



Charter Renewal Petition

July 1, 2025 to June 30, 2030

Respectfully submitted to the San Bernardino City Unified School District Board of
Education on 10/8/24

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Randel B. Josserand, hereby certify that the information submitted in this petition for a California public charter school to be named Entrepreneur High School (“EHS” or the “Charter School”), and to be located within the boundaries of the San Bernardino City Unified School District (the “District”) is true to the best of my knowledge and belief; and further, I understand that if awarded a charter, the Charter 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)]
- REAL Journey Academies, Inc. (“RJA”) declares that it shall be deemed the exclusive public-school employer of the employees of EHS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

Throughout the Charter, and any attachments, exhibits, and/or appendices or supporting documents to each of those documents, any and all references to the Entrepreneur High School Charter School and/or REAL Journey Academies, Inc. and/or the Charter School and/or the School, by any name or designation, shall apply with full force and effect to the school itself and the nonprofit corporation REAL Journey Academies, Inc.

- For all purposes related to the Charter or the operations of the Charter School, both the school and the corporate entity, to the extent that they are separate entities, shall be fully obligated to comply with the provisions of the Charter and any attachments, exhibits and/or appendices or supporting documents thereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein except as otherwise specifically proved in the Charter
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students 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) and Education Code Section 51747.3, 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 the Charter School 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 Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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 pupil is expelled or leaves the Charter School without graduating or 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 inquiries about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School 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)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- 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]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School 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").
- The Charter School shall comply with Education Code Section 51745, *et seq.* related to independent study, as applicable.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Introduction and Executive Summary

Entrepreneur High School (EHS) is proud to submit this renewal petition to SBCUSD, reaffirming our commitment to offering an educational experience that goes beyond traditional models and is designed to serve students who may not thrive in conventional school settings. EHS was established to provide an innovative pathway for students in the Inland Empire, focusing on real-world skill development through work-based learning, internships, and externships. Our mission is to empower students with the creativity, self-direction, and entrepreneurial mindset necessary to excel in today's economy, whether they pursue higher education or directly enter the workforce. This renewal petition serves as an opportunity to highlight the meaningful impact we've had on students like Alex, who, despite academic struggles, graduated not only with a diploma but also with defined entrepreneurial life skills and a fully developed business plan. Like so many students who enroll at EHS, he came to us as a sophomore with profound credit deficiency. A student who just didn't fit in a traditional high school, he was able to express his non-traditional educational fit to graduate from EHS in 4-years, ready to excel in the next stage of his life.

EHS bridges the gap between education and opportunity by connecting students to local industries and providing practical experience in business and technology. Our focus on work-based learning ensures that students develop critical thinking, problem-solving, and leadership skills essential for success in both college and the workforce. Additionally, our rigorous academic program, which includes access to AP courses and dual enrollment opportunities, equips students with the educational foundation necessary for higher education. Supported by full 6-year WASC accreditation, EHS is committed to delivering a high-quality, future-ready education for all students.

It is also important to consider the unique makeup of our student population when assessing our success. EHS students, by every measure, would be considered as at-risk for academic failure. The social-economic factors are well documented for students in the region. A recent survey of our families revealed that 96% of our EHS students would be the first generation in their family to attend college. Our students generally are not successful in a traditional academic setting, yet fit in our environment designed to maximize experiential learning. Our focus, including experiential learning and an emphasis on acquiring skills, is uniquely focused toward students who do not generally succeed in a traditional academic setting. Yet, EHS has also molded a significant number of students who are experiencing success in college. Those students report back to us their success, more than anything, is due to the unique "soft skills" learned during their time at EHS.

EHS operates with a vision that extends beyond traditional academic success, filling a need identified SBCUSD asked us to consider opening a high school. Our greatest value to our students and our community is evidenced by our results as a high school in graduating students who are prepared for college and career:

- **College and Career Readiness:** 64.8% of EHS students meet the college/career readiness criteria set by the state, significantly outperforming the state average of 43.9% and SBCUSD's 38.7%.

- **UC/CSU Requirement Completion:** In 2023, 74.8% of EHS graduates met the University of California (UC) and California State University (CSU) requirements, far exceeding the state average of 44.5%.
- **Graduation Rates:** Despite nearly 8 in 10 students transferring to EHS being credit deficient, the school achieved an 85.5% graduation rate in 2023, comparable to both state and county averages.
- **Economic Mobility:** 100% of EHS' graduates have received a rigorous hands-on business training that provides a direct pathway for self-sufficiency and entry into the middle class. Our graduates have gone on to successfully start business, start and stay in college, and enter the workforce
- **Demonstrable Growth in ELA and Math:**NWEA MAP assessment results demonstrate that on average, EHS students experience more than a year's growth in reading and math for each year students are in school.
- **Providing Important Options to Students:** EHS's 37.9% ELA proficiency in 2023 closely aligns with SBCUSD's average and demonstrates consistent growth. However, comparing EHS with the local alternative public high school that many EHS students would otherwise likely attend, the data demonstrates that EHS' student outcomes as measured by CAASPP is generally meaningfully higher. EHS is also generally on par with or higher than other local comparable public schools in ELA and math as measured by CAASPP during the most recent two years for which data has been published.

At EHS, entrepreneurial thinking is woven into the fabric of our curriculum, with each course offering real-world applications that encourage students to innovate, lead, and take initiative. Through hands-on projects, internships, and business incubator experiences, students not only gain valuable skills but also close academic gaps. Our entrepreneurial focus enables students to develop business plans, run student-led enterprises, and participate in externships, all of which prepare them for success beyond high school.

Through this renewal petition, EHS' charter has been thoroughly updated for this submission. We have aligned the charter to reflect changes in state statutes and regulations. Since the original submission, the concepts behind EHS have evolved, and we have added further clarification in Element 1 to better define the educational program. The Element 1 sub-section on Special Education, originally designed to have SBCUSD provide special education services at EHS, has been revised to reference a separate MOU between SBCUSD and REAL Journey Academies that provides more specific details. While our measurable pupil outcomes remain aligned with the LCAP, we have adjusted Elements 2 and 3 to offer a clearer explanation of our systems and how they operate. Element 10 has been significantly enhanced based on identified needs through data analysis. Various sections throughout the document have been refined to provide greater clarity, particularly in operational areas that were highlighted through our internal review process.

While EHS has demonstrated strong outcomes in many areas, we acknowledge the need for growth in mathematics and English Learner (EL) programming. CAASPP results indicate that math is an area where EHS must increase its focus. To address this, we have developed a comprehensive school improvement plan, as outlined in our LCAP, which includes targeted interventions and additional resources to accelerate math growth. We have also identified EL programming as an area requiring further development to ensure that all students are effectively

supported. Our commitment to improvement in this area includes implementing more robust strategies for EL instruction, monitoring progress more closely, and providing additional training for our staff.

Throughout the pandemic, EHS demonstrated resilience by being one of the first schools in the area to reopen for in-person instruction, showcasing our commitment to students and families during unprecedented disruption. Our proactive approach, combined with flexible support structures, allowed students to maintain academic momentum during a challenging time.

EHS remains committed to continuous improvement, using data-driven practices to refine our educational offerings and support student growth. Whether through personalized learning, robust support systems, or real-world entrepreneurial experiences, EHS is constantly evolving to meet the needs of our students and the community. Our holistic approach ensures that every student is prepared for success, whether in college or in their chosen career, no matter their starting point.

As a middle-performing charter school identified by the California Department of Education, EHS is eligible for a five-year renewal pursuant to Section 47607.2(b) of the California Education Code. The evidence presented clearly demonstrates that EHS has delivered measurable educational benefits during the previous charter term, including sustained student growth and stability throughout the challenges of the pandemic. In light of these accomplishments and our unwavering commitment to continuous improvement, EHS meets the criteria for renewal and should be granted a five-year term to continue preparing students for success in both college and career.

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. Instead, the 2022 Dashboard displays one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for each state indicator based on 2021–22 school year data. The 2023 Dashboard is the first Dashboard since the 2019 Dashboard to present color performance levels that display “Status” and “Change” data.

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 2022 Dashboard and the 2023 Dashboard, Entrepreneur High School qualifies as a “middle performing” charter school. This status is confirmed by the CDE’s 2024 charter school performance categories data report:

Entrepreneur High	San Bernardino City Unified	San Bernardino High Schools (Public)	Middle Performing
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(<https://www.cde.ca.gov/sp/ch/documents/perfcat24.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)).

Charter School Dashboard State and Local Indicators (2023)

The following chart(s) reflect the Charter School’s 2023 Dashboard performance indicators.

	EHS	State
ELA	Orange	Orange
Math	Red	Orange
Graduation Rate	Green	Yellow
College/Career	High	Medium
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

Charter School Dashboard State and Local Indicators (2022)

The following chart(s) reflect EHS's 2022 California School Dashboard performance indicators.

	EHS	State
ELA	Low	Low
Math	Very Low	Low
EL Progress	Very Low	Medium
Graduation Rate	Medium	Medium
Suspension Rate	Medium	Medium

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

Based upon a general overview of the 2023 California School Dashboard Performance Levels, as outlined, in English Language Arts is comparable to the state average; with the EHS Graduation Rate and College/Career indicator exceeding the state average. On the 2022 Dashboard, EHS was in the same average category as the reported state average in: ELA, Graduation Rate and Suspension Rate. The College/Career metric was new in 2023 to the California School Dashboard, and we believe is a significant indicator for EHS,

2023 Percentage of Students Meeting College / Career Indicator <i>California School Dashboard</i>		
EHS	State of California	SBCUSD
64.8%	43.9%	38.7%

The original charter petition for EHS identified schools that were in physical proximity to the proposed EHS site, assuming the majority of students selecting to go to EHS would identify one of those schools as their home school. Following this assumption, the comparable schools should have a similar student population. In addition, area charter high schools were also identified in the original petition for comparison. Throughout this section, we will display California School Dashboard data for those schools. The comparative data for the 2022-23 on the College / Career Indicator also are favorable when compared to measured achievement of local high schools used for comparison in the original EHS charter petition; and, local charter high schools, as shown below. It is noteworthy that data are not available for 2022 since this is a new Dashboard metric.

2023 Percentage of Students Meeting College / Career Indicator <i>California School Dashboard</i>						
EHS	San Andreas HS**	San Geronio HS	Pacific HS	Public Safety Academy*	ASA *	Provisional Accelerated Academy*
64.8%	7.3%	41.2%	42.9%	63.6%^^	NA	1.4%^^

*Charter School **Alternative HS ^ K-12 School Data ^^6-12 School Data

NOTE: Data for the College / Career Indicator are not available for 2022

As indicated, the 2023 **Graduation Rate** of 85.5% was in the “Green” indicator, demonstrating this area as a comparative strength. This is comparable to the averages for California (86.2%), SB County (85.5%), and SBCUSD (90.3%). Due to EHS having a designed lower enrollment than most high schools, we do not have a number of subgroups meeting the criteria to be identified (30 students) with only the 119 Socioeconomically Disadvantaged (85%); 32 Black or African American (76.2%); and, 86 Hispanic / Latino (91.5%) qualifying as a sub-group for 2023. The 2023 data do indicate a lower graduation rate for African American students, following a state-wide trend. The 2022 California School Dashboard reported data for EHS are similar, with an 83.1% graduation rate. The discrepancy for Black or African American was not reported for 2022, but there was a discrepancy for Students with Disabilities. Overall, the Student Graduation Rate for EHS has been a defined strength, with no achievement gap showing as a pattern for identifiable sub-groups.

Graduation Rate <i>California School Dashboard</i>			
	EHS	State of California	SBCUSD
2022-23	85.5%	86.2%	90.3%
2021-22	83.1%	87.4%	89.9%

Graduation Rate <i>California School Dashboard</i>							
	EHS	San Andreas HS**	San Geronio HS	Pacific HS	Public Safety Academy*	ASA Charter *	Provisional Accelerated Academy*
2023	85.5%	86.5%	94.3%	85.7%	100%^^	41.7%^	49.4%^^
2022	83.0%	87.3%	94.2%	91.5%	98.0%^^	50.0%^	47.4%^^

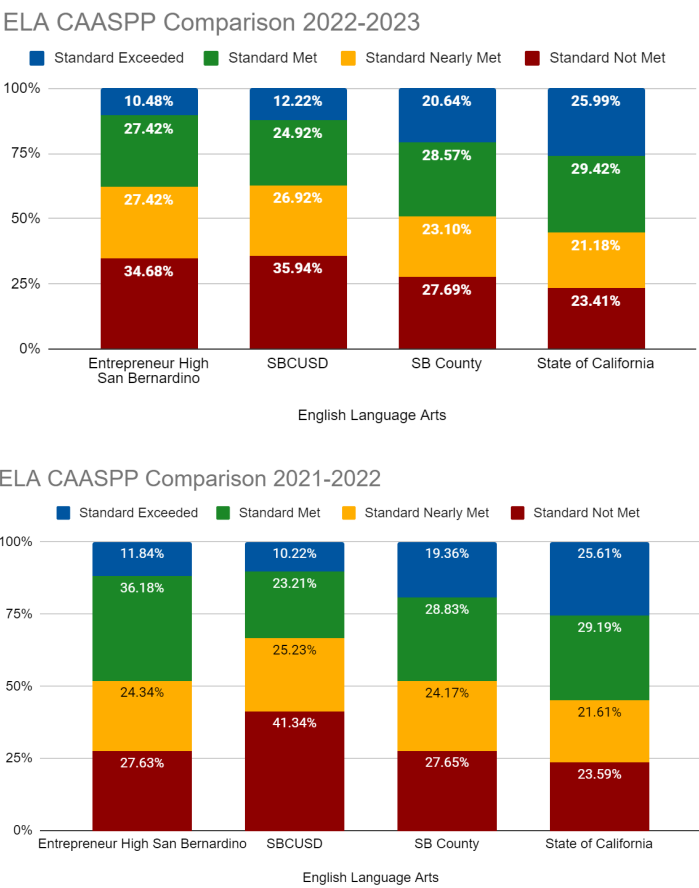
*Charter School **Alternative HS ^ K-12 School Data ^^6-12 School Data

English Language Arts (ELA) performance at Entrepreneur High School (EHS) is a notable strength, as reflected in the 2023 California School Dashboard. EHS received an Orange rating for ELA, which aligns with the state's overall Orange rating, indicating that the school is performing at a level comparable to state standards. This rating highlights EHS's commitment to maintaining strong literacy and language arts programs, ensuring that students are meeting the rigorous academic expectations set by the state. The alignment with the state's rating demonstrates that EHS is effectively supporting student achievement in ELA, with 2023 only 37.6 points below standard; and, 2022 at 23.3 points below standard.

In reviewing data for qualifying subgroups of 30 on the California School Dashboard, the 2023 CAASPP in ELA at EHS had only two qualifying sub-groups: Hispanic and Socioeconomically Disadvantaged, both of which also scored in the “Orange” range with the group “Hispanic” 26.6 points below standard; and, Socioeconomically Disadvantaged 39.4 points below standard, compared to 37.6 points below standard for the group as a whole. Current English Learners (11 students) were identified as an outlier at 166.6 points below standard in 2023. Even though the overall results for ELA on CAASPP for 2023 is positive, with the lower achievement for the 11 EL

students aligning to other EL data, we have put additional programing and interventions in place to support our EL population.

Specific comparative data for the 2023 CAASPP in ELA, pulled from the California Department of Education CAASPP website, comparing EHS to the average performance of SBCUSD, SB County schools and all schools in California reveal that in 2023 the average percentage of students Exceeding and Meeting state standards for EHS (37.9%) is comparable to the average of SBCUSD (39.14%); and, approaching the average for high school students across SB County (47.17%) and for all high school students in California (46.66%). These data are displayed graphically through the chart below.



Data Source: California Department of Education CAASPP website

Data from the California Department of Education’s CAASPP website for the 2022 CAASP in ELA demonstrate that the percentage of students Meeting / Exceeding state standards for EHS (48.02%) compared favorably to the average of SBCUSD (33.43%), SB County (48.19%), and California (54.8%), as displayed in the graphic above. The percentage of students scoring as “Standard Not Met” was also favorable for EHS (27.63%); in comparison to SBCUSD (41.34%), SB County (27.65%), and California (23.59%).

Additionally, the data for the 2023 are also in alignment to the percentage of students Meeting / Exceeding state standards when compared to measured achievement on the CAASPP ELA of

local high schools used for comparison in the original EHS charter petition; and, local charter high schools. The 2023 results are comparable to results obtained in 2022 for the same schools, as shown in the table below.

CAASPP English Language Arts - Meets / Exceeds <i>California Dept of Ed Data Quest</i>							
	EHS	San Andreas HS**	San Geronio HS	Pacific HS	Public Safety Academy*	ASA Charter *	Provisional Accelerated Academy*
2023	37.90%	7.30%	47.75%	32.43%	37.74%^^	50.00%^	15.87%^^
2022	48.02%	10.73%	47.00%	43.22%	48.93%^^	N/A^	19.04%^^

*Charter School **Alternative HS ^ K-12 School Data ^^6-12 School Data

While Entrepreneur High School students have consistently demonstrated favorable achievement in English-Language Arts (ELA), the school remains committed to continuous improvement in this area. This commitment is evident in the Charter School's Local Control and Accountability Plan (LCAP), which outlines targeted strategies for enhancing ELA instruction and student performance. EHS focuses on refining teaching methods, providing additional support where needed, and regularly reviewing student data to ensure sustained growth in ELA, all in alignment with the school's overarching goal of providing high-quality education that nurtures student potential. (See Appendix B: *EHS Local Control & Accountability Plan*)

In addition, EHS continues to **Meet other Key Standards on the 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. EHS also met these standards in the previous 2022 California School Dashboard, reflecting its consistent focus on delivering a well-rounded, supportive educational environment.

Based upon a general overview of the 2023 California School Dashboard Performance Levels, as outlined, for EHS the Suspension Rate, EL Progress and Math did not meet the state standard with a Red Dashboard rating. This also holds for Math and EL Progress based on a comparison from the 2022 California School Dashboard.

As indicated, the 2023 **Suspension Rate** of 9.2% of students suspended during the year was in the "Red" indicator rating on the California School Dashboard for EHS, demonstrating this as an area of focus. The 2022 California School Dashboard showed a 5.9% average for EHS, so there was a demonstrated increase during the 2022-23 academic year, with 2022 data in closer alignment with SBCUSD and the state. Comparative Data, showing a comparison to the suspension average across the state and in SBCUSD demonstrate a higher percentage of students suspended during the year at EHS, particularly in 2023.

Percentage of Students Suspended During the Academic Year <i>California School Dashboard</i>			
	EHS	State of California	SBCUSD
2023	9.2%	3.5%	5.1%
2022	5.9%	3.1%	4.7%

In comparing local high schools, as outlined in the original EHS charter petition, data from the 2023 and 2022 California School Dashboard shows that EHS has achieved a more aligned position regarding student suspension rates, particularly when compared to nearby high schools such as San Andreas and San Geronio. This alignment is significant, as most EHS students would otherwise be attending these neighborhood schools, as shown in the Data Table below.

Percentage of Students Suspended During the Academic Year <i>California School Dashboard</i>							
	EHS	San Andreas HS**	San Geronio HS	Pacific HS	Public Safety Academy*	ASA Charter *	Provisional Accelerated Academy*
2023	9.2%	5.1%	10.9%	8.2%	9.3%^^	2.3%^	0%^^
2022	5.9%	5.7%	10.4%	10.0%	15.9%^^	2.8%^	0%^^

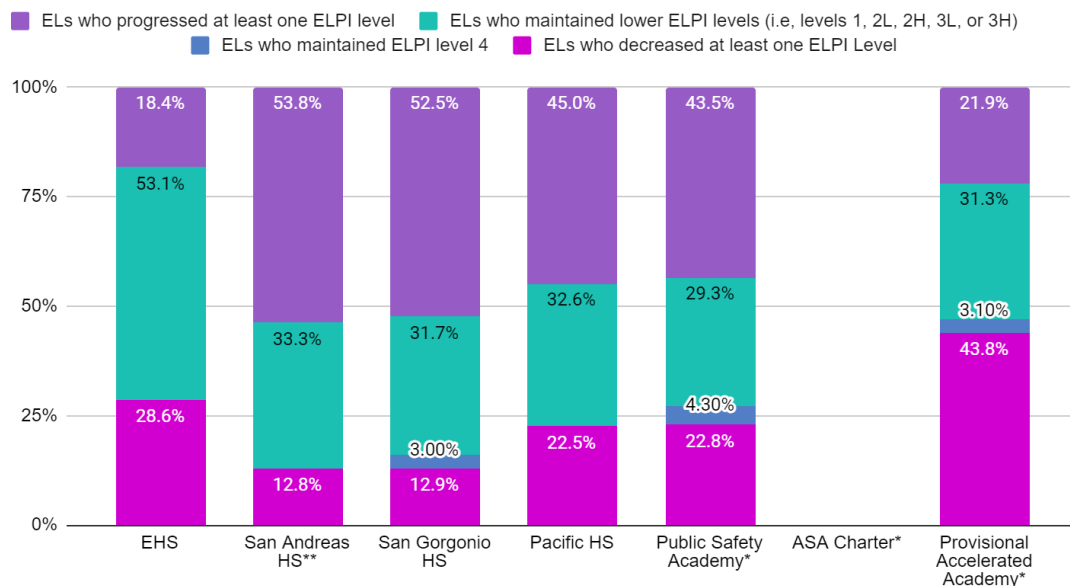
*Charter School **Alternative HS ^ K-12 School Data ^^6-12 School Data

While these data show the student suspension rate is not significantly dissimilar from an aligned student population at San Geronio and Pacific High Schools, it is an area of focus for EHS. Readers of this renewal Petition will note that the Charter School has made significant adjustments to our procedures as outlined in Element 10, which are designed to promote a school-wide culture of proactive intervention and consistent consequences that are grounded in evidence-based practices. As detailed in the revisions to the original Petition for Element 10 and detailed in the newly adopted RJA Discipline Support Guide with Restorative Practices included in Appendix L, EHS has put in place reemphasized positive discipline strategies, including: proactive classroom management, positive student reinforcement, and increased resources dedicated to defined student social-emotional learning supports. Ongoing professional development is being provided to faculty and staff to implement these strategies, in addition to a focus on implementation of restorative practices and alternatives to suspension. We believe these actions, detailed in this charter renewal petition, demonstrate our commitment to continuous improvement in this area. REAL Journey Academies, in support of EHS have also developed enhanced anti-bullying prevention, included in the appendices. (See Appendix L: *REAL Journey Academies Discipline Support Guide with Restorative Practices*) (See Appendix P: *REAL Journey Academies Bullying Behavior Prevention & Intervention Handbook*)

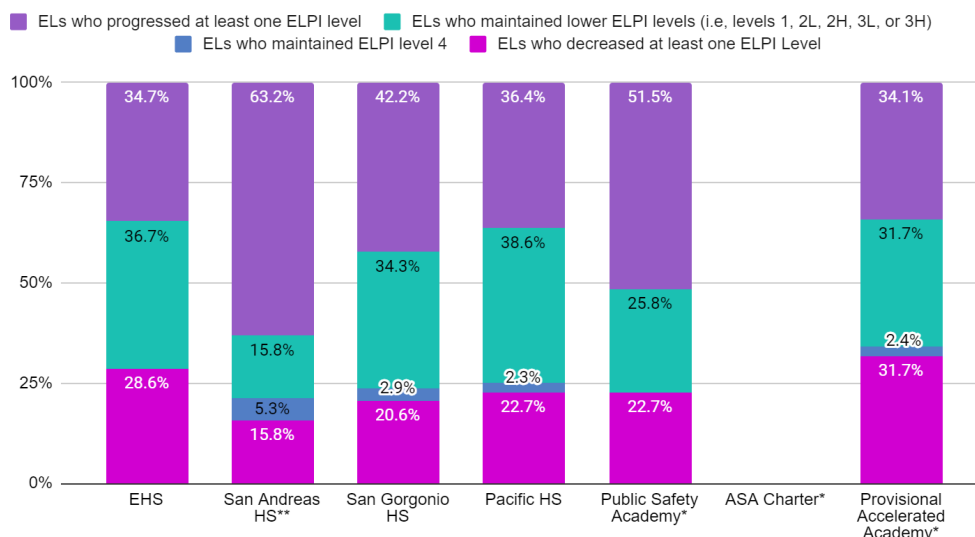
As indicated, the 2023 **English Learner Progress** was in the “Red” indicator rating on the California School Dashboard for EHS, demonstrating this as an area of focus. In 2023, of the 52 identified EL students at EHS, 18.4% progressed at least one LEPI level. This compares to 34.7% of the 49 EL students in 2022 at EHS, with the Dashboard indicator at “Very Low” for that year. Comparable data for EL Progress from the 2023 and 2022 California School Dashboard parallel schools also show an achievement gap for EHS, particularly for the 2023-24 academic year, as demonstrated in the charts below (next page). These data clearly indicate this is an area for additional focus, which is demonstrated through the EHS LCAP (See Appendix B: *EHS Local Control &*

Accountability Plan); as well as a supplemental school improvement plan for 2024-25 (See Appendix S: *2024-25 EHS School Improvement Plan for English Learners*). This supplemental plan was developed specifically based on the two-year data trend, showing additional focus was necessary. This supplemental plan to the LCAP, in part, emphasizes a shift in support to provide more supplemental assistance to identified students outside of the general curriculum; a dedicated EL teacher providing direct support and coaching; and, an increase in professional development provided to general teachers who support EL students in their classes. Additionally, revisions to the EL program for EHS have been made to the original Charter Petition through this renewal, as well.

English Learner Progress Comparisons 2023



English Learner Progress Comparisons 2022



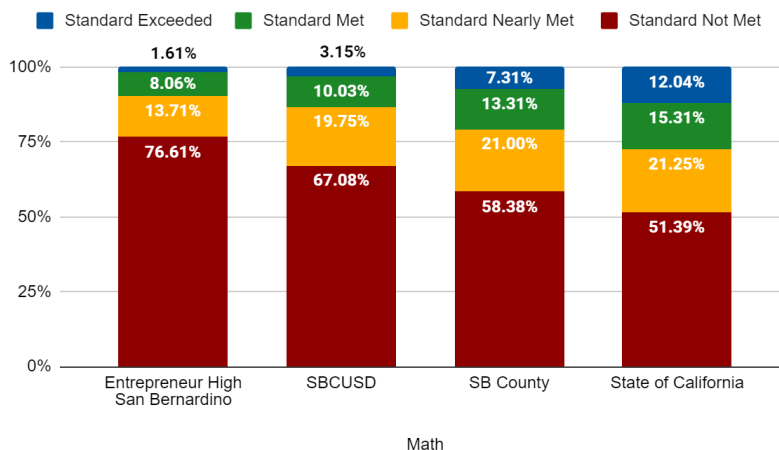
NOTE: San Andreas HS is an alternative school; Public Safety Academy and Provisional Accelerated Academy are charter schools, as data are also combined for 6-12

The second California Dashboard Area showing a two-year trend of lower performance is **Math** at Entrepreneur High School (EHS) on the 2023 and 2022 CAASPP. EHS received a Red rating for Math in 2023, which is one level below the state's overall Orange rating, indicating that the Charter School is performing at a level just below state standards. The same discrepancy holds true for 2022 with EHS's level in Math on the Dashboard rated at Very Low, compared to the state average of Low. For 2023 EHS was 146.5 points below the state standard; and, 136.4 points below in 2022.

In reviewing data for qualifying subgroups of 30 students or more on the California School Dashboard, the 2023 CAASPP in ELA at EHS had only two qualifying subgroups: Hispanic and Socioeconomically Disadvantaged, both of which also scored in the "Red" range with the group "Hispanic" 138.6 points below standard; and, Socioeconomically Disadvantaged 149.3 points below standard, compared to 146.5 points below standard for the group as a whole. As such, the identified subgroups are in alignment with results obtained by the whole.

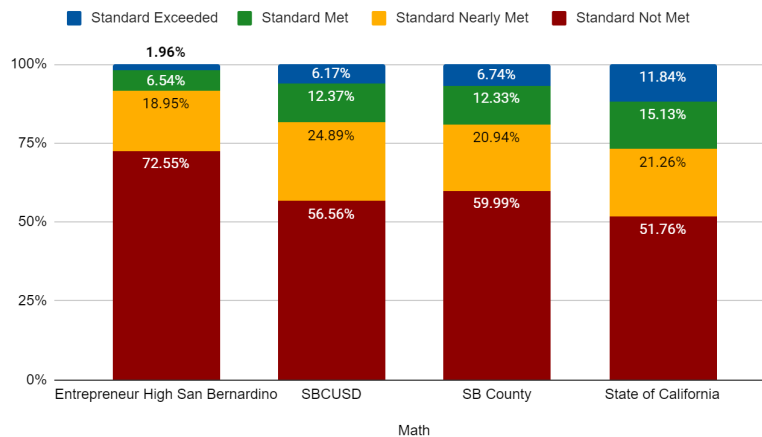
Specific comparative data for the 2023 CAASPP in Math, pulled from the California Department of Education Data CAASPP website, comparing EHS to the average performance of SBCUSD, SB County schools and all schools in California reveal that in 2023 the average percentage of students Exceeding and Meeting state standards for EHS (9.67%) is comparable to the average of SBCUSD (13.18%); and, below the average for high school students across SB County (20.62%) and for all high school students in California (27.35%). These data are displayed graphically through the chart below (next page).

Math CAASPP Comparison 2022-2023



In reviewing the same California School Dashboard data for the previous year, 2022, we observe a similar pattern with 8.5% of EHS Meeting or Exceeding the state standard in Math, compared to 18.54% for SBCUSD, 19.07% for SB County and 26.97% for California, as shown in the graph below (next page).

Math CAASPP Comparison 2021-2022



While there was a slight improvement in 2023 from the 2022 results for EHS on the CAASPP Math, it is clear that intervention to support student learning in math for EHS was necessary. Plans for improvement and intervention in the area are detailed in the EHS LCAP (See Appendix B: *EHS Local Control & Accountability Plan*). The Charter School determined an additional detailed level of school improvement intervention was required in this area, so a plan was developed specifically for Math before the 2023-24 academic year; and, then updated prior to 2024-25. (See Appendix C: *2024-25 EHS School Improvement Plan: Math*)

It is noteworthy that the performance in math, while below the standard set by EHS, is comparable to neighborhood schools, as shown in the table below. As stated, EHS fully recognizes a need to improve CAASPP results in math, but this is something shared by other neighborhood schools serving a similar population.

Percentage of Students Meeting / Exceeding State Standards in Math							
California School Dashboard							
	EHS	San Andreas HS**	San Geronio HS	Pacific HS	Public Safety Academy*	ASA Charter *	Provisional Accelerated Academy*
2023	9.67%	0.37%	12.35%	10.00%	7.55%^^	NA	1.72%^^
2022	8.50%	0.00%	12.12%	13.14%	0.00%^^	NA	0.00%^^

*Charter School **Alternative HS ^ K-12 School Data ^^6-12 School Data

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:

(4) 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 47607.21(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.

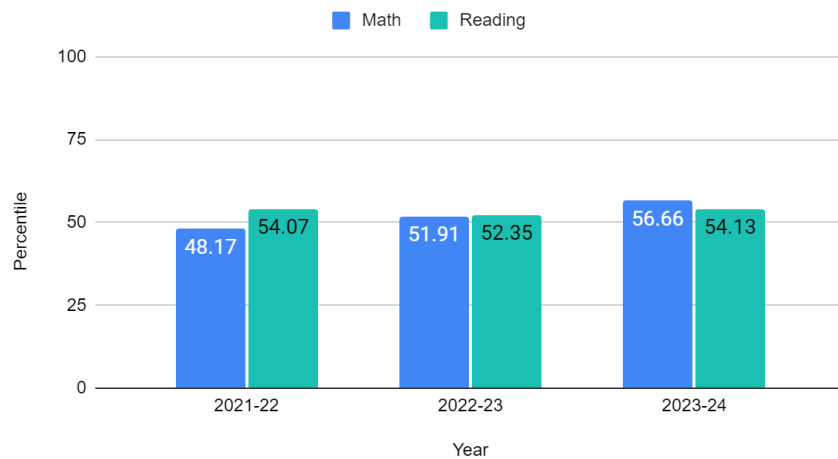
Student Annual Progress – Verified Data

EHS gives the NWEA MAP (Measures of Academic Progress) assessment to students in the 9th, 10th and 11th grade three times each year, at the beginning of the year (BoY), middle of the year (MoY) and end of the year (EoY). The NWEA MAP assessment is a nationally normed, computerized adaptive test that measures both student growth and proficiency in reading and math. The test adjusts its difficulty based on student responses, offering a tailored evaluation of individual performance. It serves both **formative** and **summative** purposes: as a formative tool, it provides real-time feedback that helps teachers identify learning gaps and adjust instruction throughout the year. As a summative tool, it measures overall academic progress and proficiency, with fifty percent (50%) of students meeting their individual growth target indicating there was one year’s growth for one year in school, on average.

While attainment levels, such as those reported for the CAASPP, are important for understanding whether students are meeting academic benchmarks, student growth on the NWEA MAP is a more accurate reflection of the effectiveness of a school's instructional program. Growth measures track how much progress a student has made over time, regardless of their starting point, which gives a clearer picture of how well the school is moving all students forward. Attainment alone does not account for students who start below grade level but make significant strides, whereas growth highlights the impact of instruction across diverse group of students who are considered academically at-risk, like the student population of EHS.

At EHS, the effectiveness of the instructional program is measured using the NWEA MAP by analyzing the Beginning of Year (BoY) to End of Year (EoY) Growth Percentile Rank. This metric compares the average growth of students at EHS to national norms, providing valuable insight into how well the school advances its students relative to peers nationwide. The Growth Percentile Rank is widely recognized as an indicator of school effectiveness, with the 50th percentile representing a year’s academic growth for a year of instruction across the school.

NWEA Map Assessments Growth EHS



	2021-22*	2022-23	2023-24
NWEA Completion %	M – 91.9% / R – 89.1%	M – 96.1% / R – 96.1%	M – 96.5% / 95.5%

*NOTE: Due to the Pandemic for 2021-22, no testing was conducted BoY, results are shown for MoY to EoY.

All of the growth percentile ranks obtained on the NWEA MAP for 9th – 11th grade students at EHS, with the exception of Math during the 2021-22 academic year, exceed the 50th growth percentile rank, as shown in the graph below. This further demonstrates the effectiveness of the instructional program at EHS, in comparison to peers nationally.

In the area of **Reading**, aligned with the CAASPP ELA attainment measure, EHS recognizes this as a comparative strength while maintaining a commitment to continuous improvement. From 2021-22 through 2023-24, the NWEA MAP growth percentile rank consistently reflects more than a year's growth for a year of instruction, demonstrating strong progress in this area. While the NWEA MAP growth results show positive outcomes, EHS remains focused on enhancing student achievement, continually refining instructional strategies to ensure ongoing growth and improvement in Reading for all students.

The area of **Math**, as outlined previously based upon CAASPP results from 2022 and 2023 show attainment levels that recognize a need for EHS to emphasize growth in this area. The Charter School has responded by implementing targeted improvement plans through the LCAP and a dedicated Math improvement plan as described previously. A review of the NWEA MAP Growth Percentile Ranks for Math show year over year improvement at EHS from 2021-22 (48.2th Percentile), showing just under a year's growth for that year in school; to 2023-24 (56.7th Percentile), signifying more than a year's growth for a year in school. While we recognize the low student achievement on the CAASPP for EHS, the instructional program has been shown as effective through the NWEA MAP growth from the beginning to the end of the academic year.

Other Measures

As a school focused on entrepreneurship and career/college readiness, there are other important metrics tracked by the California Department of Education that are noteworthy for this renewal application. The first metric details the Percentage of students who **Met University of California**

(UC)/California State University (CSU) Requirements. In this metric for 2023, 74.8% of EHS graduates met this requirement, compared to 44.5% state-wide. The table below also shows a comparison to local high schools our students would generally attend as their home school.

Percentage of Senior Students Meeting UC/CSU Requirements <i>CDE UC/CSU Requirements & CTE Pathway Completion Report</i>				
	EHS	State of California	San Geronio HS	Pacific HS
2023	74.8%	44.5%	35.5%	35.2%

Students in the 4 & 5-Year graduation rate who met the UC/CSU requirements

At Entrepreneur High School, from our design at inception, ensuring students meet the UC/CSU A-G requirements has been a top priority. This aligns with our mission to prepare graduates to be both college and career ready. These requirements guarantee that students have completed a well-rounded and rigorous course of study, making them eligible for admission to California's public universities while equipping them with essential skills for future success. By meeting these standards, EHS students are positioned for a wide range of post-secondary opportunities, empowering them to pursue both higher education and career pathways confidently.

Entrepreneur High School (EHS) fully acknowledges that, like any institution committed to excellence, there are areas that require ongoing attention and improvement. With a firm dedication to continuous growth, EHS 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. EHS 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, EHS is eligible for a five-year renewal pursuant to Section 47607.2(b) of the California Education Code. The evidence presented clearly demonstrates that EHS 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, EHS 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.

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.” Ed. Code § 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, or the nature of the program operated, by the charter school, 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.” Ed. Code § 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.” Ed. Code § 47605(c)(5)(A)(iii).

1.1 Mission and Vision

The Mission of Entrepreneur High School is to create active and involved citizens by focusing on academic achievement, character development, entrepreneurial acumen, and service to the community. At EHS, administrators, teachers, parents, and community members collaborate to equip our students with the essential entrepreneurial skills necessary for becoming fully engaged, productive, and successful adults.

The Vision of Entrepreneur High School is to transform our community by elevating expectations for achievement, offering unparalleled opportunities for all students, and nurturing the next generation of local leaders and entrepreneurs.

1.2 Community Need for Proposed Charter School

The city of San Bernardino has a well-documented history of wealth and prosperity that led to its distinction as an All-American City. Unfortunately, it has faced challenging times over the past decades. The economy of San Bernardino and the Inland Empire had been hit hard. Finally, in 2012, the city filed for bankruptcy, being the largest city having ever taken that action. Now, as you drive through parts of San Bernardino, you will see empty commercial centers, closed-down businesses, and vacant facilities, e.g., the Carousel Mall and San Bernardino Convention Center.

As San Bernardino has suffered from economic decline and increasing poverty, San Bernardino City Unified School District has had to go above and beyond to effectively educate a student body that was already facing significant challenges. Like so many other impoverished urban areas, the challenges associated with educating high school students in high-poverty areas are many, from

low attendance to social-emotional problems. In fact, Kidsdata.org reported that as of 2018-2019, nearly 1 in every 2 children in San Bernardino County sustained one or more adverse childhood experiences. The region has historically had lower educational attainment rates compared to coastal California areas. Only about 20% of adults in the Inland Empire held a bachelor's degree or higher, compared to the state average of 34%. Traditional educational models have struggled to keep pace with the rapidly changing economic landscape of the Inland Empire. There's a pressing need for educational approaches that can bridge the gap between academic learning and needed real-world skills.

As the challenges of the city continue to tax the residents of San Bernardino, it has become increasingly clear that the education community in San Bernardino must lead and create strong alliances among schools and community organizations to create solutions that will re-energize San Bernardino. Developing innovative schools with engaging and relevant curricula is one approach that will encourage and motivate students to come to school more, and ultimately help them become productive members of our community. EHS will play a pivotal role in the turnaround.

EHS's emphasis on entrepreneurship aligns perfectly with the region's need for innovative, self-driven employees and business creators. By instilling an entrepreneurial mindset in students, RJA schools are preparing the next generation of leaders and innovators for the Inland Empire. The schools' focus on work-based learning, internships, and externships provides students with real-world experience and connections to local industries. This approach helps bridge the gap between education and employment, addressing the region's workforce needs directly. Furthermore, with a rigorous academic program that includes AP courses and dual enrollment opportunities, RJA schools ensure that students are well-prepared for higher education. This is crucial for increasing the region's overall educational attainment levels. The emphasis on technology and digital skills in the curriculum prepares students for the increasingly tech-driven job market in the Inland Empire. We believe that by teaching students' entrepreneurial skills, they will want to either start their own businesses or apply the skills to companies in San Bernardino and the Inland Empire. Ultimately, EHS's goal is to develop great entrepreneurs that play a major role in the economic recovery of the city and for now a thriving region.

San Bernardino City and County had, at one time, vast amounts of entrepreneurs that developed companies and small businesses that made an impact in the region. San Bernardino's innovation and talent level was second to none. The list of influential entrepreneurs that started in San Bernardino is long: Jack Dangermond (ESRI, Environmental Systems Research Institute), Garner Holt (Garner Holt Productions), Neal T. Baker (Baker's Drive Thru), Richard and Maurice McDonald (McDonalds Restaurants), David Jameson and Ed Hackbart (Del Taco) and Cleo and Leo Stater (Stater Bros. Markets). EHS's goal is to re-establish the development of homegrown entrepreneurs like these and help make the economy thrive in the City of San Bernardino and the Inland Empire. The talent and resources are here, we just need to provide an environment that develops and fosters the next generation of entrepreneurs.

1.2.1 Meeting the Needs of the Community

EHS's educational program will guide students to research academic and professional areas that best suit their personalities and interests, while also determining how to apply those skills to the Inland Empire region. EHS's CCSS-based curriculum prepares students to complete a high school

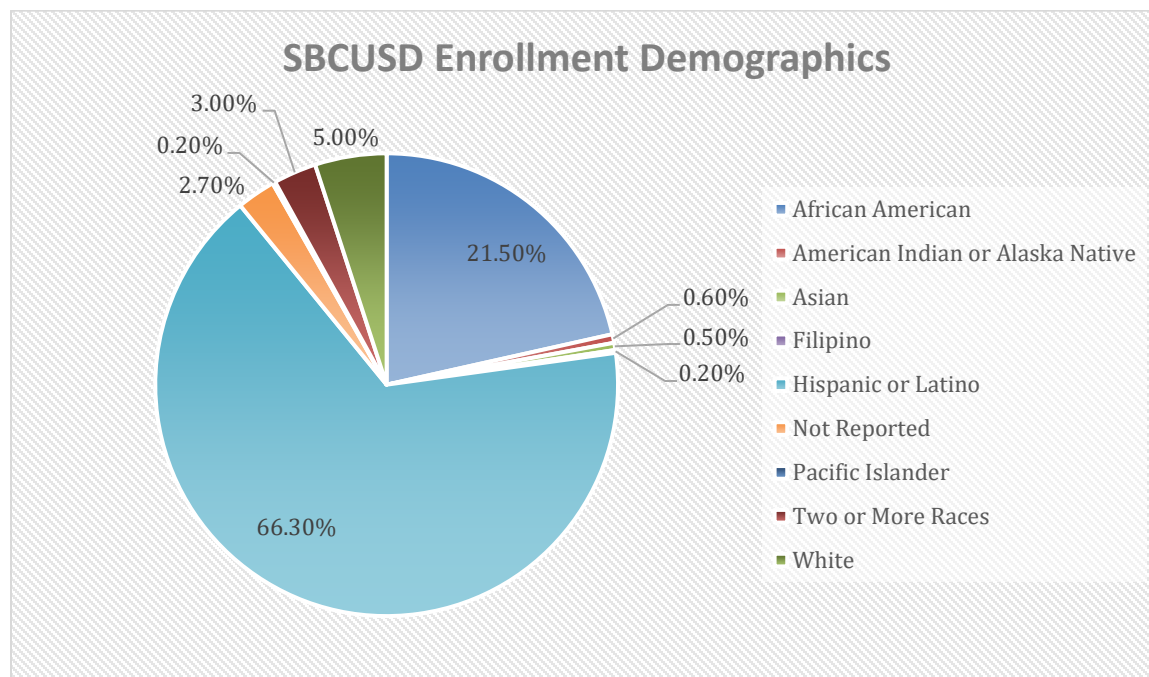
diploma having fulfilled the UC/CSU A-G requirements, as well as completing between 6-8 entrepreneur courses (detailed in the Curriculum and Instruction section later in Element 1). Ultimately, EHS's entrepreneur-infused curriculum will give students the opportunity to choose one of our Entrepreneur Pathways:

1. Design and start a for-profit business
2. Design and start a nonprofit organization
3. Pursue a career in Public Administration
4. Pursue an apprenticeship in a high-need trade
5. College Track

EHS students will also be highly encouraged to pursue dual enrollment in community college and take classes with our local partner, San Bernardino Valley College. This will give students the opportunity to experience the rigor of college-level courses, and for students who are highly motivated, they can also earn their Associate's Degree while earning their high school diploma.

1.2.2 Student Population to Be Served

EHS attracts a diverse student body representative of the diverse communities that make up San Bernardino and bring together students from a variety of backgrounds, ethnicities, and socioeconomic classes. The ethnic breakdown of the district is represented in the chart below:



Date retrieved from California Dataquest (2023-24 school year)

We seek to replicate a similar ethnic breakdown in our target population by targeting recruiting in the immediate community of San Bernardino. EHS will implement recruitment and marketing processes to achieve racial, ethnic, and socioeconomic balance among its students.

1.2.3 Enrollment

EHS currently serves students across four grade levels, 9-12. In order to ensure we meet our enrollment goals each year, we aim for an application-to-enrollment ration of three-to-one, meaning we aim to secure three completed applications for each open seat. In the event that applicants exceed available spots, enrollment preferences are applied as outlined in Element 8.

To reach its enrollment targets, EHS has created recruitment and outreach plans as outlined in general terms in Element 7. We are confident that our diverse outreach efforts, as well as our good reputation in the community, will contribute to our meeting enrollment targets.

1.3 Educational Philosophy

EHS's educational philosophy, and the educational program that draws from this philosophy, is that all EHS students will graduate from high school prepared for college and career success. Specifically, we are committed to delivering instruction that achieves the following goals:

1. All courses follow state, Common Core State Standards ("CCSS"), and Next Generation Science Standards ("NGSS").
2. Upon graduation, all students will have completed the requirements for a UC/CSU A-G diploma.
3. Upon graduation, all students will have completed the requirements for at least one of the Entrepreneur Pathways (ePathways) detailed in this document.

While high schools in the state of California follow CCSS, and while many offer a diploma that satisfies the A-G requirements, very few if any offer courses (and embedded instruction) that allow students to build entrepreneurial skills that will directly affect their ability to either start a business, bring an entrepreneurial skillset to a future employer, or apply entrepreneurial skills to post-secondary educational success. So, while all EHS courses will be CCSS and A-G aligned, they will also have the additional requirement of being aligned to EHS's twelve entrepreneurial skills¹. Every lesson plan created by EHS teachers will include a minimum of one entrepreneurial skill, and most will include several.

1.3.1 Entrepreneurial Skills

At EHS we've identified twelve core Entrepreneurial Skills ("eSkills") that are integral to our curriculum. These skills are not confined to business classes but are woven into the fabric of every subject across all disciplines. This approach ensures that students not only learn specific content but also develop transferable skills that serve them well beyond the classroom. As students practice these skills daily throughout the school year, they simultaneously strengthen their entrepreneurial mindset and enhance their academic performance. Moreover, these eSkills align closely with CCSS, enabling our teachers to deliver instruction of the highest caliber.

¹ Originally developed by the Patino Charter School, an entrepreneurial high school within Fresno Unified School District. Modified by REAL Journey Academies

<i>Ideating</i>	The ability to generate ideas to solve problems and drive innovation. Students engage in brainstorming sessions, design thinking exercises, and creativity workshops to hone this skill.
<i>Interviewing</i>	The act of gathering information, thoughts, and opinions through strategic questioning and active listening to others. Students practice this skill through peer interviews, expert consultations, and customer discovery exercises.
<i>Thinking Visually</i>	The ability to use visual and graphic representations to motivate and demonstrate thinking. This skill is developed through mind mapping, infographic creation, and visual storytelling projects.
<i>Analyzing Text & Data</i>	The ability to critically analyze text and data to extract information and understanding. Students engage in data analysis projects, literary critiques, and market research exercises.
<i>Working in Teams</i>	The practice of working collaboratively with others toward a collective outcome. Group projects, team-based challenges, and collaborative problem-solving exercises foster this skill.
<i>Prototyping</i>	The act of creating an initial version of a product or service to test and gather data and feedback. Students engage in rapid prototyping exercises, minimum viable product development, and iterative design processes.
<i>Providing Feedback</i>	The process of evaluating products and processes and providing constructive information used as a basis for improvement. Peer review sessions, product testing, and constructive critique exercises develop this skill.
<i>Writing</i>	The ability to organize ideas, data, and information in written form. Students practice various forms of writing, including business plans, marketing copy, and research reports.
<i>Storytelling</i>	The art of describing ideas, processes, and information in a compelling narrative format. Students develop this skill through pitch presentations, brand storytelling exercises, and narrative-driven project reports.
<i>Experimenting</i>	The process of testing, evaluating progress, and changing based on results. Students engage in scientific experiments, A/B testing in marketing, and iterative product development.
<i>Pitching</i>	The act of persuasively presenting an idea to various audiences. Students practice elevator pitches, formal investor presentations, and persuasive speeches.
<i>Reflecting</i>	The process of thinking deeply about past actions and performance to inform future improvements. Regular journaling, after-action reviews, and reflective essays cultivate this skill.

1.3.2 Entrepreneur Pathways

In addition to taking standards-based courses that align to the UC/CSU A-G requirements, all EHS students participate in activities and courses that satisfy our Entrepreneur Pathways (ePathway) requirements. A brief overview of the possible activities and courses for each grade level is as follows:

9th grade year (Foundations of Entrepreneurship)

This foundational year introduces 9th-grade students to the 12 entrepreneurial skills, setting the stage for their entrepreneurial journey. Key components include:

1. **SWOT Analysis:** Students learn basic research skills by conducting a comprehensive SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. This involves data collection, market research, and trend analysis.
2. **Self-Discovery:** Students complete skills and interest surveys to gain insight into their passions and identify potential career paths that align with their personalities. They create personal SWOT analyses and begin developing their individual brand.
3. **Discovery Tours:** Students participate in a series of discovery tours to gain firsthand exposure to the diverse entrepreneurial landscape, and a full understanding of the various ePathway choices available to them. They document their observations and insights in reflective journals.
4. **Core Skills:** Students learn fundamental and essential skills necessary for future entrepreneurial endeavors. This skill development includes hands-on projects such as creating a project plan for a potential business or product idea.

10th grade year (Entrepreneurial Exploration)

The second year of our entrepreneurship program deepens students' engagement with real-world business practices:

1. **Advanced Research:** 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.
2. **Continued Discovery:** 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.
3. **Core eSkills:** All students take a series of required courses in the Entrepreneurship/Self-employment and/or Business Management ePathways, developing crucial skills for the modern business landscape. Students also select an additional elective ePathway, currently choosing among the following elective ePathways: Design, Visual and Media Arts; Food Service and Hospitality; Professional Management & Sales; Software and IT Systems Development; and Teacher Education. (Specific ePathways are subject to change based on changing needs and student interest.) This includes hands-on experience through a four-

course sequence starting in the sophomore year, and culminating in the senior year.

11th grade year (Business Planning & Career Mapping)

The third year marks a significant shift towards practical application of entrepreneurial skills:

1. ***Business/Career Planning:*** Students develop comprehensive business and career plans, applying the entrepreneurial skills they've cultivated over the previous two years. This includes deep exploration and planning of post-secondary education options.
2. ***Internships:*** Students begin participating in Internships, gaining valuable real-world experience and allowing them to apply their skills in authentic business contexts. EHS students run real businesses aligned to each of the 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.
3. ***Core eSkills:*** All students continue taking courses in the Entrepreneurship and Business ePathway, and the second ePathway selected during the sophomore year. Students extend their application of the eSkills to a more advanced level, which is measured each year through an assessment designed to measure the progression of EHS students in mastering entrepreneurship skill acquisition.
4. ***Business Development:*** Students 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 and receiving mentorship throughout their senior year.

12th grade year (Entrepreneurial Launch)

The final year is highly individualized, based on the business plan or life map each student developed during their junior year:

1. ***Externships:*** 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.
2. ***Dual Enrollment:*** Many students continue to take dual enrollment courses with local colleges (e.g., SBVC), extending opportunities started during their sophomore and/or junior year, getting a head start on their post-secondary education. These courses are often aligned with their entrepreneurial interests and/or ePathways.
3. ***Business Accelerator:*** Students who have developed viable business plans through the EHS Incubator Program have the opportunity to launch and grow their own businesses, with support and mentorship from the school and community.

partners, including ongoing business coaching through the EHS Accelerator Program

4. **Capstone Projects:** 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 EHS 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.

1.4 An Educated Person in the 21st Century

EHS believes that an educated person in the 21st Century possesses four fundamental skills, all which are embedded into the 12 entrepreneurial skills (section 1.3.1):

1. Technological Skills
2. Communication Skills
3. Research Skills
4. Adaptability

Technological Skills

Students must understand modern technology, and more importantly, how and when to use technology as a research and communication tool.

Communication Skills

A good idea is not enough. The ability to communicate a good idea to investors and potential customers is essential. Students must be excellent writers and speakers so that when those opportunities come, they can communicate why someone should hire them, invest in their idea, or buy their product.

Research Skills

Students must develop advanced research skills to effectively make data-informed decisions. Making decisions “on a hunch” is not the best way to start and run a business. It is critical that an educated person in the 21st century knows what to research, how to research it, and what the research means.

Adaptability

Students must develop the ability to adapt to complex situations, both personally and professionally. As the world becomes a more complex place, and as workplaces mirror that change, successful students and people must have the ability to adapt.

1.5 How Learning Best Occurs

1.5.1 Small Learning Communities

We recognize and embrace the individuality of every student and family, and believe that all children can learn, given the right conditions and requisite level of collaboration and interaction. Learning best occurs in a collegial atmosphere in a small learning community - with teachers and students as partners in education.

As far back as Maslow (1943, 1954), research has consistently demonstrated that an emotionally safe, well-supported environment affords the child access to higher-order thinking and boosts academic achievement for all levels of learners. Conversely, many researchers have linked decline in motivation to the decline of teacher-student relationships and social bonding.² Evolutionary psychologist Robin Dunbar has demonstrated that anywhere from 100-250 is the number of individuals with whom any one person can maintain stable social relationships. As a result, EHS has designed our educational program around grade-level enrollment of about 150-200 with 8 advisory teachers assigned to each group. This will not just boost academic achievement, but also aid in our mission to create a Charter School community that better reflects the diversity of the communities in which we reside and to foster conversations between students of different backgrounds. We believe that at EHS, students who are known well, know well.

1.5.2 Linked Learning & 12 Essential Elements of a High-Quality Career Pathway Program

Linked Learning is an innovative educational approach that seamlessly integrates rigorous academics with real-world experiences, preparing students for both college and career success. This approach connects learning with students' interests and career aspirations, making education more relevant, engaging, and impactful. Our Linked Learning Entrepreneurial Pathways (ePathways) combine academic instruction with technical education and work-based learning, offering a comprehensive and cohesive educational experience.

Key Components of Linked Learning at EHS:

1. *Rigorous Academics:*
 - High-quality, college-preparatory courses that equip students with the knowledge and skills needed for postsecondary success.
 - Integration of academic content with ePathways to enhance the relevance and application of learning.
2. *Entrepreneurial Pathways (ePathways):*
 - Specialized courses aligned with traditional career and technical education pathways, but with a heightened focus on entrepreneurial skills.
 - Curriculum aligned with industry standards and workforce needs to ensure students are prepared for high-demand careers and entrepreneurial opportunities.
3. *Work-Based Learning:*

² Eccles, J.S. Lord, S., and Midgley, C (1991) "What are we doing to early adolescents? The impact of educational contexts on early adolescents." American Journal of Education 99(4), 521-542

- 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, hands-on learning experiences.
4. *Comprehensive Support Services:*
- Robust academic counseling, career guidance, and social-emotional support to help students navigate their educational and career pathways.
 - Resources to assist students in overcoming barriers and achieving their academic and entrepreneurial goals.

Principles of Linked Learning at EHS:

1. *Integration:*
 - Seamlessly combining academic and technical education to provide a well-rounded, cohesive educational experience.
 - Ensuring learning experiences are interconnected and build upon each other to reinforce key concepts and skills.
2. *Relevance:*
 - Making learning directly applicable to students' interests, aspirations, and real-world scenarios to enhance engagement and motivation.
 - Connecting classroom instruction to real-world contexts and career opportunities to enhance student engagement and motivation.
3. *Equity:*
 - Ensuring equitable access to high-quality educational opportunities and resources for all students, regardless of background.
 - Addressing disparities in educational outcomes and ensuring all students have the support they need to succeed.
4. *Collaboration:*
 - Fostering partnerships between our school, local 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.

The ePathway program developed and utilized by EHS is much more than a typical high school Career and Technical Education (CTE) program, but we do adhere to the theoretical basis of a high-quality CTE program, including the 12 essential elements of such programing, including:

1. *Leadership at All Levels:* Effective CTE programs are driven by strong leadership that supports and advocates for the program at the school, district, and state levels. Leaders work collaboratively to ensure that the program is aligned with industry needs and educational standards.
2. *High-Quality Curriculum and Instruction:* The curriculum is aligned with industry standards and integrates academic and technical knowledge. Instruction is engaging, relevant, and prepares students for both college and career success. This includes up-to-date coursework that reflects current industry practices.

3. *Professional Development:* Continuous professional development ensures that educators are knowledgeable about the latest industry trends and teaching strategies. Teachers receive ongoing training to enhance their instructional practices and stay current with industry advancements.
4. *Student Support and Career Guidance:* Comprehensive guidance services are essential for helping students make informed decisions about their education and career paths. This includes academic counseling, career exploration, and support services tailored to individual student needs.
5. *Engaged Learning:* CTE programs emphasize hands-on, project-based learning that mirrors real-world scenarios. Students engage in practical experiences that develop their critical thinking, problem-solving, and technical skills, making learning more meaningful and relevant.
6. *Industry Partnerships:* Strong partnerships with local businesses and industry professionals provide students with opportunities for internships, apprenticeships, and job shadowing. These collaborations ensure that the program stays aligned with workforce needs and offers students valuable work-based learning experiences.
7. *Work-Based Learning:* CTE programs include structured work-based learning opportunities that allow students to apply classroom knowledge in real-world settings. This includes internships, apprenticeships, and cooperative education experiences that provide on-the-job training and exposure to industry environments.
8. *Data and Accountability:* Regular evaluation and use of data are critical for monitoring program effectiveness. CTE programs are assessed based on student outcomes, including graduation rates, job placements, and certifications earned. Data-driven decision-making ensures continuous improvement.
9. *Equity and Access:* High-quality CTE programs are inclusive and provide equitable access to all students, regardless of background. Programs are designed to eliminate barriers and ensure that every student can succeed in their chosen career path.
10. *Facilities and Resources:* State-of-the-art facilities and industry-standard equipment are essential for providing students with realistic and effective training. CTE programs invest in maintaining and updating their resources to reflect current industry practices.
11. *Sustainability and Continuous Improvement:* A commitment to sustainability and continuous improvement ensures that CTE programs remain relevant and effective. Programs are regularly reviewed and updated to meet evolving industry standards and student needs.
12. *Community and Employer Engagement:* Active involvement of the community and employers is crucial for the success of CTE programs. These stakeholders provide support, resources, and opportunities for students, helping to create a program that meets both educational and economic needs.

The benefits of our Linked Learning & 12-Essential Elements approach, include:

- *Enhanced College and Career Readiness:* Our program prepares students for both higher education and professional success by providing a strong academic foundation alongside practical, hands-on skills.
- *Increased Engagement:* By connecting learning to students' interests and future goals, we significantly boost student engagement and motivation.
- *Improved Outcomes:* Research consistently shows that Linked Learning leads to higher graduation rates, improved academic performance, and better postsecondary outcomes.
- *Real-World Skill Development:* Students gain invaluable work experience and develop critical skills such as problem-solving, teamwork, communication, and adaptability—essential competencies for success in the modern workforce and entrepreneurial ventures.

Implementation of Linked Learning & 12 Essential Elements at Entrepreneurial High School:

- *Pathways and Academies:* Many high schools in California have established Linked Learning connected Career and Technical Education (“CTE”) pathways and academies focused on specific career fields such as health sciences, engineering, information technology, and the arts. The unique nature of EHS is the full integration of entrepreneurial skills as the primary focus, not traditional CTE, with a much heavier emphasis on Work Based Learning (WBL) as a key component of the educational program than seen in a traditional program. Also, as a student in a typical high school student select one pathway, but at EHS will complete up to three.
- *Policy and Advocacy:* State policies and advocacy efforts have promoted the expansion of Linked Learning, emphasizing the integration of academics with career and technical education (CTE) and work-based learning. One of the fundamental purposes of charter schools, including those under REAL Journey Academies (RJA), is to serve as models of exemplary educational programming. By adopting and successfully implementing Linked Learning at the highest level, RJA demonstrates the transformative potential of charter schools to innovate and lead in educational practices.

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 the EHS School program.

1.5.3 Parental Involvement

Evidence has consistently shown that regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores and enroll in higher-level programs.
- Be promoted, pass their classes, and earn credits.
- Attend school regularly.
- Have better social skills, show improved behavior, and adapt well to school.

- Graduate and go on to postsecondary education³.

As a result, the administration and staff at EHS believe that consistent parental outreach and opportunities for parents to participate in the learning, advisory, and college counseling processes are crucial to creating an environment where learning best occurs.

The Charter School provides parent workshops and learning opportunities at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

- Monitoring Your Child's Grades, Attendance and Attitude Through an On-line Platform (Currently Power School Parent Portal)
- Planning Your Child's Career and Post-Secondary Educational Future
- Understanding Entrepreneurship, Supporting Student Entrepreneurs and Practical Skills for Entrepreneurs
- Legal and Ethical Considerations for Entrepreneurs and Funding Options for Young Entrepreneurs

The content of these workshops will be designed to assist parents in the educational development of their children, as well as expand their application of skills as entrepreneurs. 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.

1.5.4 How these strategies support the target population

Our target population reflects the demographic makeup of the San Bernardino region - all with the intent of higher education and entrepreneurship as a true, attainable life goal. This "melting pot" allow the students a varied culture of economic strata and specific community traditions while celebrating similarities of shared educational goals. We want to be more than a neighborhood charter school, we aspire to connect with the Inland Empire as a whole and society at large. We will focus on the whole child, valuing not just academic success on the path to college and career, but also social and emotional growth of each culturally varied individual. Our beliefs about how learning best occurs are supported by the research and will benefit students from all backgrounds.

Our beliefs about how learning best occurs are grounded in extensive research and are specifically tailored to benefit students from all backgrounds. By implementing small learning communities, Linked Learning approaches, and robust parental involvement strategies, we create an educational environment that is engaging, relevant, and supportive for all students, regardless of their starting point.

Key ways our strategies support our target population:

1. *Personalized Learning*: Our small learning communities allow for individualized attention and tailored instruction, ensuring that each student's unique needs are met.

³ "A New Wave of Evidence," Southwest Educational Development Laboratory, 2002

2. **Real-World Relevance:** The Linked Learning approach connects academic content to real-world applications, making education more engaging and meaningful for students from diverse backgrounds.
3. **Cultural Responsiveness:** Our curriculum and teaching methods are designed to be culturally responsive, honoring and incorporating the diverse backgrounds of our student population.
4. **Comprehensive Support:** Our robust support services, including academic counseling and social-emotional support, help address the diverse needs of our student population.
5. **Family Engagement:** Our extensive parental involvement strategies ensure that families from all backgrounds are actively engaged in their children's education, fostering a strong school-home connection.
6. **Career & College Preparation:** Our focus on both college readiness and entrepreneurial skills ensures that all students, regardless of their post-secondary plans, are prepared for success.
7. **Community Connections:** Our partnerships with local businesses and organizations provide students with real-world experiences and connections within their community.

Through these strategies, EHS not only meets the educational needs of our diverse student body but also cultivates a new generation of entrepreneurial thinkers and leaders who contribute meaningfully to their communities and the broader economy. Our approach ensures that every student, regardless of their background, has the opportunity to develop the skills, knowledge, and mindset needed to thrive in the 21st century.

By providing a rigorous, relevant, and supportive educational environment, EHS prepares students to become active, engaged citizens and successfully demonstrate the skills of an entrepreneur, ready to meet the challenges and opportunities of our rapidly changing world.

1.6 LCFF Requirements

Intended LCFF goals for the charter term and timelines are detailed in Element 2.

EHS will comply with all requirements pursuant to California Education Code Section 47605(c)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code Section 52060(d).

EHS will comply with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education. These goals can be found in detail in Element 2 of this petition.

1.7 Curriculum and Instruction

1.7.1 Instructional Design

EHS's overall instructional design will support a rigorous, entrepreneur-infused curriculum based on the CCSS and include courses that meet the UC/CSU A-G requirements.

The leadership team at EHS believes that instructional design that only focuses on attainment of state standards is inadequate in truly preparing students for 21st century colleges and careers. Supported by years of research, much of the overall design of EHS's educational program is informed by the research of the Hewlett Deeper Learning Model. Additionally, this learning model closely mirrors the philosophy of our entrepreneur education.

In our approach, the Hewlett Deeper Learning model informs what we want students to be able to do by providing a clear outline of the cross-disciplinary skills we want teachers to design curricula, units, and lessons around.

Hewlett Deeper Learning Model⁴

The Hewlett Foundation spent several years and considerable resources in developing a framework for deeper learning that is aligned with the CCSS. This framework consists of six major areas, each with several competencies that expand on the major area identified. The six major areas are:

1. Master core academic content.
 - a. Students understand key principles and relationships within and content area and can organize information conceptually.
 - b. Students can learn, remember, and recall facts relevant to a discipline.
 - c. Students have the procedural knowledge for a content area and understand the processes by which knowledge is produced in that content area.
 - d. Students know and are able to use academic language specific to the content area.
 - e. Students are motivated to put in time and effort to master academic content and build a strong knowledge base.
2. Think critically and solve complex problems.
 - a. Students are familiar with and able to effectively use tools, techniques, and strategies specific to a content area.
 - b. Students can formulate problems and hypotheses.
 - c. Students can identify, collect, and analyze data in order to generate solutions to complex problems.
 - d. Students apply procedural knowledge in a content area to gather necessary information.
 - e. Students monitor and refine the problem-solving process based on reflection, feedback, and revision.
 - f. Students can reason and cite evidence in order to support justifiable arguments.
 - g. Students demonstrate persistence in solving problems.
3. Communicate effectively.
 - a. Students can structure and communicate information and data in a meaningful and useful way.

⁴ Conley, David T. (2014) *Getting Ready for College, Careers, and the Common Core*. San Francisco, CA: Jossey-Bass

- b. Students listen to, reflect on, and incorporate feedback and ideas from others.
 - c. Students provide appropriate and constructive feedback to their peers.
 - d. Students understand that quality communication is critical to success in life.
 - e. Students understand that creating a quality product requires revision and review of multiple drafts.
 - f. Students can communicate effectively in a variety of formats for a variety of purposes.
- 4. Work collaboratively.
 - a. Students can collaborate with others to complete complex tasks and solve challenging problems.
 - b. Students work collaboratively to identify and accomplish group goals.
 - c. Students work collaboratively to solve problems and develop actions plans in order to meet group goals.
 - d. Students empathize with one another and can consider multiple viewpoints.
- 5. Learn how to learn.
 - a. Students set a goal for each task, can monitor their progress towards the goal, and engage in metacognition by adjusting their approach when needed.
 - b. Students can apply a variety of study and academic skills to meet the demands of assignments / tasks.
 - c. Students can self-monitor their comprehension, incorporate strategies to overcome obstacles independently, and know when to ask for help.
 - d. Students regularly reflect on their learning and approaches, and adjust when needed.
 - e. Students enjoy and seek out learning experiences that expands their knowledge.
 - f. Students have the coping mechanisms to meet changing expectations in variety of environments.
- 6. Develop academic mind-sets.
 - a. Students feel a strong sense of camaraderie and belonging to a learning community.
 - b. Students believe in the inherent value of knowledge and learning.
 - c. Students see the relevance of school to their daily lives.
 - d. Students actively consider what colleges and universities will be the “right fit” for them, both academically and socially.
 - e. Students value intellectual life and view themselves as scholars.
 - f. Students can delay gratification, refocus after distractions, and maintain focus until they reach their goals.
 - g. Students develop a “growth mindset,” seeing setbacks and failures as opportunities for growth.
 - h. Students care about the quality of their work.

Linked Learning

In contrast to traditional high school models where subjects are often taught in isolation, EHS takes a holistic, interconnected approach to education. We recognize that students naturally question the relevance of their studies, asking, "Why do I need to know this?" or "What does it matter?" At EHS, we not only welcome these questions but are prepared with compelling, real-world answers.

In the ePathway program, students gain a clear understanding of how each course relates to others and, more importantly, how this interconnected knowledge applies to their future success. By blending rigorous academic coursework with hands-on technical education and practical business skills, we prepare our students for dual trajectories: success in higher education and thriving careers in product design and manufacturing.

This approach not only answers the "why" of education but also ignites passion and purpose in our students' learning journey. It equips them with a comprehensive skill set and a deep understanding of how their education directly translates to real-world applications, setting them apart in both college admissions and the competitive job market.

At EHS, our *Entrepreneurial focus and ePathway integration* exemplifies our commitment to the Linked Learning concept. This innovative approach provides students with an integrated, real-world education that transcends traditional subject boundaries. Rather than assuming knowledge transfer between subjects will occur organically, we deliberately design our curriculum and instruction to facilitate this transfer.

A Sample of EHS Courses: Linked Learning in Action

Financial Algebra II:

Students apply advanced mathematical concepts to real-world product design and manufacturing challenges. For example, they use algebraic equations to optimize production schedules, calculate material costs, and analyze production efficiency. This direct application helps students understand the crucial role of mathematics in business operations.

English III: *Understanding & Communicating the Entrepreneurial Mindset*

In this course, students develop advanced communication skills within a business context. They craft compelling marketing messages, write detailed business plans, and create technical documentation for products. These exercises demonstrate how strong language skills are essential in the entrepreneurial world.

Entrepreneurial Marketing:

Students learn core marketing principles and immediately apply them to product launch strategies. They conduct market research, develop branding strategies, and create advertising campaigns for products they've designed. This hands-on approach shows students how marketing directly impacts a product's success.

Entrepreneurship & Business Communications:

This course brings the entrepreneurial mindset to life. Students identify real-world

problems, brainstorm solutions, and develop product prototypes. They learn to use design thinking principles, experiencing firsthand how creativity and technical skills combine in product development.

Technical Skills:

Students gain practical experience with manufacturing processes, quality control, and production planning. For example, students can use 3D printing and other technologies to create prototypes of their designed products, understanding how theoretical concepts translate into tangible goods.

By integrating these courses, students see clear connections between subjects. For instance, the financial projections they create in Financial Algebra II inform the business plans they write in English III. The products they design in Product Design and Innovation become the focus of their marketing campaigns in Entrepreneurial Marketing. This interconnected approach not only answers the "why" behind each subject but also prepares students for the multifaceted challenges of both higher education and the modern workplace. Through this Linked Learning model, we cultivate well-rounded, adaptable graduates ready for success in product design, manufacturing, and beyond.

Throughout the program EHS teachers and staff push Linked Learning even further by fully integrating Work-Based Learning (WBL) and Community Engagement via Internships and Externships to continue our real-life learning experiences:

- **Internships:** Students gain hands-on experience through internships within the school, operating and managing one of several businesses that fully engages in "real world" business activities in the local community. Students learn how to develop, design, manufacture, market, and sell products they design that are highly desirable in the local business community.
- **Business Incubator / Accelerator:** As a culmination of their studies, students undertake projects where they conceive, design, manufacture, and market a new or improved product; or, fully develop a service or business concept. Students present their projects at school showcases, Career and Technical Student Organizations (CTSOs) competitions, and to potential investors, gaining valuable feedback and experience through "Pitch" Competitions. They also take their ideas from development to implementation by participating in expos and community events where they sell their product or service. Students partner with industry professionals who provide mentorship, guidance, and feedback on student projects.
- **Externships:** Students gain hands-on experience through externships with local businesses and startups in a wide range of industries, government and non-profits. The skills learned throughout their school experience, and particularly the internship experience, helps prepare the students to have a fuller and richer experience with a local business.

These opportunities give students real-world opportunities to demonstrate their developed eSkills.
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By following the Linked Learning concept, EHS ensures that students not only acquire essential academic knowledge but also understand how to apply these skills in real-world contexts, preparing them for success in both college and career pathways. Each ePathway offers a program of learning for students that makes learning more like the real world of work, responds to student interests, and helps students answer the question, "Why do I need to learn this?" When students love what they're learning, they work harder, dream bigger, and learn more.

Through regular departmental meetings and administrator check-ins, ongoing and embedded Professional Development ("PD") will focus on a variety of instructional methodologies that are rigorous, differentiated, and engaging.

In this model, hands-on and teacher-created materials may supplement or replace textbooks, and the communications focus of EHS will emphasize critical thinking and explanation of reasoning instead of just memorizing and reciting facts. By approaching learning in this way, EHS teachers will assume the role of facilitators of meaningful learning experiences that have been thoughtfully constructed by a qualified and passionate staff. Students will discover how to learn, and develop the skills to become self-empowered learners, as the staff and the overall instructional design of the Charter School have modeled this process for them.

Project Based Learning

While students will be exposed to a variety of instructional methodologies, we also want to ensure that students are exposed to rigorous project-based learning ("PBL") experiences when appropriate, given the course objectives and student learning styles. It is well documented that project-based learning increases student engagement and achievement when the PBL experience is well designed. As a result, teachers will be expected to integrate intensive PBL experiences in their courses each year (More details found in section 1.7.2). In order to ensure a quality PBL experience, projects will be developed collaboratively within and between departments and include critical feedback from peers and administrators.

When designing project-based experiences, teachers will connect to the twelve entrepreneurial skills as often as possible and when appropriate.

The faculty and leadership of EHS will ensure that all students are provided with a rigorous, relevant, coherent, and standards-based curriculum that concentrates on engagement through the integration of various instructional methodologies that are best suited to each student and group of students. EHS's rigorous, entrepreneur-infused curriculum will be developed using the Common Core State Standards, with curricula, units, and lessons designed in a way that will foster critical thinking, communication skills, as well as help students make connections within and between key concepts embedded in the standards using the Key Cognitive Strategies.

EHS teachers are expected to take on the role of “teacher-as-designer” of curriculum, developing and submitting curriculum maps at the beginning of each school year that clearly define course objectives, standards to be addressed, and how the Key Cognitive Strategies will be incorporated as a common language of thinking and learning.

EHS teachers will also regularly meet in department and advisory-grade level teams where they will share best practices, receive feedback, and collaborate on alignment of curricula across grades and disciplines. As part of “teacher-as-designer” role, curriculum will be revised and refined throughout the year and be based on student performance and assessment data and will incorporate a wide variety of instructional strategies.

At EHS, students will participate in a curriculum where:

- Student will be expected to complete A-G graduation requirements for the UC/CSU system.
- All relevant CCSS standards will be addressed through engaging and meaningful instruction.
- Students will take Entrepreneur courses as they follow the Entrepreneur Pathways detailed in section 1.2.1.
- Students will participate in intensive PBL experiences in their courses throughout the year.
- Students will be encouraged to participate in AP Course offerings and to take the corresponding AP Exams; and/or, to take dual credit courses offered at EHS; and/or, take courses through an articulation with San Bernardino Valley College (SBVC)
- Students will have opportunities to participate in a wide variety of course offerings in communications, the arts, entrepreneurship, and college-preparatory electives.
- All students will be appropriately supported through differentiation, advising, tutoring, student support teams, and enrichment opportunities.

1.7.2 Curriculum

The following sections outline curriculum for each subject area. Course offerings may be subject to change based on student demand and teacher availability. The current offerings are based on our prospective staff, prior administrator experience in designing curricula that engages all students, and student demand. A sample ***Pacing Guide*** document for core courses is included in the appendices.

Process for UC/CSU A-G Approval

As part of EHS’s plan to offer a UC/CSU A-G Curriculum, we have followed the A-G Course submission process beginning on February 1, 2019.

Phase 1 (February 1 - May 31)

New courses initially submitted during Phase 1 have up to two opportunities for resubmission if the course is not initially approved. The first resubmission must be sent

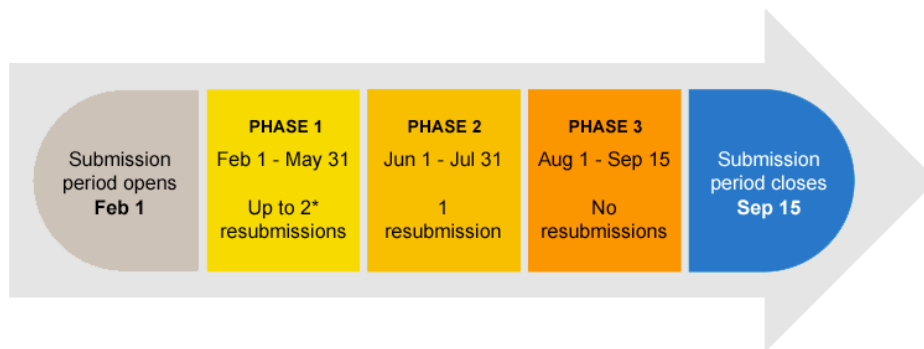
to UC by the close of Phase 2 (July 31); the second resubmission must be sent to UC by the close of the "a-g" course submission period (September 15).

Phase 2 (June 1 - July 31)

New courses initially submitted during Phase 2 have only one opportunity for resubmission. Resubmissions must be sent to UC by the close of the "a-g" course submission period (September 15).

Phase 3 (August 1 - September 15)

New courses initially submitted during Phase 3 will have no opportunities for resubmission. Any courses not initially approved during Phase 3 will need to be submitted to UC in the following year's "a-g" course submission period.



*Phase 1: 1st resubmission due by July 31, 2nd resubmission due by September 15

English Language Arts

The goal of the ELA curriculum, aligned to the new CCSS 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.

Sample of courses in English Language Arts:

English 9 -- Reading, Writing and Research in Social Entrepreneurship: This comprehensive course is 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 are 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*: This course 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 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 are 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*: This course 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 learn to understand, analyze, and communicate the entrepreneurial mindset through diverse assignments and projects. By the end of this course, students are 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*: This course 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 engage in meaningful self-exploration, develop critical thinking skills, and enhance their communication abilities. By the end of this course, students are 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, and create actionable plans for their future.

AP English Language (core/college preparatory, can sub for English 11): The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. **Pre-requisites:** Successful completion of English 9 and 10 with B or better. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

AP English Literature (core/college preparatory, can sub for English 12): The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **Pre-requisites:** Successful completion of English 9-11 with B or better. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

Mathematics

The math curriculum at EHS emphasizes 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 CCSS. A variety of inquiry and problem-based approaches will be used in order to ensure that students are engaged in critical thinking in math courses rather than just rote memorization.

Sample of courses in Mathematics:

Entrepreneurial Math: Elementary algebra encompasses some of the basic concepts of algebra, one of the main branches of mathematics. It is typically taught to high school students and builds on their understanding of arithmetic. Whereas arithmetic deals with specified numbers, algebra introduces quantities without fixed values, known as variables. This use of variables entails a use of algebraic notation and an understanding of the general rules of the operators introduced in arithmetic. Unlike abstract algebra, elementary algebra is not concerned with algebraic structures outside the realm of real and complex numbers.

Financial Algebra 1: This course 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 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 are 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: This is a comprehensive course that explores the properties and applications of geometric figures in two and three dimensions. Students 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 is 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 are 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: This course 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 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 are 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.

Pre-Calculus (core/college preparatory): Pre-Calculus is an advanced mathematics course which reinforces fundamental concepts learned in previous math courses and investigates further topics in algebra, geometry, and trigonometry. This course prepares students for the study of calculus and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Pre-Calculus topics are especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. Course content includes the study of complex numbers, logarithmic and exponential functions, polynomial and rational functions, trigonometric functions, and analytic trigonometry. **Pre-requisites:** Successful completion of Financial Algebra 2.

AP Calculus (core/college preparatory): AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course

teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. **Pre-requisites:** Before studying calculus, all students should complete Financial Algebra 2 and an additional year of mathematics (either trigonometry or pre-calculus) designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions at the numbers 0 , $\pi/6$, $\pi/4$, $\pi/3$, $\pi/2$, and their multiples.

AP Statistics (core/college preparatory): The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. **Pre-requisites:** Successful completion of Financial Algebra 2 with a B or better.

History / Social Studies

EHS's history / social science curriculum is rooted in the California History-Social Science Standards, Framework, and will incorporate the CCSS ELA literacy standards that apply to historical inquiry. Courses will provide students with an understanding of world, national, and local history, with an emphasis on inquiry and critical examination of historiography.

Courses and curriculum will 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.

Sample of courses in history / social sciences:

World History: This course explores the 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 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 are 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 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 are 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 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 are 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 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 are 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.

AP U.S. History (core/college preparatory, can sub for U.S. History): The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to the present. Seven themes of equal importance – American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in

depth. **Pre-requisites:** Successful completion of World History with a B or higher and entering 11th grade. Furthermore, students should be able to read a college-level textbook and have strong writing skills with the ability to write grammatically correct, complete sentences.

Science

The Science curriculum at EHS uses a rigorous and engaging approach that will incorporate inquiry-based research topics. Drawing on recommendations from the Next Generation Science Standards, inquiry and course will be the basis of each curriculum unit in science classes and an emphasis will be 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 equally finding the correct answer but also the process and questions to be asked. Overall, depth over breadth will be 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. As with all core curriculum, the skills of entrepreneurship are interwoven throughout in a purposeful way.

Sample of science courses :

Integrated Science 1: This course combines foundational scientific concepts 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 learn to apply scientific knowledge to solve real-world problems, develop innovative products, and understand the processes involved in bringing scientific ideas to market. By the end of this course, students are 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: This course 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 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 are 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: This 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 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 are 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.

Physics (core/college preparatory): The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure. **Pre-requisite:** successful completion of Algebra 2

AP Environmental Science (non-core, college preparatory): The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of

the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. **Pre-requisites:** Students should have completed two years of high school laboratory science. Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra. Also, desirable (but not necessary) is a course in earth science.

Visual / Performing Arts

The founders of EHS see the arts as an integral part of the high school experience. While our students will have traditional art education courses, many of our arts courses will focus on applying these skills to entrepreneurial endeavors.

Sample of courses in the arts:

Online Design & Marketing: This course 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 learn about the fundamentals of online marketing, including social media, content creation, SEO, and e-commerce, with a particular emphasis on the unique challenges and opportunities within the arts.

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 learn to develop and execute comprehensive marketing campaigns that effectively promote artistic ventures and entrepreneurial initiatives.

Entrepreneurship 101: This introductory course is an innovative course designed to fulfill California's Visual and Performing Arts (VPA) requirement by blending creativity with business acumen. Students explore the intersection of art and entrepreneurship, learning how to develop, market, and manage creative projects or ventures. The course covers fundamental concepts such as design thinking, project management, and marketing strategies within the arts. Through hands-on projects, students create and present their own artistic works, while gaining the skills necessary to launch and sustain creative enterprises. This course empowers students to apply artistic creativity in entrepreneurial contexts, preparing them for future careers in the arts or related industries.

Digital Video Production: A hands-on course designed to meet California's Visual and Performing Arts (VPA) requirement, introducing students to the fundamentals of video creation and storytelling. Students learn the entire production process, from pre-production planning and scriptwriting to shooting, editing, and post-production. The

course emphasizes creativity, technical skills, and collaboration, as students work on projects that explore narrative, documentary, and experimental forms. By the end of the course, students will have produced several original videos, showcasing their ability to combine artistic vision with technical expertise in digital media.

Health and Physical Education

Sample of courses in Health and Physical Education:

Physical Education 1: This course 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 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 are 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 healthful 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 are 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.

EHS will also participate in the mandated ninth grade physical fitness test.

World Languages

The curriculum in our Spanish sequence incorporate the California World Language Standards and the California Framework for Foreign Languages K-12. Written and oral communication with proficiency in vocabulary and grammar will be the focus of the world language curriculum.

Sample of courses in world languages:

Spanish 1: This course is designed to teach 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 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 are 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 engage in more complex conversations, expand their vocabulary, and deepen their understanding of Spanish grammar. Additionally, the course explores advanced entrepreneurial skills, such as strategic planning, marketing, and financial management; all within the cultural context of Spanish-speaking countries. By the end of this course, students are 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 is 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 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 are 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. Write 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.

College Preparatory Electives

Please review previous sections for discipline-specific electives that can serve as college preparatory electives. In addition to the wide variety of course offerings listed above that can satisfy the college-preparatory elective A-G requirement, EHS requires all of its freshmen students beginning in 2024-2025 to complete a communications elective. The communications elective options listed below emphasize written and oral presentation skills in a variety of formats and for a variety of purposes. By requiring students to take a communications course, we are better preparing them with the 21st century skills that will serve them both in the world of academia and the world of work.

Sample of College Preparatory Electives courses :

Communication Arts (core/college preparatory): Clear and compelling written and oral presentation styles are important predictors of student academic success on the high school and college levels. This course, geared towards freshmen and sophomores, will be conducted in a “workshop” setting. Students will receive group feedback and positive interaction on their assignments. The focus will be on written and spoken presentation fundamentals and practice geared to both academic and real-world applications. Active participation will be key along with written assignments and at home presentation preparation. There will also be a term-long team presentation competition. The majority

of the grade will be based upon commitment to progress and improvement during the term.

Speech and Debate (core/college preparatory): This course is designed to develop each learner's ability to communicate effectively in his or her academic, business, and social life. Learners study seventeen separate public speaking competitive events, including interpretation (which involves dramatic and comedic acting), platform (which requires writing and memorizing well-researched issues of social importance), and spontaneous speaking (where competitors deliver speeches with very limited preparation time). **Pre-requisites:** Learners who enroll in this course are considered part of our Speech team, and should be willing to spend Saturdays and/or Sundays at tournaments.

Catering: A practical and academically rigorous course that fulfills the "G" elective requirement under California's A-G guidelines. This course provides students with hands-on experience in the culinary arts, focusing on large-scale food preparation, event planning, and service management. Students learn essential skills such as menu design, budgeting, and food safety while exploring the cultural and artistic aspects of cuisine. Through real-world catering projects, students develop the ability to execute professional-level events, preparing them for careers in the culinary and hospitality industries.

Networking 1: An introductory course that fulfills the "G" elective requirement under California's A-G guidelines, providing students with foundational knowledge in computer networking. Students learn the basics of network design, configuration, and troubleshooting, with a focus on both wired and wireless networks. The course covers essential topics such as IP addressing, network protocols, and cybersecurity fundamentals. Through hands-on labs and real-world scenarios, students gain practical skills that prepare them for advanced studies in information technology and related fields.

Networking 2: Networking 2 builds upon the foundational concepts introduced in Networking 1, offering a more in-depth exploration of network infrastructure and advanced networking technologies. This course continues to meet the "G" elective requirement under California's A-G guidelines. Students delve into topics such as network security, virtualization, and cloud computing, with a strong emphasis on configuring and managing complex networks. Through advanced labs and projects, students develop the technical expertise required for industry certifications and careers in network administration and IT support.

Entrepreneur/Business Electives

In addition to the wide variety of course offerings listed above that can satisfy the college-preparatory elective A-G requirement, EHS requires all of its students beginning to complete up to 8 Entrepreneur/Business Pathway (ePathway) electives prior to graduating. These courses are critical in developing the entrepreneurial skills that all EHS students need in order to excel in higher education and entrepreneurship.

Sample of Entrepreneur/Business Elective courses :

Business Startup Incubator: In the Business 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.

Business Startup Accelerator: This course builds on the foundational entrepreneurship course Business 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 Business Startup Incubator.

Online Design & Marketing: Students in Online Design & Marketing will investigate, evaluate and create various marketing and communication strategies for the internet. Great emphasis is put on critical evaluation and website planning, development, design and creating content for effective online marketing campaign. In addition to the application of effective online marketing campaigns, students will gain an understanding of HTML, CSS and responsive web design as it pertains to successful online marketing. Students will gain detailed knowledge in building a robust online marketing campaign and have a basic understanding of front-end web development skills.

Advanced Online Design & Marketing: The purpose of Advanced Online Marketing is to help students understand and apply advanced principles of online marketing to a variety of projects, so they will be prepared to craft campaigns for their original products or services. Students will investigate, evaluate and create various marketing and communication strategies for the internet. Great emphasis will be put on critical evaluation and website planning, development, design and creating content for effective online marketing campaigns. Students will gain detailed knowledge in building a robust campaign and have a basic understanding of front-end web development skills.

Entrepreneur Pathway (ePathway) Electives

Sample of ePathway Electives: Food Service and Hospitality Courses

Baking and Pastry: Baking and Pastry is a capstone course for students who have successfully completed Culinary Arts 1 and/or Culinary Arts 2. This course will prepare students for careers or post-secondary education in the baking and pastry culinary business in the foodservice and hospitality industry. In a lab-based environment, using industry quality equipment and standards, students will learn the science of baking and apply culinary techniques to produce breads, pastries, cakes, mousses, and specialized desserts. The use of plate presentations will be emphasized. Students will be required to

conduct career exploration, demonstrate baking proficiency through the production of selected items, and participate in an industry expo. This course is aligned to the CA Career Technical Education Standards and will require students to complete a variety of reading, writing, speaking and listening tasks throughout the course.

Catering: The purpose of this advanced course is to provide the culinary student with the core culinary and technical skills used in the food restaurant and hospitality industry. This course covers the development of the foodservice industry in the new evolving career field it is today. Students will draw on their math and science foundation courses and apply these skills to culinary applications presented in this course, and used throughout the culinary profession.

Culinary Arts: The first semester of the Culinary Arts I course lays a comprehensive foundation in culinary and baking theory, emphasizing food safety and sanitation alongside essential practical training tailored for initial success in the food service sector. The curriculum rigorously covers both classical and modern cooking techniques, focusing on their correct uses and the visual finesse involved in designing, styling, displaying, photographing, and presenting or plating dishes. Students will engage in hands-on experiences and assessments to solidify their knowledge of food safety protocols. The second semester expands students' horizons with creative endeavors such as working with yeast doughs, exploring international cuisines, and planning events and buffets. Integrated throughout the course are relevant aspects of culture, geography, history, mathematics, writing, and the elements of visual arts, enriching the learning experience. Furthermore, the program equips students with specialized skills pertinent to the industry, facilitating a smooth transition to professional careers or further education. Active engagement in this course enables students to emerge as competent team members and innovative chefs, prepared for entry-level roles and inspired to explore culinary arts as a dynamic form of expression.

Culinary Entrepreneurship: This course, focusing on Restaurant Management, is a capstone course in a Food Service and Hospitality Pathway. In this course, students will acquire the management and culinary skills needed for a career in the restaurant and food service industry. Students will use critical and innovative thinking to solve pertinent problems that restaurants face, they will prepare multiple standard and original recipes, and they will practice these skills through projects and key assignments that prepare them for application in a culminating multicultural luncheon. After completing this course, students will be eligible to earn a national certificate of achievement which qualifies them to begin work in the restaurant and food service industry.

Sample of ePathway Electives: Design, Visual & Media Arts Courses

Digital Graphic Design I: This one-year introductory level graphic design course's focus is based on the California Art standards. Students will express creativity through digital media applications. They learn the basic language and elements of art techniques to create interactive products to educate, inform, and entertain. The purpose is to enable students to understand and appreciate artistic expression and study the impact of

multimedia on our society from a social and economic viewpoint. Students will reflect, discuss, evaluate, and write with discrimination about the media and careers studied. Art history, graphic design, and higher-level graphical concepts will be studied and applied. This course offers intensive hands-on production through project-based assignments and strives to nurture individual talents and skills. Students will meet Visual Art and Common Core State Writing Standards while encouraging students to become creative and thoughtful practitioners in the world of computer media.

Digital Graphic Design II: Digital Graphic Design II is a concentrator course in the Arts Media and Entertainment Pathway designed to integrate academic and technical preparation, focus on career awareness, while concentrating on the Arts. Students will gain a progressive understanding of theory and concepts of visual communication used to present information or promote a message to a consumer driven market. This course will build upon techniques developed in previous coursework including fundamental principles and elements of visual communication and the historical development of design through exploring graphic art history. Students will explore, in an independent manner, the various facets of visual communication including the principles of design and layout, design theory, advertising principles, technology and practice. They will practice the art of conceptualizing projects, reinventing clichés, distilling complex information, and motivating an audience. Students will be able to apply skills learned in previous classes such as typography, image development, layout, manipulating photographs, and creating digital artwork.

Digital Video Production: The purpose of this course is to provide students a strong background in the video and television arts while introducing them to the tools of digital storytelling. This course will teach students the fundamentals of artistic design in video and TV. Students will develop a rich vocabulary of artistic and technical terms and will be encouraged to use these terms when analyzing their own work and the work of others. Students will learn how to respond to films from many different time periods, cultures, and genres. This course allows students to be creative and create works of art to be viewed and enjoyed. Students will use tools such as cameras, microphones, cameras, and video editing software among many others that allow students to turn their story ideas into works of art.

Advanced Digital Video Production: The purpose of Advanced Digital Video Production is to create professional-level productions. Students learn an advanced level of pre-production, production, and post-production methodology and practices and take on multiple roles that are necessary to produce these projects. These roles are the following: director, copywriter, storyboard artist, cameraperson, sound recordist, lighting technician, on-camera talent, production assistant, computer editor, and graphic artist. The program offers an opportunity for student ownership of video content and presentation. Students in this class are required to complete a short film that will be presented at the Entrepreneur High School end-of-the-year Film Festival. They will accomplish this while working productively in small teams and functioning in the aforementioned roles common to those employed in screenwriting, broadcasting, and post-production careers.

ePathway: Professional Management & Sales Elective Courses

Business Startup Incubator: Business Startup Incubator offers students an authentic entrepreneurship experience in which the students can create and fully develop their own product or service. Entrepreneurs and business experts serve as coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. This cycle of experimentation is combined with foundational business content such as marketing and finance. Students demonstrate their learning through writing, explanation, interpretation, and application of content of their team's real business idea. Principles and processes from the LEAN movement help students test their thinking. From concept to minimum viable product to pitch, students are hypothesizing, testing, adapting, and learning.

Business Startup Accelerator: Business Startup Accelerator is a business/ entrepreneurship course designed for students who have received funding and are ready to launch their businesses. The goal of this course is to guide students to a successful launch of their company and to gain traction in the marketplace. Content is built from real life entrepreneurial practices and real-world business accelerator practices. Throughout the course students work to understand three major areas. These areas focus on customer acquisition, business process, and product production. When students are working through the focus area of customer acquisition, they will learn about setting goals, the customer buying process, processing a customer, and customer service. The focus area of the business process will take students through learning about maintaining financials, business regulations, technology planning, operations, staffing, insurance and securing funding. The third area of focus, product production, will take students through the process of product development planning and understanding the legal system. While learning about these three areas, teams will be required to complete quarterly investor share backs, engage in developing smart goals and actions plans, and create staff meeting agendas and minutes that will assist teams in gauging how well they are meeting their business goals.

Online Design and Marketing: Online Design and Marketing is designed to help students understand and apply the intricacies of online marketing so that they are prepared to craft an effective and robust marketing campaign from the original products or services that they create in subsequent courses. Students also learn the foundations of web design and development as they pertain to online marketing. Within the course, students will investigate, evaluate and create various marketing and communication strategies for the internet. Great emphasis is put on critical evaluation and website planning, development, design and creating content for effective online marketing campaigns.

Retail Merchandising: Retail Merchandising includes all the activities associated with the marketing of goods and services to consumers. Skilled leaders motivate people or groups to achieve a common goal. These activities involve obtaining products from manufacturers and suppliers from the local area and selling these goods to people who will buy and use them. Students plan, organize, staff, direct, and control an organization

or group to accomplish a goal using available resources efficiently and effectively. This course explores leadership styles and economics, personal finance, and soft skills while providing a background in business. Students engage with their peers, business professionals, and their community to actively practice the 21st Century skills of Communication, Collaboration, Creativity, and Critical Thinking. The community Business Advisory will help guide and implement course curriculum, on-site student store operations, community projects, and job shadow/internships for students to obtain strong community networking connections.

Retail Sales: This full year course combines classroom instruction and on-the job experiences in retail sales through a school run student store. The curriculum includes instruction in sales skills, customer service, communications, cash register operation, making change, customization of products, design procedures for various apparel and gift items. This course also includes techniques for applying for a job and requires an Employment Portfolio, a career plan, and a successful completion of an interview. Students should have good math and communication skills. Previous classes in computer graphics would also be helpful. Mathematics is integrated throughout the course through class instruction and practical retail sales application.

Sample of ePathway Electives: Software and IT Systems Development Courses

Cyber Security I: Introduction to Cybersecurity prepares students for a career in network administration and information technology support services with a focus on cyber security. This course includes a series of technical modules that provide hands-on knowledge and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry recognized certifications. Students research and address ethical and legal standards, information security, and mitigate cyber vulnerabilities through intricate problem-solving scenarios mandating critical thinking, incident response and analysis, and collaboration. Curriculum content is designed to ensure privacy, reliability, and integrity of information systems for students preparing for careers in Cybersecurity and Information and Communications Technology (ICT).

Cyber Security II: This course builds on the technical skills and knowledge students acquired in Cyber Security IN. Cyber Security II prepares students for post-secondary information technology majors and for careers in network administration and information technology support services with a focus on cybersecurity. This course includes the utilization of online educational/technical modules that provide hands-on knowledge, critical thinking, and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry-recognized certifications. Students research and address ethical and legal standards, leadership, information administration, and mitigate cyber vulnerabilities through intricate problem-solving scenarios mandating critical thinking, incident response and analysis, and collaboration. Curriculum content is designed to ensure a

deeper understanding of privacy, reliability, and integrity of information systems for students preparing for careers in cybersecurity and Information and Communications Technology (ICT).

Web Design: Through a relevant context, Web Design explores the historical and rapidly changing trends in the field of design for the web. Through design projects, students develop problem-solving and critical thinking skills, artistic perception, critique and self-reflection. With the awareness of design solutions throughout history, students will understand the impact of the arts and design on human experience. Students will learn methods and theory such as elements and principles of design, to enhance their own artistic vision and style. Design critiques and presentations will provide opportunities for students to become and grow as design artists. All experiences will be project-based and will focus on developing perception and the application of the elements of art and principle of design through contemporary design applications and web design.

Sample of ePathway Electives: Teacher Education Courses

Introduction to Education & Teaching: This course is designed to provide high school students with a comprehensive overview of the educational system and the profession of teaching. Students will explore the history and philosophies of education, understand the roles and responsibilities of teachers, and examine the standards and practices that guide effective teaching. The course will cover fundamental concepts such as classroom management, instructional strategies, and educational psychology. Through discussions, projects, and observational opportunities, students will gain insight into the dynamics of teaching and learning, preparing them for further studies in education and helping them decide if a career in teaching is the right path for them.

Child & Adolescent Development: This course delves into the physical, cognitive, social, and emotional growth of children and teenagers, providing students with a deep understanding of developmental stages and their impact on learning and behavior. Through the study of developmental theories and observational techniques, students will explore how various factors such as family, culture, and environment influence development. The course emphasizes recognizing and accommodating different learning styles and needs, preparing students to support the holistic development of young individuals. Practical applications and real-world examples will help students connect theoretical knowledge to practical situations, making this course essential for those interested in careers in education.

Educational Psychology: This course introduces EHS students to the psychological principles and theories that underpin effective teaching and learning. Students will explore key topics such as cognitive development, motivation, learning theories, and instructional strategies, gaining insights into how students think, learn, and behave in educational settings. The course also covers various assessment methods and classroom management techniques, equipping students with the tools to create positive and productive learning environments. Through case studies, interactive discussions, and practical applications, students will learn to apply psychological concepts to real-world

educational challenges, making this course invaluable for those considering a career in education or related fields.

Teaching Methods: This EHS course equips our high school students with practical skills and strategies for effective instruction across diverse educational settings. Focusing on lesson planning, instructional techniques, and classroom management, students will learn to design engaging and inclusive lessons that cater to various learning styles and needs. The course emphasizes the importance of differentiation, formative and summative assessments, and the integration of technology in the classroom. Through hands-on activities, peer teaching sessions, and reflective practice, students will develop the ability to create dynamic learning environments that foster student success. This course is essential for those interested in pursuing a career in teaching or educational leadership.

Sample of ePathway Electives: Other Courses

Career Pathway Internship: Entrepreneur High students will have a work-based learning experience with one of the four internal businesses that are connected to the school's career pathways. Students will gain valuable work experience in one of the following pathways: Design, Visual, and Media Arts; Marketing Sales and Services; Food Service and Hospitality; and Software and Systems Development. Students will explore general principles of business, finance, career preparation, economics, management, marketing, entrepreneurship, and key 21st Century Skills, with an overall emphasis on collaboration, communication, global interconnectedness, and technological applications. Assignments will draw on real-world, hands-on learning experiences, including internship work, outreach to industry professionals, job shadowing, and career research. Seat time will predominantly consist of internship and on-the-job hours, learning in a professional work environment, and connecting classroom instruction with real world applications. After completing this course, students will have a strong foundation in business practices and communication, they will have developed an e-portfolio to showcase their learning, and they will be prepared for more advanced courses for their CTE capstone course.

Entrepreneurship 101: The eSuccess 101 Course is designed to give students a full introduction to the eModel. In this course students will learn about the eSkills, financial literacy, the lean startup, and design thinking. eSuccess 101 is the foundation of your success throughout your time at EHS. The course will also introduce postsecondary and career options to students. Students will learn about the 12 focused entrepreneurial skills that are integrated into all of EHS's curriculum. Through this course, students will develop an entrepreneurial spirit. The entrepreneurial spirit is an attitude & approach to thinking that actively seeks out change, rather than waiting to adapt to change. It is a mindset that embraces critical questioning, innovation, service, and continuous improvement. Someone with an Entrepreneurial Spirit has passion and purpose with a unique skill set to be successful in post-secondary or career.

Work Experience: Work Experience Education is an elective class that combines paid employment with classroom instruction. Students attend their own jobs during the week and also attend a class session once a week at school. Students must have teacher-

approved, legal employment while enrolled in this elective. Course grade and credit are earned by completion of the course requirements which include attending class, submitting paycheck stubs, completing class assignments, submitting required forms, and maintaining employment. Work Education Experience is built to help students develop positive work habits and attitudes, self-confidence, job skills, and a personal portfolio that can be used to locate, secure, and retain employment in the community. Students will also identify a career interest, plan a career path and take the steps needed to move along that path, relating their future to their current employment. The curriculum is tailored to meet the needs of students at various stages of vocational and career development from those beginning to explore career interests to those who have a defined career path and are employed. Utilizing the key competencies of speaking & listening and problem-solving, this curriculum uses research-based methods to push students towards ongoing and individualized growth.

Yearbook: Yearbook is a year-long course designed to enhance students' creative and critical thinking while understanding the role of visual art and design in publication mediums. Students will use online publishing software to develop skills in writing, written and visual communication, art design and page layout, photography, and typography. Throughout the course, students will use creativity in design elements by creating layouts, coordinating colors, fonts, shapes, and photos, to artistically create pages for the school yearbook. The artistic element is prevalent in all units and aspects of the course, including photography, through the basics of and the more advanced elements of photography as art and in representing the culture and meaning of the school and its activities and events. Students will collaborate on all elements of the design process.

Sample Curriculum, Texts and Materials

A brief sample list of curriculum, texts, and materials is found below. This list is subject to change as appropriate and necessary to meet the needs of students. The current standards aligned materials utilized for core subjects is included in the appendices of this document. (See Appendix A: *Identification of Standards-Aligned Materials for Sufficiency Purposes / 2024-25 School Year*)

- Project Based Learning
 - Buck Institute of Education Inc. (www.bie.org) – Books, training, and resources.
- Entrepreneurship
 - Entrepreneur Pathways, Inc. – Partnership agreement including curriculum development.
 - IncubatorEdu (incubatoredu.org) – Entrepreneur Curriculum Support.
- Core Academics

Instructional Methods and Strategies

The curriculum and instructional methods at EHS 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 370 million. Non-Caucasian people will account for about 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 people to work cooperatively in a multicultural environment while maintaining core cultural knowledge and values that allow for the development of social capital. Supplementing collaborative and constructivist 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 21st century colleges and careers.

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 San Bernardino and encourages 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 used at EHS are:

Project Based Learning (“PBL”):

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 California State, CCSS, and NGSS due to the nature of the new standards:

1. **New standards are fewer, with a focus on depth, especially in English and Mathematics** – well designed projects emphasize the deep conceptual understanding and critical thinking required by the new standards.
2. **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.
3. **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.
4. **Real-world applications** – the CCSS 8 Mathematical Practices emphasize using mathematics to solve real world problems – a centerpiece of PBL design.⁵

Both the CCSS and NGSS mark a shift to a “focus on understanding and application as opposed to memorization of facts devoid of context (NGSS, 2013).” PBL, when done well and supported by

⁵ Larmer, John, Mergendoller, John, and Boss, Suzie. Setting the Standard for Project Based Learning VA: ASCD Publishing, 2015

meaningful and ongoing professional development, is perfectly suited for ensuring student mastery of these standards.

Work-Based Learning (“WBL”):

Building on our PBL foundation, our Work-Based Learning program creates a seamless bridge between academic learning and real-world work environments. This approach integrates classroom education with practical, hands-on experiences, preparing students for the demands of the modern job market.

Our comprehensive WBL program includes:

- Structured internships and externships: Students work alongside professionals in fields aligned with their interests and our entrepreneurial pathways.
- Cooperative education opportunities: We partner with local businesses to offer paid positions where students alternate between periods of academic study and full-time work.
- Job shadowing and service learning: These experiences provide insights into various career paths and develop students’ sense of civic responsibility.
- Clinical experiences: For students interested in healthcare or social work, we offer supervised practical experiences in relevant settings.

These experiences not only develop technical skills but also enhance soft skills such as communication, teamwork, and problem-solving, which are highly valued by employers.

Constructivist Communication and Discussion Techniques:

Building on theories of constructivism, discussion-based teaching involves the “systematic use of discussion to accomplish curricular objectives.” Discussion based teaching was originally developed in the 1930s in order to promote democratic values and counteract the rise of fascism and far-right ideologies in Europe. In order to promote a truly diverse and collaborative student body, teachers will incorporate techniques of discussion-based teaching in order to promote the essential role of social interaction. Benefits of discussion-based teaching have been demonstrated across all student sub-groups and in all subject areas. More specifically, quality discussion-based teaching has led to gains in “content area mastery, reading comprehension, conceptual understanding, problem-solving ability, moral development, attitude change and development, and communication skills.”⁶ Consequently, quality discussion-based teaching can serve as a tool to address the competencies identified by the Hewlett Deeper Learning Model.

Henning (2008) identified four different types of discussion designs, and teachers will use a variety of discussion-based instructional techniques in order to address them:

1. **Responding to a problem:** An advantage of this type of discussion is that it can be launched by simply asking students to respond to a problem. Furthermore, if the problem is based in prior knowledge, these types of questions can be responded to with little

⁶ Henning, John E. (2008) *The Art of Discussion-Based Teaching: opening Up Conversation in the Classroom*. New York, New York: Routledge

preliminaries. They also serve as good jumping off points for project-based learning. Problems that have multiple entry points and multiple correct answers are best suited to this type of discussion.

2. **Responding to an observation:** The second way to launch discussions in class is to have students respond to / record observations of a phenomena and then drawing conclusions. The sources of these observations could be in a variety of formats, including visual, audio, charts, graphs, etc. The observations of these phenomena would allow for multiple interpretations and thus divergent student responses. It also activates students' knowledge base and provides scaffolding for students to construct new understandings through interaction.
3. **Responding to a reading:** A third approach to discussion-based teaching is to have students respond to something they've read, either narrative or expository. Reading lends themselves especially well to discussions because they allow for multiple interpretations and focus on improving literacy skills.
4. **Reflecting on classroom activities:** An important part of deeper learning identified by Hewlett is for students to engage in active reflection on learning experiences. Preceding discussion with learning activities is especially useful when the activities are beyond the everyday experience of learning. Like the previous three discussion designs, reflecting on learning allows teachers to guide students from a set of initial observation to more carefully reasoned evaluations and conclusions.

To facilitate these four types of discussions, staff will be trained on and incorporate a number of constructivist discussion protocols, such as:

- Socratic Seminar.
- Fishbowl.
- Community Circle
- Individual and small-group conferencing.
- Peer critique stations.
- Literature Circles.
- See, think, wonder.
- Think, Pair, Share.
- Chalk talk.
- Gallery walks.

Furthermore, staff will be trained in the use of Bloom's Taxonomy in order to structure and scaffold questions to be used for discussion-based teaching that allow all students to access the content.

Explicit Direct Instruction ("EDI"):

To supplement the collaborative and constructivist techniques previously outlined and to address the second component of Conley's design, teachers at EHS will incorporate well-designed lessons and units around the principles of Explicit Direction Instruction 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."⁷ In incorporating these lessons, teachers will be coached and given professional development on creating research-proven lessons⁸ that:

- Start by reviewing prerequisite learning.
- Provide a short statement of goals.
- Present new information / material in small steps, with student practice after each step.
- Give clear and detailed instructions and explanations.
- Provide a high level of active practice for **all** students.
- Ask a large number of 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."

Flipped Learning / Just in Time Teaching:

Staff receive training on implementing flipped learning practices to maximize the amount of time in class spent on application and synthesis rather than content acquisition. In flipped learning, the responsibility of acquiring content is gradually shifted on to the learner so that time in class can be spent on the deeper learning competencies outlined in the Hewlett Model and the Key Cognitive Strategies.

While flipped learning often denotes the use of videos or pre-recorded lectures, it more generally refers to a seminar style approach to learning where students prepare to participate in class activities ahead of time so that time during class can be spent applying key concepts. This approach particularly lends itself to a block schedule and is useful on times when teachers may not see students again for two or three days.

Research into flipped learning practices by the Flipped Learning Network in partnership with George Mason University has shown that teachers report higher student achievement, increased student engagement, and better attitudes toward learning and school.⁹

⁷ Chall, Jeanne S., *The Academic Achievement Challenge: What Really Works in the Classroom?* New York: The Guilford Press, 2000

⁸ Rosenshine, Barak and Meister, Carla., "Advances in Research on Instruction." *The Journal of Educational Research* 88, no. 5 (1995)

⁹ Flipped Learning Network (2013) "The Flipped Learning Model: Executive Summary," http://flippedlearning.org/wp-content/uploads/2016/07/ExecSummary_FlippedLearnig.pdf

One example of a flipped learning approach used at EHS is Just In Time Teaching (“JiTT”). Developed by Gregor Novak and colleagues at Vanderbilt University’s Center for Teaching, JiTT relies on a feedback loop between web-based learning materials, data collected by the teacher ahead of time, and learning experiences designed in light of the data collected. Students prepare for class by reading from the textbook or using other resources posted to the web and by completing assignments online that are reported directly to the teacher. These assignments often have complex answers; students’ work outside class serves as preparation for more complete work in class. The students’ answers are delivered to the instructor a few hours before class starts, allowing the instructor to adapt the lesson as needed to better address student interests and areas that need intervention. Importantly, JiTT allows the instructor to create an interactive classroom environment that emphasizes active learning and cooperative problem solving.¹⁰

Flipped learning activates learner’s prior knowledge and current state of understanding. By engaging students’ initial understandings, the teacher can better design experiences that directly relate to student needs and for them to construct understanding through a dialogue between students and their teachers.

How the Charter School’s Instructional Methodologies and Curriculum Will Support Implementation and Ensure Students Master CCSS, NGSS, English Language Development (“ELD”), and other state standards:

As outlined in the previous section, the new standards emphasize reasoning and critical thinking over rote memorization. The design principles of Project Based Learning and Flipped Learning experiences are perfectly aligned with promoting mastery of the CCSS, NGSS, and ELD standards and will be supported by ongoing and embedded coaching and professional development delivered by administration and lead teachers, and budget allowing, outside organizations such as the Buck Institute.

The true power of our educational model lies in the seamlessly creating a holistic learning experience that is greater than the sum of its parts:

- ***Foundation Building through Equality, Diversity, and Inclusion (“EDI”):*** EDI provides the essential building blocks of knowledge and skills. For example, in a business-focused project, EDI might be used to teach fundamental concepts of economics, accounting principles, or marketing strategies.
- ***Application and Exploration through PBL:*** These foundational concepts are then applied in complex, real-world projects. Students might use their knowledge to develop a business plan for a sustainable product, integrating their understanding of economics, marketing, and environmental science.
- ***Real-World Validation through WBL:*** The ideas and solutions developed in PBL are then tested and refined in real-world settings through WBL experiences. Students might intern with a local business, applying their business plan in a real market context.

¹⁰ Novak, G, Patterson, E.T., Gavrin, A.D., and Christian, W. (1999). Just-In-Time Teaching: Blending Active Learning with Web Technology, Upper Saddle River, NJ: Prentice Hall.

- ***Iterative Learning Loop:*** Insights gained from WBL feed back into classroom learning, informing future projects and highlighting areas for further skill development through EDI.

This integrated approach ensures that students not only gain knowledge but also understand its relevance, can apply it in practical settings, and develop the skills to adapt and learn continuously in a changing world.

Finally, the principle of “teacher-as-designer” ensures that expectations for innovative design, critical thinking, and engagement extend to not just students, but staff as well. Staff will design learning experiences and utilize various instructional methodologies that will best serve the needs of students on their path to mastery of the standards.

How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology:

EHS integrates technology throughout the program in a variety of ways, both as a support for student learning, as a method of instructional delivery, and as a tool for improving communications between Charter School and home. WiFi and computer/tablet carts have been purchased to ensure that all students have access to the internet while on campus. When students are off campus, EHS works with families in need to help them access the internet. Teachers are trained on the use of Google Apps (or similar) such as Drive and Forms in order to better integrate technology into projects, to provide real-time feedback to students, and to actively collect data. The Charter School utilizes flat panel televisions (some with touch screens) in all classrooms and throughout the Charter School, eliminating the need for projectors (and their associated costs and challenges to operate). Students learn basic computer skills and internet research skills as part of discipline-specific projects and assignments. Responsible use of social media and overall media literacy is emphasized across all classes, preparing students for the digital aspects of modern workplaces. The synergy between PBL, WBL, and EDI, enhanced by modern learning approaches and technology, creates a truly unique and powerful educational experience that sets our students apart and prepares them for lifelong success.

Currently, EHS uses the PowerSchool integrated student information system which will allow teachers and students to get immediate feedback on assessments.

<https://www.illuminateed.com/https://www.illuminateed.com/>

1.7.3 Graduation Requirements

All students are encouraged and expected to meet the California A-G requirements for graduation.

Credit Requirements

California State Graduation Requirements

High School Subject Area	State Mandated Requirements* (EC 51225.3) for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
English(b)	Three Years	Four years of approved courses	Four years of approved courses
Mathematics(c)	Two years, including Algebra I or Mathematics I (EC 51224.5)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.
History / Social Science (a)	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
Laboratory Science(d)	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.
Language other than English(e)	One year of either visual and	Two years in same language required.	Two years in same language required.

	performing arts, foreign language, or career technical education**.	Three years recommended.	
Visual and Performing Arts (f)	One year of either visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Two years	Not Applicable	Not Applicable
Electives (g)	Not Applicable	One year***	One year***
Total	13	15 (7 in the last two years of high school)	15

*** Must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts.

EHS will also comply with state law requirements related to ethnic studies course offerings and associated graduation requirements.

UC/CSU A-G Subject Requirements

History/social science (“a”) – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.

English (“b”) – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.

Mathematics (“c”) – *Three years* of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

Laboratory science (“d”) – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.

Language other than English (“e”) – *Two years* of the same language other than English or equivalent to the second level of high school instruction.

Visual and performing arts (“f”) – *One year* chosen from dance, music, theater or the visual arts.

College-preparatory elective (“g”) – *One year* chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

1.7.4 WASC Accreditation

EHS has successfully completed a full WASC Accreditation Cycle, resulting in a Fully Accredited status for six years. EHS is now in the second accreditation cycle, having successfully completed the first cycle in 2022. (See Appendix D: *EHS WASC Accreditation and Self Study Visiting Committee Report*.)

EHS will comply with WASC standards and processes both prior to and while under review. Work on the comprehensive self-study for the second cycle is ongoing, after initial accreditation was received. Furthermore, administration have actively worked to incorporate feedback from initial team visit as part of the Charter School improvement cycle.

1.7.5 Course Transferability and College Entrance Requirements

EHS will annually provide students and parents with a course catalog / course offering that is in both English and Spanish – and translation into other language as needed. The course catalog will contain information about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission will participate in a number of counseling sessions and will be notified in writing should any issues or problems arise regarding the eligibility of EHS's courses, or courses transferred from other schools, to meet college entrance requirements. A "credit check" will also be conducted during junior and senior years to ensure that students will be eligible for university admissions.

1.7.6 Academic Calendar and Schedules

Master Scheduling

The EHS bell schedule allows for students to be scheduled for up to seven academic periods, allowing for accumulation of at least 60 credits per year plus an additional period to focus on credit recovery when needed. Freshmen and sophomores will be scheduled for 70 credits a year in order to provide more flexibility and personalization during junior and senior years, as well as opportunities for credit recovery sections.

Counselors are responsible for monitoring transcripts and credit accumulation. If a student is not making adequate progress, the counselor will meet with the students to discuss options such as: summer school and online options.

A Typical Day

At EHS the concept of a "typical day" evolves as students' progress through their academic journey. While 9th graders follow a more structured schedule, upper-grade students experience an increasingly dynamic and entrepreneurial environment.

Freshman Year: The Foundation

Ninth-grade students are immersed in the entrepreneurial mindset from day one. Core classes integrate eSkills, our proprietary entrepreneurial competencies, with a particular focus on the foundational Entrepreneurship 101 course. Throughout the year, students

explore various ePathways, preparing them to select their elective concentration as sophomores.

Sophomore Year: *Ideation and Exploration*

As students enter their second year, they begin to tailor their education through ePathway electives. These courses, aligned with specific industry sectors, offer both depth in chosen fields and flexibility to explore other areas. Sophomores also embark on their first major entrepreneurial challenge: developing a product or service idea and pitching it to a panel of industry experts and educators.

Junior Year: *Incubation and Internships*

The junior year marks a significant shift towards experiential learning. Students whose sophomore pitches were successful begin "incubating" their ideas, while others have fresh opportunities to present new concepts. A cornerstone of the junior year is the Internship Program, where students operate and manage real businesses within the school that fully interact with the local business community. This unique experience offers numerous benefits:

1. *Practical Application:* Students apply academic concepts to real-world scenarios, enhancing their understanding and retention of knowledge.
2. *Soft Skill Development:* Managing businesses hones leadership, teamwork, and problem-solving skills.
3. *Entrepreneurial Mindset:* Students cultivate innovation, creativity, and risk management capabilities.
4. *Career Readiness:* Real business experience provides a competitive edge for college applications and future employment.
5. *Community Impact:* Student-run businesses contribute to the local economy and foster community engagement.

Senior Year: *Acceleration and Externships*

The senior year is characterized by accelerated growth and external engagement. Students continue developing their business ideas, now seeking capital investment to expand their start-ups. The Internship Program extends into the first semester, with seniors mentoring juniors as they join the internship experience. In the second semester, seniors' transition to Externships, working alongside professionals in specific career fields. Additionally, select seniors participate in dual enrollment courses at local colleges, engage in advanced projects like robotics, or work with mentors in the Business Accelerator to fully develop their start-up ideas.

The space reflects a collegiate environment, while still maintaining a warm feel. Groups of students will likely be meeting in one of our idea spaces to brainstorm ideas or create a pitch for a new product. Other teams will be huddled around their group's computer monitor while designing a website for one of EHS's partners. Students may be hanging out at one of our pop-up stores designed and operated by one of our 12th grade entrepreneurs.

EHS students understand quickly that while our Charter School is highly organized behind the scenes; no two experiences will be the same.

Bell Schedule

The bell schedule follows a typical 7-period day. Since research has shown that starting school later can boost academic achievement among adolescents, EHS start school at 8:30 a.m., aligned to state requirements.

A sample EHS Master Schedule is included in the appendices for reference. (See Appendix E: *EHS Master Schedule*)

Academic Calendar

The EHS academic calendar that specifically identifies all instructional days. We maintain a total of 180 instructional days, and no less than 10 additional days devoted to staff professional development.

The 2024-25 REAL Journey Academies' Academic Calendar is included in the appendices of this document. (See Appendix F: *REAL Journey Academies 2024-25 Academic Calendar*)

The program of EHS also has incorporated Entrepreneur Learning Days (eLearning Days) and an Intersession between the two semesters. These days are focused on the deeper application of entrepreneurial skills is an intensive, short-term educational program designed to immerse students in the practical aspects of entrepreneurship; along with post-secondary exploration. Our eLearning Days and Intersession includes a mix of workshops, hands-on projects, guest speakers, and field trips to local businesses or startups. The program is structured to deepen students' understanding of key entrepreneurial concepts such as business planning, market research, financial management, product development, marketing strategies, and pitching to investors, with the key components centered on:

1. ***Workshops and Seminars***
 - Business Planning: Students learn how to develop comprehensive business plans, including mission statements, market analysis, and strategic goals.
 - Financial Literacy: Sessions on budgeting, financial projections, and funding options help students understand the financial aspects of running a business.
 - Marketing and Branding: Workshops on creating effective marketing strategies, utilizing social media, and developing a brand identity.
2. ***Hands-On Projects***
 - Simulated Business Launch: Students form teams to create and launch a mock business, allowing them to apply their skills in a practical setting.
 - Product Development: Activities focused on brainstorming, prototyping, and refining business ideas into viable products or services.
3. ***Guest Speakers and Mentorship***
 - Industry Experts: Entrepreneurs and business leaders share their experiences, challenges, and successes, providing real-world insights and inspiration.
 - Mentorship: Students are paired with mentors who provide guidance, feedback, and support throughout the intersession.
4. ***Field Trips and Site Visits***
 - Local Businesses and Startups: Visits to local companies allow students to see entrepreneurship in action and understand different business models.

- Innovation Hubs: Tours of coworking spaces, incubators, and innovation labs to expose students to environments that foster creativity and entrepreneurship.
- 5. *Pitch Competitions*
 - Investor Pitch: Students prepare and present their business ideas to a panel of judges, simulating a real-world pitch to potential investors. This helps develop public speaking skills and the ability to articulate a business concept clearly and convincingly.

The benefits of this unique programmatic approach include:

- *Practical Experience*: Students gain hands-on experience in running a business, applying theoretical knowledge in a practical context.
- *Skill Development*: The intersession helps develop critical entrepreneurial skills such as leadership, teamwork, problem-solving, and strategic thinking.
- *Networking Opportunities*: Interaction with business professionals and peers fosters valuable connections that can support future entrepreneurial endeavors.
- *Enhanced Engagement*: The immersive and interactive nature of the intersession keeps students engaged and motivated, making learning more effective and enjoyable.

Instructional Days and Minutes Chart

Under 2024-25 academic calendar, EHS will exceed the minimum annual requirements (64,800) by 1,980 minutes (66,780) and days (180 instead of the minimum of 175).

Independent Study Component

Education Code Section 51747 et seq. requires local educational agencies that claim apportionment for independent study to adopt and implement policies as specified in law and regulation. The REAL Journey Academies Board of Directors has adopted policies in order to serve students requiring independent study Master Agreements to accommodate illness, injury or other necessary periods of absence from school. See Appendix G. EHS agrees to abide by the requirements for independent study apportionment as provided in the Education Code and regulation and as amended by the Legislature from time to time. Students participating in the program shall be provided and subject to the same curriculum, academic standards, and academic and non-academic supports as classroom-based students (as identified throughout the charter petition), modified and/or customized as necessary to serve the student's needs on an independent study basis. Before participating in independent study, each student and their parent(s)/guardian(s) will engage in an interactive process with EHS administration to ensure that independent study is appropriate to meet the student's needs and to address the expectations and nature of the independent study. These expectations shall be addressed in the student's independent study master agreement. EHS' intent is that independent study be provided to students only for the time period necessary to serve their particular circumstances. As such, independent study shall be on a short-term basis, except where extenuating circumstances require a student to participate in independent study on a longer-term basis, e.g., where a student has a long-term illness, injury, or disability that requires independent study beyond the typical short-term independent study period, or where a student's family is in the military and

they are subject to temporary relocation. Except where modified through a material revision, the Charter School will not market and operate a hybrid or long-term independent study program as a program option available for open and general enrollment for prospective and current students.

1.7.7 Professional Development

Teacher Recruitment

EHS will endeavor to hire a staff that reflects the diversity of the San Bernardino region as well as strong content knowledge, experience planning and delivering curriculum and well-designed lessons, an understanding of how data can be used to inform instruction, and who value an inclusive and differentiated learning environment. And because of the entrepreneurial focus of the Charter School, all teachers should be interested in infusing entrepreneurship into their courses and being on the cutting edge of education.

Our recruitment process is designed to identify educators who not only possess strong content knowledge and pedagogical skills but also embody the entrepreneurial spirit that defines EHS. We seek individuals who:

1. Reflect the rich diversity of the EHS region
2. Demonstrate expertise in curriculum development and innovative lesson design
3. Exhibit proficiency in data-driven instruction
4. Value inclusive and differentiated learning environments
5. Show enthusiasm for infusing entrepreneurship into their teaching practice

Our multi-tiered selection process ensures that only the most qualified and aligned candidates join our team:

1. *Review and Revision of Current Job Descriptions* by REAL Journey Academies Human Resources. Creation of Job descriptions, where one does not exist. Work involves select EHS personnel.
2. *Identify Needed Positions* are advertised on EdJoin, Indeed, CCSA Job Board; as well as staff attending hiring fairs at local colleges and organizations.
3. *Initial Screening*: REAL Journey Academies Human Resources conducts a thorough review of credentials and an initial interview to assess basic qualifications, including a California Commission on Teacher Credentialing (“CCTC”) credential check.
4. *School-Level Interview*: A diverse committee, including administrators and teacher representatives, conducts in-depth interviews using a standardized rubric. This approach allows us to evaluate candidates' alignment with our mission, vision, and instructional strategies.
5. *Comprehensive Evaluation*: The Hiring Committee, generally comprised of administrators and senior faculty/staff, engages in a holistic review of each candidate, including:
 - Analysis of resumes and letters of recommendation

- Evaluation of sample lesson plans and instructional methodologies
 - Assessment of candidates responses to our mission-aligned interview questions
6. *Collaborative Employment Recommendation:* The committee rates candidates and provides recommendations to the principal, who makes the final hiring recommendation to Human Resources.
 7. *Due Diligence:* Our Human Resources Department conducts thorough reference checks and credential verifications through the CCTC website. Prior to starting employment, in accordance with state law, all applicants will complete a Live Scan and provide an up-to-date negative tuberculosis test

We extend our reach beyond traditional hiring channels by:

- Forming a full Teacher Residency Program, in collaboration with the University of Redlands and the CCTC. This program, initiated in 2022-23, has had twenty-nine resident teacher participants. Residents, once they complete their year-long residence, are committed to remain with a REAL Journey Academy school, including EHS, for two additional years.
- Cultivating relationships with teacher preparation programs to identify promising new educators.

Ongoing Professional Development:

Administration will provide ongoing and embedded professional development in a variety of formats and times throughout the school year, focusing on all aspects of our Charter School design model. As much as possible, teachers in the same discipline will be scheduled for common prep/planning periods to increase opportunities for collaboration outside of formal PD times. At EHS we view professional development as an ongoing process crucial to maintaining our high standards of instruction, including:

1. *Comprehensive Onboarding:* New staff members participate in a Summer Symposium, immersing them in our instructional model, methodologies, and unique Entrepreneurship Model (“eModel”).
2. *Tailored In-Year Development:* We provide additional professional development days during the academic year, focusing on teacher-identified areas of growth. Our Instructional Leadership Team crafts these sessions based on staff surveys, ensuring relevance and impact.
3. *Collaborative Planning:* Regular grade-level and department team meetings after school and during eExperience Days foster curriculum integration, alignment, and innovation.
4. *Personalized Growth Plans:* Teachers engage in a reflective evaluation process, setting and working towards professional growth goals aligned with the California Standards for the Teaching Profession.
5. *Continuous Feedback Loop:* Our evaluation process includes opportunities for teachers to present their progress towards self-identified goals, fostering a culture of reflection and continuous improvement.

By implementing a comprehensive approach to talent acquisition and development, EHS ensures that our faculty remains at the forefront of educational innovation, equipped to provide our students with an unparalleled entrepreneurial learning experience. Our educators are not just teachers; they are facilitators of innovation, mentors in entrepreneurship, and catalysts for student success in the 21st-century global economy.

1.8 Meeting the Needs of All Students

EHS believes strongly in the constructivist belief that knowledge is constructed through social interaction – building a culture that celebrates different learning styles and backgrounds that ultimately lead to improved academic outcomes for all students. At EHS we are deeply committed to fostering a learning environment that celebrates diversity in all its forms, including varied learning styles and backgrounds. This commitment is rooted in our belief that embracing diversity not only enriches the educational experience but also leads to improved academic outcomes for all students.

Central to our approach is the implementation of a Multi-Tiered System of Supports (“MTSS”), a comprehensive framework that addresses the academic, behavioral, and social-emotional needs of every student. We've chosen MTSS over the previously used Response to Intervention (“RTI”) model due to its more holistic approach. While RTI primarily focused on academic interventions, MTSS integrates academic support with behavioral and social-emotional assistance, providing a more comprehensive strategy for addressing the diverse needs of our student body.

Our MTSS model incorporates Positive Behavioral Interventions and Supports (“PBIS”) alongside academic interventions, ensuring that students receive support for behavioral and social-emotional issues that might impact their learning. This integrated approach allows us to create a well-coordinated and responsive educational environment that promotes student success across multiple domains.

The structure of our MTSS model is built on three tiers of support. At the foundation is Tier 1, which provides high-quality, evidence-based instruction and support for all students. This includes differentiated teaching methods, positive behavioral interventions, and universal screening. Tier 2 offers targeted, supplemental interventions for students who need additional support beyond the universal level, often delivered in small group settings. Tier 3 provides intensive, individualized interventions for students with significant needs, often involving collaboration with specialists.

A key strength of our MTSS approach is its reliance on data-driven decision-making. We continuously monitor and analyze student data to identify needs, track progress, and adjust interventions as necessary. This process involves collaboration among teachers, administrators, specialists, and families, creating a cohesive support system for each student.

The benefits of this comprehensive approach are manifold. Academically, we see improved performance through early identification of struggles and tailored instruction. Socially and emotionally, students benefit from a positive school climate that fosters the development of crucial skills like self-regulation, empathy, and relationship-building. Behaviorally, our proactive

and preventive strategies lead to a reduction in disciplinary issues and an increase in positive behaviors.

1.8.1 Support for All Students

Positive Behavioral Interventions and Support

Complementing our MTSS framework is our implementation of PBIS. This proactive approach focuses on preventing behavioral issues rather than merely punishing misbehavior. Through clear expectations, consistent consequences, and positive reinforcement, we create a school environment that promotes safety and positive behavior.

PBIS at EHS operates on a three-tiered model aligned to our overall MTSS structure. The first tier consists of school-wide practices designed to support all students, the second tier provides additional support for students at risk of behavioral issues, and the third tier offers intensive, individualized support for students with chronic or severe behavioral problems.

Crucial to the success of both our MTSS and PBIS programs is family involvement. We consider families to be integral partners in the learning process. From the initial referral to the ongoing monitoring of intervention effectiveness, families are included every step of the way. This collaborative approach ensures that support strategies are comprehensive and consistent across school and home environments.

In all our support programs, EHS strictly adheres to Federal, State, and Local laws governing child find and special education. We obtain families' consent before initial evaluations or placements, and parents are key members of the Individualized Education Program ("IEP") Team, involved in all decisions regarding placement or program adjustments. Our goal is always to support students in the least restrictive environment possible, integrating IEP goals into the general education setting whenever feasible.

Through this comprehensive, inclusive, and collaborative approach to student support, EHS ensures that every student, regardless of their learning style or background, is able to thrive academically, socially, and emotionally. Students who need additional behavioral support will be referred to the Student Success Team, who will then follow the same intervention model as previously outlined, meeting with families, instituting appropriate behavioral supports, and evaluating the effectiveness of those supports.

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 considered to be an integral part of the learning process, as evidenced by their inclusion in the IEP process and college counseling program, and through regular communication with them by teachers and administration. EHS 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 in order to develop and/or revise IEPs. Parents have the right to initiate a due process hearing should they take issues with any identification, designation, evaluation, or educational placement of their child. EHS will operate under an inclusion model, and goals outlined in IEPs will be supported, whenever possible, within the context of the classroom.

1.8.2 Students with Special Needs

Overview

Services for Students Under the IDEA

The Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the District and SELPA. The Charter School provides services for special education students enrolled in the Charter School. The Charter School follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

All children shall have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

The specific way special education and related services is provided and funded is set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the District. The MOU includes provisions related to staffing, notification and coordination of special education services, identification and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. The Charter School is subject to the allocation plan of the SELPA.

EHS reserves the right to be a "school of the District" for special education purposes, per Education Code Sections 47614(b) and 47646(a).

Professional Development for EHS Educators

The Charter School Principal, Assistant Principal, 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 SELPA.

EHS also intends to seek professional development opportunities for its staff through potential trainings facilitated by the San Bernardino County Office of Education, UC Riverside, CSU San Bernardino and other private companies.

Section 504 of the Rehabilitation Act

EHS shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of EHS shall be accessible for all students with disabilities in accordance with the ADA.

EHS 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 EHS. Any student, who has an objectively identified disability which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by the Charter School.

EHS has designated one employee to coordinate the school's compliance with its responsibilities under Section 504, the building principal. A 504 team will be assembled by the principal shall include the parent/guardian; the student; a qualified general education staff member; and, other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records and is responsible for deciding as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under IDEIA but found ineligible for special education instruction or related services under IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who 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 that are 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 final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA 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, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("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 the 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 review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. 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.

1.8.3 English Learners

EHS is committed to having all students develop academic excellence in English. A philosophy of inclusiveness welcomes all students and assures them of the opportunity to excel academically in order to become successful citizens in a pluralistic society.

English learners require appropriate instructional program services. English learners are a heterogeneous group that includes students with knowledge of many languages other than English and varying levels of English proficiency and literacy.

EHS believes all students should have the opportunity to become multilingual and participate in an academically challenging and enriched program. Positive interaction among students of different languages fosters social, cultural, and academic growth. Effective collaboration among the home, the Charter School, and community is a priority. Parents of English learners are a valuable resource and their involvement contributes to student success. Respect and dignity for linguistic and cultural differences is highly valued.

The purpose of this plan for English learners is to provide a common understanding of goals and procedures to ensure that English learners receive instructional programs and services to meet their cultural, linguistic and academic needs. The state goals for English learners enrolled in English Language Mainstream ("ELM") programs are: 1) acquire full proficiency in English as rapidly and effectively as possible; and, 2) meet state standards for academic achievement. The intent of this plan is to provide guidance for implementation of educational programs and services of English learners at EHS. The implementation of this site plan will be monitored using multiple sources of evidence based on student growth and teacher effectiveness.

General Assurances

- EHS will comply with federal, state, and district mandates regarding EL education and re-designation of EL students.
- EHS will meet all requirements of federal and state law relative to equal access to the curriculum for English learners.

Identification of English Learners

EHS identifies, assesses and reports all students who have a primary language other than English.

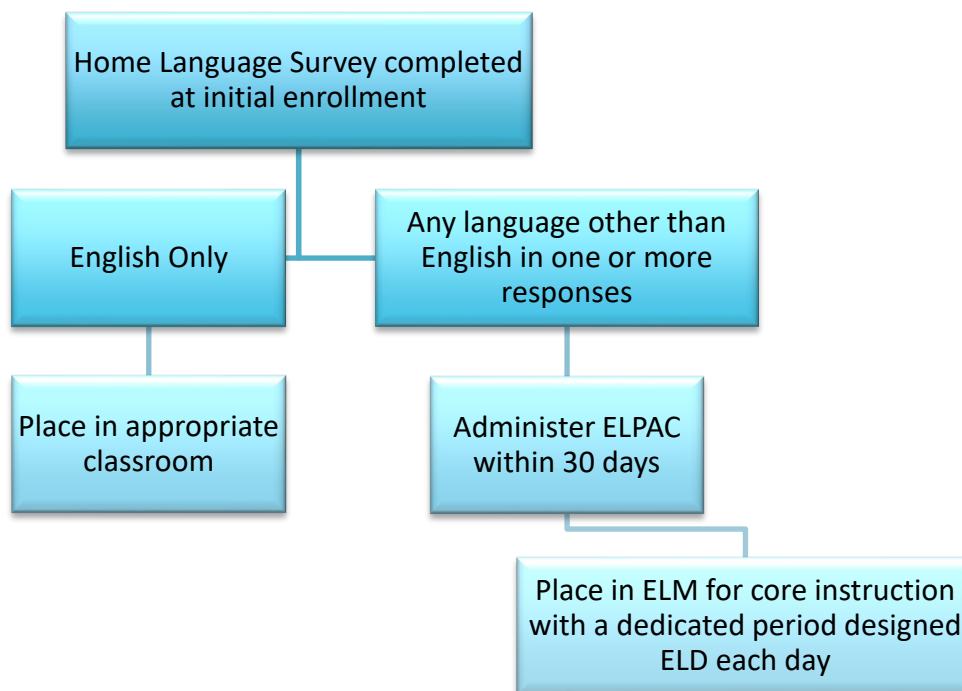
Upon initial enrollment, parents receive a Home Language Survey as part of the registration packet. The Home Language Survey is filled out by the parent or guardian for every student enrolled at EHS. When a language other than English is indicated on any of the four questions of the Home Language Survey, the student will be identified as an English learner. Students who have been identified as an English learner will be assessed in English within 30 calendar days using the English Language Proficiency Assessments for California (“ELPAC”).

Parents of English learners are notified of their child’s English language results. Parents also receive an explanation of program descriptions. Certificated staff will provide a consultation with parents explaining initial assessment results.

Annual Notification of Assessment Results

Each English learner is assessed annually with the ELPAC to determine progress in English and assessed annually for academic progress with the California standardized tests. Parents of English learners are notified annually of their child’s English language proficiency assessment results and current program recommendation. Parents also receive an explanation of program options/descriptions, the waiver process, and mandatory parental rights. Letters are sent out through the office.

Identification Flowchart



Program Placement

All students are placed in English Language Mainstream classrooms. Students needing a Parental Exception Waiver may seek to place their child in another Charter School that has an alternative course of study program (i.e., Alternative Bilingual Education [ABE] or Dual Immersion). *Note:* The IEP team determines placement of each Special Education student, regardless of language proficiency.

Initial Placement

All English learners are placed in English language classrooms. Students in grades 9-12 may have placement in ELD classes leveled to students' language ability. English learners will receive a daily-dedicated period of designated ELD instruction based on student need.

EHS follows the California ELA/ELD framework. English learner typologies, home language, and English proficiency will be considered when assigning courses.

Annual Assessment and Placement

Parents and guardians are annually informed of the placement of their children and are provided full written and, upon request, spoken descriptions of the structured English programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options.

Parent Notification and Involvement

The principal shall send a notification of the results of English proficiency assessments to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and in the pupil's primary language. Parents/guardians shall be notified of the results of any reassessments. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. These parents/guardians will also be encouraged to participate in the reclassification process.

Parent Outreach

EHS sends all notices, reports, statements, or records in English and the parent's primary language. These include:

1. Report Cards.
2. Attendance/Truancy Letters.
3. Lunch applications.
4. Charter School registration forms.
5. Health Forms (Vaccinations, alerts etc.).
6. Student Behavior and Expectation policies.

7. Suspension/expulsion notifications.
8. Orientation and Family Nights notices.
9. Recorded phone messages.
10. Charter School walk-in traffic is handled in English and the primary language.

All parents are invited to Family Nights where different educational/parent development topics are covered. Invitations are sent out in English and in the parent primary language. Additionally, all workshops are conducted in English and the primary language.

English Learner Advisory Committee (“ELAC”)

When there are 21 or more English Learners at EHS, parent/guardian ELAC shall be maintained to serve the advisory functions specified in law. Parents/guardians of English Learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the Charter School.

ELAC has 4 legal responsibilities that is the focus of their work. They must advise the Charter School administration, faculty and staff on the following:

- Development or revision of a master plan for English learner education for the individual Charter School.
- Development of the Charter School’s needs assessment.
- Administration of the Charter School’s annual language census.
- Ways to make parents aware of the importance of regular Charter School attendance.

Program Implementation and Evaluation

Administrators are accountable for the implementation of the site plan for English Learners and compliance with state and federal laws. Refer to the chart “Procedures for Monitoring and Evaluating Program Implementation.”

- I. Along with adhering to the “Procedures for Monitoring and Evaluating Program Implementation” chart, administration is responsible for facilitating and providing professional development, assisting in the creation and identification of curricular materials, and offering support services to site personnel involved in the education of English learners.
- II. Administrators are responsible for monitoring and evaluating Charter School programs and site personnel. Site administrators consistently implement services and ensure accountability for English learners in the following ways:
 - Conduct formal teacher evaluations: observe classrooms; provide feedback to teachers through conferences, and additional assistance.
 - Schedule and monitor grade level, department team, leadership team, and staff meetings.
 - Delineate the focus of the instructional program and facilitate the

achievement of overall Charter School goals and academic growth targets.

- Monitor English language proficiency and academic student achievement through State and site assessments and progress reports.
- Analyze Charter School data, monitor programs, and share results with parents, community members, and site personnel.

Program Effectiveness

EHS processes and criteria to determine the effectiveness of its instructional program for English learners are designed and monitored by administration. These processes and criteria include the following:

1. EHS adheres to the state core content standards in all subject areas. Student data is disaggregated by core content. The academic achievement of English learners is compared to yearly proficiency targets to monitor and close the achievement gap. Based on an analysis of the data, modification in practices, resources, and personnel are implemented to provide more effective programs for English learners. In analyzing data, the following information should be used:

- What percent of English learners in each school met Annual Measurable Academic Objective (“AMAO”) #1.
- What percent of English learners in each school met AMAO #2?
- Did the English learner subgroup meet the AMAO #3 targets for participation rate in English Language Arts? Mathematics?
- Did the English learner subgroup meet the AMAO #3, or adequate yearly progress (AYP), targets for percent proficient in English Language Arts? Mathematics?
- How are English learners at each level of the ELPAC meeting their growth target according to the English Learner Progression Timeline?
- How are English learners performing on ELPAC based on the length of time they have been in U.S. schools?
- How are English learners performing on ELPAC based on the length of time they have been in our Charter School?
- How are English learners at the English proficient level on the ELPAC performing on the CAASPP (in ELA and Mathematics) by grade level? What percent of students are in each of the following performance levels: standard not met, standard nearly met, standard met, standard exceeded?
- How are English learners at the Intermediate level on the ELPAC performing on the CAASPP (in ELA and Mathematics) by grade level? What percent of students are in each of the following performance levels: standard not met, standard nearly met, standard met, standard exceeded?

- How are Reclassified Fluent English Proficient (“R-FEP”) students performing on the CAASPP (in ELA and Mathematics) by grade level?
 - What is the academic growth rate (English, Math, Science, Social Studies) for English learners from year to year?
 - How long does it take English learners to achieve Reclassification?
2. In analyzing data at the Charter School site, some “Critical Questions about Staff Characteristics” that should be asked are the following:
- What is the percentage of teachers who hold the appropriate credential for the subject area(s) in which they teach?
 - What is the percentage of English learners being taught by teachers with general, emergency, multiple subject, single subject, CLAD/CTEL, BCLAD, SB 1969, SB 395, AB 2913, AB 1059 credentials?
 - What is the percentage of teachers providing ELD or sheltered instruction who are certified with a English Learner Added Authorization (“CLAD/CTEL”), Bilingual, Cross-cultural, Language and Academic Development (“BCLAD”), SB 1969, SB 395, AB 2913, AB 1059 or other CTC approved credential?
 - What is the percentage of teachers providing English language development who are certified with a CLAD/CTEL, SB1969, SB 395, AB 2913, AB1059?

Monitoring Progress

English learners are monitored on a frequent basis to ensure that students make appropriate progress in English language development and academic achievement. Site staff monitor and analyze student data to ensure that students are meeting the expected progress in accordance with the English Learner Progression Timeline (later in this section).

It is imperative that students who are not making expected progress according to the English Learner Progression Timeline, have a rigorous, timely, and effective academic and/or language intervention.

Students will be monitored using the following multiple measures:

- IAB: Interim assessment blocks will be administered in English Language Arts and Mathematics.
- ELD Progress Report: Teachers will monitor language development on a six-week basis using progress reports.
- Site-based Common Assessments: EHS will monitor student progress in meeting grade level standards using site-based common assessments.

Procedures for monitoring and evaluating program implementation

Assigned	Monitoring	Timelines	Monitoring Activities	Evidence
Principal	Follow Education Code and federal requirements regarding services to English Learners.	Ongoing	Demonstrate compliance on Categorical Monitoring Programs dimensions.	Annual review
	Define and oversee EHS program for English learners.	Ongoing	Provide site plan to all staff. Conduct English learner program walkthroughs.	Site plan, Walkthrough Matrix reports to teachers
	Oversee creation, selection, and implementation of curricular materials for English learners.	Ongoing	Oversee professional development regarding English learners, (new teacher training, ELPAC training, etc).	Agendas, Sign-ins and Evaluations of training
	Provide professional development for administrators, teachers	Ongoing		Calendar of Trainings, Sign in Sheets, Evaluations

	Facilitate instructional committees.	Ongoing	Direct, organize and oversee instructional committee work.	Memos, Agendas
	Analyze test data for English learners and reclassified students.	Ongoing	Review test data every six weeks	Provide staff with analysis and charts report, English Learner Information
			Examine language census (R-30) reports to monitor compliance with the programs and services for English learners.	
			Review Plan to Remedy Shortage of Teachers.	
	Implement and monitor instructional programs for English learners and overall Charter School goals.		Monitor advancements, reclassifications, and District benchmarks on a monthly basis.	Professional Development Plan, Memos, Agendas, Sign-in Sheets
	Analyze Charter School test data, evaluate program and make modifications as needed.		Direct teachers to address implementation of instructional program for English learners.	Principal's Work Calendar and Observation Schedule; Memos, Agendas, Sign-in Sheets
	Purchase and make available resources for program implementation		Review daily lesson plans and long range planning to monitor implementation of programs for English learners.	Expenditure Reports
	Monitor program for federal and state compliance issues		Schedule grade level, staff, team, and department meetings to discuss program placement and implementation.	Walkthrough Results Single Plan for Student Achievement
			Observe classroom lessons for English learners with conferencing and feedback to teachers.	
			Monitor ELD progress reports and student work products.	

Assigned	Monitoring	Timeline	Monitoring Activities	Evidence
Principal, Teachers	Plan and provide training for teachers of English learners. Facilitate instructional committees. Coach administrators and teachers regarding the implementation	Ongoing	Plan, coordinate and provide training regarding English Organize and chair instructional committee work. Work with staff in program implementation.	Calendar of trainings, Sign-in records, agendas, handouts, walkthrough results Progress Reports Lesson Plans
Classroom Teachers	Implement programs for English learners.		On a six-week basis, teachers will review English learner data to ensure appropriate grouping configurations. Monitor student progress and growth on a weekly basis using multiple measures.	Materials used referenced in Lesson Plans Meeting attendance sheets Class rosters

Assigned	Monitoring	Timeline	Monitoring Activities	Evidence
			Attend meetings and professional development pertaining to English learner program implementation. Prepare and deliver instruction that effectively meets the needs of English learners. Collect and analyze student work samples and assessment pieces in order to monitor student growth. Use core and approved supplementary materials effectively for program implementation.	

Reclassification Criteria

Each English learner who meets reclassification criteria is Reclassified to R-FEP. The procedure to reclassify an English learner to R-FEP status is as follows:

I. Identification of Candidates for Reclassification

A. Students who meet the following criteria are to be considered candidates for reclassification:

1. English learners must receive an overall score at the Early Advanced or Advanced level on the ELPAC with no domain (Listening, Speaking, Reading, and Writing) below the Intermediate level.
2. Grade of 2 or higher in ELA on standards-based report card.
3. Standard met or Standard nearly met on ELA CAASPP or Benchmark score on grade level common assessment.
4. A parent consultation is held to provide an opportunity for parents to ask questions and give input as to the student's readiness for reclassification. Parents receive a copy of the approved reclassification form.

II. Monitoring and Follow-Up of R-FEP Students

A. After a student has reclassified to R-FEP, they are monitored every six months for a period of two years using the *Monitoring Reclassified Students Form*. If a reclassified student is not meeting all monitoring criteria, the Charter School must convene a meeting to evaluate the student's progress and develop an intervention plan. Appropriate intervention measures are required, which may include but are not limited to any of the following: specialized instructional strategies, extending learning opportunities, tutoring, student/teacher/parent conference, scheduling changes, or other interventions.

English Learner Progression Timeline

Years in U.S. School	Emerging (B)/(EI)	Expanding (I)	Bridging (EA)/(A)	Reclassification
1	Emerging			Reclassification
2	Emerging			
3		Expanding		
4		Expanding		
5			Bridging	
6				

Supports

EHS will create an environment in which non-English speaking families feel supported and welcomed. EHS will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language. All meetings that involve parents or other members of the community will offer the appropriate translation services as needed.

Non-English-speaking students will feel equally welcome and supported as we create a community that values differences and diversity.

Staffing

EHS goal is to have an adequate number of CCTC and highly qualified teachers to implement the required English language development and core curriculum instruction for each English learner.

Professional Development

EHS is committed to providing quality professional development to all teachers and staff to empower them with the methodologies and strategies needed to work effectively with English learners. Thus, the District provides the following services:

- Notifies staff of opportunities to obtain English learner certification through CCTC approved training offered within San Bernardino County as well as classes at various universities. Note: CCTC Authorizations to teach English learners in ELD, Specially Designed Academic Instruction in English and Primary Language classes are delineated in the CCTC *Administrator's Assignment Manual*.
- The professional development focus is placed on English learners acquiring full proficiency in English and meeting state standards for academic achievement. English Learner Professional Development professional development opportunities are designed to enhance teachers' capacity to understand and effectively implement curricula, assessment

measures, and instructional strategies for English learners. The professional development sessions offered are of sufficient rigor and follow-up to have a positive and lasting impact on the teacher's performance and student achievement in the classroom. The Principal provides on-site coaching.

English Language Development

Each English learner receives a program of instruction in ELD in order to develop proficiency in English as rapidly and effectively as possible. English learners at all proficiency levels are provided English language development on a daily basis until reclassified to R-FEP. Academic instruction for English learners is designed and implemented to ensure that students achieve proficiency in English and grade level standards in a reasonable amount of time. English learner progress is monitored at the Charter School to ensure that students make expected progress in language development and academic achievement consistent with the English Learner Progression Timeline (see Chart 3). English learners who do not make expected progress in language development and academic achievement are provided additional support and interventions to overcome academic needs before such gaps become irreparable.

Intensive English: Integrated English Language

All secondary English learners receive daily ELD instruction throughout all courses until reclassified to R-FEP. ELD instruction will include the use of Charter School-adopted ELD curriculum and language objectives within content area instruction. English learners receive ELD instruction to develop English proficiency and meet state standards for academic achievement.

ELM Program

Content instruction is differentiated to provide moderate to light support for the language acquisition process through the provision of Integrated English Language Development and a dedicated period of Designated ELD each day. In addition, English Learner students in secondary will be exposed to college and career academic pathways.

Core Curriculum

It is essential that English learners also access articulated, standards-based core curriculum instruction. In Mainstream settings, this core instruction in all subjects is taught “overwhelmingly” in English with ELD across content utilizing sheltered instruction as needed.

English learners are expected to meet state standards for academic achievement in core curricular areas. All students are assessed in core content areas and expected to meet grade level standards according to the progression timeline. The data is used to monitor and evaluate English learner group and individual performance and to compare English learner progress with English Only and R-FEP cohorts.

Student Success Team (“SST”) Catch-Up Plan

When an English learner is not making expected progress in language development and/or academic achievement, a SST meeting will be conducted to provide appropriate support, targeted instruction and interventions designed to meet the specific needs of each individual student. Appropriate intervention measures are required, which may include but are not limited to any of the following: specialized instructional strategies, extending learning opportunities, tutoring, student/teacher/parent conference, scheduling changes, or other interventions.

Full EHS Site Plan is in the appendices.

1.8.4 Low Achieving Students

EHS believes that all students can be successful. To that end, EHS has developed a process to identify and support low achieving students.

Identification and Assessment

Low achieving students are those performing below grade level in core academic subjects. During the Charter School year, EHS seeks early identification of low-achieving students through formal and informal assessments, basic skills tests, standardized test results, family discussions, and teacher observations. EHS utilizes a Multi-Tiered Systems of Support (MTSS) model and implements Leading for Success Solution Teams for students in need of additional support.

Students may be considered academically low achieving based on the following criteria:

- a. Performing “Below Standard” on the Math or English Language Arts aspects of the Smarter Balance Assessment.
- b. Performing far below grade level on basic skills tests.
- c. Teacher, Parent, and Self Observation.

Parent Notification and Involvement

Both the administration and teachers will contact parents of low-achieving students in a responsive and timely manner. The student's teacher will be the main point of contact between family and Charter School. Teachers will communicate with parents both formally and informally, in person and by telephone. Teachers and students will examine their grades formally each month and low-achieving students who are far behind schedule in more than one course will be identified. These students will attend after Charter School tutoring twice a week for one month. Parents are notified of the tutoring requirement and parent/student/family teacher intervention meetings occur if needed. Low-achieving students and parents develop weekly goals and action plans with EHS teachers and administrators.

Supports

EHS implements a MTSS approach to ensure students are monitored regularly to determine progress. This approach will be three-tiered and have multiple layers and accountability with goal setting. This diagnostic approach will inform teachers earlier and more frequently to ensure all students are identified and supported in their learning, and in all content areas.

Tier 1: Universal Supports

Academic Supports

- High-Quality Instruction: All students receive evidence-based, differentiated instruction in the general education classroom. This includes diverse teaching strategies to accommodate different learning styles.
- Universal Screening: Regular assessments (NWEA MAP) are conducted to identify students who may need additional support. Data from these screenings help inform instructional decisions in the Tier 1 Program at EHS.

Behavioral Supports

- School-Wide Positive Behavioral Interventions and Supports: Implementation of PBIS strategies to promote positive behavior and create a positive school climate. This includes setting clear behavioral expectations, teaching appropriate behaviors, and using a reward system for positive behavior.
- Social-Emotional Learning ("SEL") Program: Staff led activities designed to develop students' social-emotional skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Tier 2: Targeted Supports

Academic Supports

- Small Group Instruction: Students identified through universal screening who need additional help receive targeted instruction in small groups. This instruction focuses on specific skill deficits and is more intensive than Tier 1 support.

- Tutoring Program: Access to tutoring sessions after school, where students receive additional help on challenging subjects from teachers or peer tutors.

Behavioral Supports

- Check-In/Check-Out (PBIS): A structured program where students check in with an assigned adult mentor at the beginning and end of each school day to receive feedback and reinforcement on their behavior and goals.
- Behavior Contracts: Agreements outlining specific behavioral expectations and consequences. These contracts help to provide structure and accountability.

Social-Emotional Supports

- Counseling Groups: Small group counseling sessions led by EHS school counselors or social workers, focusing on specific issues such as anxiety, peer relationships, or coping skills.
- Mentorship Programs: Pairing students with adult mentors who provide guidance, support, and encouragement to help them navigate school and personal challenges.

Tier 3: Intensive Supports

Academic Supports

- Special Education Services: For students with identified disabilities, special education services provided under an IEP, which includes specific accommodations, modifications, and supports.

Behavioral Supports

- Functional Behavioral Assessment (“FBA”): A comprehensive evaluation for students with an IEP or 504 Plan conducted to understand the root causes of a student's challenging behavior. The results inform the development of a Behavior Intervention Plan (“BIP”) that outlines specific strategies to address these behaviors.
- Intensive Counseling and Therapy: Individual counseling or therapy sessions provided by school counselors, social workers or mental health certified counselors to address severe behavioral and emotional issues.

Social-Emotional Supports

- Crisis Intervention: Immediate support and intervention for students experiencing acute distress or crises, such as trauma or severe emotional disturbances. This can include access to crisis counselors and external mental health services.

Wraparound Services: Comprehensive and coordinated services that address the multiple needs of the student and their family, involving collaboration between the school, community agencies, and service providers.

When a student reaches Tier 3, we will implement the SST process as explained above and outlined below.

Low achieving students will be referred to the SST process. A referral to initiate the SST process may be made by any classroom teacher once they have tried classroom modifications or

instructional interventions. The Charter School will also recognize the need for an SST in the event of a direct request from the parent.

The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST, including but not limited to those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

This team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be developed that includes difficulty with academics, with language transition, with behavior and with social interactions.

After implementation of an SST plan and follow up, if the problem continues, revisions to the plan will be discussed, implemented, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

In addition to SSTs, EHS supports low achieving students with:

- Entrepreneur classes that are heavy on student interaction and collaboration.
- Differentiated Instruction.
- Mastery based learning.
- Teacher and mentor availability for students and families.
- Innovative scheduling that allows for individualized instructional support.
- Consistent communication with parents and families.
- Technology assistance using computer programs and tools.
- Parent Programs and resources for parents to help their child.
- Staff development opportunities that address the needs of low achieving students.

1.8.5 Students Achieving Above Grade Level

EHS is committed to providing additional academic challenges for students who are performing above grade level. The special needs of identified gifted and talented students will be primarily addressed through differentiated classroom instruction. EHS's program for gifted and talented students and those performing above grade level will provide challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. Our criteria will extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership and creativity.

Identification and Assessment

The identification process as stated below will be based on consistent demonstration of advanced performance beyond what is expected for students earning an A (or achieving mastery) on our grading scale and on student work and assessments in addition to criteria described

below, beginning with a referral by the student's teacher or parent/guardian (after consulting with the teacher). A Student Success Team (SST) will gather documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The SST will make a preliminary recommendation for consideration on the eligibility of the student to the director(s). When such a recommendation is made by the SST, the parent/guardian will be notified, in writing, of the student's eligibility. The recommendation will be forwarded to a qualified provider for intellectual ability testing, for high achievement or specific ability designation. Students who meet the eligibility criteria described below will be classified as gifted and talented and receive support as described below.

We anticipate that most student needs will be met by the engaging, challenging curriculum at EHS. Every Exploration will be scaffolded in a way that allows all students, especially high achieving students, to continually challenge, and push themselves, to their highest levels. We are committed to working with students who are performing above grade level to ensure that they have the scaffolding and extension needed to truly challenge themselves academically. EHS will continually evaluate students' achievement level to ensure high-achieving students can be quickly identified and served.

Students will be considered academically high achieving based on the following criteria:

- Scoring advanced on the mathematics and/or language arts portion of the Smarter Balanced assessments from the prior year(s).
- Performing at an "A" level on 5 courses at a time.
- GATE testing results.
- Parent, teacher, and self-observations.

Parent Notification and Involvement

EHS will notify parents of their student's academic performance via report cards that will be sent home at the end of every quarter. Parents are also expected to attend the Student Led Conference at the beginning of each school year and Presentations of Learning that takes place at the end of each school year. Both events will provide parents a thorough understanding of where their student is in their progress and development.

Teachers will also work with parents and administration to outline strategies to use at home and in the classroom that adequately challenge high-achieving students.

Supports

EHS believes that high-achieving students need to have continual opportunity to further develop and demonstrate their skills and abilities. High achieving students will be provided with supplemental challenging high school curriculum and more challenging college courses to meet their learning potential. Students who find success when taking one college course will have access to take multiple courses while still meeting the CA instructional minute requirement for charter high school students. Other supports include:

1. AP course options.

2. More challenging and rigorous college courses.
3. Support and assistance in achieving individual goals and desires.
4. Differentiated Instruction throughout the curriculum.
5. Opportunities for leadership and acquisition of mentoring skills.

Possible leadership positions which include:

- Student Government.
- School Media.
- Flexible scheduling to allow for learning extensions outside the classroom including extended internships and greater entrepreneurial opportunities.
- Individual mentoring that focuses on extension activities outside of school.

Students who may meet the EHS gifted and talented education (“GATE”) criteria will be identified several ways: diagnostic testing in the beginning of the year, benchmark assessments, CAASPP results, CST results, and teacher observation / referrals. Grade level advisory teams will also be responsible for identifying high achieving students in need of enrichment. Upon referral, will be tested for identification using the EHS Gifted and Talented Education (“GATE”) testing and identification process.

Departmental content teams will determine appropriate extension activities; identify skills students can develop further. Extension activities will be offered to all students, not just those designated GATE and, like regular classroom instruction and learning experiences, will be designed with an eye towards improving competencies identified by the Hewlett Deeper Learning Model and the Key Cognitive Strategies.

By providing a wide variety of courses that includes APs and rigorous academic electives, students that are achieving above grade level will have their needs further met through the course scheduling and selection process. Students designated GATE or are achieving above grade level will be counseled into more challenging and rigorous courses.

1.8.6 Students in Other Subgroups

EHS values diversity and seeks to recruit a student body that reflects the demographic variety of San Bernardino. As a result, EHS offers a variety of supports for students of all backgrounds, such as foster and homeless youth. Through the intervention and referral process outlined for subgroups listed above, a process of identification and support of students from other subgroups will be tiered in the same manner. As needed, referrals may be made to outside services that can support families with crisis-level needs.

1.9 Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2 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 charter 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.” (Ed. Code § 47605(c)(5)(B).)

EHS pursues school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by the Charter School. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will meet the definition as outlined in Education Code Section 52052(a). The following chart delineates EHS’ school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served by the Charter School, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Education Code Section 52060(d). EHS will work with the District to ensure that it creates and updates its Local Control and Accountability Plans (“LCAP”) and goals in compliance with applicable law. 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 Education Code Section 47607. Actions intended to ensure that the Charter School meets these goals and targets are delineated throughout this charter petition.

2.1 EHS Goals and Outcomes

At EHS we know that in order for students to truly connect to their education and become entrepreneurs, we must guide them in the process of developing their skills, talents, and creative gifts. We are able to meet this objective through pursuing the following goals and outcomes. The EHS LCAP for 2024-25 is included in the appendices of this document, containing specific student performance targets that are updated annually. (See Appendix B: *EHS LCAP*). For the avoidance of doubt, the goals and outcomes described below are meant to summarize and complement the LCAP. The below, combined with the LCAP, is intended to provide a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address in and aligned with the Eight State Priorities as described in Education Code Section 52060(d) pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B).

2.2 Achievement Goals and Outcomes

2.2.1 Achievement Goal #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)).

Goal #1a: All students in core subject areas will be taught by teachers credentialed in their subject area

EHS Action	Assessment	Performance Metric	Person(s) Responsible
Hiring Well Qualified Teachers	CTC Credential Lookup and background verification	All core teachers will have valid teaching credentials and be Well Qualified	Principal(s) Administrative Assistant
Hiring process is thorough and complete	Multi step hiring process including interviews and mock lessons	100% of new hires will complete the EHS hiring process.	Hiring team including Principal(s), teacher(s), parent(s), and student(s)
Teachers assigned according to credential, degree(s), experience, and expertise	Master schedule, credential, teacher assessment	100% of teachers will teach classes that they are certified to teach.	Performance(s)

Goal #1b: All students, including numerically significant subgroups, will have access to standards-aligned materials

School Action	Assessment	Performance Metric	Person(s) Responsible
Research of proven CCSS course material	Formative and summative data from other Charter School implementation	At least one staff meeting every month will be dedicated to sharing CCSS best practices.	Principal(s) Teachers
Monthly professional development of curriculum and instruction	Professional development agendas, teacher evaluations	At least one staff meeting each month will emphasize curriculum and instruction.	Director(s) Teachers

Refining of curriculum	Teacher and student complete End of Semester Reflections, improvements made based on reflection	All teachers and administrators will review the "End of Semester Reflections" and make adaptations and improvements to curriculum as needed.	Principal(s) Teachers Students
End of year reflection of curriculum	Student performance, teacher and student reflections and evaluations on End of Year Evaluation	All teachers and administrators will review and reflect on the "End of Year Evaluations", and student performance, to make improvements for the upcoming year.	Principal(s) Teachers Students

Actions & Services for Achievement Goal 1

At EHS we implement a rigorous and comprehensive approach to staffing, curriculum development, and instructional excellence. Our methods ensure that we not only meet but exceed standards for educational quality and student achievement. Here's how we accomplish this:

Hiring and Staff Development: We maintain a stringent hiring process to ensure our team consists of only the most qualified and dedicated educators. This process includes:

1. Thorough verification of CTC credentials and comprehensive background checks for all candidates.
2. A multi-step hiring process that includes in-depth interviews and, where applicable, mock lessons to assess teaching proficiency and alignment with our educational philosophy.
3. Careful assignment of teachers based on their credentials, academic degrees, professional experience, and specific areas of expertise, ensuring optimal utilization of each educator's strengths.

Curriculum Development and Refinement: Our commitment to educational excellence is reflected in our ongoing efforts to develop and refine our curriculum:

1. Teachers and administrators engage in continuous research on effective Common Core State Standards course materials, staying abreast of the latest educational trends and best practices.
2. We conduct monthly professional development sessions focused on curriculum and instruction, fostering a culture of continuous improvement among our staff.
3. Our educators regularly reflect on and refine the curriculum and instructional program, ensuring it remains dynamic and responsive to student needs.
4. Annually, we conduct a comprehensive review of our curriculum and instructional program based on student performance data and evaluations, making strategic improvements for the upcoming academic year.
5. To maintain the highest standards of educational quality, we undertake a comprehensive review and revision of our entire curriculum, including support materials, on a minimum four-year cycle.

This systematic approach to curriculum development ensures that our educational offerings remain cutting-edge, relevant, and aligned with both state standards and our entrepreneurial focus.

Instructional Excellence: Our commitment to instructional excellence is embedded in every aspect of our educational program:

1. We foster a collaborative environment where teachers and administrators work together to continuously enhance instructional strategies.
2. Regular classroom observations and feedback sessions help teachers refine their instructional techniques and address any areas for improvement.
3. We encourage innovative teaching methods that align with our entrepreneurial focus, such as project-based learning and real-world problem-solving exercises.
4. Our instructional approach is data-driven, with regular assessments informing instructional decisions and allowing for personalized learning experiences.

By implementing these comprehensive strategies, EHS creates an educational environment that is dynamic, responsive, and consistently high-quality. Our approach ensures that our students receive an education that is not only academically rigorous but also relevant to the demands of the 21st-century workforce. Through our commitment to excellence in staffing, curriculum development, and instruction, we prepare our students to be not just successful students, but innovative thinkers, problem solvers, and future leaders in their chosen fields.

2.2.2 Achievement Goal #2— Implementation of Common Core State Standards

The Charter School will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Goal #2a: All EHS teachers will improve their CCSS instructional practice by participating in ongoing CCSS professional development that addresses all learners and subgroups including Special Education students, students at or above grade level, students below grade level, and English Language Learners.

Charter School Action	Assessment	Performance Metric	Person (s) Responsible
Monthly CCSS professional development	Professional development agenda and teacher observations	At least one staff meeting per month will be focused on CCSS implementation.	Principal(s) Teachers
CCSS professional development targeted to English Language Learners	Professional development agenda and teacher observations	At least one staff meeting every other month will be focused on English Language Learners.	Principal(s) Teachers

Teacher led sharing of best practices	Lessons, activities, experiences, and learnings shared at staff and team meetings	EHS will maintain a shared document where teachers will record best practices. Teachers will also share these practices at staff meetings.	Teachers
Outside ELD professional development	Implementation and effectiveness of learned PD practices	At least once a year, EHS will bring in an outside expert to run a professional development focused on ELD.	Teachers Principal(s)

Goal #2b: EHS students will obtain mastery of the CCSS standards.

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
Inform students of CCSS for each Course	Course overview, Scope and Sequence	Each course overview will list the CCSS that will be taught.	Administration Teachers
All Courses are aligned with CCSS	Scope and Sequence Smarter Balanced Assessment	Teachers will teach each CCSS listed for their course.	Administration Teachers
Teachers hold high expectations for mastery for 100% of students	Teacher observations Smarter Balanced Assessments Students final grade	Teachers will assess all students on a mastery-based scale at least three times per course.	Teachers Administration
Consistently benchmark student progress	Presentations Of Growth, Varied assessments including: tests, projects, self-evaluations, surveys, conferences Performance reviews	Teachers will complete a formal assessment at least once every other week and informal assessments on an ongoing basis.	Administration Teachers

Actions & Services for Achievement Goal 2

At EHS, we are committed to maintaining the highest standards of educational excellence through continuous professional development and rigorous alignment with state standards. Our comprehensive approach ensures that our educators are well-equipped to provide cutting-edge instruction that meets the diverse needs of our student body.

Professional Development and Best Practices:

1. **Monthly Professional Development:** Our administrators and teachers engage in monthly professional development sessions focused on understanding and aligning

instruction with the CCSS and NGSS. These sessions ensure that our educators remain at the forefront of educational practices and standards implementation.

2. **English Language Learner Support:** We conduct regular professional development, formally at least once per semester, specifically tailored to meeting the needs of English Language Learners. This is supplemented by ongoing instructional coaching, ensuring our teachers are continuously improving their ability to support these students effectively.
3. **Collaborative Best Practices:** We maintain a dynamic shared document where teachers document and share their best practices. This collaborative approach extends to staff meetings and professional development sessions, where educators have the opportunity to present and discuss these effective strategies with their colleagues.
4. **Expert-Led Development:** Annually, we bring in external experts to lead professional development sessions focused on English Language development. This initiative ensures that our educators are exposed to the latest research and methodologies in supporting language acquisition.

Curriculum Alignment and Standards:

1. **Standards Alignment:** All of our courses are meticulously aligned with the Common Core State Standards and/or Next Generation Science Standards, as appropriate for each subject area. This alignment ensures that our curriculum meets and exceeds state requirements while preparing students for college and career success.
2. **Integrated Learning Structures:** Our teaching and learning structures are fully integrated with these standards, creating a cohesive educational experience that reinforces key concepts across different subject areas.

Student-Centered Approach to Mastery:

1. **High Expectations:** Our teachers hold high expectations for content mastery for 100% of our students. We believe in the potential of every learner to achieve excellence.
2. **Mastery-Based Learning:** Our focus is on student mastery rather than time spent on a subject. We provide multiple opportunities for students to demonstrate their understanding, supported by targeted reteaching when necessary. This approach allows students to truly grasp concepts before moving on, ensuring a solid foundation of knowledge.
3. **Consistent Progress Monitoring:** School administrators and teachers consistently benchmark student progress. This regular assessment allows us to identify areas of strength and opportunities for improvement, both for individual students and across our programs.

By implementing these comprehensive strategies, EHS creates a dynamic learning environment that is responsive to student needs and aligned with the highest educational standards. Our commitment to ongoing professional development, standards alignment, and student-centered learning ensures that our students receive an education that is not only academically rigorous but also relevant and engaging.

This approach prepares our students to excel in standardized assessments, college applications, and future careers. More importantly, it instills in them a love for learning and the skills necessary to become lifelong learners and innovators in their chosen fields. At EHS, we're not just teaching subjects; we're shaping the next generation of thinkers, leaders, and entrepreneurs who will drive progress in our rapidly evolving global economy.

2.2.3 Achievement Goal #3— Parental Involvement

The Charter School will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for the school, and how the Charter School will promote parent participation.

Goal #3a: EHS will establish and sustain parent education workshops to provide differentiated learning centered on parental development including: family communication, student support, and other topics requested by our parent population.

School Action	Assessment	Performance Metric	Person(s) Responsible
Quarterly parent education classes	Meeting sign in	EHS will hold at least one parent education class each quarter.	Administration Parent Organization
Analysis of diverse subgroup parent participation	Meeting attendance compared with student demographics	EHS will complete an analysis of diverse subgroups with parent participation in November of each year.	Administration Parents
Videotape parent education workshops so parents can access from anywhere, anytime	Video Vault available on website	Parent workshops will be recorded and uploaded to the Charter School website.	Administration Parent Organization
Establish diverse, relevant, and needed, parent education workshop topics	Parent survey	Parents will complete a survey at least once a year helping EHS establish proper parent education workshop topics	Parents Administration
Include engaging and inspiring speakers and presenters	Parent Survey	Each parent workshop will include at least one guest speaker.	Parents Administration

Goal #3b: Establish then increase opportunities and resources to ensure all parents have opportunities to help make Charter School decisions.

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
Monthly parent update and input meeting	Meeting sign in Agenda	EHS will hold one parent update and input meeting each month.	Administration Parents
Develop a Parent Organization and hold monthly meetings	Meeting agenda and sign in	EHS will develop a Parent Organization that will hold at least one meeting per month.	Administration Head of Parent Organization
Monthly parent education classes	Meeting sign in Agenda	EHS will hold at least one parent education class each month.	Administration Parent Organization
Once a semester community meeting	Meeting sign in Agenda	EHS will hold one community meeting per semester where the entire community is invited to receive an update on EHS and provide feedback and help make Charter School decisions.	Administration Parents

Actions & Services for Achievement Goal 3

At EHS, we recognize that parental involvement is crucial to student success and school improvement. We have implemented a comprehensive strategy to engage parents, ensure diverse representation, and provide accessible educational opportunities for all families. Our planned actions and services reflect our commitment to fostering a strong school-home partnership.

Comprehensive Parent Engagement Strategy:

1. **Participation Tracking:** We track parent participation in educational programs and school activities. This data is regularly reviewed to ensure that participant demographics align with our student population, allowing us to identify and address any disparities in engagement.
2. **Expert-Led Workshops:** To provide diverse perspectives and expertise, the majority of our parent workshops include at least one guest speaker who is not a school employee. This approach enriches our workshops with external insights and specialized knowledge.
3. **Regular Informal Meetings:** We host monthly informal parent update and input meetings, such as "Coffee with the Principal," "Muffins for Moms," and "Donuts for Dads." These casual gatherings provide parents with regular opportunities to connect with school leadership, ask questions, and provide feedback in a relaxed setting.

Implementation and Impact:

These planned actions and services are not just bullet points on a list; they represent our ongoing commitment to meaningful parent engagement. Here's how we implement and leverage these initiatives:

- **Continuous Improvement:** The annual subgroup analysis and participation tracking inform our strategies for reaching underrepresented groups, ensuring that our parent engagement efforts are inclusive and equitable.
- **Technology Integration:** By livestreaming workshops and providing on-demand videos, we leverage technology to break down barriers to participation, accommodating parents with diverse work schedules and commitments.
- **Responsive Programming:** The annual parent survey ensures that our workshop topics remain relevant and address the evolving needs and interests of our parent community.
- **Community Connections:** By bringing in guest speakers, we not only provide valuable information but also help forge connections between our school community and external resources.
- **Open Communication Channels:** Regular informal meetings foster a culture of openness and accessibility, encouraging ongoing dialogue between parents and school leadership.

Through these comprehensive efforts, EHS creates a school environment where parents are valued partners in their children's education. We believe that by engaging parents effectively, we enhance student achievement, improve school climate, and strengthen our community bonds.

This approach not only supports our students' academic success but also aligns with our broader mission of preparing students for success in a rapidly changing world. By modeling effective communication, community engagement, and responsive leadership, we provide our students with real-world examples of the skills and values we aim to instill.

At EHS, parent engagement is not just a goal; it's an integral part of our educational philosophy, woven into the fabric of our school culture and operations. Through these planned actions and services, we continue to build a strong, collaborative community that supports the success of every student.

2.2.4 Achievement Goal #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:

- California Assessment of Student Performance and Progress statewide assessment.
- Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements.
- The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study.
- The percentage of pupils who have successfully completed both types of courses described in second and third subparagraphs above.
- Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC.

- EL reclassification rate.
- Percentage of pupils who have passed an AP exam with a score of 3 or higher.
- Percentage of pupils who participate in and demonstrate college preparedness pursuant to any subsequent assessment of college preparedness.

Goal #4a: All EHS students will demonstrate competency and increase proficiency levels on appropriate standardized testing in: English, Math, Science, History, Visual and Performing Arts, Physical Education and English Language Development.

The EHS LCAP for 2024-25 is included in the appendices of this document, containing specific student performance targets that are updated annually. (See Appendix B: *EHS LCAP*)

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
ELPAC Assessment for English Learners	ELPAC Assessment	ELPAC assessment will be performed for English Learners at the beginning of each school year.	Administration
Daily checks for understanding school wide	Formative Assessments	Formative assessments will occur in each class, every day.	Teachers
Targeted remediation and extensions of instruction	Teacher Observations Student Academic Outcomes	Students will receive targeted remediation and extensions on a need be basis. This need can be established by students, parents, or teacher assessments or observations.	Teachers
Target population tutoring, scaffolding, and additional supports	Progress toward mastery	Tutoring will be offered after school hours. Scaffolding and other supports will be offered on a need be basis.	Teachers Students
Annual reflection, analysis, and goal setting	Analysis overview, breakout of subgroup, grade, gender, etc.	At the end of each year, all staff members will reflect using the End of Year Surveys. They will use this reflection to set goals for the upcoming year.	Administration Principal(s) Teachers Students Board Members

Goal #4b: Early intervention, additional instructional supports and tutoring programs will be implemented to ensure all students are supported in learning, especially English learners and Low-Income students.

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
Ongoing assessment of Students, Teachers, and Administration that will help drive instruction	Performance on Summative Assessments. 360Degreeassessment of self, peers, teachers, and administrators	All teachers will perform at least one formal assessment for each student, every other week. Informal assessments of each student will be completed on a daily basis.	Students Teachers Administration
Monthly grade checks in PowerSchool.	Teacher grade book	Each month, each class teacher will receive an update on each student's standing, in each Course.	Teachers Students

Goal #4c: 100% of all EHS graduates will meet A-G requirements; complete a minimum of 8 entrepreneur classes, and one student led conference per year.

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
Aligning graduation and A-G Requirements.	Transcripts	All EHS graduates will complete their A-G requirements.	Administration
Students complete at least two years of Entrepreneurial classes	Transcripts	All EHS graduates will complete at least 8 Entrepreneurial classes.	Administration
Parent Conferences involving student, parent, and teacher	SLC checklist	All EHS students will complete at least one Student Led Conference per year	Student Parents Teacher

Goal #4d: Increase the percentage of English Learner students showing growth towards English proficiency by 5% in each year until we reach 90%.

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
Charter School administration and self-scoring of ELPAC	ELPAC results	EHS will administer and score the ELPAC test in the Fall of every Charter School year.	Testing coordinator

EL focused instructional practices	Teacher observations Formative and Summative Assessments Questioning	Teachers will implement EL focused instruction on an ongoing basis.	Teachers Principal(s)
EL Parent/student meetings	Meeting attendance	EHS will hold at least one parent/student meeting for each EL student every year.	Administration Parents Students
Ongoing EL student monitoring	Formative and summative performance data	Teachers will assess the performance of EL students on an ongoing basis.	Teachers Principal(s)

Actions & Services for Achievement Goal 4

At EHS we implement a comprehensive set of actions and services designed to support the academic success of all students, with particular attention to our English Learners. Our approach combines rigorous assessment, targeted support, and continuous reflection to ensure that every student receives the education they need to thrive.

Comprehensive Assessment Strategy:

1. ***ELPAC Administration:*** We administer both the Initial and Summative English Language Proficiency Assessments for California each school year. This standardized assessment provides crucial data on our English Learners' progress in language acquisition.
2. ***Daily Formative Assessments:*** Our teachers conduct formative assessments in every class, every day. This continuous evaluation allows for real-time adjustments to instruction, ensuring that we're meeting the evolving needs of our students.
3. ***Ongoing Performance Monitoring:*** Teachers assess the performance of English Learners on an ongoing basis, allowing for timely interventions and support as needed.

Targeted Support and Intervention:

1. ***Individualized Remediation and Extension:*** We provide targeted remediation and extension on an as-needed basis. This need can be identified by students, parents, or teachers through assessments or observations, ensuring a responsive and collaborative approach to student support.
2. ***After-School Tutoring:*** We offer tutoring outside of regular school hours, providing additional support for students who need it. Scaffolding and other targeted supports are offered on an as-needed basis, ensuring that each student receives the specific help they require.

3. **English Learner-Focused Strategies:** Our teachers implement English Learner-focused instructional strategies on an ongoing basis, integrating best practices for language acquisition across all subject areas.

Continuous Improvement and Goal-Setting:

1. **Annual Staff Reflection:** At the end of each academic year, all staff members participate in End of Year Surveys. This data is used as part of a comprehensive reflection process, informing goal-setting for the upcoming year and driving continuous improvement in our educational practices.

Academic and Career Preparation:

1. **Alignment of Graduation and A-G Requirements:** Our administration ensures that our graduation requirements align with the A-G requirements for California public universities, preparing our students for higher education opportunities.
2. **Entrepreneurial Focus:** We are committed to ensuring that our four-year students complete at least eight entrepreneurial / ePathway classes. This unique aspect of our curriculum prepares students for success in the innovation economy.

Parent Engagement:

1. We hold at least one meeting for each English Learner every year. These meetings foster open communication, provide updates on student progress, and allow for collaborative goal-setting.

Implementation and Impact:

These planned actions and services are not just a checklist; they represent our comprehensive approach to education at EHS. Here's how we leverage these initiatives:

- **Data-Driven Instruction:** Our multi-faceted assessment strategy provides a wealth of data that informs our instructional decisions, allowing us to tailor our approach to individual student needs.
- **Proactive Support:** By offering targeted remediation, tutoring, and scaffolding, we ensure that students receive support before small challenges become significant obstacles.
- **Language Acquisition Focus:** Our emphasis on English Learner strategies and regular assessment ensures that our language learners are supported across all subject areas.
- **College and Career Readiness:** The alignment of our graduation requirements with A-G criteria, combined with our entrepreneurial pathway, prepares students for success in both higher education and the professional world.
- **Continuous Improvement Culture:** Our annual reflection and goal-setting process ensures that we're always evolving and improving our educational practices.
- **Parent Partnership:** Regular meetings with English Learner families foster a strong school-home connection, crucial for student success.

Through these comprehensive efforts, EHS creates an educational environment where every student, regardless of their background or language proficiency, has the opportunity to excel. We believe that by combining rigorous academics, targeted support, and a focus on real-world skills, we prepare our students not just for academic success, but for leadership in the innovative, global economy of the future.

Our approach reflects our commitment to equity, excellence, and entrepreneurship. At EHS, we're not just teaching subjects; we're nurturing the next generation of thinkers, innovators, and leaders who will shape the world of tomorrow through the application of entrepreneur skills.

2.2.5 Achievement Goal #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

Goal #5a: EHS will maintain at least a 92% Average Daily Attendance.

Goal #5b: Less than 20% of students considered chronically absent.

Goal #5c: At least 92% of all EHS students, and subgroups will graduate from high school

Goal #5d: Less than 8% of EHS students will drop out of high school prior to high school graduation.

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
Maintain accurate and timely school attendance	PowerSchool checks	Attendance will be taken by all teachers every period.	Teachers Administration
Communicate promptly with EHS families	Phone Calls Email Canvas	EHS administration will send out at least one Charter School update every other week. Every teacher will communicate with each of their families, at least twice per course.	Teachers Administration
Attendance intervention	Attendance communication log	EHS will call home after three absences in a single semester and require an intervention meeting after five absences.	Teachers Administration Parents Students
High School Graduation Ceremony	Graduation rate	EHS will hold a High School Graduation at the end of every academic year.	Administration

Actions & Services for Achievement Goal 5

At EHS we recognize that consistent attendance and strong family engagement are crucial foundations for student success. Our planned actions and services reflect our commitment to fostering a culture of regular attendance, open communication, and academic achievement celebration. These initiatives are not just policies; they are integral components of our holistic approach to education.

Attendance Management and Family Communication:

1. ***Accurate Attendance Tracking:*** We maintain a robust system for accurate and timely school attendance tracking. This precision allows us to quickly identify attendance patterns and address potential issues proactively.
2. ***Proactive Family Communication:*** Our staff communicates promptly and regularly with students' families. This open line of communication ensures that parents and guardians are always informed about their child's academic progress, attendance, and school events.
3. ***Targeted Attendance Interventions:*** We implement a tiered intervention system for attendance issues. This includes:
 4. ***Immediate phone calls*** to families when a student is absent
 5. ***Required attendance intervention meetings with*** families of students who have missed multiple days of school
 6. ***Personalized attendance improvement plans*** developed collaboratively with students and families
 7. ***Partnerships with community resources*** to address underlying causes of chronic absenteeism

Implementation and Impact:

Our attendance and communication strategies are designed to create a supportive environment that encourages regular school attendance:

- ***Early Identification:*** By maintaining accurate attendance records, we can quickly identify students who may be at risk of chronic absenteeism and intervene early.
- ***Building Trust:*** Regular, positive communication with families helps build strong school-home relationships, making it easier to address challenges when they arise.
- ***Holistic Support:*** Our intervention meetings go beyond simply addressing absences; we work to understand and address the root causes of attendance issues, providing support that extends beyond the classroom.
- ***Data-Driven Approaches:*** We regularly analyze attendance data to identify trends and adjust our strategies accordingly, ensuring our interventions remain effective.

Celebrating Academic Achievement:

1. ***Annual Graduation Ceremony:*** We hold a high school graduation ceremony for each year's graduating class. This event is more than just a tradition; it's a celebration of student achievement and a powerful motivator for the entire school community.

The significance of our graduation ceremony extends beyond the event itself:

- **Motivation:** The ceremony serves as a tangible goal for students throughout their high school years, motivating them to persevere through challenges.
- **Community Building:** It brings together students, families, educators, and community members, strengthening the bonds within our school community.
- **Recognition:** The ceremony provides a platform to recognize not just academic achievement, but also personal growth, character development, and contributions to the school and community.
- **Transition Support:** It marks an important transition point, celebrating past achievements while preparing students for their next steps, whether that's higher education, entrepreneurship, or entering the workforce.

Through these comprehensive efforts, EHS creates an environment where regular attendance is the norm, families are engaged partners in education, and academic achievement is celebrated. We believe that by focusing on these fundamental aspects of school life, we set the stage for student success across all areas of our innovative curriculum.

Our approach to attendance, communication, and achievement recognition aligns with our broader mission of preparing students for success in a rapidly changing world. By modeling the importance of consistency, clear communication, and goal achievement, we reinforce the skills and values that will serve our students well in their future academic and professional endeavors.

At EHS, every day of attendance is viewed as an opportunity for growth and learning. From our meticulous attendance tracking to our celebratory graduation ceremony, we are committed to creating an educational experience that engages, supports, and inspires every student on their journey to becoming the innovators and leaders of tomorrow.

2.2.6 Achievement Goal #6— School Climate

The Charter School will meet the same accountability standards as district schools regarding school climate, as measured by all the following, as applicable:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Goal #6a/6b: EHS will maintain suspension and expulsion rates of less than 5% each year.

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
Creation of positive school culture and community	Culture and community assessment	At least 85% of students will report being "satisfied" or "very satisfied" with the Charter School culture and community on their annual Culture and Community Assessment.	Students Teachers Parents
Student expectations are clear, enforced, and consistent across all students	Discipline documentation, Class expectations	Each class will have an agreed upon set of expectations posted and signed by each student.	Teachers

Restorative Circle for behavioral issues	Restorative Circle agenda	Every Integra class will keep a class council agenda recording each topic placed on the agenda and the agreement the class reached.	Teachers Students
Parent, student, and staff meetings for repeated or severe behavioral issues	Meeting documentation	EHS will hold a parent/student conference for any student who has three minors behavioral issues or one serious issue.	Administration
Consistent and fair implementation of Education Code consequences	Suspension Data Expulsion Data	All students will receive consistent and fair implementation of Education Code consequences.	Administration

Goal #6c: At least 85% of parents and students will report being either satisfied or very satisfied with the culture and safety of EHS.

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
EHS Culture and Safety Assessment	Assessment data	At least 85% of EHS's community will state they are either, "satisfied" or "very satisfied" with the Charter School culture and safety on their end of year survey.	Students' Parents Administration
Monthly parent Charter School events and communication	Phone calls Email Weekly newsletter Parent Classes	EHS will send out updates at least once every other week, and hold at least one parent class each month.	Administration Teachers
Regular parent volunteer opportunities	Attendance logs	Each quarter will have at least one opportunity for parental involvement.	Parents Administration
Charter School open door policy	Parent sign in	Parents will be welcome on the EHS campus at all times.	Parents Administration
Formation of Parent Advisory Council	Council logs Parent participation	The Parent Advisory Council will be established by the end of EHS's first semester.	Parents Administration

Actions & Services for Achievement Goal 6

At EHS, we are committed to fostering a positive, inclusive, and supportive school environment that promotes academic excellence, personal growth, and community engagement. Our planned actions and services reflect a comprehensive approach to creating a thriving school culture that benefits students, families, and staff alike.

Creating a Positive School Culture:

1. **Community Building:** We actively cultivate a positive school culture and sense of community. This involves:
 - Regular school-wide events that celebrate diversity and achievement
 - Student-led initiatives that foster leadership and collaboration
 - Integrating our entrepreneurial focus into school culture, encouraging innovation and creative problem-solving
2. **Clear and Consistent Expectations:** We ensure that student expectations are clear, consistently enforced, and equitable for all students. This includes:
 - A comprehensive student handbook that outlines behavioral expectations and consequences
 - Regular reminders and discussions about school values and expectations
 - Staff training on consistent implementation of school policies
3. **Collaborative Problem-Solving:** For repeated or severe behavioral issues, we hold restorative meetings with parents, students, and staff. These meetings are designed to:
 - Understand the root causes of behavioral challenges
 - Develop personalized intervention plans
 - Establish support systems both at school and home
4. **Equitable Disciplinary Practices:** We consistently and fairly implement the California Education Code consequences for disciplinary infractions. Our approach includes:
 - A tiered system of interventions before resorting to severe disciplinary measures
 - Restorative justice practices that focus on learning and growth rather than punishment
 - Regular staff training on fair and effective disciplinary practices
5. **Culture Assessment:** We conduct annual student surveys to assess school culture. This data-driven approach allows us to:
 - Identify areas of strength and opportunities for improvement
 - Track changes in school culture over time
 - Involve students in the process of school improvement

Parental Engagement and Communication:

1. **Parent Education:** We offer regular classes for parents and maintain consistent communication. These initiatives include:
 - Workshops on topics such as supporting student learning, college readiness, and entrepreneurship
 - A robust communication system using multiple platforms to keep parents informed and engaged

2. **Parental Involvement Opportunities:** We provide numerous opportunities for parental involvement, such as:
 - Volunteer programs in classrooms and school events
 - Parent-led committees for various school initiatives
 - Opportunities to share professional expertise with students
3. **Open Door Policy:** We maintain an open-door policy for parents, encouraging them to:
 - Visit classrooms and observe instruction
 - Meet with teachers and administrators to discuss their child's progress
 - Provide feedback and suggestions for school improvement
4. **Parent Advisory Councils:** We establish and maintain Parent Advisory Councils that:
 - Provide a formal channel for parent input in school decision-making
 - Represent the diverse perspectives of our school community
 - Collaborate with school leadership on key initiatives and policies

Implementation and Impact:

These planned actions and services are not just a list of initiatives; they represent our holistic approach to creating a thriving school community at EHS. Here's how we leverage these efforts:

- **Proactive Culture Building:** By focusing on positive culture creation, clear expectations, and fair practices, we prevent many behavioral issues before they arise.
- **Student Voice:** Our annual culture surveys ensure that student perspectives are central to our improvement efforts.
- **Collaborative Problem-Solving:** When issues do arise, our approach brings together all stakeholders to find effective, personalized solutions.
- **Family as Partners:** Our multifaceted approach to parent engagement recognizes families as crucial partners in education, not just observers.
- **Continuous Improvement:** Regular assessments and open channels of communication allow us to continuously refine and improve our school culture.

Through these comprehensive efforts, EHS creates an educational environment where students feel safe, respected, and empowered to learn. We believe that a positive school culture is the foundation upon which academic excellence and personal growth are built.

Our approach aligns with our broader mission of preparing students for success in a dynamic, interconnected world. By creating a school culture that values respect, innovation, and community engagement, we model the very qualities we aim to instill in our students.

At EHS, we're not just teaching subjects; we're nurturing a community of learners, innovators, and future leaders. From our classrooms to our parent advisory councils, every aspect of our school is designed to support the growth and success of our students, preparing them to thrive in the complex, entrepreneurial landscape of the 21st century.

2.2.7 Achievement Goal #7— Course Access

The Charter School will meet 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, FRPM-eligible, or foster youth; Education Code Section 42238.02) and students with exceptional needs.

“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, world language(s), physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other students that the governing board may prescribe. (Education Code Section 51220(a)-(k))

Goal #7a: EHS will establish and continually increase the course offerings by adding at least two new courses each year until we have a total of at least 5 course options for each subject area including: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, automobile driver education, and entrepreneur classes to meet the needs of all students, including English Learners, and Low-Income students.

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
CCSS curriculum and resources are designed to meet the needs of all learners	CCSS Standard performance	All courses will be differentiated and scaffolded so that all learners can master the standards	Teachers Administration
Professional development on ELD standards and scaffolding	EL students' performance data	At least one staff meeting every other month will focus on ELD standards.	Teachers Administration
Ongoing refining of CCSS curriculum based on student's standard knowledge	Formative and Summative assessment	Teachers will cover each standard listed in their course, continually working to meet the levels of their students.	Teachers
Annual end of year curriculum and instruction debrief	Student data Implementation reflection	All staff will reflect on their curriculum and instruction with help of their End of Year Survey results.	Teachers Students Administration

Goal #7b: 75% of students with an IEP will meet stated goals.

Charter School Action	Assessment	Performance Metric	Person(s) Responsible
EHS will ensure FAPE is met for all students with an IEP	IEPs	All EHS students with IEPs will receive Free Appropriate Public Education.	Director of Special Services Administration
Special education students will received general education instruction when possible and most-appropriate	Student Schedules	EHS will implement an inclusion model where Special Education Students will be in the general education classes when possible and most appropriate.	Teachers Special Education Staff Principal(s)
Monitoring of student progress towards goals.	Assessments, work samples, reflections, observations, outcomes	Teachers will use ongoing assessments to monitor each students' progress towards class goals. Each student will be graded on the Courses Mastery scale at least three times per Course.	Teacher(s) Special Education staff IEP team
Home-school communication at least once every other week.	Log of phone calls and emails	Charter School updates will be sent to every student with an IEP at least every other week.	Teacher(s) Special Education staff

Actions & Services for Achievement Goal 7

At EHS we are dedicated to providing a comprehensive, inclusive, and adaptive educational experience that meets the diverse needs of all our learners. Our planned actions and services reflect our commitment to academic excellence, personalized learning, and inclusive practices that ensure every student can thrive and reach their full potential.

Curriculum Design and Instructional Resources:

1. ***Differentiated and Scaffolded Curriculum:*** Our curriculum and instructional resources are meticulously designed to meet the needs of all learners. We incorporate:
 - Multiple entry points for diverse learning styles and abilities
 - Scaffolding techniques that support students in mastering challenging standards
 - Enrichment opportunities for advanced learners to deepen their understanding
2. ***English Language Development Support:*** We prioritize the success of our English Learners through:

- Regular professional development for teachers on English Language Development standards
 - Training on effective scaffolding techniques specific to English Learners
 - Integration of language development strategies across all subject areas
3. **Continuous Curriculum Refinement:** Our teachers engage in ongoing curriculum refinement to ensure alignment with:
- Common Core State Standards
 - Next Generation Science Standards
- Evolving best practices in education and entrepreneurship
- This process ensures our curriculum remains rigorous, relevant, and accessible to all students.
4. **Data-Driven Reflection and Improvement:** At the end of each school year, we allocate dedicated time for staff to reflect on their curriculum and instruction based on:
- Student survey results
 - Academic performance data
 - Observations of student engagement and growth

This reflective practice informs improvements and innovations for the following academic year.

Special Education and Inclusive Practices:

5. **Commitment to FAPE:** We ensure that FAPE is provided for all students with IEPs. This includes:
- Tailored educational services that meet each student's unique needs
 - Appropriate accommodations and modifications in all educational settings
 - Regular assessment of the effectiveness of special education services
6. **Inclusion Model Implementation:** We prioritize an inclusion model where students with special education needs are integrated into general education classes whenever possible and appropriate. This approach:
- Promotes social inclusion and peer learning
 - Exposes all students to diverse perspectives and abilities
 - Maintains high expectations for all learners while providing necessary supports
7. **IEP Goal Monitoring:** We implement a robust system to monitor the progress of students with IEPs toward their individualized goals. This includes:
- Regular data collection and analysis
 - Frequent check-ins with students, teachers, and support staff
 - Timely adjustments to interventions and support based on progress data
8. **Consistent Home-School Communication:** We maintain frequent and consistent communication with families of students with IEPs. This involves:
- Regular progress updates
 - Collaborative problem-solving sessions
 - Opportunities for parents to provide input and feedback on their child's education plan

Implementation and Impact:

These planned actions and services represent our holistic approach to education at EHS.

Here's how we leverage these efforts:

- ***Personalized Learning***: Our differentiated curriculum and scaffolding techniques ensure that each student receives instruction tailored to their needs, promoting engagement and achievement across all ability levels.
- ***Language Development Integration***: By emphasizing English Language Development across the curriculum, we support our English Learners in simultaneously developing language skills and content knowledge.
- ***Continuous Improvement***: Our commitment to ongoing curriculum refinement and data-driven reflection ensures that our educational practices remain cutting-edge and effective.
- ***Inclusive Education***: Our inclusion model and comprehensive special education services create an environment where all students feel valued and capable of success.
- ***Collaborative Partnerships***: Strong home-school communication and collaborative IEP processes ensure that families are active partners in their child's education.

Through these comprehensive efforts, EHS creates an educational environment where diversity is celebrated, individual needs are met, and all students are empowered to achieve academic excellence. We believe that by providing a truly inclusive and adaptive educational experience, we prepare our students not just for academic success, but for leadership in an increasingly diverse and complex world.

Our approach aligns seamlessly with our broader mission of fostering innovation, entrepreneurship, and lifelong learning. By modeling adaptability, inclusivity, and continuous improvement in our educational practices, we instill these same values in our students.

2.2.8 Achievement Goal #8— Student Performance

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state's priorities detailed in Education Code Section 51220 (grades 7-12). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable.

- A. Internal Assessment
- B. Growth
- C. Social Responsibility

Goal #8a: 98% of students will take CCSS aligned assessments at least twice per course.

Goal #8b: EHS student performance will show annual increase of “percent Advanced/proficient” on annual mandated standardized tests.

Goal #8c: 100% of EHS students will engage in Common Core/CA Standard knowledge analysis and goal setting after receiving benchmark and assessment data.

Charter School Action	Assessment	Performance Metric	Person(s) responsible
Monthly assessments created and directly aligned to CCSS standards.	Assessments	Each course will have monthly assessments to assess students' competency with each standard.	Teachers Principal(s)
Assessments Analysis staff development	Staff development agenda	At least one staff development per quarter will be focused on assessment analysis.	Administration Teachers
Test taking skills and practice	Test taking skills lesson plans	Each teacher will teach test taking skills each year and students will take practice tests leading up to the mandated standardized tests.	Teachers
Practice and remediation of CCSS standards in need	Assessments	All students will practice the CCSS on a daily basis and receive remediation on a need be basis.	Teachers

Actions & Services for Achievement Goal 8

At EHS, we implement a comprehensive and data-driven approach to student assessment and academic growth. Our strategies are designed to provide accurate, timely insights into student performance, inform instructional practices, and ensure that all students, particularly those at risk, receive the support they need to excel.

Comprehensive Assessment Strategy:

1. ***Nationally Normed Short-Cycle Assessments:*** We ensure that at least 95% of our students participate in nationally normed short-cycle assessments at the beginning, middle, and end of each academic year. This approach allows us to:
 - Track individual student growth over time
 - Compare our students' performance to national standards
 - Identify trends and areas for improvement across grade levels and subject areas
2. ***Standards-Aligned Assessments:*** Our teachers create and administer assessments that are directly aligned with the Common Core State Standards and Next Generation Science Standards. This practice:

- Ensures that our assessments accurately measure student mastery of required content
- Provides students with regular exposure to the types of questions and tasks they'll encounter on state-mandated tests
- Allows for targeted instruction based on specific standard-related strengths and weaknesses

Data Analysis and Instructional Adaptation:

1. ***Dedicated Data Analysis Time:*** We provide structured staff development time for teachers to analyze student assessment results. This process includes:
 - Detailed examination of overall performance trends
 - Disaggregation of data for at-risk student populations
 - Collaborative discussions on instructional strategies to address identified gaps
 - Development of targeted intervention plans for struggling students

Test Preparation and Skill Development:

1. ***Integrated Test-Taking Skills Practice:*** Our teachers incorporate test-taking skills practice into regular coursework. This approach includes:
 - Familiarizing students with various question formats and assessment structures
 - Teaching time management and strategic thinking skills for test-taking
 - Providing opportunities for students to take practice tests that simulate state-mandated assessments
2. ***Daily Standards Practice and Targeted Interventions:*** We ensure that students have daily opportunities to engage with Common Core State Standards and Next Generation Science Standards. This consistent practice is complemented by:
 - Immediate remediation when gaps in understanding are identified
 - Additional, intensive interventions for at-risk student populations
 - Personalized learning plans that address individual student needs

Implementation and Impact:

These planned actions and services represent our commitment to data-informed, standards-based education at EHS. Here's how we leverage these efforts:

- ***Continuous Monitoring:*** Our tri-annual short-cycle assessments provide a regular pulse on student progress, allowing for timely interventions and instructional adjustments.
- ***Standards Mastery:*** By aligning our assessments and daily practice with state standards, we ensure that our students are well-prepared for both standardized tests and real-world applications of their knowledge.
- ***Targeted Support:*** Our focus on data disaggregation and specific interventions for at-risk populations ensures that all students, regardless of their background or learning challenges, receive the support they need to succeed.
- ***Test Readiness:*** By integrating test-taking skills into our curriculum, we reduce test anxiety and ensure that our students can accurately demonstrate their knowledge on high-stakes assessments.

- ***Adaptive Instruction:*** Regular data analysis allows our teachers to continuously refine their instructional approaches, addressing emerging needs and capitalizing on successful strategies.

Through these comprehensive efforts, EHS creates an educational environment where data-driven decision-making and standards-based instruction work in tandem to support student achievement. We believe that by combining rigorous assessment practices with targeted support and skill development, we prepare our students not just for success on standardized tests, but for lifelong learning and problem-solving.

Our approach aligns with our broader mission of fostering innovation and entrepreneurship. By teaching students to analyze data, adapt to challenges, and continuously improve their performance, we're instilling the skills and mindset needed for success in the dynamic, data-driven landscape of the 21st century.

At EHS, we're not just preparing students for tests; we're equipping them with the analytical skills, adaptability, and confidence to tackle complex challenges in their future academic and professional endeavors. From our comprehensive assessments to our targeted interventions, every aspect of our approach is designed to support the growth and success of all students, preparing them to be the innovative, data-savvy leaders of tomorrow.

ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“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.” (Ed. Code § 47605(c)(5)(C).)

3.1 Data Analysis and Reporting

After formal and informal assessments are given, data will be collected and shared with teachers for thorough analysis. MAP testing (NWEA), will be administered 3 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 and share it with the teachers.

These data points will then help teachers plan the month to month and day to day, implementation of their courses, and will further inform their differentiation and instruction. Interim assessments will be administered in the middle of each quarter and comprehensive exams and/or presentations will be given at the end of each quarter.

At least one staff development meeting each quarter will be dedicated to allowing teachers and Charter School leaders to meet to closely analyze data. 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.
- Curricular decisions (what to teach) – for example, re-teaching and reordering objectives in an upcoming unit to better meet students’ needs based on scores from interim assessments.
- 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.
- Differentiation decisions (how to support students) – for example, determining which students are to be assigned to extra intervention.

Specifically, data will allow EHS 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

Teacher-created formative assessments will inform daily and weekly lesson planning. Teachers will meet in content-area and grade-level teams to review data generated from daily student work. These meetings 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.

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, parents will receive phone calls from their child's Integra guide 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. Parents will also receive information through students' digital portfolio, ongoing assessments, Student Led Conferences, exhibition night, Presentations of Learning, and report cards. Students will also use the first several minutes of Integra to plan and prepare for their day and ensure they have all required assignments and materials. Guides will meet with students individually on a weekly basis to review progress reports.

These reports will highlight student successes, areas of growth, and will provide a clear window into a student's daily experience at the Charter School. Furthermore, all grade books will be linked to a program like Illuminate, an online gradebook, where parents will have unique login information to get live updates when teachers update scores. Frequent collection of data also will inform EHS oversight by the 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 a comprehensive picture of Charter 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 student information system like Canvas will be available for reporting purposes including the Charter School Accountability Report Card ("SARC"). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by numerically significant subgroups including but not limited to ethnicity, gender, English Learner, socio-economically disadvantaged students, and students with disabilities.

3.2 Methods of Assessment

EHS will measure the school specific goals listed above with the following outcomes and assessments:

Goal	School Outcomes	Assessment
1	EHS will maintain an average attendance rate of 92% or greater	• Attendance reports

2	Less than 10% of students will report being the victim of emotional or physical violence as evidenced by the end of year survey and Charter School documentation. • At least 90% of students will report having positive relationships with their teachers and peers on the end of year survey.	• End of year survey • Behavioral Documentation
3	• Students will be actively engaged as evidenced by informal teacher observations, formal classroom observations, daily attendance, and academic success rates.	• Daily informal observations • End of year survey
4	• The Charter School culture will demonstrate intelligence, mindfulness, freedom, excellence, safety, and authenticity.	• End of year survey • Experiences and feedback of visitors and Charter School community

EHS students will attain the following goals:

Goal	Student Outcomes	Assessment
1	Students will have positive relationships.	• End of year survey • Presentation of Learning
2	All graduates have the confidence and skillsets needed for the post-secondary path of their choice.	• Presentation of Learning • Four year follow up
3	All students have an understanding of their strengths and weaknesses and are able to effectively work with both.	• Presentation of Learning • Personal Growth Plan • Teacher observations
4	Students have a clear understanding of their morals, values and goals.	• Presentation of Self • Personal Growth Plan • Life book • Dialogue with teachers, family and friends

5	All students have the ability to speak to who they are and who they are working to become.	• Presentation of Learning • Dialogue with teachers, family and friends
6	Students will demonstrate increased mental power and aptitude.	• A-G requirement assessments • CAASPP/Smarter Balance • CSTs in Science • ELPAC • Report Card • Presentation of Growth
7	Students will develop the social skills necessary to cultivate and maintain healthy relationships and communicate effectively	• End of year survey • Presentation of Learning • Report Card
8	Students will express a higher level of emotional intelligence by being able to regulate their emotions, confidently express themselves and empathize with others.	• Presentation of Learning • Report Card
9	Students will utilize personal development to draw upon strengths, improve upon weaknesses, have a strong sense of self and a plan for their future.	• Presentation of Learning • Personal Growth Plan
10	Students will take interest in and improve upon their physical well-being by integrating an exercise routine, nutrition plan and personal development practices suitable to their health.	• Report Card
11	Students use an inquisitive mind to draw conclusions about what they've learned.	• A-G requirement assessments • Informal teacher observations
12	Students apply problem solving skills and test taking strategies to succeed on tests.	• Smarter Balance Assessment • SAT test • In class tests
13	Students apply their learnings to their everyday life.	• A-G requirement assessments • Report Card
14	All students will regularly publish final writings.	• Digital Portfolio/Blog • In class assignments

15	All students can articulate how they use their mind to create their reality.	• Presentation of Learning • Conference with Charter School staff • Dialogue with family and friends
16	Students gain experiences, wisdom, and real life skills that they can apply to their daily life.	• Project Rubrics • Internships evaluation form • Extracurricular classes • In class experiences
17	Students are confident and prepared to enter personal and professional environments	• Internship evaluation form • End of year survey
18	Students have the skills, abilities, and awareness that enable them to thrive rather than survive.	• Presentation of Learning • 4 year follow up

3.3 Standards-Based Assessments

At EHS we have developed a comprehensive and rigorous assessment system that aligns with our commitment to educational excellence and entrepreneurial focus. Our academic program is designed to support our students to meet and exceed state standards while preparing students for success in the 21st-century global economy demonstrating the skills associated with successful entrepreneurs.

Standards Alignment and Curriculum Framework:

Our academic program is built on a robust foundation of standards and frameworks, including:

- Common Core State Standards
- Next Generation Science Standards
- National Career Cluster Framework
- CTE Standards for California Public Schools
- California Curriculum Frameworks and Content Standards

This multi-faceted alignment ensures that our curriculum is not only rigorous but also relevant to both college and career readiness.

Comprehensive Assessment Strategy:

We employ a diverse array of assessment tools to provide a holistic view of student progress and program effectiveness:

- State-Mandated Assessments:
 - Full participation in CAASPP and CAST, providing benchmark data for

- comparison with schools across California
- ELPAC to measure progress of EL students
- 2. Nationally Normed Assessments:
 - NWEA MAP Assessments administered tri-annually (beginning, middle, and end of academic year) to measure reading and math progress
 - Results used to track individual growth, inform instruction, and compare performance to national standards
- 3. Interim Assessments:
 - Smarter Balanced Interim Assessments in ELA and Math
 - Provides ongoing data to adjust instruction and prepare students for state testing
- 4. English Learner Progress:
 - Annual ELPAC administration for all English Learners
 - Results inform EL progress monitoring and reclassification decisions
- 5. Teacher-Created Assessments:
 - Ongoing formative and summative assessments in each subject area
 - Real-time feedback provided to students and families
 - Results incorporated into progress reports and report cards
- 6. Performance Assessments:
 - Project and presentation rubrics to evaluate applied skills and knowledge
 - Emphasis on real-world application and entrepreneurial thinking
- 7. Entrepreneurial Skill Assessments:
 - School-created eSkills assessments to measure growth in entrepreneurial competencies
 - eRoadmap final senior presentation rubric to evaluate culminating entrepreneurial projects
- 8. Work-Based Learning Evaluations:
 - Student Internship Evaluations to assess performance in real-world business settings
 - Student Externship Evaluations to measure application of skills in professional environments
- 9. School Culture and Stakeholder Feedback:
 - Annual questionnaires for students, staff, and parents/guardians
 - Focus on school culture, academic program, personal goals, and overall satisfaction
 - Results compiled and shared to inform continuous improvement efforts
- 10. Attendance and Behavioral Data:
 - Ongoing tracking of attendance and suspension records
 - Annual report compiled by administration and shared with school board

Data Reporting and Communication:

We prioritize transparent and timely communication of assessment data:

1. Parent/Guardian Reports:

- Written reports detailing assessment results
 - Parent-teacher conferences to discuss student progress
 - Real-time access to grades and performance data via SIS Parent Portal
2. Student Engagement:
 - Regular feedback on assessments to foster student ownership of learning
 - Goal-setting sessions based on assessment data
 3. Board Reporting:
 - Comprehensive annual report on attendance, behavioral data, and academic performance presented to the school board
 4. Community Transparency:
 - Aggregated assessment data shared with stakeholders to demonstrate school-wide progress and areas for growth

Implementation and Impact:

This multi-faceted assessment approach allows EHS to:

- Identify and address learning gaps promptly
- Celebrate and build upon student strengths
- Continuously refine and improve our instructional practices and curriculum
- Demonstrate the effectiveness of our entrepreneurial education model

By implementing this comprehensive assessment strategy, EHS ensures that every aspect of our educational program is data-informed and results-driven. We not only meet state and national standards but also provide our students with the critical thinking, problem-solving, and entrepreneurial skills necessary for success in a rapidly evolving global economy.

Our approach to assessment reflects our commitment to fostering innovation, analytical thinking, and continuous improvement – skills that are essential in the entrepreneurial world. At EHS we're not just measuring academic progress; we're cultivating a mindset of data-driven decision-making and relentless pursuit of excellence that will serve our students well beyond their high school years.

3.4 Additional Assessments

At EHS we have developed a multifaceted approach to student assessment that goes beyond traditional testing methods. Our innovative assessment strategies are designed to foster deep learning, promote self-reflection, and provide authentic opportunities for students to demonstrate their growth and entrepreneurial skills.

3.4.1 Student-Led Presentations of Learning:

We incorporate regular student-led presentations throughout the academic year, offering students the opportunity to showcase their learning journey to the EHS community. These presentations, including our signature eRoadmap Presentations, are a cornerstone of our assessment strategy. Students present comprehensive overviews of their learning and growth, reflecting on successes, challenges overcome, and key learnings. These presentations

incorporate demonstrations of acquired skills and completed projects, concluding with dynamic Q&A sessions that enhance students' ability to articulate their learning and respond to inquiries.

These presentations are scheduled multiple times throughout the year, aligned with key milestones in our entrepreneurial curriculum. As students' progress through grade levels, the complexity and depth of these presentations increase, mirroring their growing capabilities. By presenting to a diverse audience including peers, teachers, administrators, and community members, students develop crucial public speaking skills and the ability to communicate complex ideas effectively.

3.4.2 Student Expo and Exhibition Events:

Each semester, we host Student Expo events, providing a platform for our students to showcase their incubating business ideas and entrepreneurial projects. These events, held twice per academic year, mimic professional trade shows or startup pitch events. Students present business plans, prototypes, and marketing strategies, with interactive booths allowing for hands-on demonstrations of products or services.

The diverse audience, including community members, parents, industry professionals, and fellow students, provides exposure to potential mentors, investors, and future collaborators. This setting offers students authentic feedback on their business viability and presentation skills, giving them valuable insights into market reception and areas for improvement. Moreover, these events serve as networking opportunities, allowing students to practice professional interaction skills and potentially form partnerships or secure internships.

3.4.3 Additional Assessment Methods:

To provide a comprehensive view of student progress, we employ several additional assessment strategies. Detailed report cards are issued each semester, with mid-term progress reports, providing a comprehensive overview of academic progress, including narrative comments from teachers and assessments of entrepreneurial skills and mindset development.

Teacher-created rubrics, customized for specific projects and entrepreneurial endeavors, clearly outline expectations and assessment criteria. These rubrics are shared with students in advance, guiding their work and facilitating self-assessment. Regular peer and self-assessment opportunities develop critical thinking skills and the ability to give and receive constructive feedback, aligning with real-world business practices.

Ongoing teacher observation forms a crucial part of our assessment strategy. This continuous assessment of student engagement, collaboration, and problem-solving skills informs real-time instructional adjustments and personalized support.

3.4.4 Implementation and Impact:

This multifaceted assessment approach allows EHS to provide students with authentic, real-world assessment experiences while developing crucial communication and presentation skills. It fosters a culture of reflection, continuous improvement, and entrepreneurial thinking, engaging the broader community in our students' learning journey.

By implementing these varied and authentic assessment strategies, EHS ensures that our students are not only meeting academic standards but are also developing the critical skills necessary for success in the entrepreneurial world. Our approach to assessment reflects our commitment to fostering innovation, self-reflection, and real-world application of knowledge.

At EHS we're not just evaluating academic progress; we're cultivating a mindset of continuous growth, adaptability, and entrepreneurial spirit that will serve our students well beyond their high school years. Through these diverse assessment methods, we prepare our students to confidently navigate the complex, ever-changing landscape of the 21st-century global economy.

3.5 Accommodations for Students with Special Needs and EL Students

At EHS, we are committed to providing an inclusive and equitable educational experience for all students, including those with special needs and English Language Learners. Our approach to standardized assessments and other formal evaluations is designed to ensure that every student can demonstrate their true abilities and knowledge.

For students with special needs, we meticulously implement all accommodations listed in their IEPs or 504 plans. These accommodations are not merely procedural requirements; they are essential tools that level the playing field and allow students to showcase their true potential. Common accommodations include providing a separate, quiet testing environment to minimize distractions, allowing extended time to reduce stress and accommodate different processing speeds, and offering breaks during lengthy assessments to maintain focus and reduce fatigue.

Our faculty and staff receive comprehensive training on the implementation of these accommodations, ensuring that they are applied consistently and effectively across all assessment situations. This training goes beyond mere procedural knowledge; it includes developing a deep understanding of the rationale behind each accommodation and how it supports the individual student's learning needs.

We extend the same philosophy of support and accommodation to our English Learners. Recognizing the unique challenges faced by students developing English proficiency alongside content knowledge, we provide tailored accommodations that address language barriers without compromising the integrity of the assessment. These may include bilingual dictionaries, simplified test instructions, or extra time to process language-heavy questions.

Our commitment to fair and accessible assessment practices aligns fully with the guidelines set forth by the state of California for all mandated assessments. We maintain rigorous compliance with these guidelines, regularly updating our practices to reflect any changes in state policy. This compliance is not viewed as a bureaucratic requirement but as an essential component of our mission to provide equitable educational opportunities for all students.

To ensure the effectiveness of our accommodations, we regularly review and refine our practices. This process involves gathering feedback from students, parents, and teachers, as well as analyzing assessment data to identify any disparities that may indicate a need for adjusted or additional supports. Our special education team, in collaboration with general education

teachers, continuously monitors the progress of students with accommodations to ensure that these supports are facilitating, rather than hindering, their academic growth.

Furthermore, we recognize that the need for accommodations extends beyond formal assessments. Our teachers are trained to incorporate principles of Universal Design for Learning into their daily instruction, creating flexible learning environments that can adapt to individual student needs. This approach not only supports students during assessments but also enhances their overall learning experience at EHS.

By implementing these comprehensive and thoughtful accommodation practices, EHS maintains its commitment to nurturing the potential of every student. We believe that by providing the right supports, we can empower all our students to demonstrate their knowledge, skills, and entrepreneurial spirit, regardless of the challenges they may face. This inclusive approach not only benefits individual students but enriches our entire school community, fostering a culture of empathy, understanding, and mutual support that prepares our students for success in a diverse and dynamic world..

3.6 Grading

At EHS our grading system is designed to provide a comprehensive and accurate reflection of each student's mastery of course standards and their ability to apply content knowledge and skills in real-world contexts. This approach aligns seamlessly with our commitment to preparing students for both academic success and entrepreneurial endeavors.

Our grading philosophy goes beyond traditional assessment methods, incorporating a nuanced understanding of student progress and achievement. Each grade serves as a detailed indicator of a student's proficiency in applying course content and skills to complex, often interdisciplinary challenges. This approach ensures that grades are not merely a reflection of rote memorization or test-taking ability, but a true measure of a student's capacity to engage with and utilize the material in meaningful ways.

The content grade in each course is derived from a carefully balanced combination of assessments, projects, and practical applications. For instance, in our science courses, students might be evaluated not only on their understanding of scientific principles but also on their ability to design and execute experiments that demonstrate these principles in action. Similarly, in our entrepreneurship-focused classes, grades reflect not just theoretical knowledge of business concepts, but also the student's ability to develop and pitch innovative business ideas.

To ensure consistency and fairness in our grading practices, we have developed detailed rubrics utilized in each course. These rubrics clearly outline the criteria for mastery at various levels, providing students with a clear understanding of expectations and a roadmap for improvement. Our teachers undergo regular training to calibrate their grading practices, ensuring that standards are applied uniformly across all classes and subjects.

Furthermore, we recognize that mastery is a journey, not a destination. Our grading system incorporates opportunities for growth and improvement throughout the academic year. Students are encouraged to revise and resubmit work based on teacher feedback, fostering a

growth mindset and emphasizing the importance of continuous learning and improvement – key traits for success in the ever-evolving business world.

In line with our focus on real-world applications, a significant portion of the grade in courses is derived from project-based assessments. These projects often simulate real-world scenarios or challenges, requiring students to integrate knowledge from multiple disciplines and demonstrate practical problem-solving skills. For example, a history course might require students to not only understand historical events but also to analyze their impact on current global business trends, tying directly into our entrepreneurial focus.

We also incorporate peer and self-assessment components into our grading system, mirroring the collaborative and reflective practices found in professional environments. This approach not only provides students with diverse perspectives on their work but also hones their ability to give and receive constructive feedback – an essential skill in the business world.

To support our students' understanding of their academic progress, we provide regular, feedback that goes beyond numerical grades. This feedback includes specific comments on areas of strength, opportunities for improvement, and strategies for enhancing performance. We believe that this level of detail empowers students to take ownership of their learning journey and make informed decisions about where to focus their efforts.

Our grading system also acknowledges the importance of soft skills crucial for entrepreneurial success. Attributes such as creativity, collaboration, resilience, and leadership are noted and discussed in student evaluations, providing a holistic view of each student's development.

By implementing this comprehensive and nuanced grading approach, EHS ensures that our assessment practices align with our broader educational philosophy. We believe that grades should not only reflect academic achievement but also serve as a tool for personal growth and skill development. This system prepares our students for the multifaceted challenges they will face in higher education and the business world, where success is measured not just by knowledge acquisition, but by the ability to apply that knowledge innovatively and effectively.

Through this thoughtful approach to grading, we reinforce our commitment to nurturing well-rounded, adaptable, and skilled individuals ready to thrive in the dynamic landscape of the 21st-century economy. At EHS, grades are more than just numbers or letters; they are a comprehensive reflection of a student's journey towards becoming a knowledgeable, skilled, and entrepreneurially-minded individual prepared for future success.

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.” Ed. Code § 47605(c)(5)(D).

4.1 Legal Status

EHS is an independent Charter School governed by the REAL Journey Academies Board of Directors. REAL Journey Academies, Inc. (“hereinafter referred to as “RJA”) has constituted itself as a California non-profit 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, Corporate 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 and the California Political Reform Act. The Articles of Incorporation, Conflict of Interest code, and Corporate Bylaws are provided in the appendices.

for services with the District.

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School nor for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities as specified in the California Education Code. The District shall not be responsible or liable for the operations of EHS.

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 the District 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 the Authorizer indicates that the District considers the proposed revision(s) to be a material revision to REAL Journey Academies’ governance structure or Charter, the Authorizer shall notify REAL Journey Academies in writing of the reasons and 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 to 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 the District 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 District Office copies of all Governing 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.

EHS and REAL Journey Academies, Inc shall be subject to Government Code section 1090 *et seq.*, the PRA and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California non-profit corporations and/or California charter schools. All officers, employees, and members of the governing board of REAL Journey Academies shall comply with the requirements of each and all of those conflict of interest laws and regulations. REAL Journey Academies has adopted the Fair Political Practices Commission's Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18739, including the formal designation of reporters and reporting categories and the forms to be filed thereunder, and review, revise and maintain that Code as current throughout the term of the Charter, and provide a copy of that Conflict of Interest Code and the documentation of board action adopting it to the District (and any revisions thereto), and require all affected EHS officers, employees, representatives and governing board members to comply therewith. The charter school will also submit a copy of the Conflict of Interest Code to the County Board of Supervisors for approval.

REAL Journey Academies shall always comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, in all aspects of the RJ program.

4.2 Board of Directors

The Charter School is governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

4.2.1 Corporate Governance Structure

EHS is governed by REAL Journey Academies, Inc., a California non-profit public benefit 501(c)(3) tax exempt corporation, pursuant to Education Code Section 47605(a). Real Journey Academies, Inc., is not a "charter management organization" or CMO as that term is not defined under State or Federal law. All charter schools operated by REAL Journey Academies, Inc. are locally authorized by either a school district or county board of Education. Each charter school is operated separately and locally by its Principal, supported faculty and support staff under the direction of the Chief Executive Officer ("CEO"). Each charter school is supported as a "network" of separate LEAs through the REAL Journey Academies, Inc. "home office" for human resources; finance and procurement; operations and facilities; teaching and learning program design and implementation; professional development; and, other support functions deemed necessary for the successful operation of EHS. Each charter school operated by REAL Journey Academies, Inc. maintains its own budget and accounting. This governance structure is common throughout many charter schools in California and is authorized by Education Code Section 47604.

The REAL Journey Academies, Inc. Board of Directors serves as the governing board for each separate charter school, operating as separate LEAs. Parents and school community members are encouraged and welcome to apply for positions on the REAL Journey Academies, Inc. governing board, following a process developed by the Board. Parental involvement and input at each school in the REAL Journey Academies network is described below, and this parental

involvement is common to every charter school operated by REAL Journey Academies, Inc. Through these effective parental involvement practices, parents are given direct access to the CEO and governing board and are welcomed and encouraged to attend Board meetings.

4.2.2 Board Composition

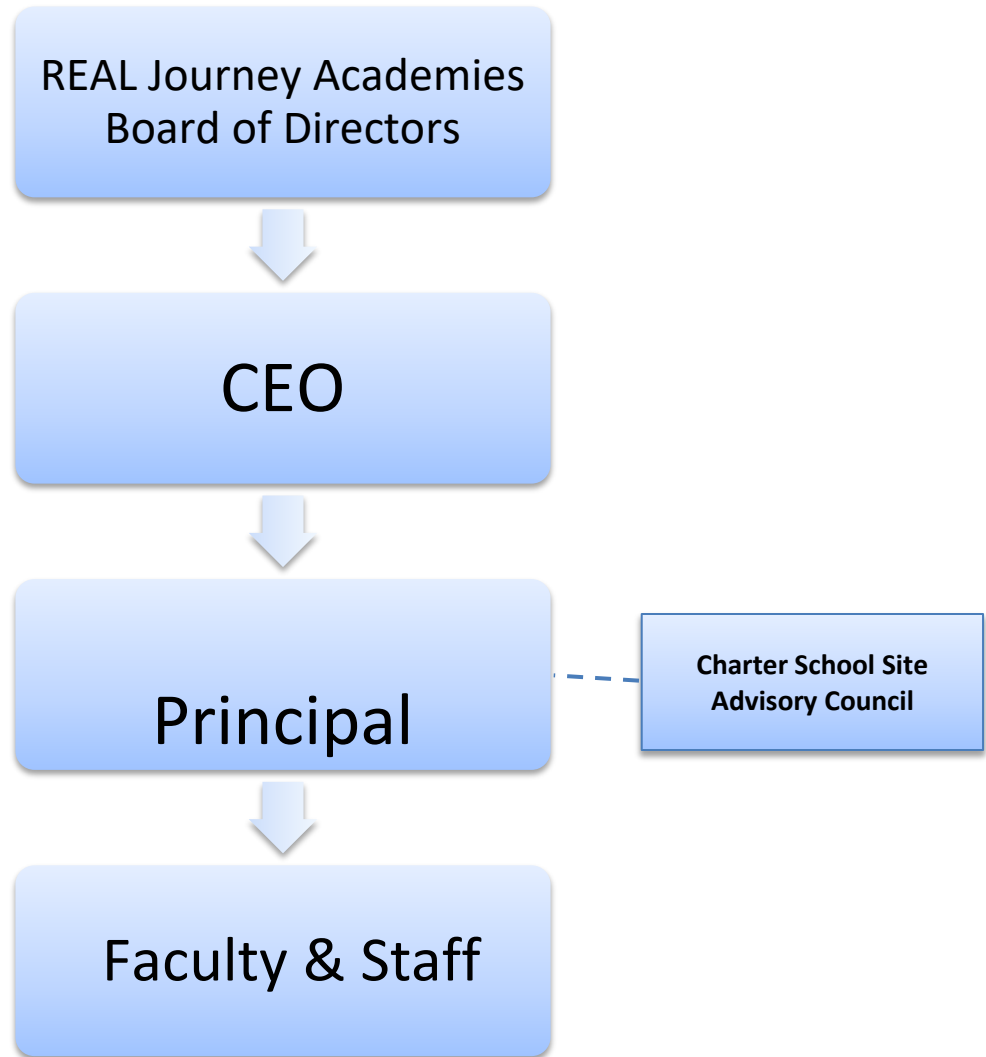
EHS strives to identify and encourage community members to serve as board members who have expertise in areas critical to Charter School success including but not limited to education, Charter School finance, fundraising, facilities, non-profit governance, public affairs and governmental affairs, business, and legal affairs. Pursuant to Education Code Section 47604(c), the District shall be entitled to a single representative on the board of directors of REAL Journey Academies. If the District chooses to do so, the Charter School shall appoint a second community member to ensure that the Board is maintained with an odd number of directors.

The current REAL Journey Academies board members are described in the table below.

Board Member	Title
Diana Rodriguez	President
Javier Hernandez	Vice President
Joseph Chavez	Board Member
Jack Ruebensaal	Board Member
Anne Viricel	Board Member

Organizational Chart

The organizational chart illustrated below indicates how the Charter School 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 Charter School Site Advisory Council.



Parent Involvement

EHS understands that parental involvement in the life of the Charter School is essential to the success of the Charter School. EHS has made it a priority in its mission to encourage parent participation throughout the Charter School, including the involvement of parents in EHS instructional programs.

EHS believes that parent involvement translates into increased student achievement. The philosophy of EHS is to encourage, honor and respect the parent voice.

Charter School/parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents, the Charter School administration, and the Charter School's governing board.

Parents will be encouraged to serve on the Charter School Site Advisory Council, Latino Parent Advisory Committee (LPAC) and African-American Parent Advisory Council (AAPAC) (described in section 4.4). 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. A 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 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. 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 Charter School needs. Parents can determine the type of work they will contribute to the educational development of the children based on their own particular 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 Charter School year.

The faculty, staff and Charter 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.

Faculty & Staff Involvement

One of the purposes for establishing a Charter School is to allow faculty and staff to become more involved in the governance and instructional program of the Charter School. EHS recognizes the importance of faculty and staff 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 standards-based curriculum and instruction; and, analyze student work and student performance data. Teachers will work in "Professional Learning Community (PLC)" teams to deepen their knowledge of curriculum content and strengthen instruction. All teachers will attend a mandatory professional development during the summer and regular PD during the regular Charter School year. Teachers will meet with the REAL Journey Academies Instructional staff, Chief Operations Officer and the Principal on a regular basis to:

- Share faculty and staff concerns
- Communicate faculty and staff requests
- Articulate program progress and effectiveness
- Assess overall student progress, achievement and needs
- Discuss concerns regarding individual student progress and needs

The REAL Journey Academy administrators and the Board of Directors respect the voice of faculty and staff and welcome teacher input. In addition to group and individual meetings with faculty and staff, REAL Journey Academies formalizes input from faculty and staff through participation

on a number of standing committees with faculty and staff representation from across all schools in the RJA network. Faculty and staff support and advise one another in the spirit of collegiality, on an ongoing basis.

Student Involvement

EHS believes that 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 EHS will elect a student body president who will serve on the Charter School Site Advisory Council. Students will also make presentations to the REAL Journey Academies Board of Directors. In this manner, the student body president will represent the voice of the students and support communications between the students and the Charter School Site Advisory Council and REAL Journey Academies Board and vice versa. Students will 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 particular 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.

Student involvement in EHS focus on entrepreneurship skill development, which is essential for fostering leadership skills, encouraging active participation and ensuring that the educational environment meets the needs and aspirations of our student body. A general outline of how our students are involved includes:

- Principal Advisory Council: An elected body of students that represents the student voice in school governance. The council can propose policies, organize events, and communicate student concerns to the administration.
- Student-Run Enterprises Leadership Group: Students of (NAME) manage and operate business ventures unique to the Charter School that interact in the larger community business structure. In addition to learning practical entrepreneurial skills and governance through real-world experience, the business has a “corporate” business leadership structure that, in addition to leading the student-run enterprises, provide input and help to implement initiatives at the Charter School. The student-run business also generates profits, that the students control to support key school programming.
- Entrepreneurship Projects: Students are involved in designing and implementing entrepreneurship projects and programs, which align with the Charter School’s focus on entrepreneurial skill development. This hands-on involvement helps tailor the curriculum to student interests and real-world applications.
- Community Service: Students lead community service projects and partnerships with local businesses, enhancing their entrepreneurial skills and contributing to the community.
- Public Relations: Involvement in promoting the Charter School’s events and achievements through various media, developing skills in marketing and communication; as well as acting as representatives of the Charter School at various community events and participate in community organizations, such as the local Chamber of Commerce.

- Feedback Mechanisms: Regular surveys, focus groups, and feedback sessions allow students to share their opinions on the curriculum and suggest improvements regarding the Charter School.

4.2.3 Board Qualifications

Board member qualifications are included in the REAL Journey Bylaws in the appendices (See Appendix H: *REAL Journey Academies' Board of Directors Bylaws*).

4.2.4 Selection/Election Process

Board member selection and election process is included in the REAL Journey Bylaws in the appendices.

4.2.5 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.

4.2.6 Roles and Responsibilities

The Board of Directors for the Charter School will meet regularly, in accordance with the Brown Act. The Board of Directors is fully responsible for the operation of the Charter School, 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.
- Creating external or subcommittees as needed, including but not limited to a nominating committee and an audit committee.
- Ensuring compliance with applicable law.
- Monitoring the Charter School's fiscal practices.
- Act as a fiscal agent, including receipt of funds for the operation of the Charter School, solicitation, and receipt of grants and donations.
- Approving and monitoring service contracts over \$75,000 with outside service providers.
- 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 EHS.
- Hiring, supervising, evaluating, disciplining, and dismissing of the CEO.
- Approving and monitoring management of Charter School liabilities, insurance, health, safety, and risk related matters.
- 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.

- Involve parents and the community in Charter School-related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic planning.
- Approve the Charter School calendar and schedule of Board meetings.
- Review requests for out of state field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- 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.
- Shall conduct an annual meeting at the end of each fiscal year.
- Appoint an administrative panel or act as a hearing body to take action on recommended student expulsions.
- Adopt an independent study policy for students that will miss Charter School for an extended period of time.
- The ethnic and cultural diversity of the communities served by EHS shall be reflected and honored in all the activities of the Board and its committees.
- Maintain transparent and effective communication with stakeholders, including parents, students, staff and the broader community.

The Board of Directors may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict with or inconsistent with the corporation's Articles of Incorporation or applicable law or regulation.

4.2.7 Meetings

All meeting agendas will be posted at the Charter School and published on the Charter School website as required by the Ralph M. Brown Act as set forth in California Government Code Section 54950, *et seq.*, and Education Code Section 47604.1(C). Schools not holding physical meetings of the REAL Journey Academies Board of Directors will provide Space and telecommunications equipment for those wanting to view/listen to meetings.

4.3 Authorizer Charter Policies

EHS will comply with its authorizer's policies related to Charter Schools, as they may change from time to time, and to the extent they are consistent with the law.

4.4 Charter School Site Advisory Council / Latino Parent Advisory Committee (LPAC) and African-American Parent Advisory Council (AAPAC)

The Charter School Site Advisory Council is a representative body comprised of elected or volunteer members who represent parents, students, faculty, staff and the local community.

The Charter School Site Advisory Council will work with Charter School leadership to discuss, develop, review and evaluate Charter School improvement programs and Charter School

budgets. The members of the Council are elected by their peers. For example, parents elect the parent representatives and teachers elect teachers.

Over the course of a year, a typical Council 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 council might consider Charter School test scores, attendance and discipline records, parent surveys and input from students.

The Council may also create plans for improvement in certain academic or operational areas of the Charter School. Plans might involve a new academic program, staff member or parent outreach strategy. For example, a Council objective might be to help raise or re-direct funds to develop a new math program, while another objective might work toward hiring a reading specialist. Yet another Council objective might work toward hiring an additional teacher to reduce class sizes in a particular grade or a parent liaison to get more parents involved at the Charter School.

EHS is also supported by the Latino Parent Advisory Committee (LPAC) and the African-American Parent Advisory Council. The LPAC is designed to involve Latino parents in the educational decision-making process, particularly due to our significant Latino student population. The purpose of the LPAC is to provide input on issues affecting Latino students and to ensure that their needs are being met by reviewing and providing feedback on school programs and policies, especially those that impact English Learners and Latino students. The LPAC organizes and participates in events that support Latino students and their families, as well as enhancing communication between Latino parents and the Charter School, ensuring that their voices are heard in the Charter School's governance.

AAPAC is focused on addressing the specific educational needs and challenges faced by African-American students who attend EHS with a focus to improve academic outcomes for African-American students, promote cultural awareness, and ensure equitable access to resources. The AAPAC provide recommendations to the Charter School administration on policies and programs that affect African-American students, as well as facilitate workshops and forums to engage and inform African-American parents at EHS. The AAPAC encourage the active participation of African-American parents in the school community, fostering a supportive network for students and families.

4.5 Grievance Procedure for Parents and Students

EHS designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 ("Title IX") and Section 504 including any investigation of any complaint filed with the Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

EHS has adopted and published grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX, or Section 504, Universal Complaint Procedure ("UCP") is in place as a standardized process designed to handle complaints alleging violations of state or federal laws and regulations

governing educational programs. Key Elements outlined in REAL Journey Academy Board of Directors adopted policy EHS has implemented specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary Charter School students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

In addition, EHS has adopted and published general grievance procedures providing for prompt and equitable resolution of any other student, parent/guardian and employee complaints not specifically prohibited by Title IX or Section 504.

4.6 Sole Responsibility for Debts

EHS and its non-profit corporation will be solely responsible for the debts and obligations of the charter school

4.7 Ethical Standards

Each board member will receive ethics training at least once every two years as provided under AB 2158 and uphold ethical standards in the performance of their duties consistent with the training.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” Ed. Code § 47605(c)(5)(E).

5.1 Introduction and Assurances

EHS 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 EHS will actively help to promote the curricular philosophy, instructional program and the Charter School community’s guiding principles.

EHS makes the following assurances in regard to employee qualifications:

- EHS will require credentials equal to those required by the district as applicable and required by law for Core and College prep courses.
- All EHS teachers and all paraprofessionals will meet the requirements for employment of California Education Code Section 47605(I).
- EHS will not discriminate against or harass any employee based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law.
- EHS is a School of Choice and no employee will be forced to work at EHS.
- EHS 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 the accordance with Education Code Section 44237 prior to commencing employment.
- EHS will comply with all state and federal laws concerning the maintenance and disclosure of employee records.
- EHS will comply with all state and federal mandates and legal guidelines relative to the ESSA.
- EHS shall be nonsectarian in its employment practices and all other operations.

To best meet families’ needs and the Charter School’s mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is 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.

5.2 Staff Recruitment and Selection

Recruiting and selecting qualified staff is crucial for the success EHS. REAL Journey Academies, in support of the Charter School by providing human resources services, follows a comprehensive recruitment and selection process tailored to meet the needs of the school community, ensuring the hiring of qualified and dedicated professionals. The process utilized, includes:

1. *Planning and Preparation*

- Needs Assessment: Each year, REAL Journey Academies, in support of EHS, conducts a thorough needs assessment to identify the specific roles and number

of staff required. This includes evaluating current staffing levels, student enrollment projections, student interest and program needs.

- Job Descriptions: REAL Journey Academies maintain detailed job descriptions that outline the responsibilities, qualifications, and skills required for each position, ensuring the descriptions are aligned with the Charter School's mission and goals. Job descriptions are reviewed and updated regularly. (See Appendix T: Sample Job Descriptions)

2. Recruitment Strategy

- Diverse Outreach: REAL Journey Academies utilize various channels to reach a diverse pool of candidates. This includes posting job openings on job boards (EdJoin, K-12 JobSpot, Teach California, Indeed & Zip Recruiter), RJA's website, social media platforms and through professional networks (California Charter Schools Association, California Association of School Administrators and LinkedIn).
- Partnerships: REAL Journey Academies has developed partnerships with the teacher preparation programs of local universities to develop a candidate pool pipeline. This includes a number of formalized partnerships, like a full Teacher Residency Program in collaboration with the University of Redlands.
- Job Fairs and Events: REAL Journey Academies participate in job fairs and recruitment events to connect with potential candidates.

3. Application Process

- Application Submission: We provide a clear process to apply, including required documents (application, resume, cover letter and references).
- Application Review: Human Resources facilitates a systematic process for reviewing applications to identify candidates who meet the minimum qualifications and align with the Charter School's values.

4. Screening and Interviewing

- Initial Screening: An initial phone or video screening is conducted to assess candidates' basic qualifications and fit for the role.
- Interview Panel: EHS will host an interview panel consisting of administrators, teachers, and possibly classified staff, based on the position being interviewed for. This ensures a comprehensive evaluation from multiple perspectives.
 - The Interview Panel utilizes structured interview questions that are aligned with the job description and assess candidates' competencies, knowledge, skill and cultural fit.
- Teaching Demonstration: For teaching positions, we often require candidates to conduct a teaching demonstration to observe their instructional skills and classroom management abilities.

5. Assessment and Evaluation

- Final Decision: The interview panel discusses and ranks candidates based on their performance in the interview, teaching demonstration, and overall fit for the Charter School.
 - REAL Journey Academies has developed rubrics and scoring systems to evaluate candidates consistently and objectively.
- Reference Checks: Human Resources will conduct reference checks to verify candidates' work history, performance and professional behavior.

- Background Checks: All candidates undergo background checks, including fingerprinting, to comply with state regulations and ensure student safety.

6. *Employment*

- Offer Letters: Selected candidates are extended job offers, including details about salary, benefits, start date and any required pre-employment training. Contracts are offered once the terms of an employment offer are accepted by a candidate.
- Onboarding Process: REAL Journey Academies Human Resources has developed a comprehensive onboarding process that includes orientation, training on policies and procedures and legal obligations of employees. We also put in place mentoring support to help new hires integrate smoothly into the school community; and, Induction Programing for staff without a cleared credential.

Classified employees follow the same process as certificated faculty, and will be hired either on a full-time or part-time basis depending on the job function. The CEO will have final approval over all hiring. EHS will not discriminate on the basis of gender, sex, race, ethnicity, national origin, religion, politics, sex, sexual orientation, age, disability, or other federally protected classes.

EHS will recruit personnel who believe in the vision and mission of the Charter School and are sensitive to the needs of diverse communities. All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the Charter School. EHS will also require all employees to furnish before the start of employment:

- Medical clearance for communicable diseases and Mantoux tuberculosis ("TB")
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record
- Documents establishing legal status

EHS will maintain these records for each employee pursuant to Educational Code Section 44237 and other applicable law.

5.3 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 when appropriate.

The CEO is evaluated on the following:

- Achievement of the mission and vision of the Charter School
- Achievement of mutually agreed upon annual goals in relation to Charter School operations, facility acquisition, and fundraising
- Maintenance and oversight of fiscal activities and sound budget

A comprehensive performance evaluation process for school faculty and staff at EHS includes multiple stages designed to assess performance, provide constructive feedback, and align improvements with accountability measures. This process ensures continuous professional growth and enhances student outcomes, including:

1. Performance Standards:

- General Criteria: Clearly defined performance standards and job expectations based on job classification; RJA and school professional standards; RJA Policies and school policies.
- Job Specific Criteria: Clearly defined performance standard and job expectations based on the job description.
- Rubrics and Frameworks: REAL Journey Academies has developed clear evaluation frameworks and instruments to ensure consistency and fairness in performance evaluations.

2. Ongoing Monitoring and Support

- Informal Observations: with feedback for classified and certificated staff involve regular, unannounced walkthroughs and interactions that provide immediate, constructive feedback to support ongoing professional development and improve job performance.
- Formal Observations: with feedback for classified and certificated staff involve scheduled evaluations using standardized criteria, followed by detailed, constructive feedback to support professional development and accountability. At a minimum, formal observations take place once each semester.
- Informal Walkthroughs: to observe day-to-day instructional practices and classroom management, with us without specific feedback to individual staff members.

3. Formal Evaluation

- Mid-Year Evaluations: to review progress towards job performance targets, providing an opportunity for adjustment and support.
 - Feedback Session: are held to discuss strengths, areas for improvement, and additional support needed.
- End-of-Year Evaluation: At the end of the evaluation period, conduct a comprehensive review using collected data from observations, student performance and professional contributions.
 - Self-Assessment: Staff to complete a self-assessment to reflect on their performance and growth.
 - Documentation: Employees are provided a detailed written evaluation report highlighting key findings, including specific examples of strengths and areas for improvement.
 - Constructive Feedback: Schedule a feedback session to discuss the evaluation results, focusing on constructive feedback and actionable steps for improvement.
 - Two-Way Communication: Ensure the feedback session is a two-way conversation, allowing staff to share their perspectives and discuss their professional needs.
 - Targeted Goals: are developed for any remediable area requiring an improvement plan, with targeted goals based on the evaluation feedback. Non-remediable areas may lead to termination of employment.

- Professional Development: opportunities are identified, and resources to support the employee in any remediable area needing improvement, such as workshops, coaching, and peer collaboration.

4. *Evaluation Review and Adjustment*

- Process Evaluation: An annually review the performance evaluation process, facilitated by REAL Journey Academies, will be conducted to identify strengths and areas for improvement in the process. This will include gathering feedback from faculty, staff and administrators to refine the evaluation process.
- Policy Updates: Updates to policy policies and procedures, based on review findings, will ensure the evaluation process remains effective and relevant.

5.3.1 **Certificated Faculty Performance Evaluation Criteria**

Evaluating School Administrators of EHS involves assessing their performance based on a variety of criteria to ensure they effectively lead and manage the Charter School, promote student achievement, and foster a positive school culture. Here are the key criteria, derived from the California Professional Standards for Educational Leaders, used for evaluations:

1. *Leadership and Vision*

- Strategic Planning: Ability to develop and implement a clear vision and strategic plan for the Charter School that aligns with the goals and priorities set by REAL Journey Academies, and its Board of Directors.
- School Culture: Effectiveness in fostering a positive, inclusive, and equitable school culture that promotes student engagement and staff collaboration.
- Instructional Leadership: Competence in guiding and supporting instructional practices to enhance teaching quality and student learning outcomes.

2. *Instructional Improvement*

- Curriculum and Instruction: Proficiency in overseeing the development and implementation of the curriculum and ensuring it meets California state standards and student needs.
- Professional Development: Commitment to providing ongoing professional development opportunities for staff to improve instructional practices.
- Data-Informed Decision Making: Use of data to inform instructional decisions, monitor student progress and implement targeted interventions.

3. *Management and Operations*

- Resource Management: Effectiveness in managing school resources, including budgeting, staffing and facilities, to support the educational program.
- Operational Efficiency: Ability to ensure the smooth operation of the Charter School through effective scheduling, policy implementation, and problem-solving.
- Safety and Security: Ensuring a safe and secure environment for students and staff by implementing appropriate safety policies and procedures.

4. *Community and Stakeholder Engagement*

- Family and Community Involvement: Success in engaging families and the community in the educational process, fostering partnerships, and enhancing community support.

- Communication Skills: Ability to communicate effectively with all stakeholders, including staff, students, parents and the broader community.
 - Family & Student Recruitment and Retention: Actively engaging with the community, building strong relationships with prospective and current families, and implementing strategies that promote a welcoming and supportive school environment, thereby enhancing the Charter School's reputation and enrollment stability.
 - Cultural Competence: Demonstrating cultural awareness and responsiveness in interactions with the school community.
5. *Ethical and Professional Behavior*
- Ethical Standards: Adherence to ethical principles and legal standards, demonstrating integrity, fairness, and respect in all professional interactions.
 - Professionalism: Consistent display of professional behavior, reliability, and commitment to the Charter School's mission and goals.
 - Conflict Resolution: Skill in managing and resolving conflicts among staff, students, and parents in a constructive and fair manner.
6. *Student Achievement and Accountability*
- Student Performance: Impact on student measured achievement, including progress toward academic goals, graduation rates and other performance indicators established by REAL Journey Academies.
 - Accountability Systems: Implementation of effective accountability systems to monitor and report on the progress of the Charter School and its students.
 - Equity and Access: Ensuring equitable access to educational opportunities and resources for all students, particularly those from underserved populations.

Evaluating the Certificated Faculty of EHS involves assessing multiple aspects of their performance to ensure they are meeting professional standards and contributing effectively to student learning and school goals. Here are the key criteria, developed by REAL Journey Academies leveraging The National Board for Teaching Standards, Danielson's Framework for Teaching and Marzano's Teacher Effectiveness Model, used in these evaluations:

1. *Instructional Effectiveness*

- Lesson Planning and Delivery: Ability to design and implement effective lesson plans that align with curriculum standards and engage students.
- Classroom Management: Skills in maintaining a positive, productive classroom environment conducive to learning.
- Differentiation: Use of differentiated instruction to meet the diverse learning needs of all students.

2. *Student Learning and Assessment*

- Student Achievement: Evidence of student learning and progress as measured by standardized assessments, formative assessments and other indicators identified by the state of California and REAL Journey Academies.
- Assessment Practices: Use of a variety of assessment methods to monitor student progress and inform instruction.

3. *Professional Development and Growth*

- Continuous Learning: Participation in ongoing professional development and the application of new skills and knowledge to improve teaching practice.

- Reflection and Self-Assessment: Regular reflection on teaching practices and self-assessment to identify areas for improvement.
4. *Collaboration and Contribution*
- Team Collaboration: Active participation in professional learning, team planning and school improvement initiatives.
 - Community and Family Engagement: Efforts to engage with parents, families, and the broader community to support student learning; and, student recruitment and retention.
5. *Professionalism and Ethics*
- Ethical Conduct: Adherence to professional ethics and school policies, demonstrating integrity and responsibility.
 - Dependability and Initiative: Reliability in fulfilling professional responsibilities and initiative in contributing to school goals.
 - Use of Technology: Effective use of technology to enhance teaching and learning, including digital literacy for students.

Appropriate records of credentials held by EHS teachers and supporting documentation will be monitored and maintained by the Charter School administration. 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. EHS 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.

5.4 Employee Qualifications for Key Positions and Minimal Job Descriptions

All employees of EHS must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. Backgrounds investigation including tuberculosis clearance and fingerprints will be required of all employees.

As noted in Element 4, EHS is governed by a non-profit corporate Board of Directors of REAL Journey Academies and the CEO of REAL Journey Academies.

5.4.1 Site Principal

At minimum the Site Principal must:

- Hold an advanced degree beyond a bachelor's degree or actively pursuing one (administrative credential preferred but not required)
- Have demonstrated leadership in curriculum design and implementation
- Have worked with students of diverse backgrounds and socioeconomic status
- Teaching experience strongly preferred

The Site Principal will:

- Be a member of the Instruction Team. He or she 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

5.4.2 Teachers

EHS will comply with all minimum teachers' qualifications as defined by state and federal law.

At minimum a Teacher at EHS will:

- Hold a Bachelor's degree, except in the case of select Career and Technical Education Teachers, who may hold other criteria to be certificated in the state of California. (Sec. 3.2.1)
- Hold a California Credential or an Intern Credential or Certificate for no more than three years. (Sec. 3.2.2)
- Demonstrated core academic subject competence by: (1) Exam: pass a subject matter examination approved by the CCTC in each subject taught; or (2) Coursework: in each core subject area taught completed a) CCTC approved subject matter program, or b) Major, or c) Major equivalent – 32 semester units or the equivalent or d) graduate degree; (3) Advanced Certification: National Board Certification in the core area; or (4) HOUSSE: Complete California's High Objective Uniform Standard of Evaluation. (Sec. 3.2.3)
- Have worked with students of diverse backgrounds and socioeconomic status.
- Adhere to all requirements as specific in ESSA.
- Hold a SPED or CLAD or BCLAD credential, if applicable.

Teachers will:

- Provide a quality, enriching 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 Charter School community.
- Be a participating member of the Teacher Advisory Council.
- Adhere to all Charter School policies as established by governing councils.

5.4.3 School Counselor

At minimum a School Counselor at EHS will:

- Hold a bachelor's degree from an accredited college or university, with a master's degree in school counseling or a related field.
- Complete a state approved PPS credential program with a specialization in school counseling. The program must be approved by the CTC.
- Have experience working with community representatives, diverse ethnic and cultural groups, youth groups, or in social services.
- Have experience in individual or group counseling of Charter School-age children.

Charter School Counselor will:

- Use all available data to program and place all students into academically appropriate and rigorous classes that will prepare them to meet all graduation and A-G requirements.

- Provide guidance to students in matters regarding graduation, college entrance requirements, and scholarships; consults with parents and Charter School personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in Charter School.
- Collaborate with Charter School administration and staff in developing student knowledge, skills, and attitudes that promote personal, social, emotional, and academic growth.
- Provide individual and group counseling and guidance to students in the academic, personal-social, and career domains.

5.4.4 School Social Worker

At minimum a School Social Worker at EHS will:

- Hold a bachelor's degree from an accredited college or university in social work, and preferably hold a master's degree in social work from a program accredited by the Council on Social Work Education.
- Complete a state approved PPS credential program with a specialization in school social work.
- Have experience working with community representatives, diverse ethnic and cultural groups, youth groups, or in social services.
- Have experience in individual or group counseling of Charter School-age children.

Charter School Social Worker will:

- Provide individual and group counseling to students to address social, emotional, and behavioral issues.
- Assess students' needs and develop intervention plans to support their academic and personal development.
- Collaborate with teachers, administrators, and other school staff to create a supportive and inclusive school environment.
- Conduct home visits and communicate with parents/guardians to discuss students' progress and any concerns. Assist in crisis intervention and provide support during emergencies or traumatic events.
- Monitor students' attendance and work to address truancy and absenteeism issues.
- Participate in multidisciplinary teams to develop and review IEPs and 504 plans for students with special needs.

5.4.5 Classroom Educational Support Professionals (ESP)

At minimum an ESP will:

- Hold an associate's degree or have completed 2 years of college or in an undergraduate teacher preparation program or have transferable experience equivalent to a college education
- Have experience or demonstrate potential in working with students of diverse backgrounds and socioeconomic status

ESPs 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 Charter School community
- Adhere to all Charter School policies as established by governing councils

5.4.6 After School Tutor

At minimum an after Charter School tutor must:

- Have experience or demonstrate potential in working with students of diverse backgrounds and socioeconomic status.

Tutors will:

- Work with teachers 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 Charter School community.

5.4.7 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.
- 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 Charter School community.
- Perform specific duties as described by the established job descriptions.

Additional staff positions will be created as the program design is finalized prior to Charter School launch.

5.4.8 Requirements for Employment in Compliance with Law

At EHS all requirements for employment set forth in applicable provisions of the law will be met.

5.5 Credentials and Credential Monitoring

EHS 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 Charter Schools would be required to hold. This documentation will be monitored by the REAL Journey Academies' Human Resources Department, Charter School administrator and appropriate designees. The Charter School principal or designee will ensure that credentials are in accordance with requirements as set forth by the Commission for Teacher Credentialing.

The Charter School 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.

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 for their position within the Charter School as outlined in the Charter School's staffing plan and the Charter 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 are enumerated in the employee handbook, which is included in the appendices. (See Appendix I: *REAL Journey Academies 2024-25 Employee Handbook*)

5.5.1 Maintenance of Current Copies of Credentials

The Charter School will maintain current copies of all teacher credentials and they shall be readily available for inspection. Personnel Files are maintained for EHS by the REAL Journey Academies Human Resources division.

5.5.2 Minimizing Use of Teachers Holding Emergency Permits

EHS will take a very aggressive approach to teacher recruitment of highly qualified teachers in order to insure the minimization of the use of teachers holding Internship Credential. This will be accomplished through an ongoing recruitment process including career fairs, traditional and online marketing, and employee referrals.

EHS believes that professional development is the cornerstone for educational equity and academic achievement for all students. All professional development opportunities are designed in alignment with research-based guidelines.

5.6 Professional Development

At RJA putting professional development at the center of the Charter School culture will be essential in developing a learning community for students, teachers, and administrators. Professional development is 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)

REAL Journey Academies, in support of EHS, support a comprehensive faculty and staff professional development process that involves continuous, systematic, and strategic efforts to enhance the skills, knowledge, and effectiveness of our educators and staff. The process aims to improve instructional practices, boost student achievement, and foster a positive school culture. Each year a professional development plan is developed for EHS. The process utilized to develop and implement the plan, includes:

1. Needs Assessment and Goal Setting

- Data Analysis: Using student performance data; observational data; faculty evaluation data; feedback from faculty and staff through advisory groups; and, feedback from REAL Journey Academies departments, we identify areas in need of focus.
- Surveys and Feedback: Conduct confidential surveys with faculty and staff to gather input on professional development needs and interests.
- School Improvement Plan: Review the LCAP to align professional development goals with the Charter School's overall improvement plan and strategic objectives.
- Goal Setting:
 - SMART Goals: Establish Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals for professional development.
 - Individual and Group Objectives: Set both individual professional development objectives for staff members and collective objectives for teams or departments.

2. Planning and Design

- Annual Plan: REAL Journey Academies, in close collaboration with leadership, faculty and staff from EHS will develop an annual professional development plan that outlines scheduled training sessions, workshops, and other learning opportunities.
- Identify PD Facilitators: Identify and engage qualified facilitators, including in-house experts, external consultants, and subject matter specialists.

3. Implementation

- Workshops and Seminars: Organize regular workshops and seminars on topics like instructional strategies, classroom management, technology integration, and data-driven instruction.

- Professional Learning Communities (“PLCs”): REAL Journey Academies will support the Charter School to facilitate PLCs where faculty can collaborate, share best practices and engage in collective problem-solving.
- Instructional Coaches: Develop a plan, informed by data to include teacher evaluations, to provide access to instructional coaches who offer personalized support, model effective teaching practices and provide feedback.
- Mentorship Programs: Establish mentorship programs, including our organized Induction Program, pairing experienced teachers with new teachers to offer guidance and support.

4. *Evaluation and Reflection*

- Surveys and Evaluations: Use feedback from survey and evaluation forms to assess the effectiveness of professional development activities.
- Performance Data: Analyze student performance data and teacher evaluation results to determine the impact of professional development on teaching and learning.
 - Continuous Improvement: We use evaluation data to make necessary adjustments to the professional development plan, ensuring it meets the evolving needs of faculty and staff.

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 particular students. This is in addition to having weekly professional learning communities and over two weeks of training.

Topics for Professional Development include:

1. Integrating California Common Core Standards with current pacing guides and the instructional program.
2. Integrating Entrepreneurship Skills in every skills.
3. Establishing a Positive Behavior System throughout the Charter School.
4. Differentiating with California Common Core Standards.

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.

5.7 Salaries and Benefits

The Board of Directors sets policies for salaries, benefits and annual work calendars of all employees. EHS is committed to equitable and just salaries and benefits for its employees. The Board will always consider matching and/or exceeding the salaries and benefits offered by the sponsoring district. It is the responsibility of the CEO to ensure that the policies, as set by the Board of Directors, are followed and implemented. EHS offers its own health benefits package. EHS ensure that employee benefits are extended under the provisions of the Family Medical Leave Act (FMLA) and Labor Code Section 233 to all employees.

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 include:

- (i) The requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7-12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” Ed. Code § 47605(c)(5)(F).*

In order to provide safety for all students and staff, EHS will adopt and implement full health and safety procedures and risk management policies at our Charter School site in consultation with its insurance carriers and risk management experts. These policies will 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
- Policies relating to preventing contact with blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- 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
- A policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws
- A policy establishing the Charter School as a zero-tolerance zone for sexual harassment for all employees, students, and parents
- A policy establishing an adherence to Healthy Charter Schools Act-California Education Code Section 17608, which details pest management requirements for Charter Schools.

These policies and procedures will be available to the district upon request.

EHS is committed to providing a safe and healthy environment in which every member of the Charter School community will learn and thrive. EHS will ensure the safety of all students and staff by complying with all SBCUSD policies health and safety, as well as all state and federal laws.

These policies are incorporated into the Charter School's Employee Handbook and Parent & Student Handbook; and, are reviewed on an ongoing basis by the Board and the Charter School's insurance carrier. A current safety plan has also been developed, and copies are maintained and distributed to all staff. Qualified consultants train staff annually on the safety procedures adopted in the plan. (*EHS Safety Plan* available upon request)

6.1 Facilities and Building Codes

The Charter School occupies an education building at 26655 Highland Ave., Highland, CA 92346. EHS has a Certificate of Occupancy from the City of Highland and other certifications necessary occupancy of the facilities. The facility is not subject to the Field Act pursuant to Education Code Section 47610. This facility is adequate to accommodate all the students enrolled at EHS.

Periodic inspections are undertaken as necessary to ensure safety standards are met by the Charter School and the Charter School will maintain on file readily accessible records documenting such compliance. Additionally, EHS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA"), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a Charter School or administrative building shall maintain an asbestos management plan.

Depending on the facility and the lease requirements, EHS will outsource all major and minor upgrades and repairs, including pest control, landscaping and gardening to vendors qualified to perform such functions.

Charter School staff conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, or hazardous materials) by developing appropriate policies and awareness training.

6.2 Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. The Charter School will not employ any individual who has not completed a background check through the Department of Justice. In addition, EHS will not employ any individual who has been convicted of or has criminal proceedings pending for a violent or serious felony, except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The REAL Journey Academies' Director of Human Resources, under the direction of the CEO, shall monitor compliance with this policy for employees. The REAL Journey Academies' Chief Operation Officer, under the direction of the CEO, shall monitor compliance to ensure all contractors meet this obligation.

Classified staff must submit two sets of fingerprints to the California Department of Justice. The CEO (or designee) shall monitor compliance and quarterly Board reports regarding criminal background checks. The Board President shall monitor the fingerprinting and background clearance of the CEO.

Livescan services will be used to submit fingerprints electronically for all staff members. In addition, volunteers who work on a consistent basis will be required to be fingerprinted and TB-tested. Applicants are responsible for any applicable fees.

Criminal record summaries and all other documentation relating to the criminal background check will be kept by the REAL Journey Academies Director of Human Resources in locked, fire safe cabinets and will be kept confidential in accordance with the provisions of Education Code Sections 44237 and 45125.1.

6.3 Role of Staff to Report Child Abuse

EHS adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691. Charter School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and proper authorities.

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the SBCUSD will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from Charter School, staff will obtain the contact information of the agent removing the child. This information will be placed in the student’s record and will be made available to the parent or guardian.

6.3.1 Child Abuse Reporting Procedures

EHS faculty and staff are mandated child abuse reporters under the state and federal law. It is EHS policy that all employees shall comply with California state law reporting procedures.

Reports of suspected child abuse are to be made to an official child protective agency. Unless different procedures are developed and approved by the EHS governing board, EHS employees will follow the protocol and procedures outlined in the SBCUSD Child Abuse and Neglect Reporting Requirements.

Mandated reporters must file reports of suspected child abuse/neglect with any child protective services agency. These agencies include any police department, sheriff's department, or county welfare department such as the Department of Children and Family Services ("DCFS"). A report of suspected child abuse is to be made to one agency only. It is the responsibility of the child protective services agency to determine which agency will handle the report and they may reroute the report as they determine.

When a suspected abuse/neglect report is made, the individual who observed or has knowledge of the abuse makes the report in two parts: 1) a telephone report; and 2) a written report. The telephone report must be made immediately or as soon as practically possible; the written report must be completed and mailed within 36 hours of receiving the information concerning the incident.

The reporting person shall include the following information in the oral report:

- Reporter's full name
- Reporter's business address and telephone number
- Identification as a mandated reporter
- The child's name, address, Charter School, grade, class, and present location if known
- The names, addresses, and telephone numbers of the child's parents/guardians
- The information that gave rise to the reasonable suspicion of child abuse/neglect including the source(s) of that information
- The name, address, telephone number, and other relevant personal information about the person(s) who might have abused the child

During the telephone report, the reporting person should, on the report form:

- Document the date and time the call is made
- Record contact person's name, title, position, I.D./badge number
- Apprise the contact person of the time Charter School is dismissed and how the child goes home (i.e., bus, parent.)
- Ascertain and record (in a personal note) the agency's plan regarding what action will be taken, including when an investigation will be initiated, if the contact person indicates and investigation will occur
- Clarify and record the agency's directive as to what the Charter School should/should not do regarding the reported incident/victim/perpetrator
- Have the contact person read back the report information verbatim

If advised by the contact person that there will be no investigation and/or you are to handle the suspected abuse/neglect administratively, your reporting obligation still requires you to complete and submit the written report on the appropriate form.

Any time a reporter feels it necessary to discuss a situation of possible abuse; the reporter may call the DCFS at 1-800-827-8724 and ask to speak with a child protective services worker.

The contents of Suspected Child Abuse Reports and the identity of the reporter must remain confidential (unless otherwise prescribed by law.) To ensure confidentiality for all parties, no other individual, including clerical and other office staff, may read, type, file or be apprised of reports of suspected child abuse. Reports are to be completed only by the reporter and may be handwritten, printed or typed.

6.4 Immunizations and TB Testing

All enrolled students will be required to provide records documenting immunizations as is required at public Charter Schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Records of student immunizations shall be maintained to the extent of enrollment in public Charter Schools, and staff shall honor County requirements for periodic TB tests. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended any other public Charter School. Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

- No person shall initially be employed by the Charter School unless that person has submitted to an examination within the past 60 days to determine that he or she is free of active tuberculosis. Any employees who test negative by a tuberculin skin test or any other test recommended by the CDC shall be required to undergo follow-up tuberculin examinations at least once each four years or more often if the board deems it necessary. If an employee has a documented positive test and has been followed by an x-ray, the foregoing examination is no longer required, and a referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow-up care. Any applicant who was previously employed in another California Charter School district may fulfill the tuberculosis examination requirement by either producing a certificate showing that he/she was examined within the last four years and found to be free of active tuberculosis or by having the Charter School district that last employed him/her verify that it has on file a certificate which contains that evidence.

The Human Resources Director will monitor compliance with Education Code Section 49406.

6.5 Medication in Charter School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in Charter School. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Students requiring prescription medications and other medicines during Charter School hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing Charter School staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

6.6 Emergency Preparedness

EHS has developed emergency policies and procedures that are contained in the EHS handbook. These policies include, but will not be limited to: fire, flood, earthquake, terrorist threats, and hostage situations.

EHS has developed a policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

6.6.1 Fire Drills

Fire drills are conducted at least quarterly as required under Education Code Section 32001. 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.

The Charter School agrees to 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.

6.6.2 Disaster Drills

Disaster drills will be conducted at least once every semester. Students are 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 Charter 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.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all Charter School employees are immediately designated “Civil Defense Workers” and are not allowed to leave Charter School until they are given official clearance to do so by the administrative staff.

6.6.3 Bomb Threats

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 using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe Charter 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.

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.

6.6.4 Evacuation Plan

A disaster of a significant nature may require the evacuation of the Charter School. Immediately upon notification by outside authorities that the Charter 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 Charter School exit indicated on the evacuation map posted for this purpose. 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 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, all Charter School employees are immediately designated “Civil Defense Workers” and are not allowed to leave Charter 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 Charter 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.

6.6.5 Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. EHS 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 Charter School premises, or in a product, facility, piece of equipment, process, or business practice for which EHS 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.

On a periodic basis the 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.

6.6.6 Blood Borne Pathogens

EHS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The EHS 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.

6.7 Sexual Harassment Policies and Procedures

EHS is committed to providing a Charter School that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, disability, 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, 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 basis protected by federal, state, local law, ordinance or regulation. EHS maintains a comprehensive policy to prevent and immediately remediate any concerns about sexual 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 a sexual misconduct policy that will be developed.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

6.8 Freedom from Harassment Policy

Internal disputes at the Charter School, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and processes developed by the Charter School included in the finalized student and staff handbooks.

The District shall not intervene in any such internal disputes without the consent of the governing board of the Charter School and shall refer any complaints or reports regarding such disputes to

the RJA Board and/or CEO. The District agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, unless the district believes there may be an immediate threat to the health or safety of students or employees at the site, or unless the EHS Board has requested the district to intervene in the dispute.

6.9 Drug Free/Alcohol Free/Smoke Free Environment

The Charter School will function as a drug free, alcohol free, smoke free environment.

6.10 Vision/Hearing/Scoliosis Screening

EHS will conduct vision, hearing, and scoliosis screening in accordance with California state requirements.

6.11 Immigration Policy

EHS will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

6.12 Suicide Prevention Policy

EHS 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 student 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.

6.13 Menstrual Products

The Charter School shall stock the school's restrooms at all times 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.

6.14 California Healthy Youth Act

EHS will comply with the California Healthy Youth Act, which requires charter schools to teach sexual education and HIV prevention to students in grades 7 to 12 at least once in junior high or middle school and at least once in high school.

6.15 Bullying Prevention

r.bomentre@realjourney.org (See Appendix P – REAL Journey Academies Bullying Behavior Prevention & Intervention Handbook)

6.16 Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 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.

6.17 Homicidal Threats

EHS 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.

6.18 Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

6.19 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.

6.20 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.

6.21 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.

6.22 Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

6.23 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)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- 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
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- 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 school bus serving the school
- 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.

6.24 Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

6.25 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 schoolsites 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.

ELEMENT 7: MEANS TO ACHIEVE 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.” (Ed. Code § 47605(c)(5)(G).)

7.1 Community Outreach Plan

EHS will strive to meet the demographics of SBCUSD. Toward that end, EHS 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.

EHS will use a variety of free and volunteer strategies to communicate with local and hard-to-reach families, organizations, and community leaders to attempt to reach the racial and ethnic balance reflective of the SBCUSD or surrounding community about our Charter School using:

7.1.1 Flyers

We will create fliers in English and Spanish, given the demographics in surrounding community, outlining our mission and vision for the Charter School and the community and providing invitations to community meetings.

7.1.2 Electronic Media

We will utilize a website and social media to provide information about the Charter School’s instructional model, student registration, upcoming meetings, Board members, potential job openings, and will include contact information. All information on the website is be provided in Spanish as well. We use social media platforms like Facebook, Instagram, and Twitter; as well as Google to run targeted ad campaigns that reach diverse audiences.

7.1.3 Community Meetings

EHS hold community meetings open to the general public, to inform and equip families to make a decision about enrolling their children in EHS. At each meeting, an EHS representative collects interested family information including name, address, telephone number and email address for future communications about student matriculation and other activities. EHS host regular school tours and open houses that allow families to visit the Charter School; meet the staff; and, learn about the curriculum, unique programing and extracurricular activities offered at the Charter School.

7.1.4 Enrollment Support and Assistance

REAL Journey Academies, in support of EHS provide enrollment assistance where families can receive help filling out applications and understanding the enrollment process. Assistance is supported through a multilingual helpline that families can use for assistance with the application process and other inquiries about the Charter School.

7.1.5 Compliance

EHS comply with all laws related to non-discrimination, tuition, and admissions criteria. EHS is committed to admitting all pupils who wish to attend, regardless of prior academic experiences. EHS will not discriminate in its admissions policies or in any other practices on the basis of race, national origin, ethnicity, gender, sexual orientation, religious affiliation, disability, or by any other classification prohibited by law. The Charter School shall not charge any tuition. Admission to the Charter School shall be non-discriminatory and open to any resident of the State of California.

7.2 Diversity Balance Reflective of the District

EHS will extend its outreach efforts to ensure that it maintains a diversity balance reflective of the district or of the community in which it is located. We will make it our goal to seek out a larger diversity of students for our Charter School reflective of SBCUSD.

ELEMENT 8: ADMISSION REQUIREMENTS

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).” Ed. Code § 47605(c)(5)(H).

8.1 Assurances

- EHS will be an open enrollment, tuition-free public Charter School with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, mandatory parent volunteer hours, etc.) consistent with Education Code Section 47605(e)(2)(A).
- EHS will enroll all pupils who wish to attend to the extent that space allows.
- EHS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics).
- EHS will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.
- EHS will make every effort, through extensive outreach efforts, to attract underserved populations and match the demographics of the district.
- In accordance with Education Code Section 47605(e)(4)(A), EHS shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), EHS shall not encourage a student 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 student or because the student 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), EHS 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.
- 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.

8.2 Admission Process

8.2.1 Admission Phases

EHS will utilize an admission process that is split up into four phases:

1. *Prior to Lottery*
2. *Lottery / Public Random Drawing*
3. *After Lottery*
4. *Offer of Enrollment*

8.2.2 Prior to Lottery

Beginning in early January and ending in late February (exact dates established in the summer prior to the current Charter School year), families interested in enrolling their child into EHS will complete *space request forms* and turn them into 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. *Space request forms* will require only basic information including parent name, student name, student grade, and contact information. When *space request forms* are turned in, they will be 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 space request 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 space request forms, then no lottery will be held.

8.2.3 Lottery / Public Random Drawing

Assurances

- Process will be public, transparent, and fair.
- Parents will be notified of lottery date and location prior to lottery / public random drawing.
- Lottery will be held in a public space large enough to accommodate all interested.
- Uninterested party charged with conducting the process.
- 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 2 business days.

If the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity of 800 students, attendance shall be determined by a lottery / public random drawing. The following students will be exempt from the lottery: (1) Current students enrolled in the Charter School and (2) Siblings of students currently enrolled in the Charter School. Weighted preference will be given to pupils that reside in the district boundaries in which the Charter School is located with a weight of 2:1. 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 space request forms will be notified by mail, email or by phone, of the date and rules of the public lottery.

8.2.4 After the Lottery

Students submitting space request 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. Space request forms will be accepted through the end of the next school year, with each student being placed at the end of the waitlist. If/when a space becomes available, the next student on the waitlist will be offered enrollment.

8.2.5 Offer of Enrollment

Once a student is offered enrollment to EHS, 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. This process will be followed both prior to and after the school year starts.

8.2.6 Completing the Application

The enrollment application includes the following elements:

- Parent attendance at a Charter School orientation meeting (optional)
- Completion of a student admissions application
- Parent/Student receipt acknowledging receipt and understanding of Parent-Student Handbook.
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Verification of Birth
- Proof of Residency

8.2.7 Waitlist

A space request folder will be maintained in a secure location in the Charter School office. Space request forms for next school year will be entered into the waitlist folder in chronological order, beginning with the forms received prior to the lottery / public random drawing, and ending at the end of the next school year (*Example: space request forms for the 2018-19 school year will be accepted starting in January of 2018 and ending in May of 2019*). The waitlist will be housed in the space request folder and will consist of all space request that have been completed and submitted to the Charter School office. A new waitlist will be started each January as new space request forms are submitted for the next school year. Waitlists will not be carried over from year to year.

As noted already, EHS will strive to attract and serve through extensive outreach efforts underserved populations. The EHS team has an established presence in San Bernardino and surrounding communities and will be able to reach a large population of underserved students. EHS will reinforce through community outreach efforts that it is an open enrollment, tuition-free public Charter School with no specific requirements for admission, that it will enroll all pupils who wish to attend to the extent that space allows, that it be nonsectarian in its programs, admission policies, and all other operations and that it will not discriminate against any student.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

“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.” Ed. Code § 47605(c)(5)(I).

9.1 Annual Independent Audit

REAL Journey Academies, in support of EHS, shall maintain financial records in accordance with generally accepted accounting principles, and as required by applicable law. An annual independent audit employs generally accepted accounting procedures.

EHS will be an independent, directly funded charter school operating in the SBCUSD. Each year, the REAL Journey Academies Board of Directors contract for an annual audit and authorize the Chief Executive Officer to manage the independent 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 Charter School budget and accounting procedures. The audit will be conducted according to generally accepted accounting practices (“GAAP”), 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 internal finance department. The finance department maintains a financial system for managing all SACS compliant financial records. Accounting entries and monthly reconciliations are performed by Certified Public Accountants in compliance with GAAP. The Charter School currently uses PowerSchool 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 District within four months following the close of the fiscal year. EHS agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to SBCUSD, the California Department of Education, and the State Board of Education by December 15th following each school year. EHS will provide interim financial data required by the district to fulfill its obligation to the county and state.

The Charter School's Chief Executive Officer will select an independent auditor. The following firm experienced in charter school finance is currently being used to perform our audits: Silva and Silva, CPAs. We will refer to the California Charter School Association's approved list of auditors to consider another firm as necessary. This expense has been accounted for in the Charter School's budget, which is included in the Appendices to this petition.

9.2 Audit Exceptions & Deficiencies to be Resolved

The REAL Journey Academies CEO, with support of the Chief Financial Officer (“CFO”) and executive team, will review any audit exceptions or deficiencies the RJA 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 the SBCUSD. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and the SBCUSD. All audit exceptions and deficiencies will be resolved as determined by the state law. 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 District Superintendent within three months of the auditor’s report.

EHS will provide SBCUSD with the final audit results within 60 days of completion of the audit report. EHS will utilize attendance accounting procedures that will satisfy requirements for SBCUSD, SBCSS and CDE.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: “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 schooldays 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, guardian, or educational rights holder 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)(J)

10.1 Charter School Climate and Student Discipline Philosophy

At REAL Journey Academies, we are dedicated to maintaining a safe and supportive educational environment at EHS that fosters the well-being and academic success of all students. Our approach emphasizes positive discipline strategies and restorative practices designed to promote good behavior and address misconduct constructively. We believe in the power of positive discipline, which focuses on building a respectful and inclusive school culture. Our strategies include:

1. *Positive Discipline Strategies*

- Proactive Classroom Management: Teachers implement proactive classroom management techniques that set clear expectations and reinforce positive behaviors, currently utilizing the baseline philosophy of *Positive Behavioral Interventions & Supports*, which emphasizes the prevention of problem behavior through the establishment of clear behavioral expectations and the consistent teaching and reinforcement of these expectations.
- Positive Reinforcement: We recognize and reward good behavior through various incentive programs, fostering a sense of achievement and motivation among students.
- Social-Emotional Learning: Integrating SEL into our curriculum helps students develop self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

2. *School-Based Health Services*

- Comprehensive Health Services: On-site medical services including routine check-ups, immunizations, and health screenings.
- Mental Health Support: Access to counseling, therapy, and crisis intervention services provided by school counselors and psychologists.
- Social-Emotional Learning (SEL): Programs that teach students emotional regulation, conflict resolution, and stress management.
- Community-Based Partnerships: Collaborations with local health agencies and nonprofits to provide additional resources such as substance abuse prevention, family counseling, and after-school programs.
- Preventative Care Education: Programs focusing on nutrition, exercise, and healthy lifestyle choices.

3. *Restorative Practices*

- Restorative Practices: are at the core of our approach to addressing misconduct. These practices aim to repair harm, restore relationships, and reintegrate students into the school community. Our restorative practices include:
 - Restorative Circles: Facilitated group discussions that allow students to express their feelings, reflect on their behavior, and understand the impact of their actions on others.
 - Mediation and Conflict Resolution: Providing opportunities for students involved in conflicts to mediate and resolve their issues in a supportive and structured environment.
 - Restorative Conferences: Involving students, parents, and staff in

collaborative problem-solving sessions to address behavioral issues and develop actionable plans for improvement.

4. *Commitment to Ongoing Improvement*

- Data Informed: EHS use data to identify areas of need, monitor student progress and evaluate the effectiveness of interventions.
- Remaining Current: We are committed to continuously improving our disciplinary approaches through regular training and professional development for our staff. By staying informed about the latest research and best practices in positive discipline and restorative practices, we ensure that our strategies remain effective and relevant.

Our goal is to maintain a school environment where every student feels safe, valued, and capable of success. Through our commitment to positive discipline and restorative practices, we strive to nurture a community of respect, responsibility, and resilience. By embracing these approaches, EHS aims to cultivate a positive school climate that supports the academic and personal growth of every student. EHS 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.

There are consequences for not adhering to behavioral standards, and teachers, 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 EHS will prescribe specific consequences to specific behaviors under the circumstances identified herein, below are the principles EHS administrators, teachers and staff will use when dealing with problem situations that allow for flexibility for individuals and varying situations. At all times, EHS will strive to keep students enrolled, engaged and actively invested in their education even when discipline is warranted.

- 1.) We will react without anger or haste to problem situations.
- 2.) 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.
- 3.) We will proceed in all situations with the best interest of the learner foremost in mind.
- 4.) We will guide learners toward personal responsibility and the decision-making skills they will need to function in the real world.
- 5.) We will arrange consequences in problem situations in such a way that the child will not be humiliated and/or demeaned.
- 6.) Consequences will be designed to fit the problems of individual learners, and they may be different even when problems appear to be the same.
- 7.) We will make every effort to ensure that learners involved understand why they are receiving consequences for their conduct.

*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
- Suspension from the Charter School
- Possible expulsion

A PD 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 our approach to discipline.

10.2 Multi-Tiered System of Supports

Primary prevention is expected to be carried out in the classroom by the teacher through positive behavioral support; parent outreach; and, respectful, related consequences. As described throughout this document, we utilize a MTSS, which is an integrated, comprehensive framework designed to meet the academic, behavioral and social-emotional needs of all students. Specifically, regarding student discipline at EHS, MTSS utilizes a tiered approach to provide varying levels of support based on the intensity of student needs. PBIS is by design aligned to the MTSS structural framework. Our system aims to promote positive behavior, prevent misconduct and provide effective interventions when issues arise.

Tier 1: Universal Supports: School-Wide PBIS

- Expectations and Rules: EHS and its faculty and staff establish clear and consistent behavioral expectations and school-wide rules, which are reviewed and updated annually. These are taught and reinforced regularly throughout the Charter School.
- Positive Reinforcement: Faculty and Staff recognize and reward positive behaviors through praise, tokens and school-wide acknowledgments. This is formalized with students.
- Preventive Measures: EHS implements proactive strategies such as structured routines and engaging instruction to prevent behavioral issues.
- Data Collection: Administration and faculty monitor behavior data to identify trends and guide decision-making.

Tier 2: Targeted Supports: Small Group Interventions

- Behavioral Support Groups: EHS provide small group interventions for students who need more support than Tier 1 can offer. These groups focus on specific skills such as social interactions, conflict resolution, and emotional regulation. These activities, in large part, are supported by the Charter School's counseling department.
- Check-In/Check-Out ("CICO"): EHS facilitates a CICO programs where students check in with a mentor at prescribed intervals each day to review goals and progress.
- Targeted Behavior Plans: Administration facilitate the development of individualized behavior plans that include specific goals, interventions and potential consequences for students showing consistent behavior issues.

Tier 3: Intensive Supports

- Functional Behavior Assessments ("FBA"): As part of a "child find" process, the School Psychologist will conduct FBAs to understand the underlying causes of a student's behavior. Results will be used as part of an assessment for potential special education

services; or, develop a BIP for students with an active IEP.

- *Wraparound Services*: Guided by the counseling department, EHS will facilitate providing parents with information regarding comprehensive, individualized support involving collaboration with outside agencies, mental health services and family involvement. Direct referrals are not made, but parents/guardians are connected to the potential resources.
- *Crisis Intervention*: Implement crisis intervention strategies for students exhibiting severe behaviors, ensuring they receive immediate and appropriate support.

EHS collect and analyze behavioral data to assess the effectiveness of interventions and make necessary adjustments; and monitor individual student progress to determine if the interventions are successful or if adjustments are needed.

The focus of our approach is designed to allow for early identification and support for students at risk of behavioral issues, reducing the likelihood of escalation. By promoting positive behaviors and providing structured support, MTSS contributes to a safer and more inclusive school environment and ensures that interventions are tailored to meet the specific needs of each student, providing more effective support. This structure also encourages collaboration among EHS teachers, counselors and administrators to ensure consistent implementation of MTSS strategies. By implementing these MTSS structures, EHS creates a disciplined yet supportive environment that addresses the diverse needs of all students, promoting their overall success and well-being.

Professional development for faculty and staff at EHS 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 EHS's approach to discipline.

10.3 Involuntary Removal

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided 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 pursuant to Education Code Section 51747(c)(4).

10.4 Disciplinary Procedures

There are consequences for not adhering to behavioral standards. When faced with such issues, the administration, faculty, staff, students and families work together to make decisions that are in the best interest of the student. The focus is to prevent, whenever possible, the student being removed from the learning environment. While prevention remains our focus, EHS has prescribed specific consequences to specific behaviors under our student code of conduct. The right to a high-quality education ensures that school disciplinary measures will not be used to exclude students from school or otherwise deprive them of an education unless it is necessary to preserve the safety of students and staff. School discipline guides students in effectively displaying and controlling their behaviors. To achieve this, students must be met with compassion, understanding, and fair judgment from staff, administrators, family, and community members. Documents related to REAL Journey Academies disciplinary procedures at EHS are found in the appendices.

The REAL Journey Academies and EHS Student Code of Conduct is updated annually, and aligned to state and federal statute. The most recent Student Code of Conduct is found in the appendices. (See Appendix N: REAL Journey Academies' *Discipline Support Guide with Restorative Practices*). EHS students have the right to a safe and supportive learning environment, access to a fair and equitable education and freedom from discrimination and harassment. Students are responsible for following the Charter School's rules, respecting the rights of others, and contributing to a positive school culture. Minor Infractions are handled by teachers through classroom management techniques, which may include verbal warnings, time-outs or loss of privileges.

Major Infractions are more serious offenses that are referred to the school administration. Consequences may include detention, suspension, or expulsion depending on the severity of the behavior. This follows guidelines outlined in the *Discipline Support and Restorative Justice Guide*, aligned to California statute, and updated annually.

10.5 Due Process

REAL Journey Academies ensures that disciplinary due process rights at EHS are outlined to students and parents prior to the administration of any formal discipline. In California charter schools, students are entitled to specific due process rights in matters of discipline, ensuring that their rights are protected and that any disciplinary actions are fair and transparent. These due process rights are rooted in both state and federal laws, including the U.S. Constitution and the Education Code. The key Components of Due Process Rights followed at EHS include:

1. *Right to Notice*
 - Notification of Charges: Students and their parents or guardians¹¹ must be

¹¹ 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

informed of the specific behavior or incident that has led to the disciplinary action. This notification should include a detailed description of the incident and the rules or policies that were violated.

- Timely Notice: The notice must be provided promptly, ensuring that the student and their family have adequate time to prepare for any hearings or meetings related to the disciplinary action.

2. *Right to a Hearing*

- Opportunity to be Heard: Before any significant disciplinary action, such as a long-term suspension or expulsion, the student has the right to a hearing where they can present their side of the story. This includes the opportunity to call witnesses and present evidence.
- Impartial Decision-Maker: Any hearing is conducted by an impartial decision-maker who was not involved in the incident. This helps ensure that the process is fair and unbiased. The final determination regarding an expulsion is made by the RJA Expulsion Board.

3. *Right to Representation*

- Parental Involvement: Students have the right to have their parents/ guardians present during disciplinary hearings or meetings. This provides support and ensures that the student's rights are protected.
- Legal Representation: In more serious cases, such as expulsion hearings, students of EHS also have the right to be represented by an attorney or advocate.

4. *Right to Appeal*

- Appeal Process: If the student or their family disagrees with the outcome of a disciplinary hearing, they have the right to appeal the decision. An appeal is made to a panel made-up of select representatives of the senior administrators of REAL Journey Academies.

5. *Right to Written Decision*

- Detailed Explanation: After a disciplinary hearing, the student and their family must receive a written decision that explains the outcome of the hearing and the reasons for the decision.
- Record Keeping: EHS maintain records of the disciplinary proceedings and the decision, which can be reviewed in the event of an appeal.

EHS students on an active IEP or Section 504 Plan have specific due process rights regarding student discipline to ensure their educational needs are considered appropriately. When disciplinary actions, such as suspensions or expulsions, are considered, the Charter School will conduct a manifestation determination review to assess whether the student's behavior is directly related to their disability. If the behavior is determined to be a manifestation of the student's disability, the Charter School cannot proceed with the same disciplinary measures as it would for non-disabled students and must consider alternative interventions and supports. Additionally, the student's IEP team must review and possibly modify the IEP to address the behavior and ensure the provision of a FAPE. These protections ensure that disciplinary actions

documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

do not unfairly impact the educational opportunities for students with disabilities at EHS and that their unique needs are appropriately addressed in the disciplinary process.

EHS administrative staff receive annual professional development on statutory requirements and RJA policies aligned to the importance of upholding students' due process rights. REAL Journey Academies annually review disciplinary procedures to ensure alignment to any changes in statute; as well as regularly review student discipline data to ensure fairness and consistency in the application of discipline policies and procedures. By adhering to these due process requirements, EHS ensures that disciplinary actions are fair, transparent and respectful of students' rights. This not only helps protect the rights of individual students but also fosters a supportive and just school environment.

10.6 Non-Discrimination

EHS and charter network staff responsible for managing student discipline receive training to ensure they do so without discrimination based on ethnicity, ethnic group identification, race, color, creed, religion, national origin, ancestry, gender, sexual orientation, marital status, age, disability, resident status or membership in any of the protected class(es).

10.7 Grounds for Suspension and Expulsion

The following grounds for suspension and expulsion has been established in order to promote learning and protect the safety and well-being of all students at EHS. When a student commits an act that constitutes grounds for suspension or expulsion, that student may be suspended or expelled from regular classroom instruction. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

These grounds and accompanying policies and procedures will be distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations, including a student's right to a hearing and other procedural safeguards.

Corporal punishment shall not be used as a disciplinary measure against any 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 Charter School property.

A student may be suspended or expelled for prohibited misconduct if the act is:

1. related to school activity;
2. related to school attendance occurring at the Charter School or any other school; or
3. related to attendance at an EHS sponsored event. A student may be suspended or expelled for acts that are enumerated below and occur at any time including but not limited to the following:
 - while on school grounds;
 - while going to or coming from school;
 - during the lunch period, whether on or off the school campus; or
 - during, going to, or coming from a school-sponsored activity.

10.8 Discretionary Student Suspension Offenses

REAL Journey Academies in support of EHS will update the Student Code of Conduct in alignment to any change in relevant state or federal statute. Students may at the Principal's or Principal's designee's discretion be suspended from school, and in select circumstances recommended for expulsion, for any of the following acts when it is determined the student:

1. Either:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force or violence upon the person of another, except in self-defense.
2. Caused or attempted to cause damage to school property or private property.
3. Stole or attempted to steal school property or private property.
4. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, the student is not prohibited from the use or possession by that student of a student's own prescription products.
5. Committed an obscene act or engaged in habitual profanity or vulgarity.
6. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
7. Knowingly received stolen school property or private property.
8. Possessed an imitation firearm. "Imitation firearm" means 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.
9. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
10. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
11. Engaged in, or attempted to engage in, hazing. For purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
12. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or

intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A message, text, sound, video, or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph 1) above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph 1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of cyber sexual bullying.
 - For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the

effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - “Reasonable student” for purposes of this policy means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with their exceptional needs.
- 13. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been 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 subsection 1 above.
- 14. In addition to the reasons specified above, a student may be suspended from school or recommended for expulsion from school if the Principal or Designee determines that the student has committed sexual harassment as defined in Education Code Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- 15. In addition to the reasons set forth above, a student in any of grades 9 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Principal or Designee determines that the student has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Education Code Section 233.
- 16. In addition to the grounds specified above, a student enrolled in any of grades 9 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Principal or Designee determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against school personnel, volunteers, or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel, volunteers, or students by creating an intimidating or hostile educational environment.
- 17. In addition to the grounds specified above, a student may be suspended from school

or recommended for expulsion if the principal of the Charter School in which the student is enrolled determines that the student has made terroristic threats against school officials or school property, or both.

- “Terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.

18. “School property” includes, but is not limited to, electronic files and databases.

For a student subject to discipline, the Principal may use their discretion, alternatives to suspension or expulsion (Other Means of Correction) that are age appropriate and designed to address and correct the student’s specific misbehavior. This is encouraged whenever possible at EHS.

10.9 Other Means of Correction

REAL Journey Academies and EHS support the use of other means of correction for student misbehavior, whenever possible, as detailed in the *REAL Journey Academies Discipline Support & Restorative Justice Guide*. Suspension shall be imposed only when other means of correction fail to bring about proper conduct. EHS may document the other means of correction used and place that documentation in the student’s record. However, a student, including an individual with exceptional needs, as defined in Education Code Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, upon a first offense if the principal or principal’s designee determines that the student’s presence causes a danger to persons or that the student committed any of the following acts:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person
- 2) Willfully used force or violence upon the person of another, except in self-defense
- 3) Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- 4) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- 5) Committed or attempted to commit robbery or extortion

Other means of correction utilized at EHS include, but are not limited to, the following:

- 1) A conference between school personnel, the student's parent or guardian, and the student.
- 2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- 3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the student and their parents.
- 4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1974 (29 U.S.C. Sec. 794(a)).
- 5) Enrollment in a program for teaching prosocial behavior or anger management.
- 6) Participation in a restorative justice program.
- 7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- 8) After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- 9) Performing community service on school grounds or, with written permission of the parent or guardian of the student, off school grounds, during the student's non-school hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. Community service may not be assigned if a student has been suspended, pending expulsion, for any of the acts enumerated in the "Shall Recommend for Expulsion Offenses" or the "Immediate Suspension and Mandatory Recommendation for Expulsion Offenses." However, if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action then community service may be assigned.

10.10 Student Suspension / Recommend for Expulsion Offenses

The principal or designee shall recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless the Principal or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- Causing serious physical injury to another person, except in self-defense
- Possession of any firearm, knife or other destructive device of no reasonable use to the student
- Unlawful possession of any controlled substance listed in Health and Safety Code Section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student)
- Robbery or extortion
- Assault or battery (as defined in Penal Code Section 240 and 242) upon any school employee

- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

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.

10.11 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 partially in the learning environment. 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 person 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.

10.12 Out-of-School Suspension

At EHS, we are committed to fostering a safe and supportive learning environment for all students. As part of this commitment, our student suspension procedures are designed to address serious behavioral issues in a fair, consistent, and educationally sound manner. These procedures align with Education Code and reflect best practices for student discipline. Suspension is considered a last resort, used only when other corrective measures have proven ineffective or when a student’s behavior poses a significant threat to the safety and well-being of the school community. Our approach emphasizes due process, ensuring that students and their families are fully informed of the reasons for suspension, the evidence supporting the decision, and their rights to appeal. Through these procedures, we aim to balance accountability with opportunities for learning and growth, helping students to make better choices in the future. The following suspension procedures are followed at EHS:

- 1) The notice shall contain a clear statement that no student shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no fewer than 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 or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (2) before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in clause (2), the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this policy, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (1) and (2).
- 2) The total number of days for which a student may be suspended from school shall not exceed 20 schooldays.
- 3) The charter school shall ensure that all suspended students have access to the student's educational program through a temporary independent study program. The Charter school shall ensure that it follows all procedures described herein for students with an IEP or a 504 plan.

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, EHS has the following procedures in place:

1. Informal Conference

Any suspension shall be preceded by a meeting between the principal (or designee), the student, and their family within two (2) days of the alleged offense. 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 a conference, e.g. because of an event that occurred after Charter School let out, the parents/guardians will be notified of the suspension in both writing and via phone call, and a conference will be conducted with the Principal as soon as possible. A student and/or student's parent or guardian may waive their right to an informal conference. No additional penalties will be imposed on a student for waiving this right or failing to attend the informal conference.

2. Notice to parents

At the time of the suspension, an administrator or Designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall state the date and time when the student may return to school and the notice shall contain a clear statement that no student shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no fewer than 5 school days before the effective date of the action. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the

suspension, the notice may request that the parent/guardian respond to such requests without delay.

For suspensions of fewer than 10 days, the charter school shall provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present their side of the story.

For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the charter school shall do both of the following:

1. Provide timely, written notice of the charges against the student and an explanation of the student's basic rights.
2. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

Furthermore, the notice will state when the student may return to Charter School, and what actions they need to take 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 5 consecutive Charter School days unless an agreement was made between the Principal, student and family. 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 9 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.

10.13 Expulsion Procedures

Students will be 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. A decision 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 Charter Schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The principal's (or designee's) determination to either expel or reinstate the student will be provided in writing to the parents no more than five days after the date of the pre-expulsion conference.

10.14 Expulsion Hearing

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether or not the student should be expelled. The hearing will be held within 30 days from the original expulsion decision. The hearing will be presided over by a neutral Hearing Officer or Hearing Panel, as described herein. A document will be prepared by the principal (or designee) that includes a full write-up of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

The principal will prepare a written notice of the hearing, which will be emailed and mailed to the family requesting the hearing within 48 hours. The notice will give at least 10 calendar days' notice to accommodate family schedules. This notice will include:

- The date and place of the hearing.
- A statement of the facts, incidents, charges, reasons and offenses for the proposed expulsion.
- A copy of the EHS discipline policy that relates to the violation.
- A notification of the Charter School's obligation to provide information about the student's status at EHS to any other charter school or school district in which the student enrolls.
- The opportunity for the student or their family to appear in person at the hearing or to be represented by an attorney or non-attorney advisor.
- The right to inspect and obtain copies of all documents in the parent or guardian's primary language to be used at the hearing.

- The opportunity to confront and question all witnesses who testify at the hearing.¹²
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The REAL Journey Academies Board of Directors has adopted rules and regulations governing procedures for the expulsion of students, with the current document included in the appendices of this document. These procedures include, but are not necessarily limited to, all of the following:

- 1) The student shall be entitled to a hearing to determine whether the student should be expelled. An expulsion hearing shall be held within 30 schooldays 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 adopted rules and regulations shall specify that the student is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the principal. The Hearing Officer or Hearing Panel shall make its recommendation to expel immediately after the hearing's conclusion, unless the student requests in writing that the decision be postponed. The Hearing Officer or Hearing Panel then forwards their recommendation, based upon the evidence presented, to the Administrative Panel. The Administrative Panel shall act upon the recommendation of the Hearing Officer or Panel by accepting, rejecting, or modifying the recommendation into a final decision within 3 school days of the expulsion hearing.
 - a) The "Hearing Officer or Hearing Panel" is comprised of a certificated administrator from REAL Journey Academies or a school other than EHS.
 - b) The "Administrative Panel" is comprised on 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).
- 2) If compliance with the time requirements for the conducting of an expulsion hearing and a decision to expel is impracticable during the regular school year, the CEO or their designee, for good cause, may extend the time period for the holding of the expulsion hearing for an additional 5 schooldays. If compliance 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 schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 schooldays, and unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later

¹² EHS may, upon finding a 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 which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

than 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.

Written notice of the hearing shall be forwarded to the student at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

- a) The date and place of the hearing
- b) A statement of the specific facts and charges upon which the proposed expulsion is based
- c) A copy of the disciplinary rules of the school that relate to the alleged violation
- d) A notice of the parent, guardian, or student's obligations pursuant to Education Code Section 48915.1(b). Notice of the opportunity for the student or the student's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses. In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. The student or the student's parent or guardian is not required to be represented by legal counsel or by a non-attorney adviser at the hearing.

"Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

"Non-attorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent or guardian to aid at the hearing.

- 3) The Hearing Officer or Panel shall conduct a hearing to consider the expulsion of a student in a session closed to the public, unless the student requests, in writing at least 5 days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or

public session, the Hearing Officer or Panel may meet in closed session for the purpose of deliberating and determining whether to recommend to the Administrative Panel the student be expelled.

- a) If the Hearing Officer or Panel admits any other person to a closed deliberation session, the parent or guardian of the student, the student, and the counsel of the student also shall be allowed to attend the closed deliberations.
 - b) If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code Section 48900 or to commit a sexual battery as defined in subdivision (n) of Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 4) If the Hearing Officer or Panel decides not to expel, the expulsion proceedings shall be terminated, and the student immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made.
 - 5) If the Hearing Officer or Panel determines to expel, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.
 - 6) The recommendation of the Hearing Officer or Panel to expel a student shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. The Hearing Officer or Panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a 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 by the Hearing Officer or Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.
 - 7) A record of the hearing shall be made. The record may be maintained by any means, recommended to be an electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
 - 8) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A recommendation of the Hearing Officer or Panel to expel shall be supported by substantial evidence showing that the student committed any of the acts enumerated herein.
 - 9) In hearings that include an allegation of committing or attempting to commit a sexual

assault as defined in subdivision (n) of Education Code Section 48900 or to commit a sexual battery as defined in subdivision (n) of Education Code Section 48900, evidence of specific instances, of a complaining witness's prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness's prior sexual conduct be heard, the complaining witness shall be provided 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, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

- 10) Before the hearing has commenced, the Hearing Officer or Panel may issue subpoenas at the request of either the principal or principal's designee or the student, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the Hearing Officer or Panel may, upon request of either the principal or principal's designee or the student, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.
 - a) Any objection raised by the principal or principal's designee or the student to the issuance of subpoenas may be considered by the Hearing Officer or Panel in closed session, or in open session, if so requested by the student before the meeting. Any decision by the Hearing Officer or Panel in response to an objection to the issuance of subpoenas shall be final and binding.
 - b) If the Hearing Officer or Panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.
- 11) Final action to expel a student shall be taken only by the Administrative Panel, upon recommendation of the Hearing Officer or Panel. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the principal or their designee to the student or the student's parent or guardian and shall be accompanied by all of the following:
 - a) Notice of the right to appeal the expulsion to the REAL Journey Academies CEO, or designee.

- b) Notice of the education alternative placement to be provided to the student during the time of expulsion, if applicable.
 - c) Notice of the obligation of the parent, guardian, or student, upon the student's enrollment in a new school, to inform that school of the student's expulsion.
- 12) REAL Journey Academies and EHS shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.
- a) The expulsion order and the causes for the expulsion shall be recorded in the student's mandatory interim record and shall be forwarded to any school in which the student subsequently enrolls upon receipt of a request from the admitting school for the student's school records

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

The final decision by the CEO-appointed Administrative Panel, as outlined in Board policy, will be made within ten school days following the conclusion of the hearing. The administrative panel will make one of two determinations:

1. Uphold the expulsion.
2. Determine the expulsion was not within the Charter School's guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student's record.

The Administrative Panel, upon voting to expel a student, may suspend the enforcement of the expulsion order for a period of not more than one calendar year 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 Administrative Panel'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 students, including individuals with exceptional needs as defined in Education Code Section 56026.

During the period of the suspension of the expulsion order, the student is deemed to be on probationary status.

The Administrative Panel may revoke the suspension of an expulsion order if the student commits any of the acts enumerated in Education Code Section 48900 or violates any of the school's rules and regulations governing student conduct. When the administrative panel revokes the suspension of an expulsion order, a student may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a student, the administrative panel shall reinstate the student in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the Administrative Panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order.

Following the hearing, depending on the findings and recommendations of the administrative panel, the administrative panel will send a written Findings of Fact 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 with EHS (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).

The Charter School shall, in accordance with Education Code Section 47605(e)(3), notify the superintendent of the school of the student’s last known address within 30 days of expulsion, and shall, upon request provide the District with a copy of the student’s cumulative record, including a transcript of grades or report card and health information.

10.15 Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school of residence. EHS shall 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.

10.16 Rehabilitation Plans

Students who are expelled from EHS shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Hearing Panel at the time of the expulsion recommendation, 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 year from the date of expulsion when the student may reapply to the Charter School for readmission.

10.17 Readmission

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the REAL Journey Academies Administrative Panel after a meeting with the CEO or designee and the student and guardian or representative 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 recommendation to the administrative panel following the meeting regarding their determination. The student’s readmission is also contingent upon the enrollment capacity of EHS at the time the student seeks readmission.

10.18 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.

10.19 Expulsion Appeals

If a student is expelled from the Charter School, the student or the student's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the REAL Journey Academies CEO. The CEO, or his designee, shall hold a hearing thereon and render a decision.

The CEO or their designee shall hold the hearing within 20 school days following the filing of a formal request.

The CEO or their designee shall hear an appeal of an expulsion order in closed session, unless the student requests in writing at least 5 days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the CEO or their designee shall be required to honor the request. Whether the hearing is conducted in closed or public session, they may meet in closed session for the purpose of deliberations.

If the CEO or their designee admits any representative of the student or the home school district, the panel shall, at the same time, admit representatives from the opposing party. The CEO or their designee hearing the appeal shall render a decision within three schooldays of the hearing unless the student requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the student is placed on probation. A student who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

The student shall submit a written request for a copy of the written transcripts and supporting documents from the Hearing Officer or Panel simultaneously with the filing of the notice of appeal with the CEO. The Charter School shall provide the student with the transcripts, supporting documents and records within 10 school days following the student's written request. The panel shall determine the appeal from a student expulsion upon the record of the hearing before the administrative 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 Officer or Panel may be heard unless a *de novo* proceeding is granted as provided herein.

It shall be the responsibility of the student to request a written transcription from the Charter School for review during the appeal. The cost of the transcript, if any, shall be borne by the student, except in either of the following situations:

- a. Where the student's parent or guardian certifies to the Charter School that they cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.
- b. In a case in which the expulsion appeal panel reverses the decision of the administrative panel, the expulsion appeal panel shall require that the Charter School reimburse the student for the cost of such transcription.

The review by the Expulsion Appeal Panel of the decision of the administrative panel shall be limited to the following questions:

- a. Whether the administrative panel acted without or in excess of its jurisdiction
- b. Whether there was a fair hearing before the administrative panel
- c. Whether there was a prejudicial abuse of discretion in the hearing
- d. 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 administrative 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:

- a. If school officials have not met the procedural requirements of this article
- b. If the decision to expel a student is not supported by the findings prescribed herein as grounds for expulsion
- c. If the findings are not supported by the evidence

The Expulsion Appeals Panel may not reverse the decision of the Administrative Panel to expel a student based upon a finding of an abuse of discretion unless the panel also determines that the abuse of discretion was prejudicial.

The decision of the CEO shall be limited as follows:

- 1) If the CEO or designee finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, 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 hearing *de novo* 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. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the student based on the revised findings of fact shall meet all of the following requirements:

- a. Final written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the student or the student's parent or guardian and shall be accompanied by all of the following:
 - Notice of the right to appeal the expulsion;
 - notice of the education alternative placement to be provided to the student during the time of expulsion, if applicable; and,
 - notice of the obligation of the parent, guardian, or student, upon the student's enrollment in a new school to inform that school of the student's expulsion.
 - b. The Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.
- 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 panel enters a decision reversing the administrative panel. The CEO may direct the administrative panel to expunge the record of the student and the records of the 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 upon the student and upon the Administrative Panel. The student and the administrative panel shall be notified of the final order of the panel, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The Principal or Designee shall send a copy of the written notice of the appeal decision to expel to the school district of the student's last known residence, within 30 days.

10.20 Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

EHS 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 Officer or 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 his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. EHS must also provide the victim 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in Charter 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, EHS must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing 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 presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes 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 courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person 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 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.

10.21 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 and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from Charter School for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within 10 days of initial suspension or placement in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) Charter 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, EHS, 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:

- A. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- B. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

If EHS, the parent, 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 EHS, 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 or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that EHS 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 EHS agree to a change of placement as part of the modification of the behavioral intervention plan.

If EHS, the parent, 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 EHS 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 of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or EHS 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or EHS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and EHS agree otherwise.

Special Circumstances

EHS 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) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at Charter School, on Charter School premises, or to or at a Charter School function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at Charter School, on Charter School premises, or at a Charter School function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at Charter School, on Charter School premises, or at a Charter 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 from education for more than

10 consecutive days or a pattern of removal, even if for less than 10 days. For effective change of placement, there first need be:

- Notice
- Manifestation determination; and
- Continued receipt of special education services

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under these procedures only if EHS had knowledge that the student was disabled before the behavior occurred.

EHS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) 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 EHS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other EHS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If EHS 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 IDEIA-eligible children with disabilities, including the right to stay-put.

If EHS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. EHS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by EHS pending the results of the evaluation.

EHS shall not be deemed to have knowledge of 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.

10.22 Nondiscriminatory Harassment Policy

10.22.1 Statement of Policy

EHS 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 students and all students are expected to fully comply with this policy. Additionally, non-district students who have contact with any of EHS students are expected to conduct themselves in accordance with this policy in any Charter School or Charter 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, EHS 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 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 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 or not stereotypically associated with the person's assigned sex at birth.

The EHS Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from Charter School services, activities or privileges.

10.23 Sexual Harassment

All 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 the district and its Charter School sites.

Examples of Prohibited Behavior

- Exposing genitals
- Shouting obscenities
- Mooning

- Streaking
- Leaving obscene messages on Charter School computers
- Whistling at other students and/or Charter School employees
- Threatening rape
- Intentionally pressing or rubbing oneself sexually around another person
- Teasing other students and/or Charter School employees about their sexual activity or body.
- Unwanted deliberate hugging, kissing, touching, patting, pinching, grabbing, leaning over, or cornering a student or Charter 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
- 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

10.23.1 Enforcement

Disciplinary action up to and including expulsion will be promptly taken against any student if it becomes known by Charter School officials that such student has engaged in conduct prohibited by this policy.

10.23.2 No Retaliation

No student, employee, or other individuals will be retaliated against, in any manner, for reporting conduct which he or she believes to be a violation of this policy, for participating in an investigation of a possible violation of this policy, or for using the Uniform Complaint Procedure.

10.23.3 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 EHS Title IX Coordinator. The complaint will be processed in accordance with the EHS Complaint Policy and Procedure. It is encouraged and recommended that students use the EHS Complaint Procedure; however, students may seek recourse by pursuing available remedies outside EHS.

The EHS 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.

10.23.4 Notifications

Pursuant to Educational Code Section 231.5, a copy of this policy will be displayed in a prominent location in the main administrative building of EHS or other areas where notices regarding EHS rules, regulations, procedures and standards of conduct are posted. Also, this policy will be a part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session, as applicable. At the beginning of each Charter School year, the district'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 Charter School year, or at the time a new employee is hired. This policy will also appear in any Charter School or REAL Journey Academies publication that sets forth the school's or RJA's comprehensive rules, regulations, procedures and standards of conduct. Any teacher, counselor, or EHS 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 Charter School property or Charter School site, or at a Charter 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.

10.24 Student Searches

As necessary to protect the health, safety and welfare of students and staff, Charter School officials may search students, their property and/or district property under their control, and may seize illegal, unsafe and prohibited items. Charter School officials may search individual students, their property and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the Charter School. Random searches of students, their belongings and district properties under their control are also allowable and may be conducted during the Charter School year following board policies and Education Code.

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.” (Ed. Code § 47605(c)(5)(K).)

11.1 Retirement Program

EHS makes participation in State Teachers’ Retirement System (“STRS”) available to certificated administrators, faculty and staff. Classified employees will have social security and a 403B available to them. All withholdings from employees and the Charter School will be forwarded to the STRS fund as required. EHS will submit all retirement data through SBCSS 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 STRS. The CEO and/or finance department shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to SBCSS as required by Education Code Section 47611.3. EHS 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.

The REAL Journey Academies Board of Directors retains the option to consider any other public or private retirement plans for EHS and to coordinate such participation with existing programs aligned to statutory requirements, as it deems appropriate.

11.2 Employee Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare, and social security will be provided by the Charter School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees. The REAL Journey Academies Employee Handbook, which outlines expectations for employees, is included in the appendices of this document.

11.3 Employee Code of Conduct

All employees of EHS 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 EHS. 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. The REAL Journey Academies Employee Handbook, which outlines expectations for employees, is included in the appendices of this document.

11.4 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 Charter School and its mission.

Additional changes or additions to the Employee Handbook, i.e., calendars, holidays, vacations, workday and year, will from time to time be reviewed and updated by the Executive Committee and presented to the Board for approval. EHS will comply with all the regulations pursuant to California Labor Code Section 233 and it will retain the right to alter any of the stated time off policies in the future.

- Principal determines that the employee poses a threat to the health, safety, or welfare of the Charter School or students- in that case, the employee will be removed from the campus immediately.

11.5 Staff Dispute Resolution

The REAL Journey Academies Board of Directors designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX and Section 504 including any investigation of any complaint filed with EHS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. EHS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees. As well as adopting and publishing grievance procedures that will provide for a prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX, or Section 504.

EHS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary Charter School students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, Board members, and partner organizations, will be resolved pursuant to policies and practices developed by EHS. The SBCUSD will, as an initial step, refer any complaints or reports regarding such internal disputes to the Board or administrative staff of the Charter School for resolution. If the matter is not resolved to the satisfaction of the person or persons complaining, SBCUSD may, among other things, refer the complaining person or persons to the appropriate state or federal agency.

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.” (Ed. Code § 47605(c)(5)(L).)

12.1 Compliance

Pupils who choose not to attend EHS may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the SBCUSD. No student may be required to attend EHS as EHS is a school of choice.

Alternatives schools for students living within the SBCUSD attendance area will be the same as those offered to all other students currently 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 particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such right is extended by the local education agency. The governing board of SBCSUD shall not require any pupil enrolled in the school district to attend the Charter School.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any 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.” Ed. Code § 47605 (c)(5)(M)

13.1 Employment Rights and Status

EHS will hire staff based on an open process, and if hired, will enter an “at-will” agreement with the Charter School. Any district union employee who is offered employment and chooses to work at EHS will not be covered by his or her respective collective bargaining unit agreement, although EHS may extend the same protections and benefits in individual employee contracts or in independently negotiated collective bargaining agreements.

Any SBCUSD employee who becomes an employee of EHS shall have no automatic rights to return to District employment or accrue seniority except as allowed by the SBCUSD in accordance with District policy and applicable District collective bargaining agreements. Any district employee who chooses to work at the charter does not maintain any return rights to the district, unless otherwise provided for in existing policy/current collective bargaining agreements.

All employees will enter into an individual at-will agreement / contract at a salary level competitive to the district’s 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.

To the extent employees of REAL Journey Academies accrue vacation/sick leave, REAL Journey Academies does not authorize the transfer of vacation/leave between REAL Journey Academies and another local educational agency.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

14.1 Disputes between EHS and District

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of EHS or the District’s oversight obligations, or a dispute otherwise arises between the District and EHS, the following procedures shall be followed to resolve the dispute. During the pendency of any dispute, neither party will make public comments regarding the dispute.

1. Should District 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, District will provide written notification of the violation or issue. The date that this notice is sent shall be the “Notice Date.” 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 district representative at the meeting will be the Superintendent or the Superintendent’s designee, and the EHS representative will be the CEO or the Principal’s designee. If the dispute is not resolved at this meeting, the parties will proceed to step 3.
3. District shall send written notification to EHS summarizing the result of the meeting held pursuant to Step 2 and setting forth the violation or issue and demanding that it be cured. District shall provide EHS 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. If the violation or issue is not cured within this time period, the parties will proceed to Step 4.
4. District 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. Neither party shall make any public comment regarding the dispute during this process, except for notices or other records that constitute public records.

6. In the event of a dispute raised by EHS against District over the terms of the Charter, EHS shall put the dispute in writing to the Superintendent or designee, and the District Superintendent or designee shall meet with the Principal or Principal's designee to seek resolution within two weeks of receiving the written complaint. After this meeting if resolution is not reached, both parties are free to pursue any other legal remedy available. However, mediation may be commenced with the agreement of both District and EHS, with the costs of the mediator to be split by both parties.

Should any section of this dispute resolution procedure come into conflict with District policies or procedures after the petition is approved, EHS 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. All written notices shall be addressed as follows:

To Charter School: EHS
Chief Executive Office
REAL Journey Academies
333 Concourse ST, Building 9
Ontario, CA 91764

To SBCUSD: San Bernardino City Unified School District
777 North F Street
San Bernardino, CA 92410

Manner of Handling Internal Complaints and Disputes

The Charter School maintains a Uniform Complaint Policy and other dispute resolution mechanism as addressed in its student and family handbook and employee handbook that govern the resolution of internal disputes and complaints.

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.” (Ed. Code § 47605(c)(5)(O).)

The following procedures shall constitute the “Closure Protocol” and shall apply in the event EHS ceases to be a charter school or otherwise closes for any reason:

Any decision to close EHS as a charter school operating pursuant to this Charter shall be documented by official action of the EHS 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 non-renewed, the EHS Governing Board votes to close EHS, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented.

The EHS Governing Body will notify the authorizer 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. 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.

Written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.

Written notification of the Closure Action and the effective date of closure of EHS shall be made by EHS to the California Department of Education and the San Bernardino County of Superintendent of Schools by registered mail within 72 hours of the Closure Action.

On closure, EHS shall remain solely responsible for all liabilities arising from the operation of the charter school.

The CEO is responsible for managing the closure process. EHS will ensure that all academic reporting will be completed prior to final closure. EHS will ensure that adequate funds are maintained in the budget for final audit and closure-related costs. EHS will ensure that any annual reports required pursuant to Education Code Section 47604.33 are completed and filed timely.

The Charter School will also promptly notify the San Bernardino County Office of Education, 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).

The EHS Governing Body will ensure notification to the parents and students of the EHS closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate Charter

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.

EHS will provide parents, students and the receiving Charter School districts with copies of all appropriate student records within seven (7) calendar days from the determination of the Closure Action or within seven (7) days of the last student attendance day at EHS if EHS 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 other Charter Schools. All transfer of student records will be made in compliance with FERPA. EHS will ask the District to store original records of Charter School students.

As soon as is reasonably practical, EHS will prepare final financial records. EHS will also have an independent audit completed by an independent auditor by December 15 of the closure year, approved in advance by the District Board, and included 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 delineate the disposition of all assets and liabilities. Any liability or debt incurred by EHS shall be the responsibility of EHS and not the District. EHS understands and acknowledges that EHS will cover the outstanding debts or liabilities of EHS. Any unused monies at the time of the audit will be returned to the appropriate funding source. EHS understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

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 EHS 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.

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 of the nonprofit public benefit corporation. If EHS is operated by or as a nonprofit corporation, and 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. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. 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.

In addition to the final audit, EHS shall also submit any required year-end financial reports to the California Department of Education and the District, in the form and timeframe required.

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end EHS's right to operate as a charter school pursuant to this Charter or cause EHS to cease operation. EHS and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should EHS breach any obligation under this Closure Protocol. The District, 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 the District. 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.

All remaining assets will be liquidated and all creditors will be paid first. Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to a political subdivision of the state organized for educational purposes at the discretion of the corporation's governing board. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

Additional Provisions

Impact on the Charter Authorizer Regarding Potential Civil Liability

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. (Education Code Section 47605(h)).

EHS is organized and operated as a California non-profit 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 non-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. EHS shall work diligently to assist the SBCUSD in meeting any and all oversight obligations under the law, including meetings, reporting, or other SBCUSD-requested protocol to ensure the SBCUSD shall not be liable for the operation of the EHS. Further, EHS and SBCUSD shall enter into a memorandum of understanding, wherein EHS shall indemnify SBCUSD for the actions of the EHS under this charter.

The corporate bylaws of EHS shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and EHS 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. Insurance amounts acquired as set forth below or in accordance with the recommendation of the SBCUSD's Risk Management Department. . SBCUSD shall be named an additional insured on the general liability insurance of EHS. The EHS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

EHS shall indemnify, defend, and hold harmless the District to the fullest extent permitted by law and in accordance with the terms of this Charter. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operations of the Charter School. EHS and its employees will institute appropriate risk management practices and health and safety policies and practices.

Indemnification

To the fullest extent permitted by law, the Charter School and RJA agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to District and hold harmless the District and its members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of the Charter School, and/or on the part of the board of directors, officers, board

appointed groups, committees, boards, and any other Charter School appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of the Charter School in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of the Charter School or of any other facility, program, or activity.

The obligations of the Charter School to defend the District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate the Charter School to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of the Charter School shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

The Charter School further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

In the event that Charter School exhibits a deficit at any financial reporting period, the Charter School's governing board shall pass a "Resolution of Funding of EHA Charter" stating that The RJA corporation will provide all necessary funds for Charter School to maintain compliance with the law, its Charter. A new resolution must be approved by the Board of Directors each time Charter School reports a deficit in order to evidence that the Board is aware of Charter School's current fiscal situation. A copy of the approved, signed resolution and approved minutes evidencing such approval shall be provided to District.

The Charter School's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of the Charter School's Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to its Charter or cause the Charter School to cease operations.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-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 authorizing entity has complied with all oversight responsibilities required by law.

The Charter School shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof of its federal and state tax exempt status on or before July

1 following approval of the renewal of the Charter. Nothing in this paragraph shall serve to reduce or excuse the Charter School's obligations to obtain and maintain the insurance required by the Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

Insurance

RJA and EHS 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 the San Bernardino City Unified School District's risk manager.

No coverage shall be provided to RJA or EHA by the District, including self-insured programs or commercial insurance policies. In the event RJA adds locations (which may only be done through an approved material revision to its Charter), each RJA location shall meet the below insurance requirements individually. It shall continue to be RJA's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

RJA shall purchase and maintain in full force and effect at all times during the term of this Charter and/or any MOU or other agreement between the parties' insurance in amounts and types and subject to the terms approved by the District's risk manager and as specified below. RJA'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 MOU or any other agreement between the parties or any other act or event that would end RJA's right to operate as a charter school pursuant to its Charter or cause RJA to cease operations until RJA has fully complied with the Closure Protocol set forth in this Charter and/or any closure or termination procedures or requirements in any MOU or other agreement between the parties and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter or any MOU or other agreement between the parties and/or the defense, indemnity, and hold-harmless obligations of RJA, throughout the life of the Charter and any MOU or other agreement between the parties, RJA 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 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, with combined single limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate. This coverage will be on an occurrence basis. Additionally, Excess Liability coverage shall be procured in the amount of \$10,000,000 per occurrence and \$10,000,000 in the aggregate.

- a. General Liability Insurance Endorsement Negligence Related to Sexual Abuse or Molestation providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse with liability coverage of \$100,000 per occurrence. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.
- a. General Liability Insurance Endorsement Negligence Related to Corporal Punishment providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment.

EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than \$1,000,000 per occurrence and \$1,000,000 in the aggregate.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for RJA 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 RJA. If any District property is leased, rented or borrowed, it shall also be insured by RJA in the same manner as (a), (b), and (c) above.

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.

ERRORS AND OMISSIONS insurance and/or coverage providing coverage for educators' legal liability and error and omissions in an amount not less than \$1,000,000 per "claim" with an aggregate policy limit of \$1,000,000.

FIDELITY BOND coverage shall be maintained by RJA to cover all RJA employees who handle, process or otherwise have responsibility for RJA funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the District, 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 (collectively hereinafter the "District and the District Personnel") as additional insureds; (b) shall be primary insurance,

and any insurance and/or self-insurance or coverage maintained by the District and/or by the District Personnel shall be in excess of RJA'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 RJA; (c) 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 (d) 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, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the District by the insurer, RJA shall also provide the District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, 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, or non-renewed, or materially changed for any reason, RJA 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 the District's option. The acceptance by the District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of RJA or of any insurer or joint powers authority to the District.

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 the District and/or the District Personnel are waived.

The District retains the right to adjust the amount/ types of insurance RJA is required to attain at any time during the term of the Charter, as recommended by the District's risk manager. If the specific insurance types, coverages, and limits specified above or by the District are not available or become unavailable to RJA and EHS in the insurance marketplace within the range of commercially reasonable rates (the rates generally paid by charter schools and school districts in California for similar insurance), RJA and EHS shall procure or arrange for the next best commercially reasonable and available coverage in consultation with the District. In such circumstances, the obtained coverage shall be deemed to satisfy the provisions of this section regarding insurance.

Verification of Coverage

RJA shall provide to the District 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 the District risk

manager within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. 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 RJA to defend, indemnify, and hold harmless the District and the District Personnel.

Deductibles and Limits of Liability

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 RJA to defend, indemnify, and hold harmless the District and the District 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 District.

RJA shall promptly respond to all inquiries from the District regarding any claims against RJA and/or any obligation of RJA under the foregoing provisions of this Charter.

Additionally, RJA shall, at all times, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

Administrative Services:

“The manner in which administrative services of the charter school are to be provided.” Education Code Section 47605(h).

RJA will conduct all administrative and business services on behalf of the Charter School on a percentage basis of all services and support rendered to the school. This support includes back office, academic, special education, business management, technology, and administrative services from RJA at its office located at 3333 Concourse St., Bldg. 9, Ontario, CA 91764. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the RJA Board of Directors.

Facilities:

“The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(h).

As noted above, the Charter School will occupy an education building at 26655 Highland Ave., Highland, CA 92346. EHS has a Certificate of Occupancy from the City of Highland and other certifications necessary occupancy of the facilities. The facility is not subject to the Field Act pursuant to Education Code Section 47610. This facility is adequate to accommodate all the students enrolled at EHS.

The facility, which is located in a renovated formerly vacant retail space, includes:

- Classrooms – 22 (Classrooms range from 750Sq. Ft. To 1,365 Sq. Ft.)
- Student Restrooms - 3 Female, 3 Male, 3 unisex
- Staff Restrooms - 3
- Offices -9
- Recreation Areas / PE - 1 Tennis court, 3 Full basketball courts (2 Outdoor and 1 indoor court), 2 half basketball courts, 1 Outdoor Beach Volleyball Court, 1 Putting green court
- Multipurpose Rooms - 1 Presentation Hall (1,754 Sq. Ft.), 1 Manufacturing Lab/Printing lab (1,315 Sq. Ft.), 1 Media Classroom (490 Sq. Ft.), 1 Recording Studio (560 Sq. Ft.)
- College Counselling - 1 College Counselling office (794Sq. Ft.)
- Teacher Workroom - 1 Teacher Workroom (592 Sq. Ft.)
- Break Room - 1 Break Room (546 Sq. Ft.)
- Cafeteria - 1 Cafeteria (5,125 Sq. Ft.)
- Kitchen - 1 Kitchen (1,784 Sq. Ft.)

Term of Charter:

The term of this Charter shall be for five (5) academic years, July 1, 2025 through and including June 30, 2030.

EHS’s Governing Board may request that the District renew the Charter, and submit the necessary documentation for such renewal request any time during the final year of operations approved hereunder. This timing provides EHS and District an adequate opportunity to focus on the renewal request, while taking into account all years of performance. Such renewal request shall

include, but is not limited to, a complete Charter that has been revised and updated to meet all legal requirements and reflect the current status and practices at EHS, including a redline indicating all revisions made from the current Charter and an electronic (Microsoft Word) version of the revised Charter and attachments thereto.

Business & Operations Management

EHS shall at all times operate as a distinct and separate LEA and shall maintain its own set of financial records, distinct from any other school(s) that may be operated by or related to the RJA corporation or any other related entity including, but not limited to, any existing charter schools or additional or new charter schools that may be approved after the effective date of the approval of the Charter. The Charter School shall either (1) maintain its own separate and distinct bank account(s), and the Charter School's funds shall not be commingled in a joint bank account with the funds of any other school(s) or operations and shall be kept physically separate from the funds of any other school(s) or operations or (2) maintain its own separate and distinct financial records and account code(s) (i.e. Site Code) and submit a general ledger report to SBCUSD by the 20th of each month.

At all times the Charter School shall submit financial reports for the Charter School as a distinct LEA and have audits performed on the financial statements of the Charter School. By July 1, 2025, unless the Charter School has already done so, the Charter School shall develop and submit to the SBCUSD, Fiscal Policies and Procedures governing its operations, which Fiscal Policies and Procedures may be revised as necessary. A copy of the Charter School's Fiscal Policies and Procedures shall be submitted to the SBCUSD annually on or before July 1 for the following fiscal year and any time that the Charter School desires to revise its Fiscal Policies and Procedures. In areas where overlap in purchasing or resource allocation might occur between the Charter School and any other school(s) or entities that might be operated by or associated with RJA or any other related entity, the Charter School's Fiscal Policies and Procedures shall be revised as necessary to describe how allocations will occur between distinct LEAs and entities and the Charter School shall provide the Fiscal Policies and Procedures covering such issues involving related entities to the SBCUSD. In no event shall the Charter School develop or revise its Fiscal Policies and Procedures or its practices in any manner which would be inconsistent or in conflict with the terms of its Charter or other agreement between the Charter School and the SBCUSD. The Fiscal Policies and Procedures shall specify whether there will be shared costs, resources, services, staff, etc., and the methodology that will be used to ensure a fair and appropriate distribution of services and costs.

The Financial Policies and Procedures shall include a means of ensuring that all funds generated by and attributable to EHS authorized pursuant to the Charter will be maintained and expended for the educational benefit of the students at EHS.

Should REAL Journey Academies, Inc. or any other related entity operate or obtain approval of or otherwise open another charter school or any other entity in addition to EHS, prior to such other school/entity commencing operation and prior to the commencement of each fiscal year thereafter, the Charter School shall provide to the SBCUSD a calculation of all costs projected to be shared between EHS and any other RJA -related entity-operated school(s)/entity(ies) that deviate from the Financial Policies and Procedures described above, including the factual and

fiscal basis on which the projected cost share has been calculated. Should there be a significant deviation from the projections during the fiscal year, the Charter School shall immediately provide the SBCUSD with an updated calculation, including the factual and fiscal basis for the revisions. Any shared costs shall be clearly accounted for in EHS's financial records and reviewed as part of Charter School's annual fiscal audit.

Funding Sources

The Charter School will receive funding from the State directly. External resources of the Charter School will be considered in the Charter School's financial records upon receipt. Funding shortfalls will be the responsibility of the Charter School. Any issuance of debt by or on behalf of the Charter School must be reported to the SBCUSD staff assigned for fiscal review and monitoring. This report must include financial details and conditions of such debt, including but not limited to, a resolution by the Charter School governing board defining the nature of the debt, and the terms specified in a loan agreement or debt instrument.

Additionally, any local revenue support – including but not limited to grants, donations, fundraising, or other external sources – that exceeds the lesser of \$500 per Average Daily Attendance (ADA) or 2% of the total revenue sources per fiscal year as assessed at each reporting period must be reported to SBCUSD staff assigned for fiscal review and monitoring. The report must include the financial details and terms of such revenue support, including but not limited to, the governing board resolution, the purpose and source of the funds, and the specific terms outlined in any grant award letter, donation agreement, or other relevant documentation.

SBCUSD shall not provide advice on debt issuance or financial transactions of the Charter School, and nor shall the reporting of this information to SBCUSD be construed as SBCUSD approving or endorsing such action on behalf of the Charter School. The Parties acknowledge and agree that the issuance of debt by or on behalf of the Charter School shall not obligate SBCUSD to pledge any funds or security for the repayment of the debt or to make any appropriation for the repayment of such debt or otherwise impose any responsibility or liability for any such debt on SBCUSD, except as specifically otherwise agreed in writing.

The Charter School is fully responsible for collecting the funding entitlement generated from in lieu of property taxes directly from its sponsoring local educational agency and/or the district(s) in which the student(s) attending the Charter School reside, and for providing sufficient support documentation to such entity(ies) to ensure the accuracy of the tax billing

Submittal of Documents, Reports, and Information:

EHS shall submit all documents, reports, and information to the District required by law, including but not limited to, all reports required pursuant to Education Code Section 47604.33:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes

through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card , and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

On or before May 1 of each year, EHS shall submit to the District an approved school calendar establishing that EHS 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 pupil who is subject to compulsory full-time education pursuant to Education Code Section 48200 leaves the Charter School without graduating or completing the Charter School year for any reason, EHS shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Inspections:

EHS agrees to permit the District to inspect and receive copies of all records relating to the operation of EHS, including financial, personnel, attendance accounting, and pupil records. EHS shall promptly comply with all reasonable inquiries from the District in accordance with Education Code Section 47604.3. EHS shall be subject to the California Public Records Act.

Oversight Costs:

The District shall charge EHS for supervisory oversight of EHS up to any maximum permitted by law (currently described and limited in Education Code Section 47613). EHS acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum

percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

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

EHS 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.

EHS and Real Journey Academies, Inc. shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Governing Board as required by law, including but not limited to, Education Code Section 17604, shall be unenforceable against the District and shall be EHS and Real Journey Academies, Inc.'s sole responsibility.

EHS and Real Journey Academies, Inc. shall require that the following language is included in any and all contracts entered into by those entities:

EHS and/or Real Journey Academies, Inc. shall have no authority to enter contracts for or on behalf of the San Bernardino Unified Charter School District. Any contracts, purchase orders, or other documents which are not approved or ratified by the San Bernardino Unified Charter School District Governing Board as required by law, including but not limited to, Education Code Section 17604, shall be unenforceable against the San Bernardino Unified Charter School District and shall be EHS and/or Real Journey Academies, Inc.'s sole responsibility.

Independent Entity:

EHS and Real Journey Academies, Inc. and their respective officers, board members, employees and volunteers, shall operate and provide the Charter School services pursuant to this Charter as a wholly independent entity. San Bernardino City Unified School District and EHS/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. The District shall not be liable for the actions or liabilities of EHS and/or Real Journey Academies, Inc.

Use of Funds:

No funds from this Charter may be transferred to start or operate another charter school without the prior approval of the District Board of Education.

Attachments:

All of the attachments to this Charter are hereby incorporated herein and made a part hereof by this reference.

Appendices:

APPENDIX A:	Standards Aligned Instructional Materials
APPENDIX B:	EHS Local Control & Accountability Plan
APPENDIX C:	2024-25 EHS Supplemental Improvement Plan for Mathematics
APPENDIX D:	EHS WASC 2023 Accreditation Report
APPENDIX E:	2024-25 EHS Master Schedule
APPENDIX F:	2024-25 REAL Journey Academies Academic Calendar
APPENDIX G:	RJA / EHS Independent Study
APPENDIX H:	REAL Journey Academies Board of Directors Bylaws
APPENDIX I:	2024-25 REAL Journey Academies Employee Handbook
APPENDIX J:	2024-25 EHS Professional Development Plan
APPENDIX K:	REAL Journey Academies / EHS Budget & Financial Health Summary
APPENDIX L:	REAL Journey Academies Discipline Support Guide with Restorative Practices
APPENDIX M:	2024-25 EHS Parent & Student Handbook
APPENDIX N:	EHS 4-Year Course Sequence
APPENDIX O:	The eModel (Entrepreneur Model) Executive Summary
APPENDIX P:	REAL Journey Academies Bullying Behavior Prevention & Intervention Handbook
APPENDIX Q:	Sample Curriculum Pacing Guide
APPENDIX R:	Sample Job Descriptions
APPENDIX S:	2024-25 EHS School Improvement Plan: English Language Programing
APPENDIX T:	EHS Floorplan