none"> Students attend school regularly, consistently, and on time. Students report they enjoy school and that they have meaningful relationships at the Charter School. TJS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled, through an MTSS framework integrating PBIS, restorative practices, SEL, trauma-informed strategies, and anti-bullying/harassment prevention; consistent discipline matrices emphasize alternatives to suspension and due-process/rights protections. All students will work with their mentors and teachers to set long-term goals that include graduation, and college and life goals, and to connect goals to choices that they make every day; belonging, inclusion, and digital citizenship are explicitly taught, with expanded opportunities in grades 7–12 (student leadership, clubs/arts/athletics, internships/externships, and service). TJS will work with families and students to ensure that at-risk students in particular are supported and have individual plans in place to address the specific challenges they face (part of ILP), using restorative conferences when appropriate and coordinating community referrals; plans are reviewed on a regular cadence for impact. Teachers will be trained in classroom management (PBIS). Schoolwide training 	<ul style="list-style-type: none"> Less than 1% expulsion (target 0%); due-process followed and alternatives to suspension/expulsion documented. Out-of-school suspension rate $\leq 3\%$ schoolwide, with no student group $> 5\%$; year-over-year decrease. Less than 2% dropout rate. 90% of students meet at least 75% of their ILP goals each quarter/semester. 90% of students report that they feel safe and supported at school as measured by annual survey. 100% of teachers participate in emergency plan training. 100% of students participate in required emergency drills (fire, earthquake, lockdown/secure campus) at statutory frequencies; after-action items resolved. 90% of families respond positively to “I feel my child is physically safe at school” on annual survey. 90% of families respond positively to “I feel my child is emotionally safe at school” on annual survey. 90% of students respond positively to questions on discipline, respect and bullying on student survey. Discipline equity: No student group has a suspension rate more than $2\times$ the schoolwide rate; if exceeded, a targeted

<p>also includes restorative practices, de-escalation, trauma-informed care, culturally and linguistically responsive pedagogy, and consistent classroom routines. School leaders will work with teachers and families to manage student behavior issues and concerns using data (e.g., office discipline referrals) and tiered supports.</p> <ul style="list-style-type: none"> • Annually, all school employees will be trained on elements of the School Emergency Plan. Students will participate in fire, earthquake, and safety drills. • Provide professional development for all staff members in equity, social justice, and restorative practices, Title IX/harassment prevention, bullying prevention (“Seth’s Law”) awareness, suicide prevention protocols, and (for grades 7–12) lab/shop safety in science and CTE settings. • Establish a Climate & Safety Team to review monthly data (suspensions/expulsions, referrals, incident reports, climate survey items) and implement continuous-improvement cycles; maintain an anonymous reporting mechanism for safety concerns and bullying, with timely follow-up and communication. 	<p>plan is implemented, and the gap is reduced within one year.</p> <ul style="list-style-type: none"> • ≥80% of eligible incidents addressed through restorative/alternatives-to-suspension strategies with documented follow-up; repeat-incident rates decline year over year
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State Priority #7—Course Access

The Charter School will meet or exceed the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, Free or Reduced Price Meal-eligible, or foster youth; Education Code Section 42238.02) and students with exceptional needs, consistent with Education Code Section 52060(d)(7) and reported annually via the LCFF Priority 7 Local Indicator. As TJS expands to serve grades 7–12, course access will also include A–G aligned sequences, CTE pathways, AP/dual enrollment options, and Integrated and Designated ELD to ensure equitable access for all student groups.

“Broad course of study” includes the following, as applicable: Grades 1–6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (Education Code Section 51210) Grades 7–12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (Education Code Section 51220(a)-(i))

School Action & Goals	Outcome Benchmarks
<ul style="list-style-type: none"> 100% of students are enrolled in a broad course of study that includes English, mathematics, social sciences science, visual art, health/physical education, world languages (grades 7–12, preparing them to be on track for a high school course of study that meets or exceeds the UC A-G requirements, and/or CTE pathway completion. Ensure grades 9–12 access to A–G-aligned course sequences, Career Technical Education (CTE) pathways, and advanced opportunities (AP/IB and dual enrollment), aligned to the College/Career Indicator (CCI). Provide Integrated and Designated ELD so English Learners can access and progress in all content courses; schedule language development to avoid conflicts with A–G/CTE access. Conduct a master-schedule equity audit each term to verify that all student groups are proportionally enrolled in A–G, honors/AP, world languages, VAPA, lab sciences, 	<ul style="list-style-type: none"> Master schedule meets or exceeds state requirements. Materials are board-adopted as standards-aligned for all required subject areas; LCFF Priority 7 Local Indicator reported “Met” annually with evidence of broad course access. ≥98% of students are enrolled in the full “broad course of study” appropriate to their grade span; 100% scheduling compliance for required subjects Grades 7–12: A–G access and on-track rates increase annually; CTE pathway participation (concentrators/completers) increases annually; AP/dual-enrollment participation and success (credit earned or scores ≥3/≥4) increase annually. Equity: Enrollment gaps in A–G, honors/AP/IB, world languages, VAPA, lab sciences, and CTE between unduplicated pupils/students with disabilities and the overall student population are ≤5 percentage points (or narrow year over year until ≤5 pp).

<ul style="list-style-type: none"> and CTE courses; adjust counseling and scheduling accordingly. Implement proactive counseling/advisory for grades 7–12 (four-year plans), monitoring A–G on-track status, CTE concentrator/completer progress, and prerequisites; intervene promptly when students fall off track. 	<ul style="list-style-type: none"> Science sequence: 100% of grades 7–12 students have access to an NGSS lab-science sequence that meets UC “d” requirements. World languages: 100% of grades 7–12 students have access to world language courses sufficient to meet UC “e” requirements; A–G “e” completion increases annually.
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State Priority #8—Other Pupil Outcomes (Student Performance)

All students will demonstrate appropriate developmental or age/grade-level mastery State Standards. Individual performance goals will be established for each student at the beginning of each year based on their baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all the following, as applicable.

- A. Internal Assessment
- B. Growth
- C. Social Responsibility

School Action & Goals	Outcome Benchmarks
<ul style="list-style-type: none"> Build teacher capacity to develop and implement strong State Standards-aligned units of study and lessons that push student thinking at the higher level of Bloom’s Taxonomy / Depth of Knowledge , with Integrated/Designated ELD, UDL, and common performance tasks/rubrics across courses (including capstones/exhibitions in grades 7–12). Increase the amount of time students are learning in their Zone of Proximal Development by using evidence-based adaptive tools (literacy and math) aligned to SFA and SWUN, scheduled within MTSS Tier 2/3 blocks, with fidelity checks and bi-weekly data reviews. Build teacher capacity and student and family capacity to monitor and track student learning and progress using different informal and formal 	<ul style="list-style-type: none"> Curriculum/materials are board-adopted as standards-aligned for all required subjects; Priority 8 (Other Pupil Outcomes) Local Indicator reported “Met” annually with evidence (portfolios/exhibitions, VAPA, PE/FITNESSGRAM®, world languages, CTE). 75% of all students who have been enrolled at TJS for at least 3 full years will score at Met/Exceeded on CAASPP in ELA and/or Math, with multi-year growth demonstrated in both content areas. ≥67% of students below grade level meet or exceed individual NWEA MAP Growth projections annually; students below benchmark demonstrate accelerated growth (50% is typical performance) until on track. Reading growth rate >1 grade level per year for students below grade level (via MAP RIT/SFA/local measures) until grade level

<p>assessments and data, including NWEA MAP (3×/year), BAAG Reports (monthly), classroom/common assessments, ELPAC/Alt-ELPAC, CAASPP/CAST, and ILPs/PLPs with student-led goal setting and data talks .</p> <ul style="list-style-type: none"> • Students are enrolled in a rigorous course of study to prepare them for A-G courses in high school and/or CTE pathway completion, with access to NGSS lab sciences, world languages, VAPA, and PE; in grades 7–12, students have opportunities for AP/dual enrollment, CTE pathway concentrator/completer status, internship/externship experiences, and eligibility toward the State Seal of Biliteracy . • Implement a standards-aligned performance assessment system (portfolios, exhibitions/defenses, lab notebooks/engineering journals, VAPA juries) with calibrated rubrics and inter-rater reliability checks each term. • Integrate social responsibility outcomes through advisory, service-learning, digital citizenship, restorative practices, and work-based learning professional skills rubrics (eSkills). • Provide content-specific professional learning and coaching cycles (lesson study, learning walks) tied to unit plans, performance tasks, and student work analysis, with attention to subgroup outcomes (EL, Students With Disabilities, Foster/Homeless, Socioeconomically Disadvantaged). 	<p>is reached and maintained; ≥75% of students enrolled ≥3 years read at/above grade level.</p> <ul style="list-style-type: none"> • CTE Standards-aligned performance assessments (portfolios/exhibitions, lab notebooks/journals, eMindset exams): ≥80% of students meet proficiency on calibrated rubrics.
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ELEMENT 3: METHODS OF ASSESSMENT

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code

Section 47605(c)(5)(C).

Assessment and data are critical components of TJS’s model, anchoring a coherent, State Standards-aligned system of multiple measures (formative, interim, and summative) that are valid, reliable, and comparable across grade levels and student groups. Regular assessments (outlined below) will be administered and the data analyzed in teacher PLCs and leadership data reviews to ensure that school and individual student goals are met. Great care will be taken to schedule six-week data cycles (aligned to Success for All Reading & Writing cycles), trimester benchmark windows, and post-assessment reviews to closely track progress toward the goals detailed in element 2. This communicates the centrality of evidence to the Charter School community and ensures timely instructional adjustments - reteaching, flexible regrouping within MTSS, pacing changes, and targeted intervention/extension—when strategies fall short. Data will be disaggregated by grade level and student group and summarized in accessible progress dashboards and stewardship reports for students, families, staff, and the governing board.

Data Analysis and Reporting

After formal and informal assessments are given, data will be collected and shared with teachers for thorough analysis. The NWEA MAP test will be administered three times per year. These results will determine a baseline for students in ELA and math. Teachers will administer assessments, and data will be entered into a school-wide database. The Principal, grade-level leads, and department chairs will review the data during scheduled Grade Level meetings with the teachers as part of an ILT / Professional Learning Communities structure, TK-12th grade. TK-6th grade meetings are all in grade level teams, while 7th-12th grade analysis takes place in both grade level and department team meetings.

These data points will help teachers plan the month-to-month and day-to-day implementation of their courses and will further inform their differentiation and instruction. Interim benchmark assessments will be administered within published windows and mid-cycle six-week checks (aligned to Success for All Reading & Writing cycles), and comprehensive exams and/or presentations (e.g., Presentations of Learning, eMindset exhibitions, eModel performance tasks) will be given at the end of each quarter for TK-8, and semester for 9-12.

At least one staff development day, during early release each month, will be dedicated to supporting teachers and Charter School leaders to meet to closely analyze data using agreed protocols (e.g., item analysis by priority standard/SBAC claim, growth-to-target checks, subgroup gap review). This analysis will inform a variety of school-based decisions:

- Instructional decisions (how to teach) – for example, using data to determine the efficacy of small-group versus whole-group instruction, and planning accordingly. This includes flexible regrouping, targeted reteach within the MTSS, and leveraging SFA Reading Wings/Reading Edge small-group lessons.
- Curricular decisions (what to teach) – for example, reteaching and reordering objectives in an upcoming unit to better meet students' needs based on scores from interim assessments. Teachers will prioritize standards with low proficiency and high leverage, align tasks to SBAC claims, and adjust pacing guides accordingly.
- Professional development decisions (how to support teachers) – for example, teaching staff how to create both homogeneous and heterogeneous small groups based on students' assessment scores. Coaching cycles will be scheduled based on observed needs (e.g., checks for understanding, data-driven small-group instruction, progress-monitoring routines).
- Differentiation decisions (how to support students) – for example, determining which students are to be assigned to extra intervention. Intervention entry/exit will be determined by objective criteria; Tier 2 progress monitoring will occur at least biweekly and Tier 3 at least weekly.

Specifically, data will allow TJS staff to strategically create both class-wide and individual action plans to address areas of strength and weakness on an ongoing basis. These plans will identify:

- Skills and concepts to be retaught to the entire class.
- Skills and concepts to be retaught to small groups during class.
- Skills and concepts to be retaught to individual students.
- Opportunities for teachers to strengthen instructional techniques during professional development.
- Targeted MTSS supports (Tier 2/Tier 3), with clear progress-monitoring tools, frequency, and exit criteria.

Teacher-created formative assessments will inform daily and weekly lesson planning. Common formative assessments ("CFAs"), exit tickets, and SFA cycle checks will be used routinely. Teachers will meet in content-area and grade-level teams to review data generated from daily student work. These gatherings will take place during staff meetings and grade team and subject team meetings. This data analysis will help ensure that all students are progressing toward mastery and will allow teachers to adjust instructional plans and delivery to address students' needs by standard and subgroup.

An essential part of data will be communication with parents. All parents and guardians will know their child's reading level, academic performance, and behavioral performance. Following the beginning-of-year diagnostics at grades TK-6th, parents will receive phone calls from their child's teacher explaining the student's incoming reading and math levels, their holistic assessment, and what interventions the Charter School will use to work with their child. For literacy, families will receive plain-language SFA reading level updates and cycle growth summaries. Parents will also receive information through students' digital portfolio, ongoing assessments, student-led conferences, exhibition nights, Presentations of Learning, and report cards. Students will also use the first several minutes of Advisory/1st Period to plan and prepare for their day and

ensure they have all required assignments and materials. Teachers will meet with students individually on a bi-weekly basis to review progress reports and set goals; family communications will be provided in the home language as needed.

These reports will highlight student successes and areas of growth and will provide a clear window into a student's daily experience at school. Furthermore, all grade books will be linked to a program (PowerSchool Parent Portal), an online gradebook, where parents will have unique log-in information to get live updates as teachers update scores. Frequent collection of data also will inform TJS oversight by the RJA Board of Directors. Academic dashboards, including interim and comprehensive assessment data, will be reported to the Board of Directors at the end of each school year. This will provide the Board of Directors with a comprehensive picture of school performance throughout the year to go along with the summative performance reports from the MAP assessment and the California State Test/Smarter Balanced Assessment.

All student achievement data and student information data kept in a school information system will be available for reporting purposes including the School Accountability Report Card ("SARC"). Student achievement data will be disaggregated after each benchmark window and annually to clearly identify the academic performance of students by numerically significant subgroups including, but not limited to, ethnicity, gender, English Learner, socioeconomically disadvantaged students, and students with disabilities. To the extent practicable, measures will align with California School Dashboard reporting.

TJS will publish an annual assessment calendar (Beginning of Year ("BOY"), Middle of Year ("MOY"), End of Year ("EOY") for the NWEA MAP; 3–6-week interims; SFA cycle assessments; CAASPP/CAST/ELPAC) and define roles for proctoring, scoring, uploading, and analysis. Turnaround expectations (e.g., 48 hours for classroom-level results, one week for school dashboards) will be communicated in advance.

All collection, storage, and reporting will comply with FERPA and applicable state privacy laws. Access to student-level data will be role-based; only de-identified, aggregate data will be used for public reporting.

Methods of Assessment

The chart below provides an overview of the proposed assessment tools, timelines, and minimum performance levels required to attain goals that we will employ to measure student progress in meeting the goals delineated in element 2.

TJS will adhere to all state testing requirements. As detailed in element 2, TJS will utilize diverse assessments that are aligned with our curriculum and instructional programs, as well as compliant with state expectations.

Assessment	Purpose	Grade(s)	Timeline	Minimum Performance Level
<i>All subject areas</i>				
Presentations of Learning	Measure competency in PBL and high-order thinking	TK–12	Every 6-8 weeks	Proficient
Formative Assessments	Measure student progress toward standards	TK–12	Daily	Proficient
Individual Learning Plans / ePortfolios & 4-Year Graduation Plans	Track individual students' strengths and weaknesses	TK–12	Ongoing	Proficient; A-G / Credit On-Track (9-12)
eMindset Exams	Gauge entrepreneurial mindset & skill growth	7-12	3 Times Annually) (BoY, MoY,& EoY)	Proficient (≥ Level 3 on rubric or ≥ 70%)
ePathway Performance Tasks (Venture Pitch / Capstone / Product Demo)	Apply eSkills/ePathways learning to authentic products & defense	7-12	Per course; major showcase/expo each semester	Proficient (defense rubric); capstone complete
Work-Based Learning Evaluations	Supervisor ratings, reflection artifacts, hours verification	10-12	Each term / placement end	Proficient (≥ meets on all indicators)
<i>English Language Arts</i>				
Interim Assessments	Measure student progress toward standards	TK–12	Every 6–8 weeks	Mastery (≥ 70% correct or meets standard)
SFA Reading Assessments	Measure Reading level progress	TK–8	Quarterly & End-of-Cycle Checks	Proficient (on or above grade band; growth each cycle)
CAASPP	State Test	3–8 & 11	Annually	Proficient

NWEA Measures of Academic Progress (MAP)	National norm-referenced test	1–12	3 times annually (BoY, MoY & EoY)	Meets/Exceeds projected RIT growth; accelerated growth for below-grade students toward grade-level band
Mathematics				

Interim Assessments (SWUN Unit/Benchmark)	Measure student progress toward standards	TK–8	Every 6–8 weeks	Mastery (70)% correct)
CAASPP	State Test	3–8 & 11	Annually	Proficient
NWEA Measures of Academic Progress (MAP)	National norm-referenced test	1–12	3 times annually (BoY, MoY & EoY)	Meets/Exceeds projected RIT growth; accelerated growth to reach grade-level band

Science				
Interim Assessments	Measure student progress toward standards	TK–12	Every 6–8 weeks	Mastery (70% correct)
CAASPP / CST	State Test	5	Annually	Proficient

Social Studies				
Interim Assessments	Measure student progress toward standards	1–12	Every 6–8 weeks	Mastery (70% correct)

English Language Learning				
ELPAC	Measure English language acquisition	TK–12	Upon enrollment and annually thereafter	Reclassification per state criteria (e.g., Overall, 4 + multiple measures: teacher input, parent consultation, and basic skills evidence)

<i>Special Education</i>				
IEP	Measure student progress	TK–12	As prescribed by law	Meet IEP goals
<i>Physical Fitness</i>				
California Physical Fitness Test (FitnessGram)	Measure student progress toward standards	5, 7 & 9	Annually	≥ 70% of students in Healthy Fitness Zone on required areas

<i>Social-Emotional Learning</i>				
Student Surveys	Measure school culture and climate	TK–12	Annually	80% positive results

Standards-Based Assessments

The TJS academic program is standards-based, aligned to State Standards,. Performance assessments are evaluated with State Standards-aligned benchmarks and rubrics and are analyzed on a regular basis to help drive the Charter School's educational program. Rubrics (4-point proficiency scales with student-facing success criteria) guide instruction, feedback, and reporting to students and families. TJS employs moderation/calibration protocols (e.g., common scoring sessions, anchor papers, and blind re-scoring) to ensure reliability and comparability across classrooms and grade levels.

TJS uses the following assessment and reporting tools:

- CAASPP Participation & Interim Use: TJS fully participates in the CAASPP system, including Smarter Balanced ELA/Math (grades 3–8 & 11), the California Science Test (CAST; grade 5, grade 8, and once in high school), and the California Alternate Assessments as applicable. Teachers also leverage Interim Assessment Blocks and Interim Comprehensive Assessments to inform instruction during the year. Results are shared with families and used in ILT/PLC data cycles, MTSS entry/exit, and school dashboard.
- NWEA MAP Growth (1-11): (Reading, Language Usage, Math; and, Science) administered three times per year (BOY/MOY/EOY) in 1st–11th grades to establish baselines, set growth targets, and monitor progress toward grade-level RIT bands. Results inform class-wide, small-group, and individual plans; students below grade level are expected to meet or exceed projected growth with accelerated targets until on-level is reached and maintained.
- Classroom /Common Formative Assessments: Exit tickets, performance tasks, and course benchmarks measure achievement in each subject. These ongoing assessments are shared with students and families via standards-based progress reports and report cards each Quarter (TK-8) and semester (9-12), with real-time access through the Charter School's gradebook/assessment platform (Parent Portal / PowerSchool).
- SFA Reading Assessments (TK-8): Cycle assessments, fluency checks, and quarterly benchmarks (Reading Wings/Reading Edge) track reading level growth and inform regrouping and targeted instruction. Student-friendly level reports are shared with families.
- SWUN Math (TK-8) Assessments: Unit assessments, cumulative benchmarks, spiral reviews/fact fluency checks, and error analyses aligned to CCSS-M inform pacing, regrouping, and intervention.
- English Language Proficiency Assessments for California: Initial ELPAC is administered upon enrollment for eligible students; the Summative ELPAC is administered annually per state testing windows. Results are communicated in families' home languages when practicable and are used with multiple measures (teacher input, local literacy data, basic skills) to determine reclassification. School Climate & SEL Surveys: Validated culture/climate and SEL screeners (e.g., 2x/year where applicable) are administered to students, staff, and families. Aggregated results inform LCAP priorities, MTSS Tier 1 supports, and campus initiatives and are shared through dashboards and school communications.
- eMindset Exams (7-12): BOY/MOY/EOY assessments measure growth in entrepreneurial competencies (e.g., opportunity recognition, resilience, creativity,

collaboration). Results are reflected in ePortfolios and used to target mentoring and project roles.

- *Presentation/Project Rubrics:* (POLs, Exhibitions, DBQs, Labs, Capstones): State Standards-aligned rubrics assess individual and group products across ELA, Math, Science (NGSS practices), Social Science (disciplinary thinking), and ePathways courses. POLs/exhibitions occur at least once per exploration or per term in secondary.
- *Student Perception Surveys:* Students provide end-of-course/year feedback using research-based instruments. Results are shared with teachers and leadership and inform professional learning goals and coaching cycles.
- Operational & College/Career Readiness Indicators:* The Charter School maintains records for attendance, chronic absenteeism, suspensions/expulsions, graduation progress (credit/A–G on-track), work-based learning hours, and grade 11 Early Assessment Program “Ready/Conditionally Ready” status. Summaries are reported to leadership and the Board each trimester (with an annual roll-up) and aligned, to the extent practicable, to SARC and California School Dashboard reporting.

Additional Assessments

TJS will use POLs to allow students to present what they have learned to family members and other members of the TJS community across PK-12. POL consist of students defending their learning growth, products, and reflections before peers, families, staff, and invited community members every 6–8 weeks (elementary) and at least once per term (secondary). POLs include successes, challenges, reflection, standards alignment, and demonstrations of skill/knowledge tied to course/ePathways rubrics. Each presentation will be followed by questions and answers between the audience and presenter. The audience will then assess each POL. Student work is scored using calibrated, standards-aligned rubrics; audience feedback is collected via short forms, and teachers conduct moderation sessions using anchor exemplars to ensure inter-rater reliability. Scores and feedback are archived in student Portfolios.

Learner exhibitions and showcases will also take place at the end of each semester, providing students with the opportunity to projects, labs, DBQs, and ePathways products (e.g., prototypes, case studies, developing business, developing service products, market analyses). These showcases will be attended by community members, parents, professionals, and other students, thereby allowing students to receive authentic feedback on their progress and success and to practice college, career, and client-facing communication. In grades 7–12, exhibitions include eMindset-aligned performance events such as Venture Pitch Nights, Design Challenges, Student Expos, and Capstone Defenses; each scored with validated rubrics and reflection prompts.

Our other assessments will include report cards, student-led conferences, teacher-created rubrics, peer and self-assessment, and teacher observation (including walkthrough look-fors aligned to priority standards and instructional practices). Additional measures include WBL supervisor evaluations, internship hour verification, and end-of-course performance tasks. Student-led conferences occur at least once per year (recommended for each semester) and leverage Portfolio evidence (MAP growth, SFA level gains, SWUN unit results, POL/exhibition artifacts).

All students curate an portfolio that houses POL artifacts, exhibition products, reflections, assessment summaries (e.g., MAP/SFA/SWUN/Interims), and goal plans. Secondary students

maintain four-year graduation/A–G plans within their ePortfolios.

Accommodations for Students with Special Needs and EL

When administering standardized exams and other formal assessments, TJS provides accessibility and accommodations per students' IEPs and Section 504 Plans, consistent with state and federal law. Supports may include—but are not limited to—appropriate test settings, extended time, breaks, read-aloud/embedded text-to-speech where permitted, scribing/assistive technology, and alternate response formats. Assessment administration follows UDL principles and is overseen by special education staff.

For ELs, designated supports and universal tools permitted by state guidance are provided (e.g., translated glossaries, bilingual dictionaries, prompts/clarifications where allowed). Initial ELPAC and Summative ELPAC are administered per state windows, with results used alongside multiple measures for instruction and reclassification decisions.

All accommodations and designated supports are documented in advance, communicated to families in their home language when practicable, and implemented with test security and integrity. Teachers receive annual training on allowable supports for CAASPP/CAST/ELPAC and on local assessment accommodations to ensure consistency and compliance.

TK-6 Standard-Based Grading Practices

TJS uses SBG in TK–6 to report what students know and can do relative to State Standards. Grades reflect the most recent, most consistent evidence of mastery, not simple averages of points, behavior, or effort.

Reporting Scale (4-Point Proficiency)

TJS reports mastery using a common 4-level scale on all standards-aligned rubrics and report cards.

- 4 – Exceeds Standard: Consistently demonstrates deep understanding, transfer, and application beyond the taught standard.
- 3 – Meets Standard (Proficient): Consistently demonstrates mastery of the grade-level standard.
- 2 – Approaching Standard: Partial/limited mastery; requires support to meet the standard.
- 1 – Beginning: Beginning understanding/skills; significant support required.
- IE – Insufficient Evidence: Too little evidence to determine mastery at this time (trigger for follow-up).

Body of Evidence (What “Counts”)

Teachers consider multiple, standards-aligned artifacts to determine proficiency by standard:

- CFAs: exit tickets, constructed responses, performance tasks, labs, DBQs.
- Interim/Benchmark Assessments: (ELA/Math/Science/Social Studies) given within published windows.
- Presentations of Learning (POLs)/exhibitions scored on standards-aligned rubrics (e.g., oral communication, reasoning, argument, use of evidence).
- SFA Reading Cycle and Quarterly Checks: (Reading Wings) to inform placement/regrouping;

reported as growth indicators and used as evidence for reading standards (e.g., fluency, comprehension), but SFA “levels” themselves are not the grade.

- SWUN Math Unit Assessments: provide evidence for priority math standards and practices; fluency checks inform, but do not dominate, proficiency determinations.
- NWEA MAP Growth: results inform goal-setting and instructional planning; MAP is never used as a standalone “grade.”

Redo/Retake (TK–6)

Students may redo assignments and retake standards-aligned assessments that measure priority standards after additional learning. To qualify, the student (with their teacher/Integra guide) completes a brief reflection and correction plan, completes assigned re-learning (e.g., targeted practice, small group reteach, tutoring), and schedules the redo/retake within 3 school days of feedback (or before the next benchmark window, whichever comes first). Retakes use equivalent but different items/prompts to protect test integrity. The most recent, most consistent evidence replaces prior scores (no averaging). POL/exhibition revisions are allowed on discrete rubric strands within 10 days. All accommodations and designated supports apply per IEP/504/EL plans, and windows are published in the assessment calendar and flagged in the gradebook so families can plan.

How Grades Are Determined

- Teachers examine recent and consistent performance on each standard across tasks. Later demonstrations of the same standard supersede earlier attempts.
- Practice work/homework is used for feedback and habits but is not graded for accuracy; it does not raise or lower proficiency.
- Behaviors/SEL (e.g., participation, organization, timeliness) are reported separately as “Habits of Success,” not within academic grades.
- Where a standard is assessed multiple times, teachers avoid averaging; they select the best representative evidence or use power-law/decaying-weight logic to privilege most recent mastery.

Reassessment & MTSS

Students have structured opportunities to reassess priority standards after additional learning: targeted small-group instruction (Tier 2), individualized supports (Tier 3), and practice aligned to the standard. The new evidence updates the proficiency level.

Content-Area Reporting

Report cards organize standards into clear domains, for example:

- ELA: Reading Literature, Reading Informational, Foundational Skills (K–2), Writing, Speaking/Listening, Language.
- Math: Operations & Algebraic Thinking, Number & Operations in Base Ten, Fractions (as applicable), Measurement & Data, Geometry, Mathematical Practices.
- Science (NGSS): Grade-level performance expectations and practices.
- History–Social Science: Inquiry, analysis of sources, content standards.
- Habits of Success: Collaboration, initiative, organization, perseverance (narrative + indicators).

Communication & Reporting Cadence

- Progress reports at mid-term; standards-based report cards each quarter.
- Student-led conferences (at least annually; recommended each quarter) using Portfolios that summarize current proficiency by standard, SFA reading growth, SWUN unit evidence, CFAs, and POL artifacts.
- Families have real-time access to class dashboards/gradebook through Parental Portal (PowerSchool) for current proficiency by standard and upcoming reassessment opportunities.

Calibration, Reliability, and Accessibility

- Teachers engage in common planning and scoring calibration (anchor assignments, moderation, blind rescoring) to ensure reliability across classrooms/grades.
- Rubrics include student-friendly success criteria and exemplars.
- All assessment and grading practices follow IEP/504 accommodations and ELPAC-aligned designated supports where permitted; grades reflect standard mastery with accommodations or note “Modified Curriculum” when standards themselves are modified per IEP.

Grades vs. Attendance/Behavior

Attendance, punctuality, and behavior are critical to learning but are not included in academic proficiency determinations. Related data are monitored and reported separately to families and the Board through dashboards.

Grade Changes & Appeals

TJS maintains a transparent process for grade review: families may request a conference, teachers present the body of evidence, and principals ensure policy fidelity and equity. Grade changes, when warranted, are documented and communicated to families.

Assessment Calendar Alignment

This grading system aligns with the Element 3 Assessment Calendar (CFAs, interims, SFA cycles, SWUN units, MAP windows, POL/exhibitions) so that evidence collection, feedback, reassessment, and reporting are predictable and timely.

7-12 Grading Practices

All 7-12 teachers at TJS will utilize standard grading practices to maintain consistency across the Charter School and reinforce the construct of our academic program focus. The purpose of the TJS Grading Policy is to articulate a framework that promotes consistency in grading and the reporting of student progress. This policy facilitates the implementation of grading practices that are aligned with research-based practices and standards-based instruction. As an organization, we believe in mastery learning. Mastery learning entails that students should continue to grow and be challenged until the material is mastered. It shall be consistently applied and clearly communicated to all students, teachers, parents/guardians, and administrators. The grading policy is based on the belief that all students can learn and achieve at high levels. Appropriate interventions should be implemented if a student does not achieve the minimum requirements. TJS holds that a classroom teacher's professional ability to create clear learning expectations and assess student learning is the key factor in determining a student's final grade. Our grading practices are a hybrid of a

standards-based and traditional point-based system, with an emphasis on mastery of State Standards and TJS-defined skills (eMindset, eSkills, and ePathways outcomes).

Purpose of Grades

The purpose of grading is to describe how well students have achieved the learning objectives or goals established for a class or course of study. Grades will reflect students' performance on specific learning criteria to the intended audience, generally parents and students. In grades 7–12 at TJS, the specific learning criteria are demonstrated student mastery of State Standards (including A–G–aligned outcomes where applicable) and TJS-defined skills. Grades must be an accurate reflection of what students have learned and how well they are able to apply that knowledge to real-world situations.

At TJS, grading is an integral part of the teaching and learning process. It includes establishing clear learning goals, setting standards and evaluative criteria, constructing formative and summative measures that assess learning, implementing changes in instruction that are based on assessment data, and providing meaningful feedback to students.

Parent & Student Contact

It is a core philosophy of TJS that parents/guardians are partners with us in their child's learning. Communication regarding student progress is a mandatory function of a TJS teacher.

- Parents/guardians must receive personal contact if students are receiving a D or F on a progress report or semester report card prior to the report being distributed. This contact should be a personal telephone conference or email exchange. The contact must include a full exchange between the teacher and parent/guardian, not just a message.
- Teachers must submit a contact log detailing contact and conversations with parents to their principal or designee at the end of the grading period if a student receives a failing grade.

Grade Scale

Student grades, defined as a measurement of mastery of the State Standards appropriate for that grade level, will be defined by the following scale with regard to assignments.

GRADE	Definition	Percentage
A	Advanced demonstration of curriculum mastery – “Well above” Standard mastery expectations.	A+ / 98-100 A / 94-97 A- / 90-93
B	Proficient demonstration of curriculum mastery – “Above” Standard mastery expectations.	B+ / 87-89 B / 84-86 B- / 80-83
C	Basic demonstration of curriculum mastery – “Meets” Standard master expectations.	C+ / 77-79 C / 74-76 C- / 70-73
D	Below basic demonstration of curriculum mastery – “just below” Standard mastery expectations.	D+ / 67-69 D / 64-66 D- / 60-63

F	Course Failure / No Credit – the student failed, despite redo and retake opportunities, to demonstrate mastery over the curriculum.	F / Below 60%
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Grade Points & Grade Point Average

Grade points will be earned by students aligned to the grade scale outlined below. Standard courses follow a traditional 4-point Grade Point Average (“GPA”) scale. Advanced courses are aligned to a scale enhanced by a half point (0.5) or full point (1.0) for each level, as reflected below. TJS transcripts will identify course rigor consistent with UC/CSU A–G and NCAA guidance; weighted credit is applied only to approved Honors/AP/dual enrollment courses and to transferred courses carrying approved honors designations.

If a student earns a failing grade in a course and later passes the course through an approved credit-recovery option, both grades are calculated into the overall GPA. Both courses remain part of the student’s transcript/record. No grades are removed from the permanent record/transcript through credit recovery.

TJS awards weighted GPA calculations for transferred Honors classes when the course is designated as Honors by the sending school and/or appears as an approved honors/AP/IB course in UC Doorways or equivalent documentation. Honors points are not awarded for courses that do not carry an approved honors designation.

Grades from college courses not defined as dual credit, where no aligned high school credit is earned, are not calculated in GPA. All other approved courses are calculated in GPA (Advanced Placement, Dual Credit, and Honors).

Letter Grade	Standard Course (General Curriculum)	Advanced Course (Honors)	Advanced Course (Dual Credit)
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.3	1.3
D	1.0	1.0	1.0
D-	0.7	0.7	0.7
F	0.0	0.0	0.0

Honor Roll

TJS students are eligible for inclusion in the Honor Roll if they are full-time students in good standing (including approved dual enrollment). A student with an in-progress grade in any course is not eligible for the Honor Roll during that grading period.

- ***High Honor Roll:*** Grade Point Average of 4.0 or above for the grading period.
- ***Honor Roll:*** Grade Point Average of 3.65 to 3.99 for the grading period.
- ***Honorable Mention Honor Roll:*** Grade Point Average of 3.3 to 3.64 for the grading period.

Content and Skill Mastery Focus

In the adult world, everything is a performance assessment. If adults on the job make poor decisions or cannot determine the quality of their own work, the results are generally undesirable. Quality matters, and the ability to measure the quality of one's own work is a learned skill. At TJS we are focused on preparing students for success in life. We teach quality by demanding it and managing to that high expectation. We create an environment where standards can and must be met and where students are not permitted to submit substandard work without being asked to revise. We base our grades on standard mastery rather than attendance, behavior, or extra credit that is not aligned to course objectives. The TJS approach to content mastery helps students grapple with the idea of quality and develop self-sufficiency. We report information about student performance in areas like attendance, but we report it separately from academic achievement aligned to mastery of the curriculum, eMindset competencies, and ePathways outcomes. We will maintain a focus on redo and retake when students do not yet demonstrate content standard or skill mastery, as well as when students produce substandard effort.

Re-do & Re-take

TJS students will have multiple opportunities to demonstrate mastery over the curriculum. Re-do and retake opportunities with regard to curriculum content follow these guidelines:

- The TJS content mastery level is set at 70% or a grade of C- on standards-aligned assessments and products.
- Performance tasks are scored based on a standard rubric, with Meeting or Exceeding expectations designated as mastery.
- All students who do not meet mastery level on a content assignment, project, or assessment will be required to re-do or retake to meet the defined mastery level.
- Prior to a re-do/retake, there will be re-teaching and/or re-learning (e.g., targeted practice, small-group support, tutoring) aligned to the missed standard(s).
- The re-do/retake may be an equivalent but different assessment or a revised version at the teacher's discretion, protecting test integrity and matching the student's learning needs.
- Students who demonstrate mastery on their first attempt (70%+) may, at the instructor's discretion, have re-do/retake opportunities; in such cases, the maximum recorded score may be capped at 85%.

Re-do & Re-take Timeframes

This policy is not intended to promote procrastination or end-of-term "recovery." TJS teachers will chunk periods of time for learning followed by defined recovery windows within each three to four-week cycle. At the end of the term, grades will lock with no further re-do or retake opportunities; students then transition to an approved credit-recovery option to address a failed course.

Teachers may elect to use three or four-week learning cycles followed by a defined recovery period (one to three days) for students to re-do or retake any assignments below the mastery level. Once the recovery period is complete, the student loses the opportunity to re-do or retake those assignments.

Students will have the opportunity to attend in-school and after-school tutoring sessions to support mastery of curriculum standards. Students will be identified by their teacher and designated for attendance. The Charter School will set procedures to support students' attendance in school tutoring to receive academic assistance, aligned to the MTSS process previously outlined.

Late Assignments

It is an expectation that students turn in assignments on time. The penalty for not doing an assignment is to complete the assignment. If work is late, students will be treated the same as a re-do/retake opportunity and given a defined window to submit or resubmit work that has a content grade tied to an assignment (within the school-defined three or four-week cycle described above).

Non-Submitted Assignments

The consequence of not completing tasks and assignments related to content is to complete the work, or a similar assignment designed by the teacher that matches the student's learning needs. Teachers will work with students to complete all tasks and assignments and may assign a student to after-school tutoring if the work is not completed by the deadline set by the teacher. The Charter School will set a protocol for after-school tutoring aligned to the MTSS procedure previously outlined.

ELEMENT 4: GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Education Code Section 47605(c)(5)(D).

Legal Status

The Charter School will be a directly funded independent charter school and shall be governed by the REAL Journey Academies Board of Directors (the “Board”). REAL Journey Academies has constituted itself as a California nonprofit public benefit corporation formed for the purpose of operating charter schools pursuant to applicable California law. The Charter School shall be governed pursuant to its Articles of Incorporation and Bylaws adopted by the Board of Directors, as subsequently amended from time to time and which shall be maintained to be consistent with this charter and the requirements of the Brown Act, Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1, Corporations Code conflict of interest rules, and the California Political Reform Act. The Articles of Incorporation, Conflict of Interest code, and Corporate Bylaws are provided.

The Charter School shall operate autonomously from RCOE, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between RCOE and the Charter School.

Pursuant to Education Code Section 47604(d), RCOE shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, nor for claims arising from the performance of acts, errors, or omissions by the Charter School as long as RCOE has complied with all oversight responsibilities required by law.

Should the provisions of this charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the Charter School or the corporation, the provisions of this Charter shall prevail.

REAL Journey Academies shall provide written notice to RCOE of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the REAL Journey Academies governing board. If RCOE indicates that considers the proposed revision(s) to be a material revision to REAL Journey Academies’ governance structure or Charter, RCOE shall notify REAL Journey Academies in writing the reasons; REAL Journey Academies agrees it will not adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision of the Charter. Should REAL Journey Academies adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to RCOE within three (3) business days of the finalization of such revision(s), either by Board action or upon receipt of a certified copy of the Articles from the Secretary of State.

REAL Journey Academies shall provide to the RCOE copies of all its Board agendas (including all materials provided to members of the Board for consideration) of any Board

committees (including all materials provided to members of the Board for consideration), on or before the date required for posting of such agendas, in compliance with the Brown Act.

Board of Directors

TJS is governed by a corporate Board of Directors in accordance with its adopted corporate Bylaws, which shall be consistent with the terms of this charter.

Board Composition

TJS strives to identify and encourage community members to serve as board members who have expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, nonprofit governance, public affairs and governmental affairs, business, and legal affairs. Pursuant to Education Code section 47604(c), RCOE shall be entitled to a single representative on the Board of Directors of REAL Journey Academies.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

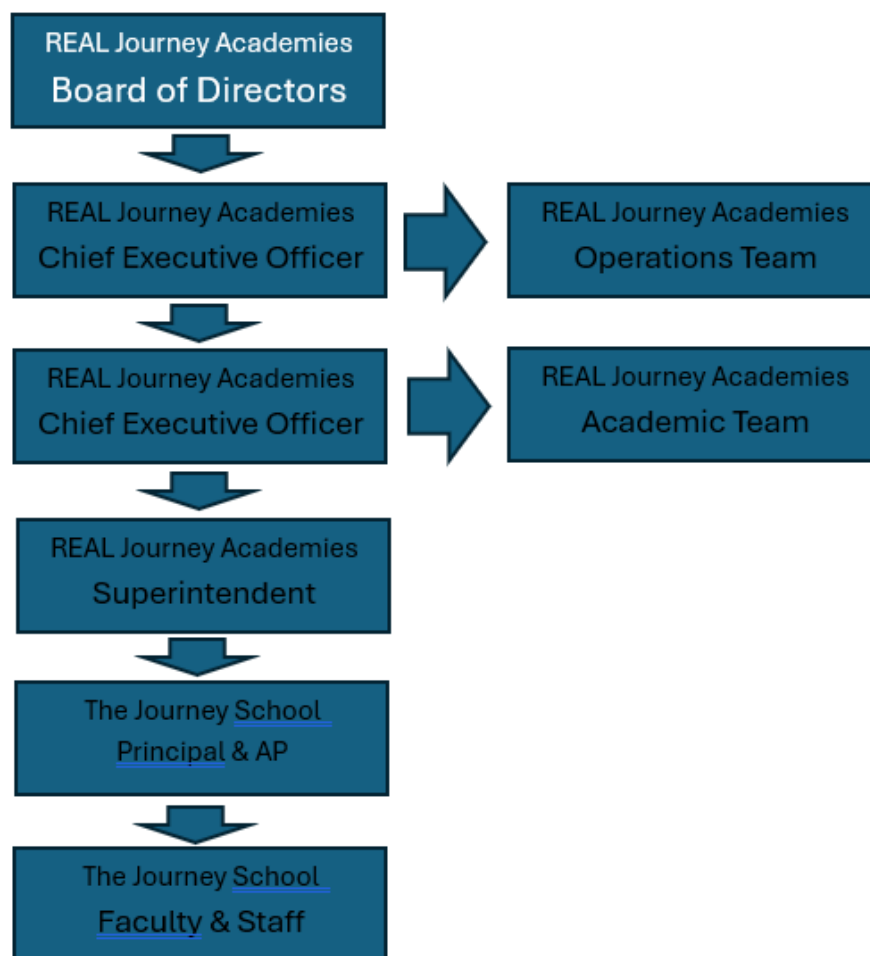
The current REAL Journey Academies board members and their relevant qualifications are listed in the table below.

Board Member	Title	Qualifications
Diana Rodriguez	Chair	Extensive community college experience, including site leadership.
Javier Hernandez	Vice Chair	Extensive K-12, higher education administrative experience. Charter school experience.
Joseph Chavez	Board Member	Business and financial expertise.
Jack Ruebensaal	Secretary	Extensive higher education teaching and administrative experience
Anne Viricel	Board Member	Business and financial expertise.

As of 11/01/25

Organizational Chart

The organizational chart below indicates how TJS will remain a viable enterprise. The organizational chart shows the relationship of the governing board to the leadership of the Charter School, as well as to the School Site Advisory Council.



Parent Involvement

TJS understands that parental involvement in the life of the Charter School is essential to the success of the Charter School. TJS has made it a priority in its mission to encourage parent participation throughout the Charter School, including the involvement of parents in TJS instructional programs and advisory bodies.

TJS believes that parent involvement translates into increased student achievement. The philosophy of TJS is to encourage, honor and respect the parent voice.

School/parent meetings will be held regularly while school is in session, or more frequently if necessary to facilitate the communication process between parents, the Charter School administration, and the Charter School's governing board. In addition, parents will be encouraged to attend physical board meetings, or attend virtually via teleconference centers located at various schools; TJS will also hold regular meetings of the AAPAC and the ELAC to solicit input on academic programs, climate, and the LCAP.

Parents will be encouraged to serve on the School Site Advisory Council (described in the section below), the AAPAC, and the ELAC. Parents will be consulted and advised regarding the Charter School's educational programs and student progress through meetings and informational bulletins on an ongoing basis. The Charter School web site will facilitate the dissemination of information on areas of specific interest to parents.

Parents shall be informed about their students' progress through student-led and parent/teacher/student conferences, progress reports, graded report cards, evaluations on portfolio projects, ad hoc meetings and access to a parent portal on our Student Information System ("SIS"). Teachers and administrators will have access to electronic mail to facilitate communication with parents who have e-mail accounts.

Parents will be encouraged, but not required, to provide service to the Charter School in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents can determine the type of work they will contribute to the educational development of the children based on their own interests, strengths, and free time. Details of the type and times of service will be determined during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged, but not required, to spend at least one full day per school year in the classrooms with their child.

The Charter School will provide parent workshops and education classes at times that are conducive and suitable for both stay-at-home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)
- Understanding ELPAC Scores, Reclassification, and Supports for English Learners
- Partnering with the African American Advisory Council to support African American Student Achievement & Belonging

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that, if given the proper tools, parents will become equal partners with the Charter School in the education of their children. We also believe that these workshops will help parents feel connected to each other and the Charter School community, including through active participation in AAPAC and ELPAC.

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed. and that feedback from AAPAC and

ELAC will be reported back to families and the governing board to close the loop on community input.

Parent University

Parent University is a year-round, co-learning experience that invites families to grow alongside their children in the eModel. *More than a workshop series, it's a movement to place parents at the center of teaching, learning, and governance at TJS.* Through live webinars, on-campus labs, and an on-campus business incubator, families build the eMindset, practical eSkills, and data literacy needed to support learning at home, and build unique entrepreneurial skills with parents alongside their students to shape decisions about the Charter School's future.

Sessions are scheduled in family-friendly windows (evenings and select Saturdays) and offered in English and Spanish, with interpretation added as needed. Recordings, slides, and toolkits live in a Parent University portal so caregivers can revisit content on their own time. On-site events include light meals; loaner devices and hotspots are available to ensure that connectivity is never a barrier. Parents of younger learners (TK–6) and those of middle/high schoolers (7–12) participate in tailored strands, then come together each semester for community learning and showcases.

Learning arcs mirror what students experience in class. Families explore opportunity spotting, problem interviews, and simple business modeling; practice personal and small-business finance (budgeting, credit, taxes, access to capital); and gain confidence with digital tools for creation and marketing—from no-code websites to analytics and AI co-pilots. As students move into ePathways, parents are welcomed into the makerspace to understand safety protocols and the basics of 3-D printing, CNC, and rapid prototyping so they can better coach project work at home. College and career navigation is threaded throughout: FAFSA/CADAA, scholarships, industry certifications, dual enrollment, and local labor-market insights.

Parent University is deliberately “co-doing.” Each grading period, short Family Challenges align with classroom projects and Presentations of Learning (POLs: a set of customer interviews, a prototype built with household materials, a starter budget for a student venture. The semester culminates in a joint showcase where families present a concept, service, or portfolio artifact alongside their children—modeling that mistakes and iterations are part of learning, not signs of failure.

The program is powered by partnerships. University and local community college collaborators contribute guest instructors, micro-modules that can lead to noncredit certificates, and campus visits. Industry partners offer mentor talks, workplace tours, and “Ask-an-Entrepreneur” panels that demystify careers and certifications. TJS teachers, counselors, and ePathway leads curate content and connect families to the same data dashboards and progress tools students use, making progress monitoring transparent and actionable.

Most importantly, Parent University is a gateway to shared leadership. Parents are intentionally recruited into AAPAC and ELAC, the School Site Advisory Council, and standing focus groups on curriculum, safety, and budgeting. Sessions build the skills needed for meaningful governance—reading dashboards, interpreting assessment data, understanding LCAP priorities, and preparing public comment—so parent voice moves from feedback to co-decision-making. By lowering barriers to participation and building capacity, Parent University ensures that governance reflects the diversity and aspirations of the community we serve. In short, Parent University at TJS is designed to strengthen learning at home, broaden economic opportunities for families, and anchors

parents as full partners in the educational system and governance of TJS.

Teacher Involvement

One of the purposes for establishing a charter school is to allow teachers to become more involved in the governance and instructional program of the Charter School. TJS recognizes the importance of teacher input in matters that directly involve student achievement. To this end, the Charter School's governance structure is set up to be inclusive of the teacher's voice. Teachers will meet on a weekly basis to collaboratively design State Standards-based curriculum and instruction and analyze student work in PLCs aligned to the published assessment calendar. Teachers will work in "lesson study" teams to deepen their knowledge of curriculum content and strengthen instruction, including the implementation of SFA Reading & Writing, SWUN Math, and ePathways/eMindset (eModel) outcomes within a MTSS. All teachers will attend a mandatory 10 days of professional development during the summer and during the regular school year, at a minimum. This is aligned closely with the Charter School's ILT.

The ILT at TJS is a representative problem-solving body - comprised of the Principal, Assistant Principal/Dean, Assessment/MTSS Coordinator, EL Coordinator/ELPAC Site Coordinator, Special Education Lead, and PLC leads for ELA, math, science, social studies, and ePathways—that meet at least twice monthly to steer teaching and learning. The ILT translates charter/LCAP goals into concrete instructional priorities; publishes and monitors the assessment calendar; reviews progress-to-targets using dashboards (MAP growth, CAASPP/CAST claims, ELPAC levels/reclassification, SFA reading growth, SWUN unit proficiency, and related attendance/behavior risk indicators); and coordinates Tier 1–3 supports within MTSS. It plans and sequences professional learning and coaching cycles, leads rubric calibration and test-security readiness (including accommodations/designated supports), aligns pacing guides and common assessments, and checks equity by student subgroup. The ILT also integrates stakeholder input from ELAC and the AAPAC, prepares succinct updates for families and board dashboards, and runs a repeating six-week improvement cycle in sync with PLC data cycles (problem of practice → action steps → evidence check). Agendas, minutes, and action items (owner/deadline/status) are documented each meeting, and ILT effectiveness is reviewed each trimester based on implementation evidence and student growth.

Teachers will meet with the REAL Journey Academies instructional support staff, Chief Executive Officer, Superintendent, Chief Operations Officer, and the Principal on a regular basis to:

- Share teacher concerns
- Communicate teacher requests
- Articulate program progress and effectiveness
- Assess overall student progress, achievement, and needs
- Discuss concerns regarding individual student progress and needs

The Charter School administrators and the Board of Directors will, at all times, honor and respect the teacher's voice and welcome teacher input. Teachers will support and advise one another in the spirit of collegiality, on an ongoing basis, including through participation on the ILT and by serving as liaisons to family advisory bodies such as ELAC and the AAPAC.

PLCs at TJS are grade-level and content-area teams that meet weekly, aligned to the

Charter School's assessment calendar, to ensure high levels of learning for every student through collective inquiry and action. PLCs unpack priority standards and success criteria, design and refine common formative assessments, analyze student work and results from MAP, CAASPP/CAST, ELPAC, SFA, and SWUN, and identify students needing intervention or extension within MTSS. Teams plan targeted re-teaching, flexible regrouping, and enrichment, calibrate scoring with shared rubrics and anchor work, and track impact using short, measurable commitments each cycle. Each PLC maintains norms, agendas, and minutes; a designated lead coordinates with the Assessment/MTSS and EL coordinators to align instruction, accommodations, and reclassification considerations. PLC findings feed the Instructional Leadership Team to inform professional development, pacing adjustments, resource allocation, and family communications, and PLC effectiveness is reviewed each trimester using participation evidence and student growth metrics. The PLC serves to also feed issues and advise school administration through the ILT.

Student Involvement

TJS believes that the involvement of students will result in an increased sense of connectedness to the Charter School community and instructional program, increased feelings of self-worth, and increased student achievement. Student involvement will be ensured in the following manner: students at TJS will elect a student body president who will serve on the School Site Advisory Council. For secondary grades, TJS will operate an entrepreneurial leadership group ("ELG") with officers aligned in a business organization / corporate structure; the President of the ELG (9–12) will serve as a student member on the School Site Advisory Council. Students also make regular presentations to the REAL Journey Academies Board of Directors. In this manner, the student ELG President will represent the voice of the students and support communications between the students and the School Site Advisory Council and REAL Journey Academies Board, and vice versa. A teacher will serve as advisor and mentor to the ELG. Students plan and implement student activities, fundraising events, and community service projects. Students shall be encouraged at all times to communicate freely and openly with the administrators, teachers and staff regarding concerns related to situations, conditions, or the overall Charter School program. Students will take an active role in articulating their needs and preferences related to the instructional program.

Board Qualifications

Board member qualifications are included in the REAL Journey Bylaws in the appendices.

Selection/Election Process

Board member selection and election process is included in the REAL Journey Bylaws in the appendices.

Professional Development

All current and new Board members will be provided with ongoing training to ensure that they have the necessary information and capacity to be effective (for example, General Board Operations, Brown Act, and legal requirements). Yearly retreats are scheduled as needed.

The Charter School Board of Directors will attend an in-service for the purposes of training individual

board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act. All Board members shall receive two hours of ethics training by January 1, 2026 and at least once every two years thereafter consistent with the requirements of AB 2158.

Roles and Responsibilities

The Board of Directors for TJS will meet regularly, in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of TJS, including but not limited to the following:

- Upholding the mission and vision of the Charter School
- Overseeing the implementation of the charter
- Providing notice and holding meetings in compliance with the Brown Act, and responding to requests under the CPRA
- Creating external or subcommittees as needed, including but not limited to a nominating committee and an audit committee
- Ensuring compliance with applicable law, including adoption of a Conflict-of-Interest Code and compliance with Government Code Section 1090 and the Political Reform Act (Form 700 filings)
- Monitoring the Charter School's fiscal practices
- Approving and monitoring service contracts with outside service providers, aligned to Board Policy
- Fiscal services managed internally with annual independent audits
- Actively pursue fundraising on an ongoing basis, with the objective of raising operating and capital funds
- Solicit and receive grants and donations consistent with the mission of TJS.
- Hiring, supervising, evaluating, disciplining, and dismissing the CEO
- Approving and monitoring management of school liabilities, insurance, health, safety, and risk-related matters, including ensuring adoption and annual review of the Comprehensive School Safety Plan
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Regularly review both student and staff performance based on reports and evaluations
- Involving parents and the community in school-related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Strategic planning
- Approve the school calendar and schedule of Board meetings
- Review requests for out-of-state or overnight field trips
- Participate in the dispute resolution procedure and complaint procedures when necessary (including Uniform Complaint Procedures and Title IX)
- Approve charter amendments as necessary and submit material revisions as necessary for district consideration
- Approve submittal of new charter petitions
- Approve annual fiscal audit and performance report
- Conduct an annual meeting at the end of each fiscal year

- Appoint an administrative panel or act as a hearing body and act on recommended student expulsions
- Adopt an independent study policy for students who will miss school for an extended period
- The ethnic and cultural diversity of the communities served by TJS shall be reflected and honored in all the activities of the Board and its committees.
- Adopt, annually review, and approve the LCAP and budget following a noticed public hearing

The Board of Directors may initiate and carry on any program or activity or may otherwise act in a manner that is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Meetings

All meeting agendas will be posted at the Charter School and published on the Charter School website as required by the Brown Act, including posting at least 72 hours before a regular meeting and 24 hours before a special meeting; emergency meetings will follow Government Code Section 54956.5. Agendas will include an opportunity for public comment before or during consideration of each agenda item. Teleconference equipment will be provided at each school site across REAL Journey Academies to give all stakeholders the ability to speak to the Board if they cannot attend the physical board meeting. In addition, board meetings will be held in accessible facilities consistent with the ADA. Closed sessions, if any, will be convened only as permitted by the Brown Act, with required reporting out.

Authorizer Charter Policies

TJS will comply with RCOE's policies related to charter schools, as they may change from time to time.

Responding to Inquiries

TJS shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records from RCOE and shall consult with RCOE regarding any inquiries. TJS acknowledges that it is subject to audit by its authorizer including, without limitation, an audit by RCOE.

Notifications

Notification is to be made to RCOE of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by TJS.

Audit and Inspection of Records

TJS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- TJS is subject to oversight by RCOE
- RCOE's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- RCOE may act to revoke this charter pursuant to the requirements of Education

Code and attendant regulation, including but not limited to notification to the charter of the alleged violation(s) and reasonable opportunity to remedy the violation(s), unless RCOE determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, according to the requirements of Education Code.

- Accordingly, RCOE hereby reserves the right, pursuant to its oversight responsibility, to audit TJS's books, records, data, processes, and procedures. The audit may include, but is not limited to, the following areas:
 - Compliance with terms and conditions prescribed in the charter petition.
 - Internal controls, both financial and operational in nature
 - The accuracy, recording and/or reporting of school financial information.
 - The Charter School's debt structure
 - Governance policies, procedures, and history
 - The recording and reporting of attendance data
 - The Charter School's enrollment process
 - Compliance with safety plans and procedures
 - Compliance with applicable grant requirements

TJS shall cooperate fully with such audits and will make available all records necessary for the performance of the audit upon 30 days' written notice. When 30 days' notice may defeat the purpose of the audit, such as for audits in response to emergency conditions or allegations of waste, fraud, or abuse, RCOE may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse related to TJS operations is received by RCOE, TJS shall be expected to cooperate with any investigation undertaken by RCOE and/or appropriate local, county, or state agency.

School Site Advisory Council

The School Site Advisory Council is a representative body comprised of elected or volunteer members who represent parents, students, faculty, staff, and the local community consistent with composition requirements to the extent applicable to charter schools (e.g., principal or designee; classroom teachers and other staff; and an equal number of parent/community members, and for secondary programs, student members) .

The School Site Advisory Council will work with school leadership to discuss, develop, review, and evaluate school improvement programs and school budgets; where applicable (e.g., for federal program planning), the SSAC will support development, review, and approve the LCAP. The members of the Council are elected by their peers. For example, parents elect the parent representatives and teachers elect teachers; and, in secondary grades, students elect student representatives.

Over the course of a year, a typical SSAC objective might consider certain goals of the Charter School and then work with Charter School leadership to evaluate the Charter School's progress toward those goals. In this evaluation, the SSAC might consider Charter School test scores, attendance and discipline records, parent surveys, and input from students, and will receive required reports aligned to the LCAP priorities.

The SSAC may also create plans for improvement in certain academic or operational areas of the school. Plans might involve a new academic program or staff member or parent outreach strategy. For example, a SSAC objective might be to help raise or redirect funds to develop a new math program, while another objective might work toward hiring a reading specialist. Yet another Council objective might aim to hire an additional teacher to reduce class sizes in a grade or a parent liaison to get more parents involved at the school.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” Education Code Section 47605(c)(5)(E).

Introduction and Assurances

TJS is committed to recruiting and hiring a community of professionals who are dedicated to the best-practice education of all students. Regardless of their role in the Charter School, every person hired by TJS will actively help to promote the curricular philosophy, instructional program, and the Charter School community’s guiding principles.

TJS makes the following assurances regarding employee qualifications:

- Teachers shall hold the appropriate California Commission on Teacher Credentialing certificate, permit, or other document authorizing service for their assignment, as required by Education Code Section 47605(l) and applicable CTC regulations; teachers serving English learners shall hold the appropriate EL authorization (e.g., CLAD/CTEL).
- TJS teachers will meet Education Code Section 47605(l) credentialing requirements; paraprofessionals working in Title I programs will meet applicable qualifications under the ESSA and California Department of Education guidance..
- TJS will not discriminate against or harass any employee based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, immigration status (as applicable by law), age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, military and veteran status, or any other characteristic protected by state or federal law.
- TJS is a school of choice, and no employee will be forced to work at TJS.
- TJS will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.
- All employees shall be fingerprinted and receive a background clearance in accordance with Education Code Section 44237 prior to commencing employment, and shall complete a tuberculosis risk assessment and, if indicated, examination, consistent with Education Code Section 49406.
- TJS will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

To best meet families’ needs and the Charter School’s mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff are expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

Staff Recruitment and Selection

All staff will be selected through a posted application and interview process managed by the RJA Director of Human Resources. Candidates who wish to apply for a position will be

required to submit a resumé and an employment application. The Principal, supported by the hiring committee, will interview candidates and make recommendations for hire to RJA Human Resources, who manage all other aspects of the recruitment and onboarding process. As previously mentioned above, the Principal, based on recommendations from the committee, will ultimately hold the Charter School's recommendation for hiring all instructional staff. The Principal will create a committee and will receive recommendations from such a committee on candidates best suited for the Charter School based on qualifications. Selection will be based on the demonstrated ability to perform required job duties and knowledge of the program and/or other related curriculum or program that involves the development of the whole child. Candidates who are offered employment will receive written notice from TJS of the job offer through the REAL Journey Academies HR Department. TJS will require candidates to accept job offers in writing. The CEO will have final approval over all hiring of certificated staff.

Classified and/or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual agreement. The CEO will have final approval over all hiring of classified staff.

When there is a vacancy in the instructional staff, the Principal will establish an ad hoc Hiring Committee that will:

- Be trained by the REAL Journey Academies HR department regarding interview protocols
- Interview candidates following a standard protocol
- Select "best-fit" candidates for the position to recommend to the Principal
- The CEO, or their designee, will approve all hiring recommendations

Teacher Residency Program

The REAL Journey Academies—University of Redlands Teacher Residency is in its fourth year for 2025-26. The program pairs School of Education residents with expert mentor teachers across RJA campuses for a full academic year of side-by-side, clinically rich practice while residents complete credential coursework (and, where applicable, a master's degree). Residents gradually assume lead teaching through a clear release-of-responsibility model, receive intensive coaching tied to the California Standards for the Teaching Profession, and complete their California Teaching Performance Assessment ("CalTPA") with university and site support.

Residents receive a living stipend during the residency year from REAL Journey Academies. In return, each resident commits to two additional years of contracted teaching at an RJA school - including TJS - contingent on successful completion of credential requirements and performance expectations. The residency thus functions as a high-quality pipeline that reduces reliance on short-term permits, stabilizes staffing, and accelerates first-year effectiveness.

Preparation is tailored to the eModel so residents can step directly into TJS classrooms. Training emphasizes PLC data cycles; MTSS with progress monitoring; standards-based grading; and adoption-specific routines for Success for All Reading & Writing and SWUN Math. Residents learn to integrate eMindset competencies and ePathways outcomes into daily instruction and projects, design and score Presentations of Learning and exhibitions (including venture pitch events), and use MAP/CAASPP/ELPAC evidence to drive

regrouping, intervention, and family communication. They also receive practical preparation in classroom culture and restorative practices, test administration and accommodations, and collaboration with EL, special education, and work-based learning teams.

Key benefits include: a full-year co-teaching experience with a vetted mentor; embedded coaching and seminar alignment so theory and practice reinforce each other; structured CalTPA preparation; a living-stipend year that makes residency accessible; priority hiring and supported induction during the two-year service commitment; and a mission-aligned pathway that grows diverse, locally rooted teachers who are ready on day one to deliver the eModel.

Employee Evaluation

All staff will be assessed through a three-part process that includes observations, evaluation rubrics, and interviews. A 360-degree evaluation process will be used as appropriate. TJS's evaluation system aligns teacher evaluations to the CSTP and principal evaluations to the CPSEL; new administrators' growth goals also reference the California Administrator Performance Expectations ("CAPE")

All teachers will be evaluated based on the following:

- Deliver a quality, enriched, and powerful curriculum that is aligned to State Standards and the mission and vision that leads to improvement of student learning, as evidenced by CSTP-aligned practice (e.g., engaging and supporting all students; creating/maintaining effective learning environments; understanding/organizing subject matter; planning instruction; assessing for learning; and developing as a professional educator).
- Effective teaching practice and performance of job duties as assigned, observed through multiple measures (classroom observations, artifacts, student work, and professional responsibilities) calibrated to the CSTP.
- Provide continual assessment of student progress and use that information to evaluate classroom performance toward meeting the needs of every student, integrating formative/interim/summative evidence (e.g., MAP, CAASPP/CAST/ELPAC, SFA, SWUN, CTE & eModel) consistent with CSTP expectations for assessment and responsive instruction.
- Strive for continuous and open communication with Charter School staff, parents, and community members, and demonstrate ongoing professional growth per CSTP "Developing as a Professional Educator."

The Principal will be evaluated based on the following:

- Development and guidance of the academic program to achieve high academic success, aligned to CPSEL domains for Instructional Leadership and Vision of Learning (setting a shared vision; leading teaching and learning; monitoring impact).
- Development and maintenance of parent involvement.

- Maintenance and oversight of education-related budget and sound budget.
- Development and maintenance of a positive school culture grounded in equity, ethics, and professional norms, consistent with CPSEL “Ethics and Professional Norms” and “Meaningful Engagement of Staff.”
- New/early-career administrators will additionally set growth goals with reference to CAPE domains; evidence may include CalAPA-style artifacts where applicable to professional learning.

The CEO will be evaluated on the following:

- Achievement of the mission and vision of the Charter School.
- Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising.
- Maintenance and oversight of fiscal activities and sound budget.

All other staff will be evaluated on:

- Performance of daily tasks included in their job description.
- Striving for continuous and open communication with school staff, parents, and community members.

Appropriate records of credentials held by TJS teachers and supporting documentation will be monitored and maintained by the Charter School administration / REAL Journey Academies Human Resources. Credentials will be monitored annually in compliance with state and federal law. The Charter School will maintain current copies of all teacher credentials, and they will be readily available for inspection. TJS will take all steps necessary to minimize the use of teachers holding emergency permits, including posting and interviewing for job openings as early as possible and recruiting faculty from accredited teacher credentialing programs. Evaluators will be trained and calibrated to the CSTP/CPSEL frameworks; evaluation timelines, feedback cycles, and improvement plans will be communicated annually and aligned to applicable authorizer requirements and Board policy.

Employee Qualifications for Key Positions and Minimal Job Descriptions

All employees of TJS must have potential or demonstrate effectiveness in working with students and parents from diverse backgrounds. checks (DOJ/FBI Live Scan) and a tuberculosis (“TB”) risk assessment and, if indicated, examination are required of all employees.

CEO

At minimum, the Chief Executive Officer must:

- Hold an advanced degree beyond a bachelor’s degree (a doctorate preferred). Have extensive experience in executive leadership within K–12 education or a comparable nonprofit/public sector organization.
- Demonstrate a record of successful fiscal, organizational, and instructional leadership.
- Have experience working with diverse student populations and communities.
- Understand California charter law, authorizer relations, governance, and compliance frameworks.

- Exhibit knowledge of strategic planning, multi-site operations, and educational accountability systems.

The Chief Executive Officer will:

- Serve as the ultimate authority for the organization, reporting directly to the Board of Directors.
- Ensure that the Charter Management Organization fulfills its mission, vision, and strategic priorities.
- Oversee all departments and executive staff, including the Superintendent, Chief Financial Officer, and Chief Operating Officer.
- fiscal integrity, long-range financial planning, and the annual budget process in collaboration with the Board.
- Maintain strong relationships with authorizing agencies, local and state education offices, and key community partners.
- Ensure compliance with all charter, legal, and regulatory requirements.
- regularly to the Board on academic, operational, and financial performance.
- Represent the organization publicly as its chief spokesperson and advocate.

Superintendent

At minimum, the Superintendent must:

- Hold an advanced degree beyond a bachelor's degree (Administrative Services Credential preferred).
- demonstrated success as a school or district-level leader.
- deep knowledge of instructional leadership, assessment systems, and educational accountability.
- Have experience working with students of diverse backgrounds and socioeconomic status.
- Understand California assessment/accountability (CAASPP/CAST/ELPAC), MTSS, and standards-based grading; experience with SFA Reading, SWUN Math, and ePathways/eMindset preferred.

The Superintendent will:

- Report directly to the Chief Executive Officer and serve as the senior leader responsible for all school-site operations.
- direct supervision, coaching, and evaluation of Principals and site administrators.
- Ensure that each school meets measurable pupil outcomes and maintains a rigorous program of teaching and learning.
- Monitor curriculum fidelity, instructional quality, and intervention systems across schools.
- professional development, teacher induction, and leadership pipeline programs.
- Coordinate compliance for all instructional programs, including special education and English learner services.
- the Instructional Leadership Team and ensure alignment between organizational goals and school-site implementation.
- Ensure safety, discipline, and student support systems are consistent with restorative practices and MTSS.
- Represent the CEO in educational matters and serve as liaison between the central office and school leaders.

Principal

At minimum, the Principal must:

- Hold an advanced degree beyond a bachelor's degree or be actively pursuing one (a California Administrative Services Credential is strongly preferred (not required for charter administrators)).
- Have demonstrated leadership in curriculum design and implementation.
- Have worked with students of diverse backgrounds and socioeconomic status.
- Teaching experience strongly preferred.
- Understand California assessment/accountability (CAASPP/CAST/ELPAC), MTSS, and standards-based grading; experience with SFA Reading, SWUN Math, and ePathways/eMindset preferred.

The Principal will:

- Be a member of the Instructional Leadership Team. The Principal will be responsible for the instructional program of the Charter School.
- Evaluate instructional staff effectiveness.
- Ensure that all measurable pupil outcomes (as outlined in this charter) are met.
- Provide opportunities for staff development and professional growth.
- Oversee induction of new teaching staff.
- Discipline students along with teachers using progressive, restorative practice.
- Supervise WASC as appropriate.
- Supervise special education staff and ensure compliance with IDEA/Section 504.
- Chair or co-chair the ILT; facilitate PLC/data cycles and publish the assessment calendar.
- Serve as site administrator for mandated programs, test security, and safety plans.

Teachers

At minimum, a Teacher at TJS will:

- Hold a bachelor's degree.
- Hold a valid Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment
- Meet subject-matter competence consistent with current CTC options (e.g., approved subject-matter program, CSET/approved exam, relevant major or qualifying coursework/units, or other CTC-recognized pathway).
- Meet subject-matter competence consistent with current CTC options (e.g., approved subject-matter program, CSET/approved exam, relevant major or qualifying coursework/units, or other CTC-recognized pathway).
- Have worked with students of diverse backgrounds and socioeconomic status.
- Hold appropriate authorizations for the assignment (e.g., English Learner authorization such as CLAD/CTEL; special education credentials for Education Specialists).

Bilingual authorization (BCLAD) preferred where applicable.

Teachers will:

- Provide a quality, enriching State Standards-aligned curriculum.

- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the changing needs of students.
- Provide an effective classroom environment that reflects and facilitates the academic program.
- Continue to work on professional growth.
- Provide for open communication with all members of the school community.
- Be a participating member of the PLC.
- Adhere to all Charter School policies as established by governing councils, including the Board.
- Implement SFA Reading & Writing (TK-8), SWUN Math (TK-8), standards-based grading, and MTSS intervention/extension.

Classroom Teaching Aides / Paraprofessionals

At minimum, a teaching aide / paraprofessional will:

- Hold an associate's degree or have completed two years of or meet a qualifying local assessment consistent with Title I requirements, if applicable.
- Have experience or demonstrate potential in working with students of diverse backgrounds and socioeconomic status.

Teaching Aides will:

- Assist the classroom teaching in providing a quality, enriching curriculum
- Assist the classroom teacher in monitoring the continual assessment of student progress and maintain records
- Assist the classroom teacher in documenting the evaluation of classroom performance to meet the changing needs of students
- Assist the classroom teaching in providing an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Provide for open communication with all members of the school community
- Adhere to all school policies as established by governing Board.
- Support small-group instruction, progress monitoring, and accommodations per IEP/504/EL plan.

After-school Tutor

At minimum, an after-school tutor must:

- Have experience or demonstrate potential in working with students of diverse backgrounds and socioeconomic status.

Tutors will:

- Work with teachers and teaching aides to develop intervention plans for students who are struggling academically.
- Work directly with students.
- Assist teachers and teaching aides to provide direct instructional strategies to students who are struggling academically.
- Provide for open communication with all members of the school community.

Office Personnel

At minimum, office personnel must:

- Have some experience with office technical procedures or a desire and willingness to learn.
- Have experience or demonstrate potential in working with students and parents of diverse backgrounds and socioeconomic status.

Office personnel will:

- Implement policies and procedures to ensure the smooth operation of the office including attendance reporting and records compliance (FERPA, CalPADS submissions as assigned).
- Maintain student records current.
- Work in collaboration with teaching staff and maintain an accurate and up-to-date internal assessment tracking system.
- Provide for open communication with all members of the school community.
- Perform specific duties as described by the established job descriptions.
- Support enrollment/registration, mandated notifications, and school safety procedures

Additional staff positions will be created and refined as program needs evolve and will include clearly stated qualifications consistent with California law and Board policy.

Credentials and Credential Monitoring

TJS will conform to the legal requirements that all Charter School teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. This documentation will be monitored by the REAL Journey Academies' Human Resources Department, school administrator, and appropriate designees. The Charter School Principal or designee will ensure that assignments are authorized by CTC documents and that teachers serving English learners hold an appropriate EL authorization (e.g., CLAD/CTEL); under ESSA, the former "Highly Qualified" requirement was eliminated and replaced with state certification and licensure requirements. Credential/ permit/waiver copies will be maintained on file by RJA Human Resources with site copies readily available for inspection.

TJS may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support and will work under the immediate supervision of appropriately credentialed teachers.

Each student will be assigned to a "teacher of record," who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the Charter School's operational policies. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student

work assignments without the approval of the “teacher of record.”

All non-instructional (to include classified employees) staff will possess experience and expertise appropriate to their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies. A description of work year, salaries, release time, and paid non-work days will be developed and provided to individuals interested in applying for non-instructional staff positions during the recruitment process and once again during “new employee orientation” once a staff member has been hired. All personnel policies will be enumerated in the Charter School's employee handbook, which will be forwarded to RCOE once completed.

Minimizing Use of Teachers Holding Emergency Permits

TJS will take a very aggressive proactive approach to teacher recruitment to hire appropriately credentialed teachers of highly qualified teachers to minimize use of teachers emergency or waiver documents (e.g., Short-Term Staff Permits (STSP), Provisional Internship Permits (PIP), and Variable Term Waivers). Intern credentials issued through Commission-approved programs may be used when appropriate, with required mentoring and support; emergency or waiver documents will be used only as a last resort and in full compliance with Commission on Teacher Credentialing (CTC) requirements holding Internship Credentials. This will be accomplished through an ongoing recruitment process including career fairs, traditional and online marketing, and employee referrals led by REAL Journey Academies (RJA) Human Resources, with early posting of vacancies, university partnerships, residencies/student teaching pipelines, and subject-matter exam/coursework support. TJS/RJA will also monitor assignments via CalSAAS and correct any misassignments promptly.

Compliance guardrails. Where an emergency or waiver document is unavoidable, TJS/RJA will document diligent recruiting, meet all CTC filing criteria, and limit use to the shortest allowable period (e.g., STSP nonrenewable; PIP generally renewable one time only; Variable Term Waiver by Commission action). TJS acknowledges that charter teachers must hold the document required for the certificated assignment (Ed. Code §47605(l)); legacy flexibility ended July 1, 2025 (Ed. Code §47605.4).

TJS believes that professional development is the cornerstone for educational equity and academic achievement for all students. All professional development opportunities are designed to be in alignment with research-based guidelines and the California Standards for the Teaching Profession (CSTP) and California Professional Standards for Educational Leaders (CPSEL). At TJS, putting professional development at the center of the school culture will be essential in developing a learning community for students, teachers, and administrators. Professional development will be designed and delivered in response to specific teacher and student needs determined from data analysis. Professional development spans a broad range of job-embedded learning opportunities such as co-planning, observing, and co-teaching model lessons; interactive application-based workshops; and analysis of student work. The following principles will guide all professional development opportunities:

- Instructional change is a long multistage process.
- Shared expertise is the driver of instructional change.

- A focus on system-wide and classroom-specific improvement.
- Clear expectations and responsibility for achieving them are shared by all.
- Environment of collegiality, which results in learning for all.
- Respect and care for the students and the adults working to meet their needs.
- Focus on content and instruction. (Elmore, 1997).
- Alignment to adoption fidelity for Success for All (SFA) Reading & Writing and SWUN Math, with PLC data cycles and MTSS intervention/extension.
- Credential support (induction, EL authorization, and subject-matter competency pathways) to reduce reliance on emergency documents.

Teachers will have reasonable teaching schedules with adequate preparation time and ample opportunity in the schedule to collaborate with colleagues on academic ideas or strategies for working with students. This schedule is in addition to having weekly professional learning communities and over two weeks of training.

Recruitment & retention pipeline (to minimize emergency documents): RJA HR and TJS leadership will (a) recruit 6–9 months ahead of each school year; (b) offer clinical residencies and student-teaching placements that convert to hires; (c) provide exam prep and fee support for CSET/CTEL where needed; (d) ensure timely induction enrollment for preliminary credential holders; and (e) prioritize bilingual/EL-authorized candidates to meet program needs and avoid misassignment.

Note: Emergency/waiver usage, if any, will be reported to the Board and authorizer as part of annual credential monitoring updates, with a corrective action plan to transition each assignment to fully authorized status.

Topics for Professional Development include:

- Integrating California Common Core Content Standards with current pacing guides and the instructional program
- Integrating Entrepreneurship Skills in every lesson
- Establishing a Positive Behavior System throughout the school
- Differentiating with California standards and UDL/ELD Common Core Standards
- SFA implementation (placement, regrouping, cycle assessments) and SWUN Math unit/spiral routines
- Standards-based grading, assessment literacy, and use of MAP/CAASPP/ELPAC data
- Test administration, security, and accommodations/designated supports

Ongoing Best Practices for instruction and assessment will be examined and integrated into professional development as teachers present successful practices they have used in their own classrooms.

Racial and Ethnic Balance

Staff racial and ethnic balance will comply with federal and California law, including Title VI and Title VII of the Civil Rights Act, Education Code §§200–220, Government Code §11135 and the Fair Employment and Housing Act (FEHA). TJS/REAL Journey Academies (RJA) is an equal

opportunity employer, consistent with California Constitution, art. I, §31 (Proposition 209), the school does not grant preferential treatment based on race, sex, color, ethnicity, or national origin in public employment. TJS will not identify, assign, or designate any teacher as intended for students of a particular race, color, or national origin, and expressly prohibits segregated staffing or assignments.

Within these legal parameters, TJS/RJA will implement race-neutral, inclusive recruitment and retention practices designed to attract and keep a highly qualified workforce that—to the extent practicable—reflects the diversity of the student body and surrounding community. Practices include:

- Broad, open job postings and outreach (university partnerships, teacher residencies, community organizations, and professional associations, including HBCU/HSI/MSI pipelines), with accessible applications.
- Structured selection processes (rubric-based screening, standardized interview questions, diverse hiring committees, and anti-bias/EEO training) to ensure fair, job-related decisions.
- Support and development strategies (mentoring, induction, leadership pathways, and culturally responsive/UDL professional learning) to improve retention.
- Voluntary, confidential self-identification of demographic data for aggregate EEO reporting; privacy is protected, and disclosure is not required.
- Annual aggregate review by RJA Human Resources of workforce demographics compared to local labor market benchmarks, with updates to the Board and opportunities for stakeholder input through ELAC and AAPAC.

These actions advance inclusive excellence while ensuring full compliance with all nondiscrimination, anti-harassment, and equal employment opportunity requirements.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to [Education Code] Section 47606.3.” Education Code Section 47605(c)(5)(F).

To provide safety for all students and staff, TJS and the REAJ Journey Academies Board of Directors have adopted and implemented full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts; and, consistent with applicable federal, state, and local laws. These policies include, but will not be limited to:

- A policy requiring that instructional and administrative staff receive training in emergency response once per year, including appropriate “first responder” training or its equivalent.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes, with safety drills conducted consistent with Education Code requirements and local public-safety guidance.
- Policies relating to preventing contact with blood-borne pathogens and other communicable diseases (Cal/OSHA Exposure Control Plan; CDPH guidance).
- Policies relating to the administration of prescription drugs and other medicines, emergency medications as authorized by law (e.g., epinephrine auto-injectors, naloxone) and student self-carry where permitted.
- A policy establishing that the Charter School functions as a drug-free workplace.
- A policy mandating that all employees working with students who are minors are subject to fingerprinting and criminal record summary , with subsequent arrest notification; all employees also complete TB risk assessment/ exam.
- A policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws, including mandated reporter training and reporting.
- A policy establishing the Charter School as a zero-tolerance zone for sexual harassment for all employees, students, and parents.
- .
- Student health requirements (immunizations per Health & Safety Code Section 120325 et seq.; health records privacy under FERPA and applicable state law).

These policies and procedures are available to RCOE upon request.

TJS is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. TJS will ensure the safety of all students and staff by complying with all RCOE policies applicable to charter schools, as well as all state and federal laws.

These procedures are incorporated into the Charter School's handbooks and will be reviewed on an ongoing basis by the Board and the Charter School's insurance carrier. A current Comprehensive School Safety Plan has been developed, and copies will be maintained and distributed to all staff; the plan will be reviewed and updated annually, with required components and coordination with local law enforcement and first responders. Insurance carrier and/or consultants will train staff annually on the safety procedures adopted in the plan, with training records maintained.

Facilities Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. TJS will test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills monthly and in conjunction with the District and/or RCOE.

Procedures for Background Checks

Employees and contractors of TJS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. TJS will not hire any individual, in either a certificated or classified position, who has been convicted of a violent or serious felony pursuant to Education Code Sections 44830.1 and 41522.1. The Human Resources Coordinator shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis.

Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. background checks via Live Scan before starting work; reprints/name checks will be handled per DOJ guidance when prints are rejected. The Board Chair shall monitor the fingerprinting and background clearance of the CEO. Volunteers who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and received background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

TJS will provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

All employees are mandated child abuse reporters and will follow all applicable reporting laws.

Immunizations and TB Risk Assessment and Examination

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Employees, and volunteers who have frequent or prolong contact with students, will be assessed and examined (if necessary) TB before commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Medication in School

TJS will adhere to Education Code Section 49423 regarding administration of medication in school.

TJS will implement state authorizations for emergency medications, including:

- Stock epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law , with annual volunteer solicitations and training that meet state minimum standards in accordance with Education Code Section 49414.
- Stock albuterol inhalers for respiratory distress, to be used by the nurse or trained volunteers if provided and comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Emergency Preparedness

TJS will develop, adopt, annually review/approve, and publish emergency policies and procedures that will be contained in a Comprehensive School Safety Plan, and outlined in the TJS handbook. These policies will include, but not be limited to: fire, flood, earthquake hazardous materials/air quality, lockdown/shelter-in-place/secure campus, and threat assessment. The CSSP will be updated and adopted by March 1 each year and developed in consultation with local law enforcement, fire, and emergency management partners; the plan and related safety materials will be available for public inspection, terrorist threats, and hostage situations.

TJS will develop a policy requiring that instructional and administrative staff receive training in

emergency response, including appropriate "first responder" training or its equivalent (Incident Command System roles, plain-language alerts, evacuation, lockdown/shelter-in-place, reunification, and drill procedures), consistent with California's Standardized Emergency Management System (SEMS), NIMS, and ICS guidance. Training and drill records will be maintained.

Fire Drills

Fire drills will be conducted in accordance with California law: at least once every school month at the elementary level; at least four times per school year at the intermediate level; **and not less than twice per school year at the secondary level**. Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel, and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

Disaster Drills

Disaster drills will be conducted periodically, including at least annual earthquake drills and additional exercises as described in the CSSPat least once every two months. Students will be taught the "duck and cover" routine. A disaster drill commencing with the "duck and cover" routine will be initiated by an announcement over the intercom. Staff and students will hear "This is an emergency drill. Duck and cover." During the "duck and cover" routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement on the intercom, or a visible signal from the administrative staff.

In the case of an earthquake, everyone must engage in the "duck and cover" routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, counsel staff of potential dangers, and give further directions or orders. Teachers and students

will remain in their classrooms until instructions are received for an “all clear” or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Shelter-in-place, lockdown, and secure-campus protocols will follow plain-language prompts and trauma-informed best practices, in consultation with local public-safety agencies.

Teachers will stay with their classes for the duration of the emergency. As applicable under California Government Code Sections 3100–3109, public employees are designated Disaster Service Workers (DSW) and may have duties assigned during emergencies; charter staff will follow Board policy regarding the loyalty oath/DSW acknowledgments. Staff **MUST** remain until released by the Incident Commander, or designee. *In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.*

Bomb Threats / Suspicious Packages

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police/law enforcement using 911.

Based on the information at hand, the administrative staff will make a decision, based on law enforcement guidance and in consultation with the RJA Director of Safety whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, telephone company, and parents. Staff and students should not handle or move suspicious items; only trained responders conduct searches/clearances.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities only as directed by law enforcement.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose following the site Incident Command System (ICS) roles and the Comprehensive School Safety Plan. Before leaving the room, teachers will make sure they

have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas and outdoor facilities will be searched by staff members designated by the administration.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel / Incident Command, and the Search & Rescue team will be deployed per plan, and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, Staff remain on duty and follow ICS assignments until formally released by Incident Command or public safety authorities. All school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. TJS will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor or administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which TJS is responsible, the employee will bring it to the attention of their supervisor or administration immediately. CEO will arrange for the correction of any unsafe condition or concealed danger immediately and will contact staff of the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported for workers' compensation and OSHA recordkeeping as applicable; serious injuries, illness, or fatalities will be reported to Cal/OSHA within required timelines.

On a periodic basis, the TJS RJA Board may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as

strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated. TJS staff will participate in required emergency drills (fire, earthquake/drop-cover-hold on, lockdown/shelter-in-place) and assigned ICS roles (e.g., Operations, Planning, Logistics, Finance/Administration) consistent with SEMS/NIMS

Blood-Borne Pathogens

TJS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the work place. The TJS Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

TJS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, national origin, nationality, ancestry, ethnic group identification, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, gender, gender identity, gender expression, genetic information, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other characteristic protected by federal, state, local law, ordinance or regulation. TJS maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to- student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

Drug Free/Alcohol-Free/Smoke Free Environment

TJS will function as a drug-free, alcohol-free, smoke-free environment

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall always stock the Charter School's restrooms with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than

one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

- n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY ACT

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive

complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 7: STUDENT POPULATION BALANCE

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code Section 47605(c)(5)(G).

Community Outreach Plan

TJS will strive to achieve a balance of racial and ethnic pupils, special education pupils, English learner pupils, including redesignated fluent English proficient pupils that is reflective of the general population residing within the territorial jurisdiction of the District. To that end, TJS will engage in a yearly self-evaluation process to ensure that the Charter School is closely mirroring the demographics of the District so that adjustments can be made accordingly.

TJS will use a variety of free and volunteer strategies to communicate with local and hard-to-reach families, organizations, and community leaders with the goal of achieving a student population balance reflective of the general population residing within the territorial jurisdiction of the District using:

Flyers

We will create flyers in English and Spanish, given the demographics in surrounding community, outlining our mission and vision for the school and the community and providing invitations to community meetings.

Electronic Media

We will utilize a website and social media to provide information about the school's instructional model, student registration, upcoming meetings, board members, potential job openings, and will include contact information. All information on the website will be provided in Spanish as well with additional translations as required by law and feasible by need. In addition, TJS will use targeted digital outreach (e.g., Google Search/Display, YouTube, Facebook/Instagram, and other platforms) to reach families in our enrollment zip codes. Campaigns will be race-neutral, and criteria will focus on geography, grade level/age ranges, language preferences, and interest-based signals relevant to schooling; creators will be accessible, multilingual, and link directly to enrollment pages and information-session RSVPs. TJS will maintain platform compliance, protect user privacy, and publish open-enrollment windows and lottery deadlines prominently in all ads.

Community Meetings

TJS will hold community meetings open to the public, to inform and equip families to decide about enrolling their children in TJS. At each meeting, a TJS representative will collect interested family information including name, address, telephone number, and email address for future communications about student matriculation and other activities TJS will

comply with all laws related to nondiscrimination, tuition, and admission criteria. TJS is committed to admitting all pupils who wish to attend, regardless of prior academic experiences.

Student Population Balance Reflective of the District

TJS will extend its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of the District or of the community in which it is located. We will annually review enrollment compared to district/community benchmarks (race/ethnicity, EL, socio-economically disadvantaged, foster youth, students with disabilities) and adjust race-neutral outreach accordingly.

Public School Choice

The District and TJS are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“PSC”) placement with charter schools is an alternative strongly encouraged by the Every Student Succeeds Act of 2015 (“ESSA”). The TJS agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of District students at the school. TJS and the authorizer may collaborate on lawful transfer/enrollment options available under state and federal law (e.g., intra/interdistrict transfers, district open enrollment processes).

Students admitted to TJS through any lawful transfer option retain the right to remain enrolled through the terminal grade of the charter, subject to continued residency/transfer rules and applicable law. Transportation, if any, will follow authorizer/district policy and funding availability. As required under ESSA, all PSC students attending TJS shall have the right to continue attending TJS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to TJS shall end in the event the PSC student’s resident District school exits Program Improvement status.

TJS will ensure that all its PSC transfer students are treated in the same manner as other students attending the school. PSC Transfer students are and will be eligible for all applicable instructional and extracurricular activities at the school. TJS will make reasonable efforts to invite and encourage the participation of the parents of PSC transfer students in the activities and meetings at the school.

Eligibility for any transfer options is determined by the authorizer/district pursuant to its policies and applicable statutes; TJS will coordinate capacity planning annually. Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s PSC process, guidelines, policies, and the requirements of ESSA. In the event demand for places at TJS under the PSC program increases in subsequent years, TJS agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

ELEMENT 8: ADMISSION REQUIREMENTS

*“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).”
Education Code Section 47605(c)(5)(H).*

Assurances

- TJS will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code Section 47605(e)(2)(A).
- TJS will enroll all pupils who wish to attend to the extent that space allows.
- TJS will be nonsectarian in its programs, admission policies, and all other operations, and will neither charge tuition nor discriminate against any student based upon the characteristics listed in Section 220.
- TJS will adhere to all state and federal laws regarding the minimum and maximum age of students for public school attendance in charter schools. Admission eligibility will not be determined by the place of residence of a pupil or their parent or legal guardian within the state.
- TJS will make every effort, through extensive outreach efforts, to attract underserved populations and match the demographics of the District.
- TJS will immediately enroll students experiencing homelessness and foster youth consistent with McKinney-Vento and applicable Education Code; lack of records will not be a barrier to enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the

requirements of Section 47605(e)(4), and make this notice available to parents.

Admission Process

Admission Phases

TJS will utilize an admission process that is split up into four phases:

1. *Prior to Public Random Drawing (“lottery”)*
2. *Lottery / Public Random Drawing*
3. *After Lottery*
4. *Offer of Enrollment*

Prior to Lottery

Beginning on dates published annually (typically January–February) (exact dates established in the summer prior to the current school year), families interested in enrolling their child into TJS will complete an application/intent-to-enroll and turn them in to the Charter School office. These dates will be widely publicized at the Charter School, in the neighboring communities, on the website, and via social media. Applications will require only basic information including parent name, student name, student grade, and contact information. When *forms* are turned in, they will be timestamped and logged into an “intent to enroll” folder in chronological order. A copy of the form, with a “space request number” written on it, will be given to the parent to serve as proof of submission. All students who complete and submit application forms to the Charter School office prior to the lottery cut-off date will be entered into the lottery. If the number of spaces available exceeds the number of application forms, then no lottery will be held.

Lottery / Public Random Drawing

Assurances:

- The process will be public, transparent, and fair
- Parents will be notified of lottery date and location prior to lottery/public random drawing (notice posted at least 30 days in advance; virtual access provided when feasible)
- The lottery will be held in a public space large enough to accommodate all interested
- An uninterested party will conduct the lottery
- Parents do not have to be present to participate.
- The lottery will be conducted in a forum open to the public; all interested parties will be welcome to attend. Any weightings or lottery preferences will be clearly explained in handouts to interested parties.
- Parents of all students entered into the lottery will be notified of their status within 10 business days.

If the number of pupils who wish to attend TJS exceeds the Charter School's capacity, attendance shall be determined by a lottery. The following students will be exempt from the lottery: (1) Current students enrolled in the Charter School and (2) Siblings of students admitted to or attending the Charter School. Admission preference in the case of a public random drawing shall be given to the following students in the following order:

- (a) Siblings of students admitted to or attending the Charter School are exempt;
- (b) Pupils who reside within the District; and
- (c) Children of TJS employees (capped per Board policy).

The Charter School and RCOE agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The date of the lottery will be widely announced throughout the Charter School community, the community at large, and via website and social media channels. Before the day of the lottery, families who have submitted application forms will be notified by mail, email, or by phone, of the date and rules of the public lottery.

The RJA Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

After the Lottery

Students submitting application forms after the lottery cut-off date will be placed on a waiting list behind those students who submitted prior to lottery cut-off date but were not selected in the lottery. Application forms will be accepted through the end of the next school year. Any application forms received after the open application deadline shall be either a) held in abeyance for a subsequent lottery, as needed, or b) if applying for admission in a grade that is not yet at capacity, the student will be automatically admitted; or c) if applying for a grade that is at capacity but which does not yet have a waitlist will be placed in the first position on a waitlist for that grade. If/when a space becomes available, the next student on the waitlist will be offered enrollment. Waitlists are maintained for the current school year only and are reset annually; families may reapply during the next open-enrollment window. TJS will make reasonable, documented efforts (e.g., phone/email/text) to contact families and will provide a clear response window before moving to the next name.

Offer of Enrollment

Once a student is offered enrollment to TJS, either as a lottery pick or as the next student listed on the waitlist, the Charter School will contact the student's family to confirm that they are choosing to enroll in the Charter School. The student will be given a deadline in which to submit

the full application to the Charter School office (date determined prior to the first day of school). This process will be followed both prior to and after the school year starts. Students experiencing homelessness and foster youth will be enrolled immediately; required records may follow.

Completing the Application

The enrollment application includes the following elements:

- Parent attendance at a school orientation meeting (optional)
- Completion of a student admission application
- Parent/Student receipt acknowledging receipt and understanding of Parent-Student Handbook
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Proof of Residency (only to establish lawful preferences or attendance eligibility; not required to submit an application)
- Disclosure that TJS does not collect Social Security numbers and does not require immigration documentation.
- Information on McKinney-Vento rights, foster youth rights, and translation/ADA accommodations.¹

Waitlist

A waitlist folder will be maintained in a secure location in the Charter School office / SIS. The waitlist will consist of all timely applications not offered a seat during the lottery.. The waitlist will be available for inspection by RCOE upon request and will be used solely to fill openings for the current school year. A new waitlist will be started each January as new application forms are submitted for the next school year. Waitlists will not be carried over from year to year.

All applications received after the lottery deadline will be held until after the lottery is complete (if a lottery is required) and after the waitlist is exhausted (if there is one). If an open seat is available, the seat will be filled using a random public drawing of applications received after the deadline. The Charter School will set dates for such random public drawings at such intervals as are reasonable to timely process applications.

Lottery rules, preferences, and timelines will be published annually; the randomization method and results will be documented; and admission records will be retained consistent with law and authorizer policy.

¹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT 9: INDEPENDENT ANNUAL FINANCIAL AUDIT

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code Section 47605(c)(5)(I).

Annual Independent Audit

TJS will be an independent, directly funded charter school operating in the District and under the oversight of RCOE. Each year, the Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the Charter School's financial affairs. The independent audit will be conducted by an accountant certified by the State of California with knowledge of school budget and accounting procedures, selected annually from the State Controller's list of approved K–12/charter auditor. The audit will be conducted according to GAAP, generally accepted accounting procedures, the Charter School K-12 Audit Guide regulations, and the applicable provisions within the California Code of Regulations to verify the accuracy of the Charter School's financial statements, attendance, and enrollment accounting procedures, and review the Charter School's internal controls.

On a daily basis, a system of internal controls will be instituted and maintained by the Charter School CEO and the REAL Journey Academies finance team. The RJA finance team maintains a financial system for managing all Standardized Account Code Structure compliant financial records. Segregation of duties (initiation, approval, custody, and recording), dual-signature thresholds, purchase order controls, and monthly bank/credit-card reconciliations are performed by qualified finance staff with appropriate Certified Public Accountant oversight in compliance with GAAP. The Charter School will be using a SIS (currently PowerSchool) compliant with CALPADS for attendance tracking. To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. The Charter School's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the independent auditor will be submitted to RCOE, the County Superintendent of Schools, the State Controller, CDE within four months following the close of the fiscal year. TJS agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The annual audit will be completed and submitted to RCOE, the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15th. TJS will provide interim financial data required by RCOE to fulfill its obligation to RCOE and state.

The auditor will be engaged annually by Board action upon audit committee recommendation; the engagement letter will define scope, timeline, independence, and reporting deliverables. This expense has been accounted for in the Charter School's budget, which is included in the Appendices to this petition.

Audit Exceptions and Deficiencies to be Resolved

The Charter School's audit committee will review any audit exceptions or deficiencies and report to the TJS Board with recommendations on how to resolve them. The CEO will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies. Audit exceptions must be resolved to the satisfaction of RCOE. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and RCOE. All audit exceptions and deficiencies will be resolved as determined by the state law. TJS, with the support of REAL Journey Academies, will develop a written corrective action plan ("CAP") specifying responsible parties, milestones, and due dates, and will report CAP status to the Board and authorizer until fully implemented. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified to meet the auditor's specifications, and such modifications will be sent to the RCOE Superintendent within three months of the auditor's report, or sooner if required by the finding.

TJS will provide RCOE with the final audit results within 60 days of completion of the audit report. TJS will utilize attendance accounting procedures that will satisfy requirements for the RCOE and CDE.

Reports to District

TJS will submit the following reports to the County Superintendent of Schools pursuant to Education Code 47604.33:

- Provisional Budget.
- Final Budget.
- First Interim Projections.
- Second Interim Projections.
- Unaudited Actuals.
- Classification Report.
- Statistical Report.

In addition:

- P1
 - P2
 - A yearly attendance report will be submitted.
 - First 20 days of instructional actual enrollment by grade level—October (for new charter schools, only).
- Other financial information needed by RCOE to assess the fiscal condition of the Charter School, including any AB 1505/authorizer-required disclosures.

Oversight

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent-free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

TJS will maintain Board-adopted fiscal policies (cash management, reserves, investments, conflict of interest, credit-card and travel, gifts, and procurement), comply with GASB pronouncements, and maintain minimum reserves consistent with Board policy and authorizer requirements.

Board-Adopted Fiscal Policies (Baseline)

The RJA Board has adopted and annually review a comprehensive fiscal policy suite, including: cash management and minimum reserve targets; procurement thresholds (informal/formal bids) with federal overlay; conflict of interest; credit card and travel; purchase order controls; approval authority matrix; banking controls; gifts/grants/restricted fund management; capitalization & depreciation thresholds; asset tagging and inventory cycle; and related-party disclosure procedures. RJA Board Policies align with GAAP, GASB, and authorizer requirements.

Attendance & Data Quality

The School will maintain a CALPADS/SIS data quality plan with pre-audit reconciliations for P-1, P-2, and Annual attendance, including independent review of ADA calculations and supporting documentation (e.g., contemporaneous attendance records, bell schedules, calendars). For Independent Study, the School will maintain a separate compliance section covering master agreements, synchronous instruction requirements, tiered reengagement, work product, teacher-pupil ratios, and funding determinations, and will conduct an internal IS compliance review prior to audit fieldwork.

Grant Compliance

For grants, the School will track award conditions, budget amendments, draw down documentation, and performance reports.

Student Body / Auxiliary Funds (Activity Fund)

As the school expands to grades TK-12 from TK-6, and Activity Fund will be utilized. Funds are held in a separate bank account with dual-signature controls, pre-numbered receipts, monthly reconciliations, and an Activity Fund Handbook governing fundraising, disbursements, and inventories. The RJA Business Office will conduct an annual internal review and provide results to the Board.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”
Education Code Section 47605(c)(5)(I).

School Climate and Student Discipline System

To ensure high expectations of student conduct, TJS will have five behavioral expectations (enumerated below) and implements a MTSS grounded in Positive Behavioral Interventions and Supports (PBIS), alternatives to suspension, and restorative practices. Consistent with California

law, TJS emphasizes prevention, early intervention, and other means of correction before suspension, and prohibits suspension or expulsion for “willful defiance” (e.g., refusal to follow directions or classroom disruption) in all grades; expulsion for “willful defiance” is prohibited.

TJS believes that primary prevention of behavioral issues must be the responsibility of the teacher in order to keep students in their learning environment. Administrators will support teachers in positive behavior reinforcement management through professional development in classroom management techniques, the principles of PBIS, and ongoing behavioral support throughout the year, including culturally responsive practices, de-escalation, and restorative justice practices.

The five expectations for student conduct are:

1. “I will do nothing to harm myself or others.”
2. “I am responsible for my own behavior.”
3. “We are a community of scholars and will work together.”
4. “I take pride in myself and in my work.”
5. “I will leave it better than I found it.”

These strategies complement schoolwide PBIS expectations, restorative conversations/conferencing, and tiered supports (e.g., Check-In/Check-Out, behavior contracts, and small-group social-emotional skill building).

All teachers will be trained in PBIS, supported by Love and Logic. Specifically, all teachers are expected to follow the research-proven principles, which are:

- When students feel respected, appreciated, and even loved by their teachers, they are far more motivated and cause far fewer problems.
- Students are far calmer and more motivated when their teachers allow them to make choices and solve their own problems within limits.
- Successful educators focus most of their energy on simple tools for preventing misbehavior or keeping it small rather than trying to provide consequences for every problem.
- When consequences are necessary, effective educators provide them with sincere empathy or compassion.

Primary prevention is expected to be carried out in the classroom by the teacher through positive behavioral support, parent outreach, and respectful, related consequences. The second tier of intervention includes referring a student to the student support team and a meeting with the family to discuss age-appropriate interventions and supports, including possible in-class supports, mentoring, restorative processes, and—in limited, legally permitted cases—short-term in-school or out-of-school suspension after other means of correction have been attempted or documented as inappropriate. If the student progresses through the first two tiers of interventions and consistently persists in posing a danger to him/herself or others, and/or substantially disrupts the educational process for other students, TJS may consider additional Tier 3 supports and, where legally authorized, initiate suspension/expulsion procedures consistent with due process, disability protections, and Education Code grounds (detailed below). Placement changes, if any, will comply with state and federal law.

There are consequences for not adhering to behavioral standards; when faced with such issues, and teachers, the administration, learners, and families work together to make decisions that are in the best interest of the child, and prevent, whenever possible, the child being removed from the learning environment. While TJS publishes behavior expectations and sample responses, below are the principles TJS administrators, teachers, and staff will use when dealing with problem situations that allow for flexibility for individuals and varying situations. At all times, TJS will strive to keep students enrolled, engaged, and actively invested in their education even when discipline is warranted.

- We will react without anger or haste to problem situations.
- We will provide respectful, related, tiered consequences* that are not punitive in intention but allow the learner to experience the results of a poor choice.
- We will proceed in all situations with the best interest of the learner, foremost in mind.
- We will guide learners toward personal responsibility and the decision-making skills they will need to function in the real world.
- We will arrange consequences in problem situations in such a way that the child will not be humiliated and/or demeaned.
- Consequences will be designed to fit the problems of individual learners, and they may be different even when problems appear to be the same.
- We will make every effort to ensure that learners involved understand why they are receiving consequences for their conduct.
- We will protect student rights and apply non-discriminatory practices; discipline will never include corporal punishment or informal removals that deny access to instruction without documentation and due process.

*Examples of respectful, related, and tiered consequences

- Verbal and/or written warnings in the classroom
- Loss of privileges
- Notices to parents/guardians by telephone or email
- SST meetings
- Positive behavior support contract
- Restorative conference/mediation; brief reflective break with re-entry plan
- In-school or out-of-school suspension (limited, legally authorized cases; due process required)Recommendation for expulsion (only on Education Code grounds, with due process described below)

A PD session at the beginning of the year will focus on alignment and norming of this behavioral system, and ongoing support from administration and counselors will be embedded throughout the year. Grade-level advisory teams will also develop lesson plans and activities that focus on character development and help students to understand TJS's approach to discipline. Staff will receive annual training on PBIS/restorative practices; legal updates (e.g., "willful defiance" prohibitions, alternative means of correction, documentation); and specialized guidance for students with disabilities (including manifestation determinations under IDEA/Section 504).

The Suspension and Expulsion Procedures have been established in order to promote

learning and protect the safety and wellbeing of all students at the Charter School. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and Procedures will be printed and distributed annually as part of the Parent-Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons, or to prevent damage to school property. The chart below will be reviewed once per year (at a minimum), and policies will be updated to reflect new additions and changes.

The Charter School administration shall ensure that students and their parents/guardians² are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to

The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided with a written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement.

Grounds for Suspension and Expulsion

The following grounds for suspension and expulsion have been established in order to promote learning and protect the safety and well-being of all students at TJS. When a student commits an act that constitutes grounds for suspension or expulsion, that student may be suspended or expelled from regular classroom instruction. TJS staff shall enforce disciplinary rules and procedures fairly and consistently among all students, apply "other means of correction" before suspension when required by law, and comply with the statutory limits on suspension/expulsion (see below).

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or attendance, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period (whether on or off the school campus); or during, going to, or coming from a school-sponsored activity.

<p>Students shall be suspended and must be recommended for expulsion (Mandatory)</p> <p>Act must be committed at school or school activity.</p> <p>Firearm Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained prior written permission to possess the item from a certificated employee, with concurrence by the Principal or designee. The student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.</p> <p>Brandished a knife at another person.</p> <p>Unlawfully sold a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq.</p> <p>Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.</p> <p>Possession of an explosive.</p>	<p>Students shall be suspended and shall recommend expulsion unless particular circumstances render inappropriate (expulsion expected)</p> <p>Act must be committed at school or school activity.</p> <p>An administrator shall recommend expulsion for the following violations unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> Caused serious physical injury to another person, except in self-defense. Possessed, sold, or otherwise furnished any knife, or other dangerous object of no reasonable use to the pupil unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with Principal or designee's concurrence. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance listed in the Health and Safety Section 11053, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure. Robbery or extortion. Assault or battery, or threat thereof, on a school employee. <p>(</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> Other means of correction are not feasible or have repeatedly failed to bring 	<p>Student may be immediately suspended and may be recommended for expulsion (Discretionary)</p> <p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> Caused, attempted to cause, or threatened to cause physical injury to another person. Willfully used force or violence upon another, except in self-defense. Unlawfully possessed, used, or was under the influence any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant. Committed robbery/extortion. Caused or attempted to cause damage to school or
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	<p>about proper conduct. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.</p>	<p>private property (includes electronic files/databases).</p> <p>g. Stole or attempted to steal school or private property (includes electronic files/databases).</p> <p>h. Possessed or used tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This policy does not prohibit the use of the student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.</p> <p>i. Committed an obscene act or engaged in habitual profanity or vulgarity.</p> <p>j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.</p> <p>k. Knowingly received stolen property, which includes but is not limited to, electronic files and databases.</p> <p>l. Possessed an imitation firearm i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.</p> <p>m. Committed sexual harassment, as defined in Education Code Section 212.5. This section shall apply to students in any of grades 4 to 12, inclusive.</p> <p>n. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school</p>
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		<p>disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against the student for being a witness.</p> <p>o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.</p> <p>p. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.</p> <p>q. Engaged in, or attempted to engage in hazing.</p> <p>r. Engaged in bullying, including cyberbullying/electronic acts.</p> <p>s. Caused, attempted to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 12, inclusive..</p> <p>t. Harassment, threats, or intimidation creating a hostile educational environment (grades 4–12; §48900.4).</p> <p>u. Made terroristic threats against school officials and/or school property.</p> <p>v. Intentionally harassed, threatened, or intimidated a student or group of students/creating intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.</p> <p>w. A pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code Section 31, may suffer suspension, but not expulsion. However, if</p>
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		<p>a student is adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to (a)-(b) above.</p> <p>x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
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The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an

explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

In-School Suspension

Occasionally, in-school suspension may be used as a form of a respectful, related consequence to behavior that is posing a serious disruption to the educational process. It is to be used as an alternative to out-of-school suspensions and to prevent a student from falling further behind in academics while remaining fully in the learning environment. When used, TJS will implement a supervised in-school suspension classroom staffed by qualified personnel, with continuous supervision and access to curriculum. During in-school suspensions, teachers provide the students with assignments to complete by the end of the day. In the event of academic struggles or questions, the personnel supervising the in-school suspension may contact the teachers or other support providers to aid the student. In addition to completing any assignments, students serving in-school suspension are also required to write a reflection that addresses the behavior that necessitated the in-school suspension and what they will do to avoid repeating the behavior in the future. A brief reentry conference with the student, the student’s parent/guardian, and Charter School staff will be held before the student returns to regular classes in order to establish a restorative reentry plan.

Parameters:

- In-school suspension is preferred over exclusion from school when legally permissible and after “other means of correction” have been considered.
- The student shall receive full day attendance credit, and the placement shall not exceed the time necessary to address the behavior.

In-school suspension will not be used in lieu of special education services, and days count toward suspension totals for IDEA/Section 504 analysis.

Out-of-School Suspension

To keep families informed and a part of the process, as well as to ensure that students have access to the educational program while suspended, TJS shall have the following procedures in place:

1. Informal Conference

Any suspension shall be preceded by a conference conducted by the Principal (or designee) with the student, and the student’s parent/guardian and, whenever practical, the

teacher, supervisor, or Charter School employee who referred the student to the Principal or designee. This conference shall be held within two (2) days of the alleged offense, unless the student waives this right or is physically unable to attend for any reason including, but not limited, incarceration or hospitalization. This conference may be omitted if the Principal determines the offense is serious enough to warrant an emergency situation that would involve a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian will be notified of the student's right to return to school for the purpose of a conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

2. *Notice to Parents*

As outlined above, parents/guardians will be included in any suspension process. At the time of suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian through written, phone-based, and in-person communication. The written notice will state the specific offense(s) committed by the student and outline the terms of the suspension (1, 3, or 5 days). Furthermore, the notice will state when the student may return to school following the suspension, and what actions they need to take in order to stay in touch with their teachers and complete any assignments.

3. *Length of Suspension*

The length of the suspension will be determined by the Principal (or designee) and be in proportion to the seriousness/severity of the offenses committed. This determination will be made by collection of witness statements, any physical evidence if applicable, and other relevant factors. The length of suspension for students may not exceed a period of five (5) consecutive school days per incident. Total days of suspension shall not exceed twenty (20) school days in a school year (unless the student enrolls mid-year with prior suspensions) or thirty (30) days for pupils transferring from another district; special-education day counts will be monitored for potential changes in placement. The student and the student's parent or guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing because (1) the student's presence will be disruptive to the education process; or (2) the student poses a continuing threat or danger to others. At the beginning of the suspension, the student's teachers will provide any assignments and written directions to the family so the student may complete any required work at home. Upon returning from suspension, the student will turn in said work to the teachers.

4. *Homework Assignments During Suspension*

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise

have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Additional safeguards and access to education:

- "Other means of correction" will be attempted and documented before suspension for non-serious offenses.
- Suspensions will not be imposed for truancy/tardiness/absences.
- Students with IEPs/504 Plans: TJS will track suspension days; if removals exceed ten (10) cumulative school days or form a pattern, the IEP/504 team will convene a manifestation determination and consider services/placement changes as required by IDEA/Section 504.
- A reentry meeting will occur after each suspension to review supports, update any Behavior Intervention Plan as needed, and restore relationships via restorative practices.
- Work provided during suspension will be equivalent in rigor; digital access or paper packets will be offered, and reasonable deadlines will be provided.

Suspended students will be responsible for all classroom assignments, projects, and so forth. Teachers will be required to provide the necessary resources during suspension either in hard or digital copy in order to ensure the student has access to the educational program during a suspension, and grading policies will ensure no academic penalty solely for lawful suspension status when work is timely made available and submitted.

Expulsion Procedures

Students recommended for expulsion after the Principal (or designee) conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family is entitled to a hearing. A recommendation for expulsion by the Principal (or designee) will be based on one or both of the following findings:

- Other means of conduct, support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. Students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing.

A student may be expelled by a panel (“Administrative Panel”) appointed by the CEO, or their designee, following a hearing conducted by a Hearing Panel. A Hearing Panel consist of at least three (3) members who do not know have an instructional or supervisory relationship to the student. The Administrative Panel shall make the determination regarding the expulsion of any student found to have committed an expellable offense, based on a recommendation of the Hearing Pannel, subject to appeal and review by the CEO.

Expulsion Procedures

A student up for expulsion, unless the student requests, in writing, one postponement of up to thirty (30) calendar days. The student shall be entitled to a hearing to determine whether the student should be expelled. An expulsion hearing shall be held within thirty (30) school days after the date the Principal determines that the student has committed any of the acts enumerated herein, unless the student requests, in writing, that the hearing be postponed. The student is entitled to at least one postponement of an expulsion hearing, for a period of not more than thirty (30) calendar days. Any additional postponement may be granted at the discretion of the Administrative Panel. The CEO, or designee, shall appoint an Administrative Panel to consider the recommendation for expulsion by the Hearing Panel. The hearing, before a Hearing Pannel, shall be held in a confidential setting (complying with FERPA). The “Hearing Panel” is comprised of three (3) certificated administrators/faculty from REAL Journey Academies or a school other than TJS. The “Administrative Panel” is comprised of C-level executives from REAL Journey Academies (Currently: Chief of Staff, Chief Business Officer, Chief Financial Officer, Chief Impact Officer, Chief Operations Officer and Superintendent).

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation.
4. Notification of the parent/guardian, or student’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student’s parent/guardian’s right to appear in person or to employ and be represented by counsel or by a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

If compliance by the Administrative Panel with the time requirements for the conducting of an expulsion hearing is impracticable during the regular school year, the Administrative Panel or designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five (5) school days. If compliance by the Hearing Panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as school days in meeting the time requirements. The days not counted as school days in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed twenty (20) schooldays, and unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than twenty (20) calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. TJS provide the victim with a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
4. The Hearing Panel may also arrange seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Panel may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, TJS must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The Hearing Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the hearing room during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided with notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence upon which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

Expulsion Decision

Within ten (10) school days after the conclusion of the hearing, the Hearing Panel shall prepare written findings of fact and a written recommendation whether to expel or not, which will be reviewed by the Administrative Panel as an appeal if requested by the parent/guardian within thirty (30) calendar days of issuance of the notice of expulsion,

If the Hearing Panel decides not to recommend expulsion, or the Administrative Panel ultimately decides on review not to expel, the student shall immediately be reinstated and permitted to return to their previous educational program.

Written Notice to Expel

The Administrative Panel designee, shall send written notice of the decision to expel, including the findings of fact, to the student and student's parent/guardian. This notice shall include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The parent/guardian shall have thirty (30) calendar days to appeal by requesting review by the CEO. If no appeal/review is requested, the expulsion becomes final on the eleventh (31st) day after notice was issued.

The Administrative Panel or designee shall send a copy of the written notice of the decision to expel to the student's district of residence, upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

DECISION OF THE PANEL & POST-DECISION ACTIONS

The final decision by the Administrative Panel will be made within ten (10) school days following the conclusion of the hearing. The Administrative Panel will make one of two determinations:

1. Uphold the expulsion. (with rehabilitation plan and readmission criteria); or,
2. Determine the expulsion was not warranted, overturn the recommendation, and order immediate reinstatement (records updated accordingly).

Following the hearing, the Administrative Panel (or designee) will send written findings of fact and the decision to the parent that contains the following information:

- The outcome of the hearing
- The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is upheld)
- Notification of the family's responsibility to inform any new district in which the student seeks to enroll of the student's status (if expulsion is upheld)
- Reinstatement eligibility review date (if expulsion is upheld)
- A copy of the rehabilitation plan (if expulsion is upheld)
- The type of educational placement during the period of expulsion (if expulsion is upheld)

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence. TJS will work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation & Readmission or Admission of Previously Expelled Student

Students who are expelled from the Charter School may be given a rehabilitation plan upon expulsion as developed by the Administrative Panel, or their designee, at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the CEO or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Probation (Suspension of Enforcement of Expulsion)

The Administrative Panel, upon issuing an expulsion decision, may suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing, and may, as a condition of the suspension of enforcement, assign the student to a school, class, or program that is deemed appropriate for the rehabilitation of the student. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent or guardian in their child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the CEO's or designee's determination as to whether the student has satisfactorily completed the rehabilitation program.

The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Education Code section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

During the period of the suspension of the expulsion order, the student is deemed to be on probationary status.

The CEO or designee may revoke the suspension of an expulsion order if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing pupil conduct. If the CEO or designee revokes the suspension of an

expulsion order, the student may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a student, the CEO or designee shall reinstate the student in the Charter School and may also order the expungement of any or all records of the expulsion proceedings consistent with statute.

The decision of the CEO to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the CEO of TJS.

Appeals

If a student is expelled from TJS, the student or the student's parent or guardian may, within thirty (30) calendar days following the decision of the Administrative Panel to expel, file an appeal to the CEO. The review/appeal is not a second hearing. Rather, the CEO appeal is a review for procedural error, and whether the evidence supports the expulsion.

The CEO shall consider an appeal of an expulsion order in closed session based on the written record, unless the student requests, in writing, at least five (5) days prior to the date set for CEO consideration, that the appeal be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the CEO shall be required to honor the request. Whether the hearing is conducted in closed or public session, the CEO may meet in closed session for the purpose of deliberation.

The CEO shall render a decision promptly after consideration.

The period within which an appeal is to be filed shall be determined from the date the Hearing Panel issues its recommendation for expulsion. A student who fails to appeal the original action of the Administrative Panel within the prescribed time may not subsequently appeal a decision of the CEO to revoke probation and impose the original order of expulsion.

The Board shall adopt rules and regulations establishing procedures for expulsion appeals. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a review date, the furnishing of notice to the student and the Administrative Panel regarding the appeal, the furnishing of a copy of the expulsion hearing record to the CEO, procedures for the conduct of the appeal, and the preservation of the record of the appeal.

Record on Appeal

The student may request a copy of the hearing record (recording and/or transcript if created) and exhibits from the Charter School; the Charter School will provide available records within a reasonable time.

The CEO shall determine the appeal from a student expulsion upon the record of the hearing before the Hearing Panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the Hearing Panel may be heard unless a *de novo* proceeding is granted as provided herein.

It shall be the responsibility of the student to submit a written transcription for review by the CEO. If transcription costs apply, the Charter School's appeal rules will provide for fee waivers based on demonstrated financial hardship and reimbursement if the CEO reverses the expulsion. All expulsion records are student education records protected by FERPA and applicable state law; personally identifiable information will be disclosed only as permitted by law.

STANDARD OF REVIEW

The review by the CEO shall be limited to the following questions:

- (1) Whether the Administrative Panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing consistent with due process.
- (3) Whether there was a prejudicial abuse of discretion.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Hearing Panel.

As used herein, a proceeding "without or in excess of jurisdiction" includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an "abuse of discretion" is established in any of the following situations:

- (1) If school officials have not met the procedural requirements of this article.
- (2) If the decision to expel a student is not supported by the findings prescribed herein as grounds for expulsion.
- (3) If the findings are not supported by the evidence.

The CEO may not reverse the decision of the Administrative Panel to expel a student based upon a finding of an abuse of discretion unless the CEO also determines that the abuse of discretion was prejudicial.

Decision on Appeal

The decision of the CEO shall be limited as follows:

1. If the CEO finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded, it may do either of the following:
 - A. Remand the matter to the Administrative Panel for reconsideration and may in addition order the student reinstated pending the reconsideration.
 - B. Grant a limited *de novo proceeding* upon reasonable notice thereof to the student and to the Administrative Panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.
2. If the CEO determines that the decision of the Administrative Panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the CEO shall remand the matter to the administrative panel for adoption of the required findings. Any further action must comply with required notice and due-process procedures.

3. In all other cases, the CEO shall enter an order either affirming or reversing the decision of the Administrative Panel. In any case in which the CEO enters a decision reversing the decision of the Administrative Panel, the CEO may direct the Administrative Panel to expunge the record of the student and the records of the Charter School of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the CEO shall be final and binding—there is no further appeal. The student and the Administrative Panel shall be notified of the appeal decision of the CEO, in writing, either by personal service or by certified mail. The decision shall become final when rendered.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students with disabilities suspended for more than ten (10) days in a school year shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum, although in another setting (which would constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violations so that it does not recur. These services may be provided in an interim alternative educational setting. When removals total more than ten (10) school days in a school year—either in a single consecutive removal or a pattern of removals that constitutes a change of placement—TJS will provide services to enable participation in the general curriculum and progress toward IEP/504 goals, and will convene the required team meeting (see “Procedural Safeguards/Manifestation Determination”).

An IEP/504 team meeting (including a manifestation determination, when required) will occur within ten (10) school days of the decision to change placement due to discipline.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, TJS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

If TJS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If TJS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that TJS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and,
3. Return the child to the placement from which the child was removed, unless the parent and TJS agree to a change of placement as part of the modification of the behavioral intervention plan, except where an Interim Alternative Educational Setting (IAES) is permitted (see "Special Circumstances").

If TJS, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then TJS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or TJS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. TJS may also request an expedited hearing if it believes that maintaining the current placement is substantially likely to result in injury to the student or others.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or TJS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer, in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty- five school-day (45) time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and TJS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury

to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

TJS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal (or designee) may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function.
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal for more than ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. When a change of placement occurs, TJS will: (a) provide written notice of the decision; (b) conduct a manifestation determination within ten (10) school days; and, (c) ensure continued receipt of special education/related services and appropriate behavioral supports in the interim alternative education setting.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the TJS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if TJS had knowledge that the student was disabled before the behavior occurred.

TJS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to TJS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other TJS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special

Education and Support Services or to other Charter School supervisory personnel.

If TJS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If TJS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TJS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by TJS pending the results of the evaluation.

TJS shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Nondiscriminatory Harassment Policy

Statement of Policy

TJS is committed to providing all students a learning environment that is free of discrimination in accordance with applicable state and federal laws. This nondiscriminatory learning environment is for the benefit of all TJS students, and all students are expected to fully comply with this policy. Additionally, non-TJS students who have contact with any TJS students are expected to conduct themselves in accordance with this policy in any school or school-sponsored activity. Absolutely no one is authorized to engage in conduct prohibited by this policy. In keeping with this commitment to a nondiscriminatory learning environment, TJS maintains a strict policy prohibiting sexual harassment, discrimination or harassment based on race, ethnic group identification, color, actual or perceived sex, sexual orientation, gender, religion, national origin, ancestry, physical, or mental disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in accordance with applicable state and federal laws.

This policy prohibits all forms of discriminatory harassment through any means including nonverbal, verbal (including derogatory comments, slurs, propositions, teasing, jokes, or taunts), physical (including gestures, touching, obstructing, or otherwise interfering with a person's movement), or visual (including leering, cartoons, drawings, magazines, notes, letters, or posters). This includes electronic/online conduct (e.g., social media, texts, emails) that creates a hostile environment or substantially interferes with a student's participation in school or school-sponsored activities. This policy prohibits all conduct by which any student because of actual or perceived sex, age, race, ethnic group identification, religion, color, national origin, ancestry, physical disability, mental disability, actual or perceived sex, sexual orientation, gender, gender identity, gender expression or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics is subject to unwelcome, hostile, offensive, intimidating, oppressive, or otherwise interfering harassment in an educational setting. Moreover, students will not be excluded on the basis of the aforementioned protected bases from participation in or access to any educational program, guidance and counseling programs, testing procedures, curricular or extracurricular programs, including all sports and other activities; denied the benefits of participation, or subjected to harassment or other forms

of discrimination in such programs. Gender means sex and includes a person's gender identity and gender-related appearance and behavior whether stereotypically associated with the person's assigned sex at birth.

The RJA Board prohibits intimidation or harassment of any student by any employee, student, or other person at TJS or TJS sponsored activities. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities, or privileges. Reports will be addressed promptly with supportive measures, impartial inquiry, and appropriate corrective action. Retaliation is strictly prohibited.

Sexual Harassment

All of the foregoing applies to complaints of sexual harassment. For the purpose of clarification, prohibited sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature where such conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or creating an intimidating, hostile, or offensive educational environment; where submission to such conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress; where submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual; where submission to, or rejection of, such conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through TJS. TJS will follow Title IX grievance procedures, when applicable, and state law (Ed. Code Section 212.5) for student-on-student sexual harassment.

Examples of Prohibited Behavior

- Exposing genitals
- Shouting obscenities
- Mooning
- Streaking
- Leaving obscene messages on school computers or devices; sending sexual content via text/social media
- Whistling at other students and/or school employees
- Threatening rape
- Intentionally pressing or rubbing oneself sexually around another person
- Teasing other students and/or school employees about their sexual activity or body.
- Unwanted deliberate hugging, kissing, touching, patting, pinching, grabbing, leaning over, or cornering a student or school employee
- Flipping up skirts
- Pulling down someone's pants, shorts or skirt
- Bra, pants, shorts or skirt snapping
- Continual staring at a person's body
- Sexual or dirty jokes
- Actual or attempted rape or sexual assault
- Unwanted pressure for sexual favors or dates
- Making or mimicking sexual gestures with hands or through body movements

- Unwanted letters or materials of a sexual nature
- Kissing sounds, howling, and smacking lips
- Looking a person up and down
- Sexual rumors (including online/cyber)
- Comments about the body
- Violating personal space
- Pornographic pictures, posters, drawings, or stories
- Offensive displays of sex-related objects
- Offensive graffiti of a sexual nature, racial nature or of any discriminatory basis
- Holding a person against his or her will

Enforcement

Disciplinary action up to and including expulsion will be promptly taken against any student if it becomes known by school officials that such student has engaged in conduct prohibited by this policy. Corrective actions may also include education, restorative practices, and supportive measures for impacted students.

No Retaliation

No student, employee, or other individuals will be retaliated against, in any manner, for reporting conduct that they believe to be a violation of this policy, for participating in an investigation of a possible violation of this policy, or for using TJS's Uniform Complaint Procedures (UCP) or Title IX process. Retaliation concerns should be reported immediately and will be addressed promptly.

Complaints

Students who have been subjected to discriminatory harassment have an obligation to immediately report the incident or incidents to the principal or principal's designee or the TJS Title IX Coordinator. The complaint will be processed in accordance with the TJS Uniform Complaint Procedures (UCP) and, where applicable, Title IX grievance procedures. It is encouraged and recommended that students use the TJS Uniform Complaint Procedure; however, students may seek recourse by pursuing available remedies outside TJS. Anonymous reports will be accepted and investigated to the extent feasible. TJS will offer supportive measures regardless of whether a formal complaint is filed.

The TJS Title IX Coordinator will make available the specific rule and procedures for reporting charges of sexual harassment and for pursuing available remedies to any party that inquires. Contact information for the Title IX Coordinator will be published annually and posted prominently.

Notifications

Pursuant to Educational Code 231.5, a copy of this policy will be displayed in a prominent location in the main administrative building of TJS or other areas where notices regarding TJS rules, regulations, procedures, and standards of conduct are posted. Also, this policy will be a part of any orientation program conducted for new students each year, and included in the annual notice to parents/guardians. At the beginning of each school year, TJS's sexual harassment policy will be included in the notifications that are sent to parents/guardians and will be disseminated to each

staff member annually, at the beginning of the first quarter or semester of the school year, or at the time a new employee is hired. This policy will also appear in any school or RJA publication that sets forth the School's or RJA's comprehensive rules, regulations, procedures, and standards of conduct. Any teacher, counselor, or district employee who receives a sexual harassment incident report from any student or adult in the educational setting and/or if the alleged incident occurred on school property or school site, or at a school- related or sponsored activity, must report this information to the principal (or designee) or Title IX Coordinator. The principal (or designee) is required to submit a report to the Title IX Coordinator in order for the Coordinator to maintain a record of complaints. Records will be maintained consistent with FERPA and applicable state law.

Student Searches

To protect the health, safety, and welfare of students and staff, TJS may conduct searches and seize illegal, unsafe, or prohibited items in accordance with the U.S. Constitution, California law, and RJA Board policy.

When Searches are Permitted

- Individualized reasonable suspicion. School officials may search a student, the student's property, and school property under the student's control (e.g., lockers, desks, school-issued devices) when there are specific, articulable facts supporting a reasonable suspicion that the search will uncover evidence of a violation of law, Board policy, or school rules.
- Scope and manner. The scope of any search must be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and the nature of the suspected infraction (New Jersey v. T.L.O.). When practicable, searches are conducted by an administrator or designee, in the presence of another adult, and in a private setting.

Prohibited searches (Cal. Ed. Code §§ 49050–49052)

- Strip searches, body-cavity searches, and any search that requires removal of clothing to expose undergarments are prohibited by school employees.
- Students may be asked to remove outerwear (e.g., jacket, hat, shoes) and to empty pockets or open containers/bags but may not be required to remove primary garments.
- Searches should not be conducted in view of other students unless immediate safety requires otherwise.

School Property Inspections

Lockers, desks, and other school-owned spaces remain TJS property and may be inspected periodically to ensure safety and compliance. Students will be informed annually that such areas are subject to inspection with or without individualized suspicion and that they should have no expectation of privacy in school property assigned for their use.

Neutral, Suspicion-less Safety Screenings

TJS may conduct random, nondiscriminatory metal-detector screenings of students and visitors if implemented according to a neutral plan, with prior notice in the handbook and posted signage. If

a device alerts, minimally intrusive steps (e.g., re-screening, visual inspection of bags) may be used to locate the source of the alert.

Canine Detection

Nonintrusive canine detection may be used to sniff school property (lockers, common areas, unattended items). Dogs will not sniff a student's person. An alert on property can establish reasonable suspicion to search that property; opening a student's closed personal container still requires individualized reasonable suspicion.

Student Vehicles on School Grounds

Vehicles parked on school property are subject to search when there is reasonable suspicion they contain evidence of a violation. Parent/guardian notification will occur as soon as reasonably possible, consistent with safety.

Personal Electronic Devices

Searches of personal devices must be narrowly tailored to the suspected violation and limited in scope and duration. Content unrelated to the suspected violation should not be reviewed. Where feasible, obtain student/parent consent; involve law enforcement if criminal evidence beyond school discipline is suspected.

Seizure and Notification

Illegal, unsafe, or prohibited items found during a search will be seized, secured, and, when appropriate, turned over to law enforcement. A contemporaneous record of the basis for the search, scope, witnesses, items seized, and outcome will be made. Parents/guardians will be notified as soon as reasonably possible.

Students with Disabilities / Health Plans

Searches and responses must account for a student's disability, IEP/504 plan, or health plan. Any disciplinary action remains subject to the special procedures for students with disabilities (see Element 10).

Training and Complaints

Administrators and designated staff receive annual training on legal standards, cultural responsiveness, and documentation. Concerns about searches may be raised through the Uniform Complaint Procedures and, where applicable, Title IX/Section 504 processes.

ELEMENT 11: RETIREMENT COVERAGE

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”
Education Code Section 47605(c)(5)(K).

Retirement Program

TJS participates in the California State Teachers’ Retirement System (“CalSTRS”) for all eligible certificated employees. TJS will also make voluntary tax-deferred retirement options (e.g., 403(b) and/or 457(b)) available to eligible employees in accordance with IRS regulations. Classified employees will have social security and a 403(b) available to them. All withholdings from employees and the Charter School will be forwarded to the CalSTRS fund as required. TJS will submit all retirement data through Riverside County and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of CalSTRS. The CEO and/or finance department shall be solely responsible for ensuring that such retirement coverage is arranged and shall submit all required payroll deductions and related data to the appropriate retirement system(s) and reporting entity in compliance with Education Code Section 47611.3. TJS will comply with PEPR (Government Code Section 7522 et seq.) for “new members,” Social Security coordination rules (as applicable), and applicable financial reporting standards (e.g., GASB 68/75). The TJS Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Employee Benefits

Mandatory benefits such as worker’s compensation, unemployment insurance, Medicare, and Social Security contributions (as applicable by classification and plan election) will be provided by the Charter School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees. Eligibility, employer/employee contributions, and waiting periods will be defined in plan documents and the Employee Handbook.

Employee Code of Conduct

All employees of TJS will be expected to engage in a professional manner with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing TJS. Unprofessional behavior includes unlawful harassment including, but not limited to, jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws. Employees are also expected to follow all TJS/RJA policies (e.g., nondiscrimination/harassment, mandated reporting, technology use, confidentiality/FERPA, conflict of interest, and whistleblower protections).

Work Schedules

Work calendars, hours per week, sick time, and vacation time will be determined by individual employment contracts or work agreements. All staff members are expected to work closely together and with the administration to develop a supportive educational culture. Staff will be expected to attend meetings, in-service training, and similar events and functions in the interests of the school and its mission.

Additional changes or additions to the Employee Handbook (i.e., calendars, holidays, vacations, work day and year) will be reviewed from time to time and updated by the RJA administration and presented to the RJA Board for approval. TJS will comply with all the regulations pursuant to Labor Code Section 233 and other applicable wage-and-hour laws (e.g., meal/rest periods, overtime/exempt status, paid sick leave under Labor Code Section 246). Policy changes will be communicated in writing.

- If the Principal determines that an employee poses a threat to the health, safety, or welfare of the school or students, the employee will be removed from the campus immediately. Such actions will follow due process consistent with law and TJS/RJA policy.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code Section 47605(c)(5)(L).

Compliance

Pupils who reside within the District who choose not to attend TJS may attend school within the District according to District Policy or at another school district or school within the District through the District’s intra- and interdistrict transfer policies. No student may be required to attend TJS, as TJS is a school of choice.

Alternative schools for students living within the District are the same as those offered to all other students residing in the District. The parent or guardian of each student enrolled in the Charter School will be informed that the students have no right to admission in a school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the Charter School, except to the extent that such right is extended by the local educational agency.

Parent/Guardian Notice

At enrollment and annually, TJS will provide written notice (English/Spanish) that: (1) attendance at TJS is voluntary; (2) pupils may attend other public schools offered by their SDR, subject to that district’s policies; and (3) enrollment at TJS does not confer a right to admission to any specific district school or program beyond rights provided by law. This notice will appear in enrollment materials, the website, and the Parent-Student Handbook.

Withdrawal and Records

Families may withdraw from TJS at any time to enroll in another public school consistent with their SDR’s policies. TJS will promptly process withdrawals and transmit cumulative records to the receiving school pursuant to Education Code § 49068 and FERPA, coordinating with the SDR to minimize gaps in services.

Special Populations and Educational Rights

TJS will honor and inform families of educational rights for students experiencing homelessness (McKinney-Vento), foster youth (Ed. Code §§ 48850 et seq.), English Learners, and students with disabilities (IDEA/Section 504). TJS will coordinate with the appropriate district/SELPA and the RCOE, as applicable, to ensure comparable services during transitions.

Transportation

Transportation to alternative placements is not provided by TJS. Families may consult their SDR for transportation options; McKinney-Vento transportation supports may be available through the SDR where eligible.

Non-Discrimination and No “Counseling Out”

TJS will not discourage or prevent any pupil from enrolling or remaining enrolled based on academic performance, disability, EL status, foster/homeless status, race/ethnicity, nationality, sexual orientation,

gender identity/expression, or any other protected characteristic. Any recommendations regarding alternate placements follow the legally compliant procedures outlined in Element 10 and the school's nondiscrimination policies.

ELEMENT 13: RETURN RIGHTS OF EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605 (c)(5)(M).

TJS will hire staff based on an open process, and if hired, Charter School staff will enter into an “at-will” agreement with the Charter School. Any district employee who is offered employment and chooses to work at TJS is not an employee of that district while employed at TJS and will not be covered by that district’s collective bargaining agreement, although TJS may extend the same protections and benefits in individual employee contracts or in a TJS-specific independently negotiated collective bargaining agreements.

Any District employee who becomes an employee of TJS shall have no automatic rights of return to the District or accrue seniority or other district-specific employment benefits after employment by the Charter School except as allowed by the District through a leave of absence or other agreement. Employees should consult their employing school district regarding any available leave-of-absence or reemployment rights; any such rights are administered solely by that district, not by TJS or the District.

All employees will enter into an individual at-will agreement/contract at a salary level competitive to the market and comparable charter/public school salary schedules. The individual agreement will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. TJS employees are employees of TJS (or REAL Journey Academies, as applicable) and not of the RCOE or any school district.

Additional Clarifications

- Retirement Service Credit & Benefits: Movement from a school district to TJS does not, by itself, negate earned CalSTRS/CalPERS service credit; membership and service credit follow the member pursuant to CalSTRS/CalPERS rules. Plan coverage while at TJS is governed by Element 11.
- Grievances/Personnel Policies: While employed at TJS, employees are subject to TJS (and REAL Journey Academies, as applicable) personnel policies and complaint procedures—not those of any school district.
- Authorizer: TJS is authorized by the RCOE. RCOE is not the employer of TJS staff and has no obligation to provide employment rights or placement for TJS employees.

ELEMENT 14: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” Education Code Section 47605(c)(5)(N).

Disputes between TJS and RCOE

The Charter School and RCOE will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

1. If RCOE determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of TJS or RCOE’s oversight obligations, or a dispute otherwise arises between RCOE and TJS, the following procedures shall be followed to resolve the dispute: Should RCOE determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, RCOE will provide written notification of the violation or issue. The date that this notice is sent shall be the “Notice Date.” This notice will constitute the notice required under the provisions of Education Code 47607(g) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The RCOE representative at the meeting will be the Superintendent or the Superintendent’s designee, and the TJS representative will be the CEO or the CEO’s designee. If the dispute is not resolved at this meeting, the parties will proceed to Step 3.
3. RCOE shall send written notification to TJS summarizing the result of the meeting held pursuant to Step 2 and setting forth the violation or issue and demanding that it be cured. RCOE shall provide TJS a reasonable amount of time, not to exceed thirty (30) calendar days, or such longer period as is agreed to in writing between both parties, after the date such written notice is sent to cure the violation or issue. All periods of time from the Notice Date through the completion of this formal time given for cure (as well as any time during which any informal attempts at resolution are undertaken by the parties) shall constitute the reasonable cure period required by Education Code section 47607 prior to revocation of a charter. If the violation or issue is not cured within this time period, the parties will proceed to Step 4.
4. RCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code section 47607 or applicable law.

5. The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.
6. In the event of a dispute raised by TJS against RCOE over the terms of the Charter, TJS shall put the dispute in writing to the Superintendent or designee, and the RCOE Superintendent or designee shall meet with the Principal or Principal's designee to seek resolution within two weeks of receiving the written complaint. If the first meeting does not resolve the dispute, then a second meeting is held with more representatives from each party and/or a mutually agreed upon mediator and/or arbitrator (typically within 3-6 weeks from the date of Notice- or mutually agreed upon). However, mediation may commence with the agreement of both RCOE and TJS, with the costs of the mediator to be split by both parties. Nothing herein limits the chartering authority's statutory oversight authority under Education Code § 47604.32.

Should any section of this dispute resolution procedure come into conflict with District policies or procedures after the petition is approved, TJS is amenable to accommodating such changes through a mutually agreed upon Memorandum of Understanding.

The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by mail, two (2) business days after deposit in the U.S. Mail certified mail, return receipt requested; or (c) if by nationally recognized overnight courier, on the next business day after deposit.. All written notices shall be addressed as follows:

To Charter School:

The Journey School
REAL Journey Academies
Chief Executive Office
3333 Concourses St, Building 9
Ontario, CA 91764

To RCOE:

Riverside County Office of Education
Attn: County Superintendent (Charter Schools Oversight)
3939 13th Street
Riverside, CA 92501

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. RCOE shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15: CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code Section 47605(c)(5)(O).

Revocation Procedures

RCOE may revoke the charter of TJS if the Charter School commits a breach of any terms of its charter. Further, RCOE may revoke the charter if TJS commits a breach of any provision set forth in a policy related to charter schools adopted by the California Department of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, RCOE may revoke the charter of TJS on any of the following grounds:

- TJS committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- TJS failed to meet or pursue any of the pupil outcomes identified in the charter.
- TJS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- TJS violated any provisions of law.

Prior to revocation, and in accordance with Education Code section 47607(g), RCOE will notify TJS in writing of the specific violation, and give TJS a reasonable opportunity to cure the violation, unless RCOE determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Closing Procedures

The following procedures shall constitute the Charter School’s “Closure Protocol” and shall apply in the event TJS ceases to be a charter school or otherwise closes for any reason:

Any decision to close TJS as a charter school operating pursuant to this charter shall be documented by official action of the TJS Charter Governing Body (“Closure Action”). The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or nonrenewed, the TJS Governing Board votes to close TJS, or the Charter lapses. The CEO (or designee) is responsible for managing the closure process and may designate a “Closure Administrator.”

Mandatory Notifications

The TJS Governing Body/CEO will notify RCOE of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

The Charter School will promptly notify parents and students of the Charter School, RCOE, students' districts of residence, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

On closure, TJS shall remain solely responsible for all liabilities arising from the operation of the Charter School.

Academic & Compliance Reporting

The CEO is responsible for managing the closure process. TJS will ensure that all academic and compliance reporting will be completed prior to final closure. TJS will ensure that adequate funds are maintained in the budget for final audit and closure-related costs. TJS will ensure that any annual reports required pursuant to Education Code Section 47604.33 are completed and filed timely.

Student Transition & Records

TJS will ensure notification to the parents and students of TJS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided within ten (10) calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and completed coursework.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupil's districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, TJS will provide parents, students and the receiving school districts with copies of all appropriate student records within ten (10) calendar days from the determination of the Closure Action or within ten (10) days of the last student attendance day at TJS if TJS is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to their next school. All transfer of student records will be made in compliance with "FERPA. All student records of the Charter School shall be transferred to RCOE upon Charter School closure. If RCOE will not or cannot store the records, the Charter School shall work with RCOE to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in

accordance with applicable law.

Financial Closeout and Final Audit

As soon as is reasonably practical, TJS will prepare final financial records. TJS will also have an independent audit completed by an independent auditor on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six (6) months after closure. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School. Any liability or debt incurred by TJS shall be the responsibility of TJS and not the chartering authority. TJS understands and acknowledges that TJS will cover the outstanding debts or liabilities of TJS. Any unused monies at the time of the audit will be returned to the appropriate funding source. TJS understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the SELPA, as appropriate, and other categorical funds will be returned to the source of funds. TJS will also complete required year-end financial reports to CDE and the RCOE.

Staffing & Wind-Down

For six (6) calendar months from the later of the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers

The TJS Governing Board shall adopt a plan for wind-up of the Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code. TJS will timely issue final wage payments and accrued benefits, complete COBRA/Cal-COBRA notices, and finalize CalSTRS and payroll tax filings.

Additional Year-End Filings

In addition to the final audit, TJS shall also submit any required year-end financial reports to the California Department of Education and RCOE, in the form and timeframe required.

TJS is operated by nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its Bylaws. The corporation's Bylaws will address how assets are to be distributed at the closure of the corporation. The Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Survival of Obligations

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this charter, or any other act or event that would end TJS's right to operate as a charter school pursuant to this charter or cause TJS to cease operation. TJS and RCOE agree that, due to the nature of the property and activities that are the subject of this petition, RCOE and public shall suffer irreparable harm should TJS breach any obligation under this Closure Protocol. RCOE,

therefore, shall have the right to seek equitable relief to enforce any right arising under this Closure Protocol or any provision of this Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to RCOE. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Asset Disposition & Net Assets

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property the nonprofit. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of Section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from RCOE or RCOE property will be promptly returned upon Charter School closure to RCOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

Additional Provisions

Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the Charter School and upon the school district. (Education Code Section 47605(h)).

TJS is organized and operated by a California nonprofit public benefit corporation within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. Pursuant to Education Code Section 47604(d), an entity that grants a charter to be operated by or as a no-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. TJS shall work diligently to assist RCOE in meeting any and all oversight obligations under the law, including meetings, reporting, or other RCOE-requested protocol to ensure the RCOE shall not be liable for the operation of the TJS. Further, TJS and RCOE shall enter into a memorandum of understanding, wherein TJS shall indemnify RCOE for the actions of TJS under this charter.

The corporate bylaws of TJS shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and TJS will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. In the case of inconsistency between the bylaws and the charter the terms of the charter shall prevail. As stated above, insurance amounts will be determined by recommendation of RCOE and TJS's insurance company for schools of similar size, location, and student population. Authorizer shall be named an additional insured on the general liability insurance of TJS. The TJS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

TJS shall indemnify, defend, and hold harmless RCOE to the fullest extent permitted by law and in accordance with the terms of this charter and the MOU between RCOE and TJS. TJS shall work diligently to assist the RCOE in meeting any and all oversight obligations under the law, including periodic meetings, reporting, or other RCOE-requested protocol to ensure the RCOE shall not be liable for the operations of TJS. TJS and its employees will institute appropriate risk management practices and health and safety policies and practices.

Oversight

RCOE may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school's revenue, or RCOE may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent-free facilities from RCOE. Notwithstanding the foregoing, RCOE may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Insurance

TJS shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by RCOE's risk manager and as specified below. TJS's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end TJS's right to operate as a charter school pursuant to this

Charter or cause TJS to cease operations until TJS has fully complied with the Closure Protocol set forth in this Charter.

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

- COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include: coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.
- WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.
- PROPERTY insurance and/or coverage, which shall include: (a) Coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment, and supplies of TJS. If any Authorizer property is leased, rented or borrowed, it shall also be insured by TJS in the same manner as (a), (b), and (c) above.
- PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$3,000,000 per "claim" with an aggregate policy limit of \$3,000,000.
- GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall:

- (a) be endorsed to name RCOE and its governing Board of Directors, board members, officers, board-appointed groups, committees, boards, and any other board-appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns as additional insureds;
- (b) shall insure RCOE and RCOE personnel to the same extent as TJS; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by RCOE and/or by RCOE Personnel shall be in excess of TJS's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by TJS; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or nonrenewed, or materially changed for any reason, without thirty (30) days prior written notice thereof given by the insurer to RCOE by U.S. Mail,

certified, or by personal delivery. In addition to such notice provided to RCOE by the insurer, TJS shall also provide RCOE with thirty (30) days prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, nonrenewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, nonrenewed, or materially changed for any reason, TJS shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at RCOE option. The acceptance by RCOE of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of TJS or of any insurer or joint powers authority to RCOE.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against RCOE personnel are waived. TJS shall provide to RCOE duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by RCOE within thirty (30) days of the approval of this Charter and by July 1 of each year thereafter. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of TJS to defend, indemnify, and hold harmless RCOE and the RCOE personnel.

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

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims. Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the RCOE.

TJS shall promptly respond to all inquiries from the RCOE regarding any claims against TJS and/or any obligation of TJS under the foregoing provisions of this Charter.

Term of Charter:

The term of this Charter shall be for five (5) academic years, July 1, 2026, through and including June 30, 2031.

Submittal of Documents, Reports, and Information:

TJS shall submit all documents, reports, and information to RCOE required by law, including but not limited to, all reports required pursuant to Education Code section 47604.33.

On or before May 1 of each year, TJS shall submit to RCOE an approved school calendar establishing that TJS is complying with the required minimum number of school days and an approved bell scheduled to establish the number of instructional minutes being offered.

If a student who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves the Charter School without graduating or completing the school year for any reason, TJS shall notify the Superintendent of RCOE of the student's last known district of residence within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information.

Inspections:

TJS agrees to permit RCOE to inspect and receive copies of all records relating to the operation of TJS, including financial, personnel, attendance accounting, and pupil records. TJS shall promptly comply with all reasonable inquiries from RCOE in accordance with Education Code section 47604.3. TJS shall be subject to the California Public Records Act.

Oversight Costs:

RCOE shall charge TJS for supervisory oversight of TJS up to any maximum permitted by law (currently described and limited in Education Code section 47613). Any fee shall be calculated and assessed consistent with law.

Governing Law and Construction:

This charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

Debts and Obligations:

TJS and REAL Journey Academies, Inc., shall be solely responsible for all costs and expenses related to this charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.

TJS and REAL Journey Academies, Inc., shall have no authority to enter contracts for or on behalf of RCOE. Any contracts, purchase orders, or other documents that are not approved or ratified by the Riverside County Board of Education as required by law, including but not limited to, Education Code section 17604, shall be unenforceable against RCOE and shall be TJS and REAL Journey Academies, Inc.'s sole responsibility.

TJS and REAL Journey Academies, Inc., shall require that the following language is included in any and all contracts entered into by those entities:

TJS and/or REAL Journey Academies, Inc., shall have no authority to enter contracts for or on behalf of the RCOE. Any contracts, purchase orders, or other documents which are not approved or ratified by the Riverside County Board of Education as required by law, including but not limited to, Education Code section 17604, shall be unenforceable against the RCOE and shall be TJS and/or REAL Journey Academies, Inc.'s sole responsibility.

Independent Entity:

TJS and REAL Journey Academies, Inc. and their respective officers, board members, employees

and volunteers, shall operate and provide the school services pursuant to this charter as a wholly independent entity. RCOE and TJS/REAL Journey Academies, Inc., shall not in any way or for any purpose become or be deemed to be agents, partners, joint ventures, or a joint enterprise. RCOE shall not be liable for the actions or liabilities of TJS and/or REAL Journey Academies, Inc.

Use of Funds:

No funds from this charter may be transferred or used to start or operate another charter school without the prior approval of the REAL Journey Academies Board of Directors.

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Appendices

Budget and Cash Flow

501(c)(3) Letter

Articles of Incorporation

Bylaws