Journey Science Technology Engineering and Mathematics Charter School

Equity Schools, Inc.
Charter School Petition for 2014-2019
Submitted to:
Los Angeles Unified School District
September 16, 2013
Journey Science Technology Engineering and Mathematics Charter School

As the authorized lead petitioner, I, Sharon White, hereby certify the information submitted in this petition for a California public charter School to be named Journey Science Technology Engineering and Mathematics Charter School (“JSCS”, “Journey STEM Charter School” or the “Charter School”), and to be located within the boundaries of the Los Angeles Unified School District (“LAUSD” or the “District) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school 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.

Assurances and Affirmations

Journey Science Technology Engineering and Mathematics Charter School (hereinafter “JSCS” or “[“Journey STEM Charter School”] or “Charter School”) shall

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1).
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of 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. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- 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 district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. 47605(c)(1)]
- Consult on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational program.
- Be deemed the exclusive employer of the employees of the Journey STEM Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)].
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).

Not require any child to attend the Charter School nor any employee to work at the charter school.

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, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

Meet all requirements for employment set forth in applicable provision of law, including, but not limited to credentials as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].

Ensure that teachers in the Charter School hold a Commission Teacher Credentialing certificate, permit, or other document to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)].

Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)].

Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1].

Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610].

Comply with all applicable portions of the No Child Left Behind Act.

Comply with the Public Records Act.

Comply with the Ralph M. Brown Act.

Meet or exceed the legally required minimum of school days. [Ref. California Code of Regulations Section 11960].

At all times maintain all necessary and appropriate insurance coverage.

Accept and understand obligations to comply with specific sections of Education Code §47611 (STRS) and 41365 (Revolving Loan Fund).

Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental...The freedom to learn...has been bought by bitter sacrifice. And whatever we may think of the curtailment of other civil rights, we should fight to the last ditch to keep open the right to learn, the right to have examined in our schools not only what we believe, but what we do not believe; not only what our leaders say, but what the leaders of other groups and nations, and the leaders of other countries have said. We must insist upon this to give our children the fairness of a start which will equip them with such an array of facts and such an attitude toward the truth that they can have a real chance to judge what the world is and what its greater minds have thought it might be.

-W.E.B. DuBois (1949)
Journey STEM Charter School was born following a series of Town Hall meetings convened by a collaboration of, the Honorable Maxine Waters, LAUSD Board Members Monica Garcia and Yolie Flores, the Los Angeles Urban League, Los Angeles Chapter of the NAACP, Families That Can, Teachers, Professors of Higher Education, and the National Action Network. The purpose of the meeting was a “call to action” to address the increasing achievement gap, particularly of African American students in the LAUSD. The meetings also emphasized the Department of Justice’s attention to English Learners throughout LAUSD.

The Honorable Maxine Waters reminded the audience of the strategies of the civil rights movement of citizens knocking on doors, marching, passing our flyers, etc. to inform the public of the continuing crisis in public education. Mr. Windom began sharing his town hall experience with others while at the same time researching organizational structures of charter schools. He focused his research on the benefits of operating charter schools as an Educational Management Organization (EMO) versus a Charter Management Organization (CMO). He was impressed by the Business Plans of the Aspire Public Schools and Green Dot Public Schools and concluded that the best way to impact several educationally underserved communities is to operate as a Charter Management Organization.

When the original Articles of Incorporation was reviewed by the Board of Directors, they voted unanimously to amend the Articles of Incorporation to reflect the Board’s intention of functioning as a Charter Management Organization as opposed to a single charter school. It is the Board’s vision to operate several charter schools in urban centers throughout California that serve students in grades kindergarten through 12th grade. The Articles were further amended to include the operation of Before and After school Programs. Also, through discussion and consultation with colleagues and prospective Board Members, it was determined that focusing on Science, Technology, Engineering and Mathematics was the best way to educate African American and Hispanic students so that they would be able to have greater access to colleges and careers in their future.

**Founding Team**

Jerry Windom, President of Equity Schools, Inc. attended those town hall meetings along with his wife, Gayle Windom, Director of the Watts Learning Center Charter Middle School. As a result, he decided to discuss the possibility of creating a charter school, but one that emphasized a STEM curriculum beginning with elementary school that would target African American and Hispanic students. Mr. Windom (see resume in appendix), has been a proponent of the charter school movement for many years. He began following the movement as the Vice President of Keenen and Associates as a member of the California Association of School Housing (CASH). CASH was focused on the growing shortage of suitable facilities for charter schools. Jerry has over 30 years experience as an operational management of corporations that also include being
President of a Joint Powers Agreement between public agencies that required strict adherence to the Ralph M. Brown Act.

Mr. Windom has attended several California Charter School Association Annual Conferences; Charter School Development Center; California Charter School Association regional meetings and online webinars including, but not limited to: How to Start a Charter School; Garnering Support for Your Charter School; School Finance 101 and 102; Charter School Governance 101, 102, and 103.

When the Charter School opens, Mr. Windom will resign from the Board of Directors if necessary.

James Knight (resume in Attachment) is the first person Jerry Windom reached out to join him in the establishment of a public charter school. James is a retired Air Force Major. He spent 20 years as a Business Development Manager for Rockwell International, Space Transportation System and the Boeing Company, Human Spaceflight Division. James is a proven expert in strategic planning, organizing and developing business proposals that resulted in winning contracts for Space Shuttle systems, Space Station, Global Positioning System, Missile Defense Systems and aircraft and defense systems. This experience has allowed Mr. Knight to become aware of the many educational programs offered by the National Aeronautics and Space Administration (NASA). James participates in educational workshops offered by the Jet Propulsion Laboratory (JPL) in Pasadena. He attending the LAUSD Charter School Orientation workshops in 2010 and 2013. He has attended the California Charter School Association Regional Meetings in Los Angeles, and has participated in webinars including, but not limited to, How to Create a Charter School Budget; The Public Charter School Grant Program.

Dr. Andrew Kennedy (resume in Attachment) is currently an educational consultant with over 30 years experience as a public school teacher, site administrator, District Director, District Coordinator, and College Professor. Dr. Kennedy is an expert in providing leadership in the areas of, but not limited to: Standards Based Curriculum; Assessment; Differentiated Instruction; Professional Learning Community implementation; Conflict Resolution Training; Team Building; Leadership Coaching for Administrators and Teachers; Data Driven Decision Making Application for student Intervention and Achievement; Cultural Proficiency Learning Communities and Organizational Development and is a Board member for the Community Based Work Source Services Provider, a non-profit public benefit trust corporation.

Sharon White (resume in Attachment) has over the years, became a ‘subject matter expert (SME)’ in; budgeting; estimating (labor hours and material dollars); estimating completion (EAC); supplier financial analysis; supplier cost/price analysis. She is an expert at reading, understanding, and analyzing most types of financial statements. She was directly responsible for $175 - $300M per supplier in negotiated savings for The Boeing Company. Ms. White taught high school mathematics to high risk youth
(adjudicated, foster care, credit deficient) for the Green Dot Public Schools. She has participated in webinars provided by the California Charter School Association such as Creating a Budget.

Rufus Chambers III (resume in Attachment) is a professional construction project manager with 14 years of experience in Construction Industry, having worked on a variety of projects in the role of an Owner’s Representative, General Contractor, and Construction Manager at Risk. He has vast experience in working on numerous Healthcare and Biotechnical Lab tenant improvement and new construction projects. He also extensive non-profit management experience serving in a number of capacities over the past 10 years including but not limited to, managing the planning, implementation, and operation of a ministry; creating teaching curricula and serving as a Board of Trustee. Mr. Chambers served as the Senior Partner in a small business where he managed the day to day operations of the company in the areas of accounting, cost control, payroll, administration, marketing, recruitment, training and business development. Rufus is the parent of a child who will be attending the Charter School.

Cheryl Pierce (resume in Attachment) serves as a Registered Nurse for the Veterans Affairs Greater Los Angeles Healthcare Center, Kaiser Permanente Medical Center (West Los Angeles) and the White Memorial Medical Center Hospital. As a healthcare professional, Ms. Pierce is dedicated to promoting young people to become healthcare professionals in the 21st Century. In addition to being a healthcare professional. She is a proven supporter of at-risk youth as evidenced by her experience as a group home administrator for students identified as Severely Emotionally Disturbed. As a result, she is knowledgeable about the advocacy role for assuring that students with disabilities are served according to the agreed upon Individual Education Plan (IEP).

Tiffany Williams (resume in Attachment) is a public relations specialist. She has managed marketing projects while consistently meeting budget and time constraints. She is an expert at using a variety of marketing formats including, but not limited to print, broadcast (TV, radio, internet), direct mail and social media. She is experienced in both public and media relations; media buying and planning, research, and client service. She is knowledgeable regarding event planning and management, budgeting, multicultural communications, and business development. She has achieved the Telly Award for multi-marketing branding and Regional TV campaigns and was the lead account manager on Communicator Award, Hermes Creative Award and HPRMA winning campaigns.

Joni Collins (resume in Attachment) is the current Manager of Community Services at the Los Angeles Southwest College. In her position, she is responsible for hiring and supervising teachers of students in grades K-8. She also directs the Foster Care Education Program at the college. In that position she supervisors trainers of individuals that provide training to foster care providers. She has extensive background and experience in serving the needs of students under the supervision of
Gayle P. Windom, Ed.D is currently the Director of the Watts Learning Center Charter Middle School. Under her instructional leadership, the school’s API score increased 65 points and all subgroups met their growth targets during the 2012-2013 school year. Prior to that, Dr. Windom has over 30 years as an educator including 15 years as a Site and Central Office Administrator. Dr. Windom is a trained leadership coach and has coached Principals of failing schools in the Los Angeles Unified School District. She has also served as the Clients’ Rights Due Process Coordinator for the Los Angeles County Office of Education. In that position, she reduced the number of Due Process Hearings required by the Office; reduced the attorney’s fees costs by increasing the use of mediation, and trained all administrative staff on corrective actions. Dr. Windom has provided Special Education consulting services to charter school members of the Southwest Special Education Local Plan Area.

**Background:**

In 1980, the National Commission for Excellence in Education, a group of university presidents, professors, and K-12 educators appointed by Secretary of Education Terrell H. Bell, offered a group assessment of U.S. K-12 education. Their report, *A Nation at Risk* contended that the “once unchallenged [U.S.] preeminence in commerce, industry, science, and technological innovation” was being overtaken as U.S. schools had “lost sight of the high expectations and disciplined effort needed to attain” the necessary goals of educations. President Ronald Reagan spoke of curtaining a 20-year decline in K-12 science and mathematics education that could result in “direct harm to our American economy and standard of living.”

By the 1991’s educational reformers focused on “systemic” strategies to reach national goals for excellence in education. The ambitious goals laid out in the *Nation at Risk* were attainable only through a coherent system-wide effort. Up to that time American education was a concoction of federal, state, and innumerable local policy systems. It needed to be drawn together and organized around standards for content, instruction, assessment and professional development. Out of these efforts, Science frameworks and standards were developed based on the *Benchmarks for Science Literacy* and the *National Science Education Standards*.

At no time in history has improving science become more important than it is today. Major policy debates involving cloning, the potential of alternative fuels, and the use of biometric information to fight terrorism require a scientifically informed citizenry now more than ever. The commonly held view that young children are concrete and simplistic thinkers is outdated. Current research shows that children’s thinking is

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surprisingly sophisticated. Young children can think both concretely and abstractly. Parents and Teachers play a critical role in promoting children’s curiosity and persistence by directing their attention, structuring their experiences, supporting their learning attempts, and regulating the complexity and difficulty of levels of information and language for them. What constitutes scientific practices today is very different from the practices just 50 to 100 years ago. Current models of natural phenomena are strongly grounded in mathematical and computational reasoning and they rightly challenge intuitive expectations about cause and effect.

Most Americans are not science-literate. At the core, science is fundamentally about establishing lines of evidence and using the evidence to develop and refine explanations using theories, models, hypotheses, measurements, and observations. The boundaries between life and the physical sciences have blurred, just as the boundaries between scientific and technological development have blurred. This blurring is the result of the emergence of new scientific fields such as biochemistry, geophysics, bioinformatics, computational biology, advanced chemical synthesis, and nanoscience. Just a few years ago, it was common for youth to learn to perform repairs on automobiles in the context of work, efficiency, gas compression, combustion, etc. These repairs are obsolete and impractical now because automotive systems are governed by microcomputers. Similarly, a malfunctioning iPod cannot merely be opened and rewired like a 1960’s era turntable. The international studies of educational performance reveals that U.S. students rank near the bottom in science and mathematics.

Immigrants, children of color and children living in poverty have become an increasing fraction of the U.S. student population, and science achievement gaps persist.

We believe that all students, regardless of socio-economic status, ethnicity, or language, are entitled to a high-quality education that will present them the opportunity to further their education and professional careers in the science and technology fields. Journey STEM will employ rigorous academics marked with frequent assessment and evaluation in order to consistently set high standards for achievement and encourage students to transcend all obstacles. With high expectations for academics and behavior, and the supports and accountability measures to uphold those expectations, Journey STEM Charter School will provide a school culture that embraces strong character, self-advocacy, and a responsibility to pursue education at every level.

The development of transparent policies and structures, devoted school leaders and faculty will ensure that students’ families and the communities in which they reside are invested in the success of their children. Preparedness, respect, engagement, and professionalism will be at the core of all Journey School staff, their defined practices, and finally in the students who will emerge with the skills and character necessary to realize their educational and professional aspirations.

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3 Science for All Americans: http://www.project2061.org/publications/sfaa/online/intro.htm
We believe that the Journey STEM Charter School will be a high performing charter school designed to address the critical need of closing the achievement gap of African American and Latino students in grades kindergarten through fifth grade. Our program will provide innovative educational alternatives for students in the Los Angeles area.

The purpose of the Journey STEM Charter School (JSCS) is to guarantee that our students meet or exceed the proficiency levels of Common Core State Standards, participate actively in technology enhanced instructional delivery, and draw from real-world experiences in order to develop the skills required for pursuits in higher education and future careers. Journey STEM Charter School will develop a challenging environment for K-5th grade students that will foster a “No Excuses” attitude towards high academic achievement and performance. High academic standards, technology enhanced active learning, and a caring school community will ensure that our students will become self-motivated, competent, lifelong learners.

We imagine a learning environment that emphasizes academic progress as well as academic success. We imagine creating an environment that reflects cultural diversity and innovation, that responds to special needs, and that is safe, interactive, and emphasizes service and leadership among students, staff and parents and the community.

Our charter seeks to provide improved staffing practices, budget management, parent involvement, and scheduling of time. We seek to treat the school’s tax dollars dedicated to Journey STEM Charter School as we would treat our own money. We envision setting spending priorities that will emphasize the particular needs of our locale, our students and their needs. And we will do it, because in this day there is no alternative.

Finally, we want to have enough flexibility to make other important modifications in the future. This element is essential for us to reach our vision of preparing all our students for a successful STEM future.
ELEMENT 1: EDUCATIONAL PROGRAM

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

GENERAL INFORMATION

- The contact person for Journey STEM Charter School is Sharon White.
- The contact address for the Journey STEM Charter School is P.O. Box 8165, Los Angeles, CA 90056.
- The contact phone number for the Journey STEM Charter School is 310 433-2853.
- The proposed address or target community of Journey STEM Charter School is South Region which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 1 and Educational Service Center South.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of the school is TK-5.
- The number of students in the first year will be 168.
- The scheduled opening date of the Charter School is August 14, 2014.
- The enrollment capacity is 536. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of residency).
- The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: traditional/single track/extended day/year.
- The bell schedule for Charter School will be: 8:00 a.m. – 3:30 p.m.
- If space is available, traveling students will have the option to attend.

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5 § 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

Target Student Population

Journey STEM Charter School students will be drawn primarily from LAUSD’s Educational Service Center South. The school plans to serve students in the vicinity of Raymond Avenue Elementary, Western Elementary, Normandie Avenue Elementary,
42nd Street Elementary Schools. The general population in this area is comprised of many families living at or below the poverty line. Our target population will come from minority, lower socioeconomic families where approximately 80% of the students will be eligible for free and reduced lunch. We anticipate that as many 35% of our students will be English learners. Our students will come from schools with poor performance in language arts, math and science. Journey is dedicated to providing our students with the educational foundation necessary for them to successfully “journey” through our global society. Our emphasis on STEM will place them among the top achievers in elementary level math and science and will encourage them to continue to pursue STEM programs in middle school, high school, college and beyond.

The target area in LAUSD’s Education Service Center South includes, but is not limited to, Los Angeles City Council Districts 8 and 9. The social demographics based on the 2010 census data for those two City Council Districts provide additional information about the characteristics of the targeted population as described in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Council District 8</th>
<th>Council District 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>242,869</td>
<td>238,639</td>
</tr>
<tr>
<td>Ages Under 14</td>
<td>8.9%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>50.4% African American, 41% Hispanic</td>
<td>21.4% African American, 73.9% Hispanic</td>
</tr>
<tr>
<td>Housing</td>
<td>59.3% Renter Occupied</td>
<td>73.9% Renter Occupied</td>
</tr>
<tr>
<td>Language spoken at home</td>
<td>English Only – 63.1% Spanish, 31.5%</td>
<td>English Only – 35.8% Spanish, 57.1%</td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td>16.3%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Only high school education (inc. GED or less)</td>
<td>626%</td>
<td>80.9%</td>
</tr>
<tr>
<td>Children in poverty within age group</td>
<td>Under 12 – 28.5%, Ages 12-17 – 11.4%</td>
<td>Under 12 – 50.3%, Ages 12-17 – 44.5%</td>
</tr>
<tr>
<td>Median family income (citywide - $)</td>
<td>$39,102</td>
<td>$28,843</td>
</tr>
<tr>
<td>Average household income (city-wide - $)</td>
<td>$38,208</td>
<td>$33,415</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Education Service Center South Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>95</td>
</tr>
<tr>
<td>Number of Students</td>
<td>35,906</td>
</tr>
<tr>
<td>African-American</td>
<td>17</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
</tr>
<tr>
<td>Latino</td>
<td>81</td>
</tr>
<tr>
<td>White (not Latino)</td>
<td>0</td>
</tr>
<tr>
<td>English Learners</td>
<td>44</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>9</td>
</tr>
<tr>
<td>Gifted and Talented</td>
<td>4</td>
</tr>
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</table>

Journey STEM Charter School
August 2013
Students moving in and out of school during year 39

Considering the schools within a two mile radius of our desired location, we anticipate that Journey will have a similar social demographics to the public school student populations of, King Jr., Western, 42nd; 52nd; 59th Street, Bradley Environmental and 6th Avenue Elementary Schools. Student demographics is also presented for the charter schools in a 2-mile radius of 1722-28 Martin Luther King, Jr. Blvd: Garr Academy of Mathematics and Entrepreneurial Studies, , Celerity Nascent, Dantzler Preparatory Charter School, , Kipp Empowerment, and Global Education Charter Schools.

### 2012-2013 LAUSD Demographic Information
Public Schools within 2-miles radius of Proposed Location

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students</th>
<th>Multi-Track</th>
<th>2013 PI Status</th>
<th>Met School-wide Growth Target</th>
<th>Met All Subgroup Targets</th>
<th>2013 API Score</th>
<th>API State Ranking</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% Special Ed Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>42nd Street (K-5)</td>
<td>346</td>
<td>No</td>
<td>Year 5</td>
<td>Y</td>
<td>N</td>
<td>641</td>
<td>1</td>
<td>1</td>
<td>92</td>
<td>13</td>
<td>10.9</td>
<td>71.3</td>
</tr>
<tr>
<td>52nd Street (K-5)</td>
<td>797</td>
<td>No</td>
<td>Year 5</td>
<td>N</td>
<td>Y</td>
<td>698</td>
<td>1</td>
<td>2</td>
<td>87</td>
<td>7.9</td>
<td>43.6</td>
<td>81.2</td>
</tr>
<tr>
<td>59th Street (K-5)</td>
<td>374</td>
<td>No</td>
<td>Year 5</td>
<td>Y</td>
<td>N</td>
<td>709</td>
<td>2</td>
<td>8</td>
<td>96</td>
<td>13</td>
<td>24</td>
<td>54.0</td>
</tr>
<tr>
<td>Bradley Environmental (K-5)</td>
<td>379</td>
<td>No</td>
<td>Year 4</td>
<td>Y</td>
<td>N</td>
<td>687</td>
<td>1</td>
<td>1</td>
<td>73</td>
<td>13</td>
<td>12</td>
<td>74</td>
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<tr>
<td>Birdielee Bright (K-5)</td>
<td>724</td>
<td>No</td>
<td>Year 5</td>
<td>N</td>
<td>N</td>
<td>777</td>
<td>5</td>
<td>6</td>
<td>86</td>
<td>6</td>
<td>28</td>
<td>78</td>
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<tr>
<td>Magnolia Elem (K-6)</td>
<td>1178</td>
<td>No</td>
<td>Year 5</td>
<td>Y</td>
<td>Y</td>
<td>634</td>
<td>1</td>
<td>2</td>
<td>100</td>
<td>12</td>
<td>59</td>
<td>99</td>
</tr>
<tr>
<td>MLK Jr. (K-5)</td>
<td>543</td>
<td>No</td>
<td>Year 3</td>
<td>N</td>
<td>N</td>
<td>764</td>
<td>3</td>
<td>8</td>
<td>100</td>
<td>15</td>
<td>38</td>
<td>71</td>
</tr>
<tr>
<td>Normandie (K-5)</td>
<td>993</td>
<td>No</td>
<td>Year 5</td>
<td>Y</td>
<td>N</td>
<td>739</td>
<td>2</td>
<td>4</td>
<td>92</td>
<td>15</td>
<td>40</td>
<td>74</td>
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<tr>
<td>Raymond Avenue (K-5)</td>
<td>558</td>
<td>No</td>
<td>Year 5</td>
<td>N</td>
<td>N</td>
<td>698</td>
<td>1</td>
<td>2</td>
<td>86</td>
<td>15</td>
<td>21</td>
<td>57</td>
</tr>
<tr>
<td>Western (K-5)</td>
<td>599</td>
<td>No</td>
<td>Year 5</td>
<td>Y</td>
<td>N</td>
<td>764</td>
<td>3</td>
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<td>Similar School Rank</td>
<td>% Students Eligible for Free/Reduced Lunch</td>
<td>% Special Ed Students</td>
<td>% of ELL Students</td>
<td>% Major Ethnicity #1</td>
</tr>
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<td>-------------------------------------</td>
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</tr>
<tr>
<td>Celerity Nascent (K-5)</td>
<td>592</td>
<td>No</td>
<td>Year 4</td>
<td>Y</td>
<td>Y</td>
<td>910</td>
<td>9</td>
<td>10</td>
<td>98</td>
<td>7</td>
<td>12</td>
<td>57</td>
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<tr>
<td>Dantzler Prep Charter (K-4)</td>
<td>194</td>
<td>No</td>
<td>No</td>
<td>N</td>
<td>N</td>
<td>796</td>
<td>4</td>
<td>9</td>
<td>95</td>
<td>9</td>
<td>2</td>
<td>87</td>
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<tr>
<td>GAMES (K-5)</td>
<td>309</td>
<td>No</td>
<td>No</td>
<td>Y</td>
<td>Y</td>
<td>803</td>
<td>4</td>
<td>8</td>
<td>88</td>
<td>6</td>
<td>12</td>
<td>84</td>
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<tr>
<td>Global Education Academy (K-5)</td>
<td>242</td>
<td>No</td>
<td>Year 1</td>
<td>Y</td>
<td>Y</td>
<td>849</td>
<td>8</td>
<td>10</td>
<td>100</td>
<td>0</td>
<td>31</td>
<td>95</td>
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<tr>
<td>KIPP Empower (K-5)</td>
<td>114</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>991</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>99</td>
<td>7</td>
<td>85</td>
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<td>Frederick Douglas</td>
<td>105</td>
<td>No</td>
<td>No</td>
<td>Y</td>
<td>N</td>
<td>741</td>
<td>2</td>
<td>2</td>
<td>88</td>
<td>10</td>
<td>5</td>
<td>82</td>
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<td>View Park Prep (K-5)</td>
<td>452</td>
<td>No</td>
<td>Year 1</td>
<td>Y</td>
<td>Y</td>
<td>816</td>
<td>6</td>
<td>9</td>
<td>68</td>
<td>3</td>
<td>0</td>
<td>89</td>
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</table>

Source: California Department of Education (Annual Progress Report, 2013)

All of the top group of traditional public schools have a statewide average API ranking of 1.90. The majority are in the bottom 10% of all schools in California with similar demographics. Ten out of eleven schools that are currently in school improvement have been so more than 5 years, making them persistently poor performing. The free and/or reduced price lunch rate is an average of 84% for all of the aforementioned schools indicating the level of poverty in the traditional public schools. Journey STEM Charter School anticipates enrolling students from these poor performing schools that also have a high rate of students eligible for free or reduced price lunch.

**Why is Journey Science Technology Engineering and Mathematics School Needed?**

Science, Technology, Engineering and Mathematics (STEM) is vital to the future of our country. A STEM education makes learning fun for all students, but it is especially appealing for students that have diverse learning styles and abilities. A STEM education for our target population offers the first steps to obtaining a career that is in the upper skill levels. STEM fields: accounting, computer science, electrical engineering, mechanical engineering, informational sciences and systems, computer engineering, civil engineering, and economics and finance are the occupations that are growing by 17% each year with others are only growing 9.8%. Healthcare workers with
associate degrees to doctors will average 20% more earnings in their lifetime that their peers with similar degrees in non-health care careers. Providing a STEM education will increase women and minority participation in these STEM careers. A STEM focus paired with the challenging Common Core State Standards will provide our students with adequate instruction time in the sciences at the elementary school level.

**Slow Growth Model**

Building on a college/career preparatory structure for young students, Journey STEM proposes a slow growth model. The slow growth model allows us to grow strategically, increasing complexity and size only after firmly establishing our demanding culture of academic achievement. Formalizing and growing one grade level at a time allows us to address the specific needs of our students and families. We will add a new cohort each year, until the school reaches full enrollment. We will open the school with a cohort of 24 transitional kindergarteners, 72 kindergarteners; and 72 first grade students. We will add a grade in each year of our charter. By year five, we will serve grades transitional kindergarten through fifth.

The Enrollment Plan by Year and Grade Level chart below details the enrollment plan at full grade capacity. The number of students enrolled during the final year of our charter will be 536 students in transitional kindergarten through fifth grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>TK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Year One</td>
<td>24</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>168</td>
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<tr>
<td>Year Two</td>
<td>24</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>240</td>
</tr>
<tr>
<td>Year Three</td>
<td>24</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
<td>264</td>
</tr>
<tr>
<td>Year Four</td>
<td>24</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>112</td>
<td>0</td>
<td>424</td>
</tr>
<tr>
<td>Your Five</td>
<td>24</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>112</td>
<td>112</td>
<td>536</td>
</tr>
</tbody>
</table>

**Vision**

To create a model, unparalleled, academic institution that prepares students to be socially responsible, well-rounded leaders within a global, technologically sophisticated community.

**Mission**

The mission of Journey STEM Charter School is to provide students with a solid foundation of knowledge, skills, and behaviors in the pursuit of four central pillars: 1) a passion for learning; 2) analytical thinking skills, 3) scientific and technological competence, and 4) core content mastery.
**GOALS**

To achieve our mission, our school will:

- Provide a safe nurturing environment for all students
- Foster an educational climate that promotes moral and social values such as responsibility, respect for others, and good citizenship.
- Promote science, technology, engineering, and mathematics (STEM) to encourage youth to pursue careers in these fields.
- Challenge students with rigorous academic and community service programs that enable students to progress at their own pace and encourage them to strive for academic excellence.
- Attract, hire and retain exemplary teachers and staff.
- Encourage strong parent involvement in the life of the child and school.
- Establish and maintain partnerships between the school, home, and community at large.
- Extend learning beyond the classroom walls by exposing students to the rich cultural, historical, and scientific resources within our community and around the world.
- Explore and celebrate individual differences and contributions.

Our goals are to further develop the academic standards and opportunities on campus, operate economically and efficiently, be responsive to the needs of our student body and parents, reward excellence in instruction, rise to the technology and the times in which we live, and promote an interest in science, technology, engineering, and mathematics. These goals and our strategies for achieving our mission are designed to ensure that our students become self-motivated, life-long learners.

**Educational Philosophy**

Education has no higher purpose than preparing people to lead personally fulfilling and responsible lives. A Science, Technology, Engineering and Technology (STEM) education helps students develop the habits of mind they need to become compassionate human beings able to think for themselves and to face life head on. STEM education equips students to participate thoughtfully with fellow citizens in building and protecting a society that is open, decent, and vital. Our nation’s future—its ability to create a truly just society, to sustain its economic vitality, and to remain secure in a world of increasing hostilities—depends more than ever on the character and quality of the education that children are provided.

Science, when energetically pursued, can provide humanity with the knowledge of the biophysical environment and of social behavior needed to develop effective solutions to its global and local problems; without that knowledge, progress toward a safe world will be unnecessarily handicapped.
By emphasizing and explaining the dependency of living things on each other and on the physical environment, science fosters the kind of intelligent respect for nature that should inform decisions about technology.

Scientific habits of the mind can help students learn to deal sensibly with problems that often involve evidence, quantitative considerations, logical arguments, and uncertainty. Without the ability to think critically and independently, citizens become easy prey to dogmatists, con artists, and purveyors of simple solutions to complex problems.

**Scientific Literacy** – is the ability to use scientific knowledge (in physics, chemistry, biological sciences, and earth/space sciences) and processes to understand the natural world but to participate in decisions that affect it (in three main areas—science in life and health, science in Earth and environment, and science in technology.  

**Technological Literacy** – in the modern world means the ability to use, manage, understand, and assess technology. Students should know how to use new technologies, understand how new technologies affect us, our nation, and the world. Technology is the innovation, change, or modification of the natural environment to satisfy perceived human needs and wants.  

**Engineering Literacy** – is the understanding of how technologies are developed via the engineering design process; lessons are project-based and integrate multiple subjects, making difficult concepts relevant and tangible to students and tapping into student’s natural interest in problem solving. Engineering design is the systematic and creative application of scientific and mathematic principles to practical ends such as the design, manufacture, and operation of efficient and economical structures, machines, processes, and systems.  

**Mathematical Literacy** – means the ability of students to analyze, reason, and communicate ideas effectively as they pose, formulate, solve and interpret solutions to mathematical problems in a variety of situations.  

Stem literacy bridges these four areas into an interdisciplinary study. It shifts classrooms from learning discrete bits and pieces of information and rote procedures to students investigating and questioning the interrelated aspects of the world. Technology is used to gather and analyze data; design; test; and improve upon a proposed solution, and then communicate their findings with their peers and their communities and beyond.

**What it Means to be an Educated Person in the 21st Century**

The Journey STEM Charter School will ensure that students who matriculate from fifth grade are prepared for the challenges of a STEM middle and high school which will

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7 Ibid.  
enhance students’ access to college and extend their choice in life-sustaining employment of the 21st Century. In the 21st Century, changes in our global society require a new definition of “educated person”. Access to information digitally is central as we become more interdependent and able to communicate globally and freely. This interdependency requires an understanding of the global Diaspora with a knowledgeable and respectful approach to communication and interaction. This interaction requires strong literacy and mathematical ability, significant problem-solving skills and a higher level of education than ever before in addition to being prepared for 21st Century careers.

The Massachusetts Institute of Technology (MIT) faculty defines a well-educated person in the 21st century as having the following characteristics:

- Strong knowledge of academic content
- Problem-solving capability (of both fuzzy and well-structured problems)
- Creativity and the ability to work with multiple ways of representation
- Motivation to learn, intellectual independence, and the ability to self-educate
- Communication skills (oral, written, teamwork, and interpersonal skills)
- Global awareness, vision, a sense of human responsibilities and ethics.

Students must be prepared to live and work in a globalized society. As a result, students must become lifelong learners and be prepared to adjust to having various careers and professions over their lifetimes. Because of the new global economy, our nation needs a workforce with the knowledge and skills to compete. The 21st century workforce needs to be problem solvers, innovators, and inventors.

In addition to strong academic skills, the 21st Century learning must also have strong character traits such as our schools core values: integrity, perseverance, dignity, pride, respect, and compassion.

Self-Motivated Life-long Learners

Journey STEM is interested in focusing on student performance in challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve complex problems. We are not only interested in how many answers our students know, but also that they know how to behave when they don’t know the answer. We want our students to be efficient and effective problem solvers. In other words, our students will learn Habits of the Mind.9 There are sixteen attributes in habits of the mind:

1. Persistence – sticking to a task until it is completed; not giving up.

3. Listening to Others with Understanding and Empathy – being able to paraphrase another person’s ideas, detecting indicators of their feelings or emotional state in their oral and body language.

4. Thinking Flexibility – considering alternative points of view or being able to deal with several sources of information simultaneously.

5. Thinking about Thinking (Metacognition) – developing a plan of action, maintaining that plan in mind over a period of time; reflecting back on and evaluating the plan upon completion.

6. Striving for Accuracy and Precision – people who value accuracy, precision and craftsmanship take time to check over their products.

7. Questioning and Posing Problems – effective problem solvers know who to ask questions to fill in the gaps between what they know and what they don’t know. Effective questions include:
   “What evidence do you have…?”
   “How do you know that’s true…?”
   “How reliable is this data source…?”

   Students pose questions, which make causal relationships and connections:
   “How are these people (events)(situations) related to each other?”
   “What produced this connection?”

   They pose hypothetical problems characterized by “if” type questions:
   “What do you think would happen if…?”
   “If that is true, then what might happen if….?”

8. Applying Past Knowledge to New Situations – being able to abstract meaning from one experience, carry it forward, and apply it to a new situation.

9. Thinking and Communicating with Clarity and Precision – language and thinking are intertwined. When language is fuzzy, it is a reflection of fuzzy thinking; language is refined to enhance a person’s cognitive maps and their ability to think critically which is the knowledge base for efficacious actions.

10. Gathering Data through all Senses – information gets to the brain through the sensory pathways: gustatory, olfactory, tactile, kinesthetic, auditory, and visual. When sensory pathways are open and alert, more information can be absorbed from the environment.

11. Creating, Imagining and Innovating – creativity leads to risk taking, solving problems differently, examining alternative possibilities; starting with a vision and working backward; pushing the boundaries.

12. Responding with Wonderment and Awe – efficacy creates an “I CAN” and “I Enjoy” attitude; seeking problems to solve on their own; enjoying figuring things out; feeling compelled, enthusiastic and passionate about learning, inquiring, and mastering.

13. Taking Responsible Risks – using past knowledge, being thoughtful about consequences and having a well-trained sense of what is appropriate; knowing all risks are not worth taking; being capable of being different, going against the grain of the common, thinking of new ideas and testing them with peers as well as teachers.

14. Finding Humor – Laughter has positive effects on psychological functioning; having a whimsical frame of mind allows students to find incongruities and
perceive absurdities, ironies and satire; find discontinuities and be able to laugh at situations and themselves.

15. Thinking Interdependently – working cooperatively; realizing that everyone together is more powerful intellectually and/or physically than any one individual; being sensitive to the needs of others.

16. Learning Continuously – always striving for improvement, always growing, always learning, always modifying; seizing problems, situations, tension, conflicts and circumstances as valuable opportunities to learn; humility in knowing that we don’t know, which is the highest form of thinking we will ever learn.

In conjunction with the work of behavioral theorists, we have examined cognitive learning theories such as Vygotsky’s social development theory and Bandura’s social learning theory. Social development and learning theory involves attention, memory and motivation, and therefore can be viewed as a bridge between behaviorist and cognitive learning theories. Vygotsky wrote *Mind and Society* in which he asserts social interaction plays a fundamental role in the process of cognitive development. He writes how speech and writing is used to mediate our social environments. Initially, children use these tools solely for social functions, but through the internalization of speech and writing, children are led to higher thinking skills. Vygotsky promotes students and teachers to take an active role in learning. Vygotsky’s theory of Zone of Proximal Development (ZPD), or the distance between a student’s ability to perform a task under guidance and/or collaboration and the student’s ability to solve problems, informs our teaching methodology. Originally ZPD was developed to argue against standardized tests as a means to gauge intelligence. ZPD was expanded since its original concept to include scaffolding. Scaffolding was developed by socio-cultural theorists to include the process by which a teacher provides assistance until the child is able to accomplish the task or learning independently. Vygotsky maintains that learning occurs just above the students’ current level of competence. Therefore, students learn by having teachers scaffold the learning so students are successful at tasks that could not be accomplished independently. Teachers use language and shared experiences to scaffold or as a learning tool. Children learn by solving problems with the help of the teacher who models the process and in a classroom environment that is directed by the teacher. The teacher collaborates with students to provide support and direction for the learning. In addition, the curriculum needs to challenge and stretch the students competence.

Bandura’s social learning theory adds to Vygotsky’s work on ZPD. Bandura asserts that people learn from one another through observation, imitation, and modeling. Social learning theory explains human behavior in terms of interaction between cognitive, behavioral and environmental influences. There are four conditions necessary for

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effective modeling: attention, retention, reproduction, and motivation. Bandura asserts that behavior and environment have a reciprocal relationship and affect each other.

The work of Vygotsky and Bandura both point to the importance of social interaction, language, and environment. Moreover, in designing an effective learning environment, it is important to create a structure with measurable outcomes. While some may believe behavioral and cognitive theorists differ in defining learning and describing conditions required to make learning happen, we see both have meaningful contribution in conceptualizing, designing, and articulating the school model.

These research-based assumptions and foundations as the basis for our selected pedagogies will assure that our students become successful self-motivated life-long learners.

**How Learning Best Occurs: Thinking Curriculum**

Journey STEM will integrate some of the most proven, successful curriculum pedagogies, educational philosophies that reflect the best effective school practices for our target population. Learning best occurs when students can construct their own understandings of the world in which they live. Teachers must invite students to experience the world’s richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world’s complexities.11

**Learning best occurs when students are valued as individuals, with lessons tailored to their differences and taught in several ways.** Not all children enter school interested in the concepts that need to be taught. Relevance can emerge through teacher mediation. Our teachers will focus on essential questions, give the students time to think about them and then lead them to the resources necessary to answer it. This is quite different from asking the many specific questions that are tied to a packaged curriculum, when the questions are not quickly or accurately answered, answering them for the students to keep the pace of the lesson brisk. Most packaged curriculums have a scope, sequence, and fairly rigid timelines. We believe that all children can learn. Children express their potential in a variety of ways. People are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum.12 We believe that all students are endowed with multiple intelligences as described by Howard Gardner. Our inquiry, project-based curriculum will allow our students to demonstrate their learning and understanding consistent with those intelligences. By recognizing the diversity of intelligences available for each student to tap into their understanding of the world, and by creating an environment that encourages students to express those intelligences, we can be more confident and

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hopeful of the results of our own work. Our school will not be a one-size fits all approach to learning.

**Learning best occurs when students construct their own meaning.** We believe that learning should not consist of the teacher imparting knowledge onto his/her students, rather teachers working with students to construct knowledge. We believe that learning best occurs when students are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups allowing learners to construct their own meaning. Learning best occurs when existing theories and perceptions are challenged through conversation, hands-on activities/experiences. Students should initiate activities based on self-generated goals, work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them. We believe the more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills.

**Learning best occurs when students know how to collaborate, cooperate and negotiate with diverse people and understand others’ perspectives.** Students should not be educated in classrooms with students whose experiences are largely similar to their own (culturally, economically, linguistically), but rather in our rapidly developing technologically-driven world, it is more imperative that people are open to the perspectives, values and meanings of others. Students will work in teams that result in individuals taking responsibility for their learning as well as helping their teammates learn thereby creating an atmosphere of achievement.

**Learning best occurs when students (even the youngest) are given opportunities to make a difference in their world and see the power of their own actions in effecting change.** Our students will be given opportunities not only to learn, demonstrate and display their work, but also to contribute to their community in meaningful ways. As a result, our students will see the impact of their actions on their community as they apply their intelligences through their planning and interactions.

**Learning best occurs when teaching and learning is personalized to support students’ academic and social development.** We seek to provide a personalized learning environment and continuous relationships among students and faculty. The student population will be organized into structures such as multi-age groupings and looping. This will provide continuity from year to year and allow teachers to build upon the knowledge and skills from previous years to provide seamless instruction. Our faculty will come to know each student individually and be able to address his/her academic and social needs. These deep relationships will support the use of differentiated instruction in the classroom.

**Learning Best Occurs when it involves active inquiry and in-depth learning.** Students will be actively engaged in the learning process and not just passive recipients of their teacher’s knowledge. Instructional units will be developed that integrates multiple content and performance standards, while building on students’ prior knowledge, allowing time for reflection and self-assessment, and relating learning to the
world that surrounds them. Students will apply classroom learning to tangible problem solving in a way that brings learning alive and grants it real-life relevance. Journey STEM will establish community connections and expose students to the adult world of scholarship and work. Teachers will provide students with ample opportunity to reflect upon their learning throughout the process. Our inquiry based approach will focus on using and learning content as a means to develop their information-processing and problem-solving skills. Our emphasis will be on "how we come to know" and less on "what we know". This approach will allow students to remain interested and engaged in their subjects and projects, thus allowing learning to become "easier" for them as they construct in-depth knowledge.

Journey will utilize best practices from successful charter schools with a strong research base. Our programs goals are informed by the No Child Left Behind Act of 2001 through the focus of a standards-based curriculum, accountability, and high expectations with measurable goals. We strive for strong academic outcomes for all students. Journey STEM Charter School has specific beliefs based on best practices and research that inform our educational philosophy and how we intend to meet rigorous standards we hold for the school and for our students.

Specifically:

1. We hold high academic and behavioral expectations for every student.
2. We engage and grow competent and experienced school leadership and staff.
3. We offer a rigorous academic program with intentional student supports.
4. We are a data-driven school community that implements a research-proven curriculum that is tied to our mission.

1. **We hold high academic and behavioral expectations for every** student.

Journey STEM Charter School will develop and maintain a school culture that is achievement oriented and is built on strong and universal values. The school’s core values of integrity, perseverance, dignity, pride, respect and compassion are explicitly taught and assist students to rise to the high academic and behavioral expectations we hold for them. Teachers will actively model and teach the values of the school throughout the day of instruction as well as during morning meetings.

**Academic Expectations**

It is critical for teachers to communicate to students that they can learn to be smart and that effort is celebrated and rewarded in the classroom. A vast majority of characteristics that we have so often ascribed to “intelligence” are skills that can be taught and learned. Each and every adult at Journey STEM Charter School will believe that all students are college-bound by holding students to high academic expectations at every grade level.

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Teaching to mastery is critical. Classes will be structured to optimize learning, with common routines for all daily practices that minimize distraction and disruption from learning time, and with multiple formal and informal checks for understanding. Since all students are expected to meet or exceed grade level standards, if a student does not meet passing scores on assessments, multiple supports will be put in place to work with him or her until a student masters the material. Journey STEM Charter School will formally recognize and celebrate students who evidence the academic and behavioral excellence that lie at the core of the school’s values and educational program.

Teachers will assign appropriate levels of homework at each grade level, and students will be held to high expectations through its completion every night in order to practice skills taught explicitly during the school day. Because we believe this daily reinforcement of skills and content taught during the school day is critical to students’ academic growth, we have structured supports within the day to aid its completion. For example if students do not complete homework, they will miss choice time at the end of the day. Choice time provides opportunities to choose center learning opportunities (i.e., alphabet learning, manipulatives, poetry, writing, puzzles, computer, art, projects, etc.

Behavioral Expectations

We seek to create confident, self-assured learners. We believe that confidence and self-assurance will come from our delivery of a structured learning environment that engages students in learning. We will be able to create and maintain this environment as evidenced through high student participation, and students challenging themselves to grow, to learn, to have fun, and to engage respectfully in their work with one another.

Journey STEM Charter School has high standards for student conduct and communicates those with clarity and consistency. We strongly believe that every child wants to behave well and will rise up to the expectations of the primary adults in their lives. We will establish a positive, caring atmosphere where students feel safe and successful while being held to high standards of behavior at all times. A strong school culture will be the foundation of student discipline, utilizing student engagement strategies. Behavioral expectations will be consistent from classroom to classroom.

The school day is structured and transparent so that students understand how to adhere to school routines. When necessary to redirect and correct student behavior, teachers will be trained in common positive student discipline techniques. Teachers will manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful.

The entire school community will be guided by a clear Code of Conduct: Be Safe, Be Respectful, Be Responsible. Students will be explicitly taught to be safe in all of their environments; to respect the rights of others and manifest that respect in their daily interactions with their peers, teachers, administrators, parents/guardians. They will be
taught to be responsible for their words, actions, contributing to their own learning by being an active participant/recipient in the learning process.

A common language around school values will begin in kindergarten and expand through completion of fifth grade. A social skills program such as Second Step will result in teaching students to reduce aggressive behaviors and increase students’ social-emotional competence. Our students will be exposed to modeling, coaching, and practice decision-making, impulse control, problem-solving, empathy, fairness, safety, anger management.

2. **We engage and grow competent and experienced school leadership and staff.**

For a school to be successful, effective leadership must be present. Journey STEM Charter School will be part of a management structure beginning with a Principal, then adding an Executive Director, Director of Curriculum and Instruction, and Business Manager. The most successful charter schools have learned that there must be dedicated and senior staff responsible for implementing the organizational and the academic goals of the Board of Directors. The Board of Directors will guide the school to achieve academic success by demonstrate their leadership by maintaining the financial health and conducting long-term strategic planning to project the school’s success into the future. School administrators are responsible for implementing the programs and strategies approved by the Board of Directors that will ensure the school’s academic and financial success.

**Staff**

Teachers at Journey STEM Charter School will be recruited and retained because they are effective, professional, and dedicated educators. With our youngest students, teachers must be experts in literacy development. Teachers will be credentialed and highly qualified as required by No Child Left Behind. To develop and ensure teacher effectiveness, teachers will be observed frequently and participate in informal and formal feedback conferences with the Executive Director. Teachers will participate in two weeks of training prior to the opening of school during the first year of operation (see reference to possible change). Additional professional development will be job-embedded and occur throughout the year. Teachers will create a professional learning community that is focused on student learning and will collaborate by horizontal and vertical grade levels. In addition teachers will plan curriculum, write assessments, and analyze state standards and standardized tests to ensure curriculum alignment. Instruction and its improvement will drive the school culture and learning and its measurable results will inform instruction. Teachers will be able to meet the needs of various students by utilizing flexible ability reading groups and lower student to teacher ratio during literacy time.
3. **We offer a rigorous academic program with intentional student supports.**

Students need access to continuous and rigorous academic programming beginning in the youngest grades. Journey STEM Charter School ensures a foundation of skills and a rigorous academic program sets students on the path for academic success.

**Foundational Skills—Core Content Areas**

Our academic program is centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social students and science. Students will benefit from longer literacy and mathematics instruction in the primary years. Specific attention and longer instruction in literacy will ensure students have early literacy success that supports them to higher levels of achievement. The overall literacy program is based on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing.

**Extended Day and Year**

More access to effective instructional time increases learning. Students will attend Journey STEM Charter School for an extended day and year. The school schedule is from 8:00 to 3:30 (exceptions for transitional kindergarten and kindergarten which will be based on individual developmental level). The minimum schedule for transitional kindergarten will be from 8:00 a.m. to 12:00 a.m. The school year will extend to 185 days.

**Culturally Relevant Learning Environment**

Our culturally-relevant learning environment will honor and recognize the languages and cultures of our diverse representation of students as an asset to the school community. Culturally relevant learning environments, in our vision, do not need to, and must not sacrifice our commitment to setting clear standards. Instead, we will ensure that our focus will be on Academic English Language development, fluency, and grammar as key components of our learning program and requirements for achievement of each student. Teachers will be trained on strategies for providing a culturally relevant STEM curriculum to educate our students on the contributions of scientists, astronauts, chemists, engineers, etc. from their culture, while allowing students to access curriculum in a way that meets their unique cultural, social, and emotional needs. Infusing culturally responsive pedagogy into our STEM focused curriculum is one of the key factors that make us unique. This will enable us to meet the needs of the 21st century’s culturally diverse urban student population.

4. **We provide clear standards, research-proven curriculum and frequent assessments.**

Clear standards ensure learning is focused on the specific skills and content knowledge that students need to master in a logical and sequential manner and allow for effective planning of instruction and assessments. School curricula will be fully aligned with California Department of Education Content Standards which are “designed to encourage the highest achievement of every student by defining the knowledge,
concepts, and skills that students should acquire at each grade level."\textsuperscript{14} The Principal will guide and support all classroom teachers as they organize and plan all daily lessons using the Common Core State Standards. All assessments and instruction are designed for mastery of the standards.

\textit{Research-Proven Curriculum}

Journey STEM Charter School will utilize curricula with a proven track record and research base. All curricula and educational strategies will be selected because there is a research base to support their effectiveness for our targeted population. For more details, please see the Instructional Program and Curriculum later in this section.

\textit{Frequent Assessments}

Teachers will plan and deliver instruction informed through frequent assessment where school leadership and teachers analyze assessments and plan instruction for students to master the individual standards embedded within them. Daily, weekly, and trimester-based systems will be in place to monitor the effectiveness of instruction and student learning. Teacher-created and curriculum-generated assessments will be used to inform the weekly lesson plans. On a more formal basis, Interim Assessments are administered frequently (every six weeks) to inform instruction and the scope and sequence of instruction is modified based on the student performance data on interim assessments. For instance, if interim assessments data demonstrates that students have not mastered a specific content standard, we will modify the lesson plan, re-teach and assess the content standards again until we reach mastery.

The school’s measurable goals are outlined in Element 2 of this petition. The school’s accountability plan requires a thoughtful series of frequent assessments which will continuously inform leadership and staff as to the efficacy of the instructional program and student supports. It all guides all decisions in a time-effective and proactive manner for every student.

5. \textbf{We are a data-driven school community.}

The key components at JSCS will be assessments, analysis and action in a data driven culture. The collaborative environment that we will create will support our efforts to develop common core assessments that are aligned to Common Core State Standards and our instructional sequence. Our professional development schedule has been designed to encompass our ability to analyze the data and subsequently utilize the information to plan the appropriate action.

Prior to the opening of school, the staff will be involved in a Summer Institute (professional development) that will engage them in an introduction to effective data

\textsuperscript{14} California Department of Education Content Standards can be accessed at http://cde.ca.gov/be/st/ss/.
driven instruction and build an implementation calendar for creating assessments, implementation, planning meetings and re-teaching. The goal will be to gain a strong sense of our data cycle. As soon as we obtain the spring 2015 Smarter Balance Assessment results, we will utilize this entire process, so that we begin the following year with an historical picture of each of our students.

As inquiry-based units are being planned for implementation and once site-development begins, teachers will be involved in creating standards-aligned assessments ensuring that students are reassessed throughout the year on essential standards. The results of the analysis will allow teachers to have a current picture of how well their students are doing as a whole as well as, as individuals. The Principal/DCI will facilitate the process and work to make certain that teachers are able to use the process to stay focused on student performance and instructional plans.

Students will also be involved in analyzing their performance data by meeting with their teacher, conducting student led conferences with their parents, and by maintaining an individualized learning plan if they are an advance or struggling student. This is a critical component of students understanding and monitoring their own progress. Our students will know and understand the knowledge and skills necessary for mastery for each class. They will receive feedback and know how they performed on each assessment. It is important for students to know what interventions will be put in place and what it will take to move towards mastery.

Teachers

Teachers are hired because of their unwavering belief that students can learn and achieve at high levels and their demonstrated capacity that they can deliver on this belief. Teachers are committed to the planning and delivery of standards-based lessons daily, as well as providing daily, individualized academic support as needed. All students will be supported in meeting rigorous standards with one-on-one tutoring, during designated enrichment time or after school.

Parents/Caregivers

A parent engaged in a child’s education directly supports a child’s academic success. To support parental engagement, Journey STEM Charter School will provide family orientations, home visits, parent workshops, and frequent communications between school and home.

Prior to entering the school, parents will attend an informational session. After the school lottery, families will attend an orientation meeting in which school leaders will explain the school mission, philosophy, Code of Conduct, and family responsibilities. Before the first day of school, Journey STEM Charter School leadership and staff will ensure families are knowledgeable about the school and understand their commitment to
their child’s education by having families acknowledge and sign an agreement for participation.

Parents will be invited to attend four Family Workshops a year provided and facilitated by the Executive Director, and teachers. The workshops will be held at times conducive to various family schedules. Workshop topics in the primary years will include how to help your child read; do math; increase language development; and complete homework. In the upper grades workshop topics will include technology; the transition from elementary to middle school; social skills; STEM careers. Families will have an opportunity to inspire workshop topics that meet their needs.

Coffee/Pastry Chats

Coffee chats with parents will occur in the morning once a month with the Principal and/or teachers, communicating curriculum, homework supports, and strategies to help each child succeed. Coffee Chats are a time for parents and the school to communicate and build relationships in support of the school’s ambitious and critical mission.

Students

With supports, students will embrace the strong school community environment and demonstrate the school mission through their academic performance, internalization of the school’s core values, and involvement in the community. Our students will manifest the academic behavioral and leadership goals of the school. Students will be driven to push themselves through goal setting from the first day of school by setting academic and personal goals. Teachers will communicate with students on a daily, weekly, and on a trimester basis regarding goals. In addition, student led parent-teacher conferences will be a time that unifies all three constituencies as well as motivate the student and build the strong relationships needed to ensure students meet the high expectation placed on them and set by them.

Particular attention will be paid to following our students after matriculation by developing an alumni network. Alumni will be given opportunities to return to Journey STEM Charter School to tutor students, judge public exhibitions of projects, etc.

Community

Building strong ties with the local community is critical. Journey STEM Charter School will partner with organizations in the Los Angeles Area through outreach efforts to business, policy makers, community leaders, and key stakeholders that are dedicated to helping students obtain academic success.

As a STEM school it is vital that our school connect with STEM industries to provide services and training to staff and students such as, but not limited to: the Northrup-Gruman, Boeing, Edutopia, Lego Engineering, University of Southern California,
University of California, Los Angeles, Los Angeles Southwest College, NASA, California Science Museum.

We will foster a supportive environment inside the classroom and throughout the school and community for the purpose of developing our students’ pride in themselves, their school, their family, their heritage and their community. We will reach out to a wide range of organizations and will enlist participation of several community organizations.

Journey STEM Charter School is dedicated to supporting each student in the achievement of his or her highest academic potential. The educational focus is designed to foster each individual’s capacity for self-development and personal responsibility to prepare the student for success in middle school, high school, adult life, college and career without remediation. Learning occurs in a safe, comfortable environment with greater personalization and increased interaction among all members of the learning community. Students are active learners and demonstrate powerful learning through the production of significant work. They are motivated by being in school and achieve because they are able to transfer interdisciplinary learning to real-world situations and see its connection to their lives in the 21st century.

**EDUCATIONAL PROGRAM AND CURRICULUM**

The academic program and teaching methodologies that inform the development of our education program include (but is not limited to):

- Extended Learning Time
- Choice Time
- Teaching for Mastery
- Project-Based Learning
- Inquiry Based Learning
- Strategies and Supports for Student Mastery of Instructional Materials
- Social Skills/Character Education

**Extended Learning Time**

A critical teaching methodology of our school is to provide teachers with more time to teach and support students, and to provide more time for students to learn and advance. Increased effective instructional time allows students more time to learn and more time used in a constructive manner will result in stronger student performance. Catherine Dodd\(^{15}\) examines several studies that explore the question of whether extending learning time for students in need of support can bridge the academic gap. In one study, extending the school day for kindergartners using the same curriculum as its half-day counterparts made a significant difference in the achievement levels of the full-day

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\(^{15}\) Dodd, C (Sept-Oct 2002) Extended-day programs: time to learn: extending learning time for students in need of support can bridge the academic gap by providing students with the time they require to master subject content.
participants.\textsuperscript{16} We will use the extended time to maximize the academic success of our students, particularly those in transitional kindergarten.

Journey STEM Charter School Students attend school from 8:00 am until 3:30 pm. Homework Club is provided for students who do not adequately complete daily assignments and voluntary for students who would like a quiet space to complete their work or need tutoring support. The extended day is designed to provide more time for learning in addition to opportunities for tutoring, enrichment, and student supports. Saturday school may be offered to provide student enrichment, tutoring support, parent workshops, preparation for middle school exams (ISEE).

**Choice Time**

At the end of each day for students in kindergarten through third grade, students will attend Choice Time. Choice Time provides students opportunities to choose center learning opportunities (i.e., alphabet learning, manipulatives, poetry, writing, puzzles, computer, projects, art, etc). This is a time for students to take ownership of their learning as they have an opportunity to make a choice regarding the activities they choose. Center activities allow flexibility to meet students’ diverse needs. Center activities will be planned using age and grade level appropriate activities. Some center activities include a listening center where students can listen to their favorite story, a writing center where students can publish their work, a poetry corner where students can recreate poems using sentence strips, engineering center (using LEGO), or an art center where students can paint, or complete an art project.

Within our extended day and extended year program, Journey STEM Charter School provides daily supports to ensure the additional learning time is handled in developmentally appropriate ways. In order to keep students focused, teachers will ensure the pacing of lessons is interactive and engaging. The use of chants, kinesthetic movements, and positive reinforcements will encourage student engagement.

**Teaching for Mastery**

Assessment is essential for measuring students’ academic needs and ensuring that all students are mastering the learning standards. At the beginning of every school year, incoming students are assessed with age-appropriate, standardized assessment and diagnostic tools giving teachers assistance in the process of designing curriculum, lessons, and pacing, as these formative, benchmark assessments provide a clear understanding of current student mastery. These assessments also enable us to identify students who may need extra help to reach mastery on learning content standards. At the end of each year, we will administer these same assessments in order to measure

individual and cohort longitudinal progress and the efficacy of the curriculum and instruction, designing refinements and changes where needed.

Standards-based interim assessments will be developed by school leadership and staff, and administered to students every six weeks. Teachers will use these periodic assessments to measure how well students are mastering the standards. Teachers will meet with the Principal after each assessment to discuss the results and to create an action plan when re-teaching, intervention, or differentiated instruction is necessary. Student performance data informs whole class instruction, small group work, and one-on-one tutoring. Interim assessments will allow teachers to effectively assess students’ skill needs and then target instruction and support to address specific deficiencies. By continuously using data to inform instruction, the academic needs of every student will be met. Parents are partners in assuring students are meeting rigorous mastery standards, therefore, communication is vital. Our school provides multiple formats and structures to ensure parents are informed of the results of these assessments, including but not limited to weekly progress reports, report cards, Student Success Team plans. As a result, parents are knowledgeable and able to be proactive in helping their children meet learning standards.

**Project-based Learning (PBL)**

Project-based learning is a critical pedagogy to our STEM program and our target population. It is an instructional approach built upon authentic learning activities that engage student’s interest and motivation. These activities are designed to answer a question or solve a problem that generally reflects the type of work people do in the real world outside of the classroom. PBL is synonymous with learning in depth. It teaches our students 21st century skills as well as content.

Edutopia staff of the George Lucas Educational Foundation provides the following rationale for teaching with project-based learning and for using technology.

Project-based learning, also known as project-based learning, is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. Because project learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they are studying. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work. Meeting the needs of all students, PBL is also an effective way to integrate technology into the curriculum. A typical project can easily accommodate computer and the Internet, video cameras, global-positioning system (GPS), digital cameras, etc.\(^{17}\)

\(^{17}\) [http://www.edutopia.org/project-learning-introduction](http://www.edutopia.org/project-learning-introduction)
Teachers will use the features of project-based learning as described in "Project-Based Learning: A Strategy for Teaching and Learning." For these researchers, PBL:

- Engages students in complex, real-world issues and problems; where possible, the students select and define issues or problems that are meaningful to them.
- Requires students to use inquiry, research, planning skills, critical thinking, and problem-solving skills as they complete the project.
- Requires students to learn and apply content-specific skills/standards and knowledge in a variety of contexts as they work on the project.
- Provides opportunities for students to learn and practice interpersonal skills as they work in cooperative teams and, whenever possible, with adults in workplaces or the community.
- Gives students practice in using the array of skills needed for their adult lives and careers (how to allocate time/resources; individual responsibility, interpersonal skills, learning through experience, etc.)
- Includes expectations regarding accomplishments/learning outcomes; these are linked to the learning standards and outcomes for the school/state and are stated at the beginning of the project.
- Incorporates reflection activities that lead students to think critically about their experiences and to link those experiences to specific learning standards.
- Ends with a presentation or product that demonstrates learning and is assessed; criteria will be decided upon by the students and teacher.

Inquiry-Based Instruction

The inquiry approach is focused on using and learning content as a means to develop information-processing and problem-solving skills. This strategy is student centered and allows the teacher to facilitate student learning. There is more emphasis on "how we come to know" and less on "what we know". With an inquiry based approach to learning, students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or project, the easier it is for them to construct in-depth knowledge of it. Learning becomes almost effortless when something fascinates students and reflects their interests and goals. Inquiry learning is concerned with in-school success, but it is equally concerned with preparation for life-long learning. Inquiry in our classrooms will be demonstrated by open systems where students are encouraged to search and make use of resources beyond the classroom and the school. Technology will also be connected to inquiry so that the students can connect with local and global communities which are rich sources of learning and learning materials.

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**Strategies and Supports for Student mastery of Instructional Material**

Students learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students until they reach mastery, regardless of the pace or style by which they learn. We offer:

- Clear, engaging, high-quality lessons in the classroom
- Real-world experiences
- Increased learning time relative to other district schools
- Push-in instruction by teachers certified to provide special education and related services for students requiring it
- Supplemental and Intensive instruction during the school day for student requiring intervention of advanced levels of instruction
- Tutoring for students who require additional individual and small-group instruction
- Intentional English Language Learner curriculum and supports for English Language Development

All of these strategies and supports ensure that all students meet or exceed the high standards set at Journey STEM Charter School.

**Language Arts**

*Intensive Focus on Literacy*

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. One of the greatest barriers that hinder students’ academic success is a weak foundation in literacy. Studies confirm that success or failure in building a foundation of fundamental literacy in the primary grades is a compelling gauge of future academic success. According to the National Research Council, “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade. A person who is not at least modestly skilled reader by that time is unlikely to graduate from high school.”

We will employ a balanced literacy approach to reading and language arts instruction. The literacy program will be divided into four reading blocks including read alouds, independent reading time, speaking/listening and writing workshops.

*Phonemic Awareness and Phonics*

We will provide a balanced literacy approach—directly teaching sound-symbol relationships, including ample practice with phonemic awareness, and phonics. Students

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will progress to word and passage reading, vocabulary development, comprehension, oral fluency. Student instruction will be differentiated as students are grouped by similar reading levels based on placement tests.

Read Alouds

In order to ensure our readers are fluent, students will be given opportunities to read aloud and to be read to daily by parents/teachers to increase their decoding ability and fluency rate. Fluency is the rate and accuracy with which students are able to read. Read alouds and independent reading all work to increase a student’s fluency. We will test all students’ fluency on a weekly basis in the primary years to ensure students are progressing. Fluency is taught through adult modeling and student practicing. In kindergarten, as children are learning to decode an important aspect of becoming strong readers is having access to engaging read alouds. Read alouds will also be integrated throughout the core curriculum in mathematics, social studies, science.

Speaking/Listening (Vocabulary)

Vocabulary development is critical for students to be able to increase their comprehension of content and concepts. All grades will incorporate a rigorous vocabulary development program across all content areas. In addition, a STEM vocabulary will be emphasized throughout the curriculum. Standard English will be modeled explicitly by all adults, while student’s home language will be continuously celebrated. Students will learn the art of code switching, enabling them to retain their home language, while simultaneously building their academic language skills.

Writing

We will offer a rigorous writing curriculum that is designed to have students use technology to produce writing with excellent organization, elaboration, and flow in multiple genres. The curriculum will have a heavy emphasis on sentence structure, basic grammar, and paragraph formation. Students will be expected to complete daily writing that supports the development of grammar. Students will use technology to develop narratives, expository and persuasive essays, research papers, and literary analysis essays. Our writing program will prepare students to think critically and communicate their ideas clearly.

Literacy in Grades 4-5

A foundation of strong literacy skills developed in the primary grades based on a balanced literacy approach will allow literacy instruction in the upper grades to focus on deep comprehension of a variety of fiction and non-fiction texts. We recognize that reading proficiency is essential to the mastery of STEM competencies. As a result, our students must graduate from Journey reading at or above grade level in order to successfully pursue STEM careers.
The language arts program is based on the Common Core State Standards, utilizing state adopted textbooks and teacher created curriculum and using a variety of resources to enhance student learning. Supplemental materials include the use of McDougal Littell’s Language and Literature Anthology, leveled libraries and guided reading (based on Fountas and Pinnel’s Guided Reading), daily test preparation, Grammar, Mechanics, and Usage, and Thinking Maps. Teachers will also use trade books, primary scientific documents, non-fiction texts, i.e., Time Magazine for Kids).

Literacy instruction in grades four and five will make the transition from emphasizing phonics and phonemic awareness to intermediate grammar and novel reading. Students will begin dissecting sentences and classifying various parts of speech, and they will read books with higher-level vocabulary and complex novel plots. Students will begin reading more challenging books, diagramming complex sentences, and reading various prose and poetry (novels, plays, sonnets, poetry, speeches) with instructional supports. Students will read classical texts from a wide range of authors in fiction, non-fiction, and poetry. All students are expected to complete their fifth grade year above grade level in reading proficiency.

**Common Core State Standards - ELA**

K-5 – Reading, Reading for Informational Text, Writing, Language

*Key Ideas and Details*

*Craft and Structure*

*Integration of Knowledge and Ideas*

*Range of Reading and Level of Text Complexity*

**College and Career Readiness Anchor Standards**

*Comprehension and Collaboration*

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

*Presentation of Knowledge and Ideas*

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Mathematics

Intensive Focus on Mathematics

From transitional kindergarten through third grade, Journey STEM Charter School students will take: (1) a daily mathematics course that focuses on computation and (2) incorporating mathematical concepts during morning meeting that focuses on application and other critical math skills (calendar, money, number line, etc). In fourth and fifth grades, math classes include mathematics operations (focusing on math computation) and mathematics problem solving (math application). In addition, the metric system will be emphasized to prepare students for the global system. As a result, students will use a concept-based mathematics curriculum such as Saxon Math. All Journey STEM Charter School will know their addition and subtraction facts by the end of second grade and their times tables by the end of third grade. Students will be expected to complete basic addition, subtraction, multiplication, and division computations with 95% accuracy. By the end of fourth grade, students will be proficient in understanding and computing proper and improper fractions. Teachers will require students to apply this strong basic skills knowledge in challenging problem-solving situations. Specifically, students will be expected to: Use basic symbols to solve simple and complex problems; gather and interpret data using graphs and charts, predict outcomes of probability experiments; and solve problems involving proportional relationships. We will use a problem-solving supplement that provides daily demonstration of problem-solving skills.

Math lessons will follow a structured lesson plan designed for maximum success. The beginning of class will include a review of all homework assignments and will include a cumulative review. There will also be daily sections for basic facts review and problem solving. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes. Math classes may also make use of the rap, rhythm, and rhyme techniques pioneered by Harriett Ball\(^\text{20}\) and as used successfully by many of the highest performing public schools serving urban students.

Cross Curriculum Standards-Based Instruction

The mathematics curriculum is a foundation subject where we will spend a significant amount of time dedicated to ensure students will have a strong foundation. We will also employ a multi-disciplinary approach to ensure we connect mathematics to science learning. We will connect mathematics learning to science to enhance our students knowledge and performance of the Common Core State Standards mathematics and science.

\(^{20}\) Harriett Ball has developed “multisensory teaching” techniques that simultaneously address audio, visual and tactile-kinesthetic(A-V-T/K) learners. More information on Harriett Ball can be found at http://www.harriettball.com.
COMMON CORE STATE STANDARDS-MATHEMATICS

Kindergarten:

Counting and Cardinality
Operations and Algebraic Thinking
Number and Operations in Base Ten
Measurement and Data
Geometry

Grades 1 and 2:

Operations and Algebraic Thinking
Number and Operations in Base Ten
Measurement and Data
Geometry

Grades 3, 4, and 5

Operations and Algebraic Thinking
Number and Operations in Base Ten
Number and Operations - Fractions
Measurement and Data
Geometry

Social Studies

We believe that one major reason students attending urban schools score lower on reading rests is that they lack sufficient background knowledge to comprehend more complex text. When one reads a text, he/she must know how to decode the words and how to analyze the text. To truly understand the text, however, students must also know the basic vocabulary and contextual information the author assumes his/her readers understand. For this reason, and the importance of our students understanding the world around them, it is essential that students receive a rich and rigorous education in social studies. Our social studies program will also incorporate the contributions of scientists and engineers that are reflective of our student’s culture. This emphasis will serve as the catalyst for encouraging our students to pursue STEM careers while providing them with cultural relevance.

Our social studies curriculum will follow the comprehensive and challenging California State Standards. The social studies program will be presented in an engaging and challenging format. Teachers will expect students to master the key concepts and vocabulary, and they will teach students to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies classes will be fast-paced and teachers will work with students to hone their non-fiction reading skills,
learn important content (especially science, technology, engineering, and mathematics), and apply and retain it in written essays and oral presentations.

Science/Engineering

Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. Using hands-on experimental science programs such as Full Options Science System and an inquiry based curriculum such as My Pals are Here Science, along with the Life Lab, teachers will ensure that students have access to an engaging and challenging curriculum. Science assessments, for example will include sections that focus on the key terms and ideas of a unit as well as a performance tasks that requires students to synthesize and analyze data from hand-on experiments. The school will also follow the California Education and Environment Initiative by providing school and community based environmental education.

Beginning with first grade, students will use notebooks to write about scientific inquiry. Using a notebook will allow students be more focused on their data collection and it will help them remember information or revisit it at a later date. As students use their notebooks, the notebooks will serve as formative assessment tools as well.

A Rigorous Standards-Based Curriculum

The curriculum for the transitional kindergarten class will be a modification of the kindergarten curriculum as well as utilizing the California Preschool Learning Foundations. The curriculum for Journey STEM Charter School for grades K-5 is outlined in the following table. The Core Academic Scope and Sequence K-5 table includes: English Language Arts, Mathematics, History/Social Science and Science. The curriculum is based on the Common Core State Standards.

<table>
<thead>
<tr>
<th>Core Academic Scope and Sequence K-5</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>English Language Arts</td>
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<tr>
<td>Kindergarten Language Arts</td>
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<tr>
<td>Grade 1 Language Arts</td>
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<tr>
<td>Grade 2 Language Arts</td>
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<td>Grade 3 Language Arts</td>
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<tr>
<td>Grade 4 Language Arts</td>
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<td>Grade 5 Language Arts</td>
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</table>
The process for selecting curriculum, materials and instructional activities will be done as a community of practice facilitated by school leaders (including teacher leaders). The Director of Instruction will manage the logistics associated with selection tasks; however, the capacity will be built so that every teacher becomes an expert in at least one area of interest. Parents and community members will also have an opportunity to participate in the process as part of the review on the selections made by educators. All materials that are purchased as primary texts or instructional materials will be aligned with content standards as defined by state criteria or in the development of curriculum. Instructional materials or curriculum must also match the intent of our framework, methodologies and innovative content, which includes:

- Inquiry based instruction
- Brain-based learning (neuroscience and cognition)
- Compatible with the use of research-based strategies and differentiated learning
- Emphasis on character development
- Culturally relevant
- Adaptable to the needs of our special populations

Teachers will also be involved in selecting supplementary resources after they have demonstrated that the materials are consistent with the needs of their students. The curriculum during the first year will be based on the current state-approved programs for English-Language Arts and Mathematics. With the predominant use of interdisciplinary instruction, JSCS expects to review a variety of instructional materials immediately upon petition approval. Following the evaluation period, parents and community will be invited to provide input prior to a final decision.

While a final decision has not been determined, the selected textbooks under consideration for the Journey STEM Charter School are all research-proven curriculum and are aligned to the California State Content Standards. Content area textbooks under consideration are outlined in the following table.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>History Social Science</th>
<th>Science*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>California Treasures</td>
<td>CA Saxon Math or Math Treasures or Singapore Math</td>
<td>CA Vistas (MacMillian/ McGraw-Hill)</td>
<td>Full Option Science System FOSS (Delta Education) or My Pals are Here Science (Singapore)</td>
</tr>
<tr>
<td>First</td>
<td>California Treasures</td>
<td>CA Saxon Math or Math Treasures or Singapore Math</td>
<td>CA Vistas (MacMillian/)</td>
<td>Full Option Science System</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Program</th>
<th>Elementary Math Program</th>
<th>Science Program</th>
<th>English as a Second Language (ELD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>California Treasures</td>
<td>CA Saxon Math or Math Treasures or Singapore Math</td>
<td>CA Vistas (MacMillian/McGraw-Hill)</td>
<td>FOSS (Delta Education) or My Pals are Here Science (Singapore)</td>
</tr>
<tr>
<td>Third</td>
<td>California Treasures; Accelerated Reader (Renaissance Learning)</td>
<td>CA Saxon Math or Math Treasures or Singapore Math</td>
<td>CA Vistas (MacMillian/McGraw-Hill)</td>
<td>Full Option Science System FOSS (Delta Education) or My Pals are Here Science (Singapore)</td>
</tr>
<tr>
<td>Fourth</td>
<td>California Treasures; Accelerated Reader (Renaissance Learning)</td>
<td>CA Saxon Math or Math Treasures or Singapore Math</td>
<td>CA Vistas (MacMillian/McGraw-Hill)</td>
<td>Full Option Science System FOSS (Delta Education) or My Pals are Here Science (Singapore)</td>
</tr>
<tr>
<td>Fifth</td>
<td>Reading Mastery (SRA/McGraw Hill)</td>
<td>CA Saxon Math or Math Treasures or Singapore Math</td>
<td>CA Vistas (MacMillian/McGraw-Hill)</td>
<td>Full Option Science System FOSS (Delta Education) or My Pals are Here Science (Singapore)</td>
</tr>
<tr>
<td>ELD</td>
<td>Avenues Hampton Brown Academic Vocabulary for English Learners</td>
<td>CA Saxon Math or Math Treasures or Singapore Math</td>
<td>CA Vistas (MacMillian/McGraw-Hill)</td>
<td>Full Option Science System FOSS (Delta Education) or My Pals are Here Science (Singapore)</td>
</tr>
</tbody>
</table>

*Journey STEM Charter School will also partner with the Common Ground Garden Program operated by the University of California Cooperative Extension.*

**Academic and Respectful Community: Respect for Others and the World Around Us**

Justice, fairness, and equity describes the parent corporation (Equity Schools, Inc.) and are important values infused throughout the school culture and rituals. Journey STEM Charter School will teach about nonviolent social movements for justice and how to...
problem solve with one another without using violence and instead use respect for self, perseverance, and respect for others.

To create this school culture and infuse the ethics curriculum on a school-wide level, every Friday, all students will come together to participate in a Community Circle, where teachers and school leadership exemplify and celebrate the school’s core values. Explicitly teaching values will help students achieve and succeed in our rigorous STEM school and will grow students into young adults that embody values that build self and community. The school leadership and teachers will celebrate student progress, prepare lessons to illustrate the core values and bring a global perspective of justice, equity and fairness through presentations and activities.

Much of the emphasis in the primary years on character education will be furthered with the ethics curriculum in the upper elementary grades. Students in the upper elementary grades will have an opportunity to explore multicultural literature in the pursuit of ethics—or what it means to be a “good” person. Students will read, discuss, and write about a collection of materials that explore the philosophy of what is right and wrong.

In addition to the core subjects, there are several elements that support our mission and inform our school designed.

**Physical Education**

Journey STEM Charter School is committed to teach students about the importance of sustaining a fit and healthy lifestyle. American children are among the most obese children in the world. Recent reports indicate that 75% of all Americans are obese. All students will have physical education daily that is based on the California State Content Standards for Physical Education designed to develop motor skills and an understanding of common sports like softball, basketball, soccer and dance. The curriculum will prepare students for the California Physical Education tests, and it will also reinforce nutrition, teamwork, and fair play.

During the Lunch/Recess break, lunch will be served after students have had an opportunity to engage in physical play to encourage the natural desire to consume food. Students will often skip lunch to increase the amount of time they have to “play” on the yard. Reversing the meal during the lunch recess increases the likelihood that students will eat all of their balanced lunch.

**Visual and Performing Arts**

Students will participate in the school visual and performing arts program. Art and music will be expressly integrated throughout the core curriculum In addition students beginning in kindergarten will learn how to read music and play an instrument (based on fundraising ability). Upper elementary students will participate in a visual and performing arts program that includes a thematic production/performance. Our primary art curriculum will be based on the Meet the Masters which is a multi-level project-
based art program designed to teach our students about the art masterpieces. In addition, our upper elementary students will work with the California African American Museum to become student docents.

**STEM Embedded Curriculum**

*Engineering*

All students in K-5 will be introduced to the engineering design process and its results in the world around us. Specific engineering projects will be introduced beginning at the third grade. Students will use Lego brand materials to design and build: A musical instrument that can play at least three different notes; A Model House; An Animal Model; and a People Mover. In addition, beginning in second grade, students will use software that will guide them through the process of designing games. For example, a second grader may learn to design a game that simulates how a student would get to their home from school. The student would put in the address of their home, and it would simulate going to their house. In fifth grade, a student may design a “lab” game that would allow the player to choose different chemicals to mix together. By clicking the “reaction” button the student would find out what happens.

*Technology Operations*

Students in the 21st century will live in an increasingly digital society. Global learning in this digital age requires that all students become competent users of technology. In a digital world, technology is not enough. Many students already know how to use digital information and communication technology. Our technology program requires teachers to set up the projects so that students can apply those skills. Students will use technology to:

- Demonstrate creativity and innovation
- Communicate and collaborate
- Conduct research and use information
- Think critically, solve problems and make decision
- Practice digital citizenship
- Use technology effectively and productively

The National Educational Technology Standards for Students (NETS) allow students to prepare to work, live, and contribute to their social and civic responsibility. According to the International Society for Technology in Education (2011), these standards identify critical thinking skills and digital citizenship for students to learn and live productively in our emerging global society. The standards identified by the ISTE are in five categories with specific skills are listed below:
1. **Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

2. **Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

3. **Research and Informational Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:
- Plan strategies and guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

4. **Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
5. **Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

**Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning new technologies.

Our school will employ a variety of mediums for integrating technology into our curriculum. The major focus of our fundraising will be to raise money to enhance the technology portion of our curriculum. Our goal is to be able to provide a laptop for each student beginning in 2nd grade, and 1 for every four students in grades K-1. At a minimum that will include but will not be limited to, document cameras, LCD Projectors, DVD players, and computers. We will continue to work towards acquiring and utilizing interactive whiteboards and other technologies.

At a minimum, every teacher will have a laptop with high-bandwidth connectivity to the Internet. Each classroom will have a projector or whiteboard for the in-class display of the teacher’s laptop. As more resources become available, students will be supplied with laptops or tablets as well until the laptop/tablet to student ratio is 1:1. At the school level, the Local Area Network (LAN) will need to cover all physical areas including classrooms, administrative and services offices. In order of deployment priority, the LAN will support the following:

- Core network: routing and switching; network security; wireless access
- Building controls: physical security (video monitoring)
- Communications; videoconferencing; rich media on-demand; telepresence

**Character Education**

Established curricula such as Second Steps\(^21\) and Morning Meetings\(^22\) will be used to inform the development of the Journey STEM Charter School character education

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\(^{21}\) Second Steps is a research-based violence prevention program that integrates academics with social and emotional learning. For more information, http://www.cfchildren.org/programs/ssp/overview/.
Journey STEM Charter School curriculum. In addition, students will learn the school’s core values through use of developmentally appropriate texts that highlight and teach core values.

The Journey STEM Charter School curriculum incorporates a rigorous and developmentally appropriate values and character education to prepare students to thrive in school, college, and the world. This curriculum will guide all students with the life skills necessary to create self-motivated, competent, and lifelong learners.

*Respect for Self and Learning Perseverance*

As part of our character education program, all students will become familiar with and practice the school’s core values are:
- Integrity
- Perseverance
- Dignity
- Pride
- Respect
- Compassion.

These values are the basis of a school culture that provides a safe, respectful, and responsive environment necessary for the academic, social, and emotional growth of every student.

The research on human effectiveness describes remarkable performers, analyzes characteristics of efficacious people. The Habits of Mind strategies will be employed by both teachers and students. They are mental disciplines that will give students tools to solve problems. Students will ask themselves, “what is the most intelligent thing I can do right now?” when approaching a task or situation. These Habits of Mind transcend all subject matter. They are the characteristics of peak performers. They will be the force directing the school toward an increasingly, authentic, congruent, and ethical behavior. They are the “right stuff” that makes human beings efficacious.

*Morning Meetings*

Each day is important for the Journey STEM Charter School staff to convey the urgency and excitement of learning. The tone of the day is set with the first interaction. Every morning, the Leadership Team along with teachers will greet students individually.

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Once students pass through the school threshold, a professional, considerate and scholarly environment is maintained. Building on the morning greeting, each student begins their day with an emphasis on the Journey STEM Charter School core values. The primary teachers implement Morning Meetings as this sets the tone for a respectful learning environment. Morning Meetings motivate students and create an environment of trust, community, respect, and scholarship. The meeting format includes the teacher beginning with a class greeting using class chants or group motto, group activities, and closing. In addition, morning meetings provide opportunities for developing student vocabulary, oral language and team building skills. Even though this is a short period, it sets the tone for the learning community and extends beyond the meeting.

Academic Calendar

The Journey STEM Charter School year is similar to a traditional single-track calendar. Our school year includes 185 instructional days divided into 3 trimesters. The total number of annual instructional minutes is 62,910.

School holidays will be on Labor Day, Veteran’s Day, Martin Luther King, Jr. Day, Lincoln’s Birthday, President’s Day, Cesar Chavez Day, Memorial Day. Short breaks will be taken during Thanksgiving, winter holidays, and spring.

Teachers will have an additional 15 days devoted to professional development the first year in preparation for the school year (dependent upon financial ability) and strategically placed professional development days throughout the year to analyze interim assessment data.

SCHOOL CALENDAR

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 21 - August 8, 2014</td>
<td>Teacher Professional Development</td>
</tr>
<tr>
<td>August 12, 2014</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>September 1, 2014</td>
<td>Labor Day</td>
</tr>
<tr>
<td>November 11, 2014</td>
<td>Veteran’s Day</td>
</tr>
<tr>
<td>November 26-28, 2012</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 19, 2014 – January 9, 2015</td>
<td>Winter Recess</td>
</tr>
<tr>
<td>January 19, 2015</td>
<td>Martin Luther King, Jr. Holiday</td>
</tr>
<tr>
<td>February 13, 2015</td>
<td>Lincoln’s Birthday</td>
</tr>
<tr>
<td>February 16, 2015</td>
<td>President’s Day (Washington’s Birthday)</td>
</tr>
<tr>
<td>March 27, 2015</td>
<td>Cesar Chavez Day</td>
</tr>
<tr>
<td>March 30 – April 3, 2015</td>
<td>Spring Break</td>
</tr>
<tr>
<td>May 25, 2015</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>June 4, 2015</td>
<td>Last Day of Instruction</td>
</tr>
<tr>
<td>Sample Daily Schedule (Grade 1)</td>
<td></td>
</tr>
</tbody>
</table>

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24 Pending available funding. Time may be reduced to 5 days in which case the dates will be August 4, 2014 – August 8, 2014.
School opens at 7:30 am with breakfast. The official school day begins at 8:00 a.m. with dismissal at 3:30 pm. We recognize that children in primary and middle elementary grades have different developmental and age-appropriate needs (physically, cognitively, and socially) and have described three sample schedules. Final schedule will be approved by the Governing Board of Journey STEM Charter School upon approval of the charter petition.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Begin Time</th>
<th>End Time</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Bell</td>
<td>7:50 AM</td>
<td>7:55AM</td>
<td></td>
</tr>
<tr>
<td>Transition to Classroom</td>
<td>7:55 AM</td>
<td>8:00 AM</td>
<td>5</td>
</tr>
<tr>
<td>Daily Read Aloud/Morning Meeting</td>
<td>8:00 AM</td>
<td>8:20 AM</td>
<td>20</td>
</tr>
<tr>
<td>Literacy Block 1 and ELD (three times per week)</td>
<td>8:20 AM</td>
<td>9:00AM</td>
<td>40</td>
</tr>
<tr>
<td>Literacy Block 2</td>
<td>9:00AM</td>
<td>9:40 AM</td>
<td>40</td>
</tr>
<tr>
<td>Break</td>
<td>9:40 AM</td>
<td>10:00 AM</td>
<td>20</td>
</tr>
<tr>
<td>Transition to Classroom</td>
<td>10:00 AM</td>
<td>10:05AM</td>
<td>5</td>
</tr>
<tr>
<td>Literacy Block 3</td>
<td>10:05 AM</td>
<td>10:45AM</td>
<td>40</td>
</tr>
<tr>
<td>Literacy Block 4</td>
<td>10:45AM</td>
<td>11:25 AM</td>
<td>40</td>
</tr>
<tr>
<td>Math 1</td>
<td>11:25 AM</td>
<td>11:55AM</td>
<td>30</td>
</tr>
<tr>
<td>Recess/Lunch</td>
<td>11:55 AM</td>
<td>12:30 PM</td>
<td>35</td>
</tr>
<tr>
<td>PE</td>
<td>12:30 PM</td>
<td>12:50 PM</td>
<td>20</td>
</tr>
<tr>
<td>Rest/Independent Work</td>
<td>12:50 PM</td>
<td>1:10 PM</td>
<td>20</td>
</tr>
<tr>
<td>Math 2</td>
<td>1:10 PM</td>
<td>1:40 PM</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>1:40PM</td>
<td>2:20PM</td>
<td>40</td>
</tr>
<tr>
<td>Social Studies/Character Dev.</td>
<td>2:20PM</td>
<td>3:00 PM</td>
<td>30</td>
</tr>
<tr>
<td>Computer/ Choices/Tutoring</td>
<td>3:05PM</td>
<td>3:25 PM</td>
<td>30</td>
</tr>
<tr>
<td>Transition for Dismissal</td>
<td>3:25 PM</td>
<td>3:30 PM</td>
<td>5</td>
</tr>
<tr>
<td>Dismissal</td>
<td>3:30 PM</td>
<td></td>
<td>360</td>
</tr>
</tbody>
</table>

English Language Arts instruction includes 180 minutes daily (green highlighted area) including the 20 minute read aloud. All read alouds are tied to standards learning and will have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule also includes 60 minutes of mathematics instruction. Teaching includes 40 minutes daily of Science and Art and 30 minutes daily of integrated social studies, character development. In addition, teachers will be given a 50 minute Prep Time/Grade Level Collaboration period 3 days each week. During that time, Students will have art, music, Garden/Life Lab, Computer classes taught by non-credentialed professional experts. Students in primary grades will have an afternoon 20-minute rest period. Students in need of an afternoon nap will have the opportunity to do so, while others are engaged in silent, independent activities. These include reading or looking at picture books, coloring, playing with pattern blocks or linking cubes, puzzles, cutting, and blocks). We do not include rest/nap time as part of instructional minutes and is not included in our calculation of daily instructional minutes.
The schedule for students in the middle elementary grades (second and third) differs from the primary elementary student’s schedule. Students in grades 1-5 will not have a nap period and will have longer instructional blocks.

Journey will not have shortened day schedules all professional development/planning days will be non-pupil days. The initial professional development plan will emphasize Project Based Learning; Using Data to Inform Instruction; Differentiated Instruction; Response to Intervention; Effective Classroom Management; and Establishing and Monitoring Learning Goals and Objectives.

**Typical Day at Journey STEM Charter School**

It’s Monday morning. The school bell rings at 7:45 a.m. The students scurry to line up on the yard with their teachers to be escorted to class. The teacher greets each student in the line and the students respond back, "good morning Mrs. Green." Promptly at 8:00 the Principal greets the students and the students respond with an enthusiastic greeting, "Good Morning Dr. Windom." "Good Morning Journey Scholars," she says. We have selected, Jacqwon Smith to lead us in the Pledge of Allegiance. Jacqwon comes up to the front of the yard and asks the students to face the flag, place their hands over their hearts..."ready, begin." Following the pledge of allegiance, the school song to the tune of "Wake Up Everybody" is sung in call and response fashion by students and teachers. Announcements and words of encouragement are made by the Principal before the students are dismissed to their classes.

Each classroom has received their "breakfast on-the-go". While eating breakfast, the teacher takes attendance and collects homework from each student. Students may be seen completing homework assignments. The meeting begins with the students singing/chanting/clapping to their class song. Then the morning meeting begins which is led by the "scholar of the day". Students gather in a circle on the rug and the teacher is part of the circle. In Mrs. Green's first grade class, the students have been discussing the value of responsibility. Students are heard taking turns describing how and when they have done something responsibly. Marina is heard saying that she played with her 2-year old sister while her Mom was preparing dinner. Raymond is eager to share that he completed his homework before he went to bed. Before the meeting ends, students are asked to share with a neighbor what they are going to do today to demonstrate their understanding of responsibility. “If I see a piece of trash on the ground, I will pick it up and throw it away,” boasts Hector. A yellow light flashes and the students know that morning circle is ending and it will be time for the first reading block. When the red light comes on, and the students are aware that it is time to transition.

Mrs. Green checks to make sure all of the students are focused on her. In addition to responsibility, this class has been talking about friendship. The teacher turns the green light on before she begins to read, *Amos and Boris* by William Steig. As Mrs. Green dramatically and enthusiastically reads the story, she is heard emphasizing words like “phosphorescent”, “luminous”. Then she asks, “What was the big problem that Amos and Boris had? How were they different? What did each use to solve the other’s
problem?”. The students complete a Venn diagram as part of the discussion of the story’s problem. The light turns yellow, signaling that read aloud time is almost over. The students place their papers in their folders and put them away in their desks. Red light! Time for literacy groups.

Students are seen coming and going in and out of the room. Literacy groups have six students and they may come from different classes. Now the visitor is in Mr. Johnson’s class. Mr. Johnson is teaching phonemic awareness. The students are learning to distinguish between long and short vowel sounds. Several words are written on the whiteboard. Mr. Johnson asks, “is the ‘i’ in bite, long or short?” “Is the ‘a’ in cape long or short? How do you know? The students correctly answer, “its long because there is an ‘e’ at the end.” Students end this group by completing their workbook pages.

The next literacy group is taught by Ms. Bacon. She is teaching guided reading. Students are reading from a big and book and the students are listening for what happened in the beginning, middle, and end of the story.

Following this literacy block is break time. Students go out on the playground to play with friends. The “jungle gym” is a favorite activity. Students are seen climbing up and down, and taking turns going down the slide. Boys and girls take turns shooting the basketball through the hoop.

Break time is over and it is time to go back inside for another literacy block. This time, it’s using the computer to reinforce literacy skills. The students are very attentive to the monitor as they complete their tasks and keep track of how many points they have accumulated. Tristen is seen making a “fist pump” as she quietly mouths “yes!”

The next literacy block is writing. The teacher models the writing topic for the day. Students are heard brainstorming what they are going to write. Since they are reading about friendship, the students are eager to write a story about their best friend. Students know they will be able to take their writing home and share it with their family. That motivates the students to do their best.

After the literacy block, the first math block begins. Students are in a circle on the floor in front of the calendar. A student scholar is leading this activity. The student tells today’s date and how many days they have been in school. The teacher asks the students to count by 5’s and 10’s until they reach the number. The student scholar reports on the weather. Now it’s time for the students to work on their daily algorithm. Students are seen using number lines, Cuisenaire rods and other manipulatives to solve the problem. Jason and Mario like to work together.

Lunchtime! The students go with their class to the playground for recess before eating. Students are seen running, jumping rope, playing hop scotch, shooting basketballs. Now it’s time to eat. Students line up on the yard and are led to the cafeteria by their teacher. Several students have earned a “lunch with my teacher” award. Students are seen asking their teacher questions while they eat together. Students have the chance to practice
how to have a conversation during a meal. The teacher uses the time to reinforce table manners, politeness, not interrupting someone while their speaking…and of course, not talking with a mouth full of food!

P.E. is next. Time to exercise. Students are lined in rows while they watch the P.E. expert lead them in a game. The students are in 5 rows. Each student has to run to the wall, touch it, run back to his/her line and touch the hand of the next person in line so that they can do the same. Each line is eager to win and the kids are seen jumping up and down as they cheer their classmates to “run, run, faster, faster!”

After P.E. its rest time. Soft music is playing in the background. Some students have their heads down on their desk. Antoine is working on a puzzle. Sharice is reading a book. When the music stops, the class knows that rest time is over.

Time for Math Block 2. The students move to their math group which may be with another teacher. In Mrs. Gonzalez’ class, some students are working in their workbooks while others are working with the teacher. Janet wants to complete 100 addition problems with sums to 20 in 2 minutes. The group working with the teacher looks curiously as she shows the students a jar that is full of marbles and one that is empty. The teacher has the students count out 50 marbles and place them in the empty jar of the same size. She then asks, if this jar has 50 marbles in it, then how many marbles do you think is in this jar? James thinks there are 500, Dion thinks there are 1,000. When the light signals yellow, students know it’s almost time to stop. Red light! Time for Science.

In the science class the students are learning to use their science journals. Larry is chosen to pick an object from the table. His job is to describe the object using as many attributes as he can. His classmates have to draw the object as it is being described. Omari loves to draw. She uses her color pencils to draw the object Larry has described. What a great job she did. On Tuesdays and Thursdays, this class gets to go work in the garden. They have decided to plant sweet peppers in their part of the garden. The students will be able to harvest their vegetables and taste them before donating them to the Baldwin Hills Farmer’s Market.

Social studies is next. In Ms. Flowers’ class, the students are learning to identify American symbols. They already know the “Pledge of Allegiance” and are reading a story about Betsy Ross. They will have the chance to draw their own American flag. When their done, they will be hung on the string line that goes from one end of the room to the other. Students will also use this time to learn character traits that reflect the school’s core values.

Computers, choice tutoring…the day is winding down. During this time some students use the computers to write stories using Power Point. Three students are seen working together on putting a puzzle together on the floor. Ms. Jones is seen helping four students complete their math problems for that day. The instructional assistant is
playing vocabulary concentration with another group of students as they match a word with its definition.

Final transition. The students gather again on the floor in a circle to share accomplishments. Rosa compliments James for helping her with her math facts. The class cheers… “Hip-Hip Hooray James.”

As the students are lined up to be dismissed. The teachers say goodbye to each student while telling them positive statements such as, “Goodbye Rosa, I’m glad you came today.” “Goodbye Jason, you were able to finish reading your book today.”

Professional Development

Journey STEM Charter School will have the same standards of educational excellence for its staff as it does for its students. Staff will engage in continuous, collaborative and systemic professional development to ensure that individual as well as grade level and school-wide instructional needs are being met. Multiple measures will be utilized to ensure that all professional development activities are linked to student need, areas of potential growth for staff with attention to curriculum and instruction. Professional development will be aligned with the school’s mission and core values while fostering a positive school culture, sharing of the best research-based instructional practices and encouraging a rigorous curricular program. Instructional staff will develop a professional development plan in collaboration with the Principal/Director of Curriculum and Instruction based on the individual’s interests, strengths and weaknesses, as well as their background knowledge, instructional skills and personal reflections on building their own capacity. The Journey STEM Charter School also intends to seek professional development opportunities for its staff through potential training facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

During the first year of operation, if funds permit, each teacher will participate in three weeks of summer professional development. Throughout the year, JSCS will have regular professional development days, professional development workshops, whole staff meetings and grade-level, subject area and cross-curricular team meetings. Professional development will occur on pupil free days.

Because our curriculum is STEM-focused, project/inquiry-based, and culturally responsive, it is necessary and important that our professional development during the first summer prior to opening be intentional. The research on instructional interventions such as culturally responsive teaching, project/problem-base instruction, and guided inquiry has shown promise for improving learning achievement outcomes in both science and literacy as well as narrowing achievement gaps for students identified as English learners.

The following represents some, but not all of the topics that will be included, but not limited to, in the summer training:

- Charter School’s Vision, Mission, Core Values
This list of topics is a guide to our efforts to strengthen the knowledge and skills of the staff. In reality, we will make adjustments that reflect the needs of our students. Professional development will be driven by student achievement data and will be revised to reflect that data.

**SPECIAL POPULATIONS**

It is the primary goal of Journey STEM Charter School to have a student body performing at or above proficiency on all California State Content tests. Establishing a response to intervention system is a critical component of a sound educational program. It is the intention of Journey STEM Charter to implement academic support structures for students by providing core instruction + supplemental instruction and if necessary + intensive instruction for struggling students. Teachers will utilize data from universal screening tools in Language Arts and Mathematics to determine specific student deficiencies as well as strengths. Students who are performing above grade level would also benefit from differentiated instruction and flexible grouping.

Journey STEM assures that ALL students will be supported and held to high expectations (much of which is included in the paragraphs below).

**Academically Low Achieving Students**

Specific special populations we expect to serve include English Language Learners (ELLs) (approximately 34%), academically gifted students, academically low-achieving students, and students with Individualized Educational Plans (IEPs). Rather than modify expectations for each special population, Journey STEM Charter’s staff will be trained to modify assessment and instruction techniques in order to help all students meet or exceed academic expectations.

Journey STEM Charter promotes success for all students. The school believes all students can achieve high standards regardless of their strengths, weaknesses, and life
experiences and therefore should be offered opportunities to engage in a rigorous curriculum.

Students who are not meeting grade level benchmarks will be provided additional interventions beyond the regular school day. The interventions will focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum. Additionally the interventions will provide opportunities for students to re-learn concepts taught during the day. Students will be identified for intervention based on benchmark assessments; STAR test data (students performing at the basic, below basic or far below basic performance levels), diagnostic assessments to be administered by classroom teachers, and any other classroom based assessment data relevant to student achievement.

Students who score below the “below basic” proficiency levels in reading and/or mathematics on CST or Smarter Balance Assessment, or who score less than 60% on any interim standardized or teacher-made assessment will be identified as academically low achieving students. One of our goals is to challenge all students to become competent, self-motivated learners. We believe that all students can succeed and it is our responsibility as educators to implement strategies that assist these students to achieve their potential and beyond.

A tiered approach to intervention which includes core and supplemental instruction, and additional intensive instruction will be implemented when necessary. Our intervention program provides a learning environment where academically low achieving students can be challenged to improve, become responsible for their learning, and set personal goals for achievement. In addition, culturally responsive teaching will provide a safe environment that respects and responds to the student’s home culture and parental involvement.

Beyond the classroom learning environment, students who do not achieve proficiency benchmarks as measured by test benchmarks and school grade level expectancies, the following interventions will be utilized:

**Response to Intervention**

JSCS will also use the Response to Instruction and Intervention (RtI²) which aligns with the staff’s fundamental approach to instruction. This multi-tiered approach will allow staff to closely monitor student progress and determine the need for additional research-based instruction and or intervention in general education, supplemental instruction or a combination of both. JSCS will develop a plan for effective implementation of RtI² that includes identifying, monitoring, and exiting students. Parents will be informed as soon as it is determined that a teacher and/or administrator has a concern regarding the student’s academic or behavioral progress.
Tier 1 Intervention Strategies:

Tier 1 intervention involves adapting core instruction to meet the needs of students. This level of support is designed to give students the opportunity to work in small group settings so that they will receive the individual attention they need in order to understand concepts and to increase their academic performance.

In-class Instruction: Classroom teachers will engage in various pedagogical practices including team teaching activities, flexible grouping, differentiating instruction, small learning communities, co-teaching, collaboration among grade-level faculty, staff/professional development, personalized learning plans, leveled reading/portable classroom libraries, guided reading and implementing Response to Intervention (RTI).

Tier 2 Intervention Strategies:

When data indicates that the students continue to struggle or progress, Tier 2 strategies will be implemented. In addition to adapting or modifying core instructions, students receive additional intervention.

Homework Buddies: Cross-grade or at grade level buddies are available to assist and support each other in organizing and having needed materials to complete homework. Morning follow up will also assist students prepare for the day.

After School Tutoring: This will be open to all students who require additional academic supports to complete their homework. Low academically achieving students will be required to attend to assist them with their homework questions. Community volunteers are encouraged to participate in specifically working with low academically achieving students. This will take place on site under staff supervision. Teachers or college students in an educational preparation program will also serve as tutors. Low academically achieving students will have first preference in enrolling with a tutor for one-on-one services. Tutoring will go beyond merely completing homework as tutors will communicate directly with teachers to identify areas for growth and student progress.

Tier 3 Interventions

Students in need of additional intervention will receive Tiers 1 and 2 and may be referred for assessment to determine if they qualify as a student with a disability.

Special Education and Related Services: To the maximum extent possible, students eligible for special education and related services will receive those services within the general education classroom. Special Education service providers will work collaboratively with general education teachers and staff to implement the students Individualized Education Plan. Students who require a 504 plan will be offered services in accordance with the American with Disabilities Act.
Response to Intervention Team:

The Principal or Director of Curriculum and Instruction, teacher, parent and if appropriate the student will comprise the RTI Team. Any parent or teacher may request a team meeting to discuss academic or behavioral concerns and/or performance. The first step involves looking at student data and determining strategies the team can implement within core instruction time. If additional instructional support is necessary based on the student’s performance, it will be provided. Parents will be informed and included in developing an intervention plan. This plan will be implemented and evaluated for a minimum of six weeks. At that time a team meeting will determine the effectiveness of the intervention and whether or not more or less instructional intervention is required. At all times, the parent has the right to request an assessment for special education and related services.

Plans for Students Who Are Academically High Achieving

Journey STEM Charter School is committed to student achievement and the success of all students. All students need to be challenged, to set goals, attain them and strive to go beyond perceived limits. It is recognized that there will be students who are academically high achieving, scoring at or above the 90th percentile on the CST and/or Smarter Balance Assessment, and who consistently score 4 on teacher-made content learning assessments. High achieving students will receive appropriate academic extensions of the curriculum through differentiated instruction/assignments. This may include but is not limited to participating in a higher grade level group, tutoring struggling students, advanced assignments/projects and/or customized homework.

Parents will be notified when their child demonstrates “high achiever” status based on performance. They will be provided with information that will allow them to support their child’s learning needs, such as after school tutoring, differentiated instruction, advanced assignments/projects, etc.

ENGLISH LEARNERS

Journey STEM Charter School is required to timely identify potential English Learner students and proved them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Journey STEM Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:
• How EL’s needs will be identified;
• What services will be offered;
• How, where and by whom the services will be provided;
• How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Journey STEM Charter School shall provide CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Journey STEM Charter School shall administer the CELDT annually in accordance with federal and state requirements.

Journey STEM Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Reclassification/Redesignation

Journey STEM Charter School will emphasize the appropriate redesignation of English learners who have demonstrated academic English proficiency. A uniform recategorization procedure will be used with all EL students in the school. Our recategorization procedure includes monitoring provisions as well as re-entering an EL if evidence indicates that the proficiency is in question. Multiple measures will be used when determining when to classify a pupil as proficient in English including, but not limited to, all of the following:

• Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT.
• Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student’s curriculum mastery.
• Parental opinion and consultation, achieved through notice to parent(s) or guardians(s) of the language recategorization and placement including a description of the recategorization process and the parent/guardian’s opportunity to participate, and encouragement of the participation of the parent/guardian in the recategorization procedure including seeking their opinion and consultation throughout the process.

At a minimum, students will be required to

• Have an overall CELDT score of Early Advanced or Advanced and
• Intermediate or higher scores in Listening/Speaking; Reading; Writing
• CST Language Arts score at or above the proficiency scaled score (350)
• Grade of 3 or higher in Language Arts on report card
• Perform at the benchmark fluency and comprehension level on all assessments
It is the goal of the Journey STEM Charter School for English learners to gain fluency in English as quickly as possible. Journey STEM Charter School will help students identify that their bilingual capacity is an asset and admirable skill. Instruction in the classroom will be in English for content areas. Teachers will be CLAD/BCLAD certified to provide equal access to the core curriculum and to support the instructional needs of EL students. Journey STEM will comply with federal, state, and District mandates regarding EL education and redesignation of all EL students. The Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for English learners.

Given the demographics of the proposed school community, Journey STEM Charter School expects that approximately 34% of the students who attend will be classified as English learners. As a result of the anticipated enrollment of English learners, the Charter School will establish an English Learner Advisory Committee (ELAC) composed of at least 50% of parents representing the predominate language of our students. We will uphold the same rigorous academic and behavioral expectations for each student and will implement research-based instructional programs and strategies to meet the needs of our EL students. We anticipate using an English Language Development Program such as AVENUES. We will also utilize Guided Language Acquisition Design (GLAD) as a supplemental resource to provide high level academic language and literacy while promoting English language acquisition and academic achievement. It is tied to the Proposed ELD Standards and teachers are able to provide access to the core curriculum using the GLAD model.

Our EL program will be supported through a combination of a strong core program, differentiated instruction, a supportive school culture, and additional academic support as needed. Our EL program address the processes of student identification, curriculum, assessments, reporting and reclassification as well as teacher qualifications and professional development to ensure a high-quality program.

**Identification**

Journey STEM Charter School will adhere to all applicable state and federal laws and regulations with regard to serving EL students. The staff will adhere to the following plan for EL students:

- Upon enrollment into the school, all students will complete a home-language survey of languages spoken in the home.
- Students will be assessed during the summer or within the first 30 days of school.
- Students whose dominate language may not be English will be assessed on English Proficiency using instruments and techniques such as the CELDT.
- Parents will be notified within 30 days of receiving results of CELDT by publisher.
- The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.
• Additional assessments (i.e., phonemic awareness, phonics, fluency, vocabulary) will be administered to determine the specific language needs of the EL student.
• Executive Director will work with teachers to create an Individualized Learning Plan to best meet instructional needs of each student identified as an EL for each core class as well as for additional instruction time.
• Educational programs will be responsive to these specific needs and in compliance with all state and federal guidelines. If there are over 30 ELL students, an ELL Coordinator will be designated.

Parent Notification

All parents/guardians/caregivers of students classified as English learners will be notified of our responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The school will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

Parent Involvement

According to the research, parents play a critical role in literacy achievement of their children. Language-minority parents express a willingness—and the ability—to help their children succeed academically and provide more home literacy experiences and opportunities have been associated with superior literacy outcomes when a high value is placed on literacy. Parents will assist JSCS in many ways including but not limited to:

• Participation in Family Learning Sessions – Learning sessions will be held for parents in literacy, mathematics and science to teach them easy strategies to help their children at home.
• Cultural Contributions – Parents will be asked to participate in activities throughout the year that allow them to share their culture, language, heritage, etc.
• Volunteers in Literacy – Parents will be invited to read to students in the classroom as frequent as once a week.
• Progress Monitoring Conferences – Parents will be invited to discuss their student’s progress in moving towards English proficiency at least twice a year.

Classroom Placement

EL students will be placed in mainstream classes for core academics and will receive additional English Language instruction as necessary. This instruction may occur during specially-designed guided reading classes and may also occur as specialized pull-out instruction during non-core classes during the day as appropriate. EL students will be re-evaluated annually between July 1 and October 1 with the CELDT until becoming reclassified as English proficient.

Students who have been identified as EL will be reclassified to fluent English proficient (RFEP) according to the following guidelines:
• Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT,
• Participation of the pupil’s classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery,
• Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent’s opportunity to participate and encouragement of the participation of parents or guardians in the school’s reclassification procedure including seeking their opinion and consultation during the reclassification process,
• Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Curriculum

JSCS will use a high quality instructional program and strategies for English learners that allow them to achieve English proficiency as soon as possible. However, the school recognizes the importance of valuing students' native languages, and will reinforce an appreciation for the cultures, customs, and language of all its students through the school’s core curriculum as it focuses on building lifelong learners and community engagement. The following key components have been designed to promote the academic success of EL students and are incorporated within the ELD program.

• ELD instruction will be embedded throughout the Literacy blocks of time
• JSCS will use Hampton Brown's program, AVENUES and several supplemental resources to address students' listening, speaking, reading and writing skills.
• Teachers will plan both inquiry-based projects and targeted ELD instruction for students, appropriate to the English proficiency level of each EL student.
• ELD lessons will have clear and stated language objectives based on a scope and sequence of language skills and focus on language demands, language function, language patterns and vocabulary, and structured language practice.

The research of Steven Krashen, Robert Marzano and others will drive the instructional strategies for English learners at our school. The strategies include but are not limited to:
Specially Designed Academic Instruction in English (SDAIE): SDAIE will be an instructional approach used to support the proficiency progress of English learners. It is the goal of SDAIE to promote grade-level content learning, comprehension, and English acquisition. The critical elements of SDAIE are the following interdependent parts:

A. Comprehension: English will be purposefully designed to the students' language proficiency level in order to make the material comprehensible to the students.
B. Content: Content construction will provide grade-level, cognitively demanding core curriculum learning while promoting language and literacy learning.
C. Interaction: Combining comprehensible content with opportunities for social interaction encourages English learners to process information.

The SDAIE strategies to be utilized include but are not limited to:
- Previewing the lesson.
- Constructing background for the upcoming lesson content
- Repeating key points
- Utilizing carefully instruction language
- Speaking slowly and clearly
- Defining and previewing essential vocabulary

Focus on Academic Vocabulary

Marzano has described research-based strategies that help to assure that students acquire vocabulary as well as the importance of building background knowledge to make content more comprehensible. Marzano's high yield strategies are:

1. Identifying Similarities and Differences (45% Gain):
   - Mind mapping
   - Venn Diagrams
   - T Charts
   - Compare and Contrast Organizers
   - Cause and Effect Organizers
   - Word Sorts
2. Cooperative Learning (27% Gain)
   - Group Projects
   - Language Experience Approach
   - Shared Reading and Writing
   - Book Pass
   - Dramatizations
3. Nonlinguistic Representations (27%)
4. Questions - Cues - Advanced Organizers (22% Gain)

Activate background knowledge
Frontload key vocabulary
Predicting, inferencing, concluding
Reciprocal teaching and modeling
Think alouds and guided questions
KWL, Anticipated Guides

5. Homework and Practice
   Lesson opening with review and preview
   Metacognition of strengths and weaknesses
   Reflective Teaching

Students who are reclassified to RFEP will continue to be monitored for two years following their reclassification. During this monitoring period, the CELDT will not be required.

Monitoring

The Principal will monitor annual CELDT results and recommend students for reclassification/redesignation if they score Early Advanced or Advanced with no subtest score below Intermediate and scored at the Proficiency Level or higher on the prior year’s Smarter Balance Assessment. The school makes the final decision on whether to reclassify a student based on the criteria mentioned above. Once reclassified the EL will be monitored each year for two years to ensure that they are maintaining their performance.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

All LAUSD-authorized charter schools must adhere to all terms, conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.
Prior to LAUSD Board of Education approval Journey STEM Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Journey STEM Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code §56195.1 (a) and intends to continue operating as a single District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All Charter Schools chartered by the LAUSD Board of Education are bound by and must adhere are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Plans (IEPs) and tracking of related services provided to students during the course of their education.
As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **STAR – Preliminary and Final (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including Charter Schools)**
  
  All Students enrolled December 1, 2013.
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all student enrolled on norm day.

- **Dropout 2012-2013 (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district.

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools).**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12 grade SWD.**

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is not referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

The Journey STEM Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the LAUSD to ensure that a free
and appropriate education is provided to all students with exceptional needs. Journey STEM Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Journey STEM Charter School will comply with AB 602, LAUSD guidelines, and all California laws pertaining to special education students.

The Journey STEM Charter School shall initially remain, by default, a public school of LAUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, Journey STEM Charter School reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant the Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Journey STEM Charter School operates as a public school of the authorizer, solely for the purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, LAUSD will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the LAUSD will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide the Journey STEM Charter School with an equitable share of state and federal special education funding to support special education instruction or designated instruction and services to students enrolled in the charter school. While not having LEA status, Journey may function in a similar role in that it may be responsible for all special education issues including series, placement, due process, related services, special education classes, and special education supports. Journey reserves the right to apply for membership in the Charter-operated Program section of the SELPA. In this status, we will receive support from a Special Education Executive Director for our charter-operated programs.

The Journey STEM Charter School reserve the right to contract with agencies and vendors outside LAUSD when appropriate to secure special education services, including administrative support services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of the Journey STEM Charter School, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with disability attending the Journey STEM Charter School is properly identified, assessed and provided with necessary services and supports.

The Journey STEM Charter School will meet all the requirements mandated within a student’s individuals Education Plan (IEP). The school will seek to include all special
needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student’s needs as documented on the IEP require a program other than inclusion, the school will work with LAUSD and/or SELPA to provide an appropriate placement and services.

The Journey STEM Charter School will work with LAUSD and/or SELPA to make time and facilities available to meet the needs of the student’s IEP. The Journey STEM Charter School will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student’s work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by LAUSD, where applicable.

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP team at any time during the year via written notice to the Journey STEM Charter School, which will then forward such written notice to LAUSD and/or SELPA within two school days. The school will encourage open communication between the parents and LAUSD and/or SELPA for any item related to the special education services. Students at the Journey STEM Charter School who have IEP’s will continue to attend the school, unless the IEP recommends otherwise.

General Requirements

Journey STEM Charter School will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). Journey STEM Charter School will participate in internal validation review (“DVR”) when required.

Journey STEM Charter School is responsible for the management of its personnel, programs, and services. JSCS will ensure that its special education personnel or contracted personnel are appropriately credentialed or licensed.

For students transferring to Journey STEM Charter from other schools/districts, Journey STEM will provide those related services required by the student’s IEP immediately upon enrollment regardless of the types of services. IEP’s for these students will be held within 30 days of the student’s enrollment.

The referral process will include Student Success Team (SST) meetings to review prior interventions accommodations and modifications and to recommend further interventions as appropriate. The referral process will be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. When students are referred for assessment, an assessment plan will be developed and presented to the parent/guardian for permission within 15 days. The assessment plan will include information regarding the type of assessments that may be used to determine eligibility for special education and related services. An IEP meeting
will be conducted within the required timelines to discuss assessment results and eligibility. The IEP Team will consist of the required participants. If the IEP determines that our school cannot meet the needs of our students, we will consult with LAUSD SELPA for placement and service alternatives.

**Student Success Team**

The Charter School conducts a Student Success Team (SST) meeting for students who struggle academically and/or behaviorally. The SST team consists of the Principal, teacher, parent, and if appropriate, the student. Any staff person with a concern about a student may refer a student for a SST review. The purpose of the SST is to provide an intervention plan designed to meet the needs of the student. Intervention plans will be monitored every six weeks or sooner if necessary. Parents will be informed of the student’s progress. If the Student Study Team finds that the intervention plan is not sufficient to meet the student’s needs, they may recommend that student for a formal special education assessment. Journey STEM Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

**Timeline for Planning and Implementation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
<th>Spring/Summer 2014</th>
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<tbody>
<tr>
<td>Financial Planning and Fundraising</td>
<td>Develop and conduct fundraising strategies and events; Apply for grants, i.e., (PCSGP) loans</td>
<td>Solicit Corporate Sponsors and Host Annual Jazz Concert</td>
<td>Submit Application to WFF</td>
<td>Develop Con App, Single Site Plan; Submit Funding Survey, Receive PENSEC funding</td>
</tr>
<tr>
<td>Charter Petition Process</td>
<td>Develop and Submit Charter Petition; Inform and share petition with meaningfully interested signatures on petition.</td>
<td>Submit Charter Petition to LAUSD</td>
<td>Charter petition revision if necessary, approval from LAUSD</td>
<td>SBE charter approval, Charter Number</td>
</tr>
<tr>
<td>Community Outreach and Family Recruitment</td>
<td>Begin informational meetings and gain parental support</td>
<td>Continue informational meetings</td>
<td>Upon approval, post flyers, continue informational meetings, community outreach. Begin recruiting open enrollment, late</td>
<td>Contact families accepted and on waiting list; complete enrollment; hold Parent Orientation</td>
</tr>
<tr>
<td>Activity</td>
<td>Summer 2013</td>
<td>Fall 2013</td>
<td>Winter 2014</td>
<td>Spring/Summer 2014</td>
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<tr>
<td><strong>Staffing</strong></td>
<td>N/A</td>
<td>Begin recruitment process for Principal</td>
<td>Upon petition approval, hire Principal to begin recruitment for teaching and office staff; begin student outreach; job fares, etc.</td>
<td>Finalize recruitment efforts, conduct instructional staff interviews, hire staff</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td>Identify proposed location options</td>
<td>Identify proposed location for 1st year of operation. If using Prop 39, Submit application no later than November 1</td>
<td>Upon approval, sign lease agreement for property located at 1722-28 W. MLK Blvd.; Submit Certificate of Occupancy to LAUSD</td>
<td>Occupy proposed facility</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Start-Up (Services and Materials)</strong></td>
<td></td>
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<tr>
<td><strong>Curriculum and Assessment</strong></td>
<td>Explore curriculum options and assessment materials; obtain input from meaningfully interested teachers</td>
<td>Continue to explore curriculum and assessment options</td>
<td>Upon approval, finalize curriculum and assessment choices</td>
<td>Place orders</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Board participate in online trainings from CCSA; attend Los Angeles Regional</td>
<td>Board review and approve charter petition prior to submission and again in prep for capacity</td>
<td>Upon approval, begin planning professional development for teachers/staff</td>
<td>Contract with PD providers; Implement summer professional development activities.</td>
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<tr>
<td>Meetings; Visit High Performing Charter Schools</td>
<td>hearing; Board and On-Site Financial Manager attend CCSA Annual Finance Academy</td>
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Element 2 – Measurable Student Outcomes

The measurable pupil outcomes identified for use by the charter. “Pupil outcomes” for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both Schoolwide and for all groups of pupils served by the Charter School, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of the Education Code Section 47607. The pupil outcomes shall align with the state priorities as described in subdivision (d) of Education Code Section 52060, that apply for the grade levels served, or the nature of the program operated by the charter school. Ed Code §47605 (b) (5) (B)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


STANDARDIZED TESTING

Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandates tests. If Charter School does not test (i.e., STAR, CELDT CAHSEE) with the District, Charter School hereby grants authority to the state of California to provide a copy of all test results to the District as well as Charter School.

The Journey STEM Charter School accepts greater accountability by being held to high standards for achievement, financial management, and parent satisfaction. The achievement of Journey STEM Charter School will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. Each year, we will review all data and revise our goals to set the most realistic and rigorous outcomes for our school.

Measurable Outcomes:

Journey STEM’s Academic Performance Index (API) will meet or exceed its target. Journey STEM will maintain a 5-point higher API score than District schools that are within 90% of the Journey STEM Charter School’s ADA and demographic characteristics which include all of the following:

- Ethnicity
- Percentage of EL students
- Percentage of Special Education students
- Percentage of students qualifying for free/reduced lunch
- Total enrollment

As per the requirements of No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) will be demonstrated by the Journey STEM Charter School through an average
increase of 3% of the total number of students who score in the Proficient or Advanced range for the majority of the years covered by this petition.

The Common Core State Standards delineate the skills and knowledge outcomes for all students for each grade level. Students are expected to master each standard by the end of the current grade level. The following is a summary of the knowledge outcomes that can be expected when students have mastered the standards.

<table>
<thead>
<tr>
<th>Accountability Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
<td><strong>Students will demonstrate proficiency in English Language Arts</strong></td>
</tr>
<tr>
<td>Measure:</td>
<td>The combined percentage of students who score Proficient or Advanced on the Smarter Balance Assessment will increase an average of 3% in the majority of the years covered by this petition.</td>
</tr>
</tbody>
</table>

| **Goal 2**                | **Students will demonstrate proficiency in Mathematics.** |
| Measure:                  | The combined percentage of students who score Proficient or Advanced on the Smarter Balance Assessment will increase an average of 3% in the majority of the years covered by this petition. |

| **Goal 3**                | **Students will demonstrate proficiency in skills and content knowledge in science** |
| Measure:                  | Students will have the essential skills and knowledge necessary to become scientifically literate citizens of the 21st century. Students will develop grade level foundational skills and knowledge to learn core concepts, principles, and theories of science. 75% of all students on each grade level will score 70% or higher overall on Science standards assessments, such as quizzes, end of the unit assessments, projects, quarterly assessments, end of the year assessments. The combined percentage of 5th grade students who score Proficient or Advanced on the California Science Test (if required) will increase an average of 3% in the majority of the years covered by this petition. |

| **Goal 4**                | **Students will demonstrate proficiency in skills and content knowledge in social studies.** |
| Measure:                  | 75% of all students on each grade level will score 70% or higher overall on History-Social Science standards assessments, such as quizzes, end of the unit assessments, projects, quarterly assessments, end of the year assessments. |

| **Goal 5**                | **English Language Development** |
| Measure:                  | English learners will progress academically. |
At least 70% of English Learners will increase their English proficiency by at least one ELD level as demonstrated by CELDT scores, redesignation data, and teacher assessments. Students will speak Standard English increasingly well as measured by informal and formal assessments in a variety of contexts.

<table>
<thead>
<tr>
<th>Goal 6</th>
<th>Physical Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: The percentage of 5th grade students passing the California Physical Fitness Test will increase yearly by an average of 3% for the majority of years covered by this charter petition.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 6</th>
<th>Journey STEM Charter School will maintain organizational strength by demonstrating fiduciary responsibility.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: The Board of Directors will meet regularly throughout the school year. Each Board member will participate and provide reasonable decision making as evidenced by Board Minutes. Measure: Budgets for each school year will demonstrate effective allocation of financial resources to ensure effective delivery of the school’s mission as measured by submission of a balanced budget. External, annual audit reports will meet or exceed professional accounting standards.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Goal 7</th>
<th>Journey STEM Charter School will demonstrate strong annual attendance and enrollment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: Student daily attendance will average 96% in each school year.</td>
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</table>

<table>
<thead>
<tr>
<th>Goal 8</th>
<th>Parents will demonstrate high satisfaction with the academic program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: Parent satisfaction with the academic program as measured by an annual survey of at least 80% of the parents that complete the survey at the conclusion of the school year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 9</th>
<th>Students will develop and improve their character skills each year through embodying and exemplifying the core school values.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: Improvements in character skills as measured through rubrics specific to character strengths.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 10</th>
<th>Parent and Communication Participation will increase annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: Parent and Community participation will increase annually by 10% as measured by sign in sheets.</td>
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</tr>
</tbody>
</table>

We will administer the state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to Education Code §60602.5. The California Standards Test (CST) Smarter Balance Assessment in Language Arts and Mathematics will be administered to students in grades three through five in the spring of each year to measure annual progress in meeting AYP.

Student Achievement Targets

The LAUSD traditional public schools and charter schools within a two mile radius of Journey STEM Charter School shows an average API for charters of 844 and 702 for
traditional schools with an aggregate API score of 753. We expect that our students will come from nearby charter or traditional public schools. We anticipate that our students will achieve a first year API of 750 and a five year API of 900. We expect to have consistent incremental growth in years 1-5. We will revisit these targets each year before school begins and reset these goals, which after two years of data, will be more efficiently calculated.

Our targets are:

- 80% of students scoring in the Advanced Proficient Band will maintain or exceed their current performance. JSCS will increase the number of students in this band by at least 15% each year.
- 70% of students scoring in the Proficient Band will maintain or exceed their current performance. JSCS will increase the number of students in this band by at least 15% each year.
- 50% of students scoring in the Basic Band will exceed their current performance. JSCS will decrease the number of students in this band by at least 50% each year, in order to increase the number of Proficient students. JSCS will maintain or increase the number of students in this band based on the movement from the Below Basic or Far Below Basic Band.
- 50% of students scoring in the Below Basic Band will exceed their current performance. JSCS will decrease the number of students in this band by at least 50% each year in order to increase the number of Basic students. JSCS will maintain or increase the number of students in this band based on movement from the Far Below Basic Band.
- 50% of students scoring in the Far Below Basic Band will exceed their current performance. JSCS will decrease the number of students in this band by at least 25% each year in order to increase the number of Below Basic students.
Element 3 – Method by Which Student Outcomes will be Measured

The method by which pupil progress in meeting those pupil outcomes is to be measured. Ed Code §45605(b)(5)(C)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Cal. Ed. Code §§47605©(1), 60605

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandates tests. If Charter School does not test (i.e., STAR, CELDT CAHSEE) with the District, Charter School hereby grants authority to the state of California to provide a copy of all test results to the District as well as Charter School.

Journey STEM Charter School will use both internal and external standards-based assessments to measure student performance, analyze data closely, and convert results into specific measurable action plans that support strong academic achievement for every student. All core components; language arts, mathematics, science, and social science along with English language development are assessed in a comprehensive and dynamic system.

Assessment Method

Prior to the start of the school year, we will conduct a diagnostic assessment of each student using age- and grade-level appropriate standardized assessment tools. For English language arts we will use such early literacy assessments such as the Dynamic Indicators for Basic Early Literacy (DIBELS), the Developmental Reading Assessment (DRA) and timed writing assessment. The results from such diagnostics will allow us to have a clear picture of current student mastery, and inform ongoing lesson plan development and individual learning community plans.

We will administer the state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to Education Code §60602.5. The Smarter Balance Assessment in Language Arts and Mathematics will be administered to students in grades three through five in the spring of each year to measure annual progress in meeting AYP. In addition, we will use a nationally-normed assessment such as the Stanford Achievement Test, Tenth Edition (Stanford 10) as an additional measure to provide annual, longitudinal and comparative measures of our students’ learning growth. Using the Stanford 10 allows us the opportunity to measure academic gains as each student will take the Stanford 10 when entering the school. This testing system will allow us to conduct an individual and cohort analysis of cohort growth, a
comparative measure with a national cohort, and to determine the average increase of percentiles per grade level cohort among JOURNEY students.

In-house Benchmark Assessments

To supplement the data provided by our annual assessments and under the school leadership, we affirm that we will develop and implement internally created standards-based assessments to ensure that students are meeting or exceeding the Common Core State Standards and the California content standards and adjusting elements of the school program and student supports when they are not. The results of our interim assessment, administered every six weeks, will allow us to make the necessary adjustments as immediately as possible to implement appropriate interventions to assure that our students are acquiring the skills outlined in the Common Core State Standards and California State Content Standards.

Data Analysis System

We will use intentional systems around data analysis to inform and improve teaching and student learning. In order to ensure that our students have met statewide performance content standards our Principal will oversee the collection and analysis of state assessment data using programs such as PowerSchool and/or !Zoom (developed by the California Charter School Association). Data analysis will begin with the interim assessments developed prior to the school year and throughout by the teachers, leadership.

Interim assessments (IA) will be scored and analyzed by using a software program such as Data Executive Director or something similar. Teachers score the exams and input the data. Using the IA’s, teachers are able to re-teach standards and prepare students for content mastery. The Principal will collect and compile the data. Analysis of individual students, flexible ability groupings (high, middle, low) and individual classrooms is conducted using a comprehensive template. Teachers conduct reflection on the IA scores to facilitate assessment analysis and conduct action plans. Teachers then meet with the Principal during professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based in the results. Job-embedded professional development and professional development days are facilitated by the Executive Director to implement an action plan to create opportunities for teachers to reflect upon their own teaching and student learning.

Assessment Data and Professional Development

JSCS will follow a regular schedule of assessments to ensure that teachers are consistently informed of the effectiveness of the instructional program and the progress of their students toward mastery of the standards. As indicated, assessment data will be used to inform curricular decisions, teacher supports, and professional development needs. Assessment data will also be used to identify those standards that need to be re-
taught; which require small group intervention, and which require individual student support. Finally assessment data will be used to evaluate the efficacy of our educational program over time. Teachers will have 15 days of professional development (Summer Institute) as well as weekly meetings to analyze data in horizontal and vertical grade level collaboration meetings.

<table>
<thead>
<tr>
<th>Assessment, Purpose, Grade Levels and Administrative Timeline</th>
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<tbody>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>English Language Arts</strong></td>
</tr>
<tr>
<td>Internally-Created Tests</td>
</tr>
<tr>
<td>Interim Assessments</td>
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<tr>
<td>Publisher-Designed Reading Assessment</td>
</tr>
<tr>
<td>Dynamic Indicators of Basic Early Literacy (DIBELS) Fluency Passages</td>
</tr>
<tr>
<td>Direct Reading Assessment (DRA)</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Smarter Balance Assessment Test</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>Internally-Created Test</td>
</tr>
<tr>
<td>Interim Assessments (IA)</td>
</tr>
<tr>
<td>Publisher-Designed Assessment</td>
</tr>
<tr>
<td>Smarter Balanced Assessment Test</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>Internally-Created Projects/Test/Notebook</td>
</tr>
<tr>
<td>Interim Assessments (IA)</td>
</tr>
<tr>
<td>Assessment Methods</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>The instructional program at Journey STEM Charter School will be driven by student data. Assessment of learning and assessment for learning will be used to effectively assess students during every instructional sequence and in summative fashion. This will ensure that our focus on students is data driven and or interventions are appropriately planned, delivered and assessed.</td>
</tr>
</tbody>
</table>

JSCS will use a variety of assessment strategies including SBAC results to measure student progress and achievement that are aligned to the school’s instructional program, curriculum and pupil outcomes. Journey STEM school will meet all statewide standards and we will conduct the student assessments required pursuant to Education Code §60602.5 and any other statewide standards authorized in statute or student assessments.

*English Language Arts*

*California Treasures Assessments:* The California Treasures Unit Assessment results will be utilized with other assessments (e.g., DIBELS) for instructional grouping. It is expected that at least 70% of the students will meet the benchmark of 80% accuracy on...
the non-fluency subtests. Additionally in reading fluency and retelling fluency, it is expected that at least 70% of the students will meet the minimal goal for reading success as delineated by each grade level. Students not meeting a benchmark for three consecutive assessments will be put into Tier 1 of our Response to Intervention process described in Element 1 of this petition.

**DIBELS** *(Dynamic Indicators of Basic Early Literacy Skills)*:

DIBELS is based on the findings of two kinds of research: (a) research on the prediction of reading difficulty in young children; and (b) research on what is taking place in the minds of people who are learning to read. Each indicator in DIBELS measures a foundational skill whose contribution to reading comprehension is established. DIBELS will be administered three times each year. A strong emphasis will be placed on pre-enrollment assessments. It is expected that 80% of the students will meet the benchmark in the second administration of this test and will be provided intensive reading intervention in either Tier 2 of our Response to Intervention and/or other appropriate intervention services.

**Writing Portfolios:** Students will complete writing assignments within our writing program. Student writing portfolios will contain process papers maintained for every student. The students will have at least six process papers in their portfolio. It is expected that 100% of our students will show a progressive, incremental increase in their rubric score from the first process paper to the final process paper. This portfolio will be passed on each year to the next teacher.

**Mathematics**

JSCS’ curriculum emphasizes mathematics as one of its pillars of instruction. The goal of our mathematics instructional program is to develop mathematical fluency in basic computational skills; develop an understanding of mathematical concepts; become mathematical problem-solvers who recognize and can solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent; communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms. Students will be given a fall mathematical diagnostic test to determine baseline mathematical data. Students will be engaged in daily mathematics assessments, assessments every 4-6 weeks, then at the end of each year to determine progress. By the end of the year, 80% of students will show an increase of at least 50% above their pre-test score or 80% or better on their post-test score (the higher of which will be used to determine proficiency).

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Social Studies

Teachers will create assessments aligned with the California State Content Standards and the Common Core College to Career Anchor Standards (Writing, Reading, Listening and Speaking) in History/Social-Science as they create grade level unit and projects. Pre-published units with assessments will be reviewed by teachers to analyze and review whether or not to include those assessments. Teachers will use a combination of multiple choice, short essay and performance. Performance assessments will allow students to be engaged in an activity that will require them to apply a performance skill or create a product that will be evaluated against pre-determined criteria. By the end of the year, 80% of students will score 80% or higher on the End-of-Grade-Level exam.

Science

Science is an instructional pillar of our curriculum. Students will be taught scientific habits of mind to become scientifically literate. Students will be able to establish lines of evidence as well as use evidence to develop and refine explanations using theories, models, hypotheses, measurements and observations. Frequent assessments will assist in the monitoring of progress in Science. Science journals will be used to determine students written descriptions of the components of investigation, data and conclusion. Projects will be used to assess student’s purposefully use new information, design or develop products that relate to key concepts, show creativity, make applications and solve problems. Journals and/or projects will be assessed every 6 weeks to determine students progress towards meeting rigorous science standards. Teachers will create assessments aligned with the California State Content Standards and the Common Core College to Career Anchor Standards (Writing, Reading, Listening and Speaking) in Science. By the end of the year, 80% of the students at each grade level will demonstrate grade-level mastery of science standards.

English Language Development

In order to identify students who are English learners, all parents will be required to complete and sign a Home Language Survey upon enrollment at the school. Students whose primary language is a language other than English will be assessed using the California English Language Development Test (CELDT) if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT results. CELDT testing will take place within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school.

Listening, speaking, reading and writing skills will be assessed. Student proficiency standards will be identified according to State English Language Development (ELD) standards. Students who are not developing at a consistent pace along the progression of English skills will be provided intensive English language intervention in Tier 1 or 2 of our Response to Intervention.
Surveys

JSCS will develop attitudinal surveys to assess students’ level of satisfaction of their engagement in our technology and engineering environment. Other surveys will be used to assess student’s attitudes and/or other affective behaviors to provide a picture of the holistic growth of our students.

Smarter Balance Assessment Test

Students in grades three and above will participate in the Smarter Balance Assessment in English Language Arts and Mathematics each spring to demonstrate mastery of grade-level content standards. This will be also used to measure progress in meeting Annual Yearly Progress.

California Standards Test

Students in grades four will participate in the California Standards Test in Writing. Grade five will participate in the California Standards Test for Science and Fitness each spring.

California Modified Assessment (CMA)

The CMA will be administered to assess the performance of students with disabilities that preclude them from achieving grade level proficiency on an assessment of the California Content Standards (with or without accommodations), as determined by their Individualized Education Plan (IEP).

California Alternate Performance Assessment (CAPA)

Journey STEM Charter School will implement an alternate assessment for children with severe cognitive disabilities in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA). The school’s IEP team will utilize CAPA participation criteria to determine how students should participate in the STAR program. The Principal or Director of Curriculum and Instruction will be responsible for reviewing student’s IEP to determine whether or not students will take the CST with no accommodations/modifications; take the CMA; or take the CAPA. The CAPA is aligned to the California Academic Content Standards at each grade level and accurately reflects the portions of the content standards from kindergarten through high school that are accessible to students with significant cognitive disabilities.

Communication with Students and Families

Journey STEM Charter School will involve students and their parents/guardians in the analysis of student work, student progress, areas of strength, and plans to address areas
in need of growth. After each round of interim assessments, teachers will share results with students and parents in progress reports and conference meetings. Teachers will work with each student to set goals for the upcoming assessment and personalize an individual learning community plan for students that may include small group instruction and tutoring as needed.

The standards-based assessments will be shared with students and families after each trimester and reviewed at each student-led parent/guardian report card conference. All assessment works, interim assessment results, weekly chapter and unit tests, and trimester exams will be sent home for parents/guardians to review and sign.

State testing result will also be sent to families and Journey STEM Charter School will host an annual parent meeting each summer to share the school’s progress toward school-wide goals and also explain individual score reports to students and their families. In addition, Journey will annually prepare the School Accountability Report Card (SARC) to provide the public with important information regarding our school’s progress towards achieving its goals.

LAUSD and JSCS Monitoring of Meeting Student Outcomes

An annual review and report of student performance will be prepared for both the JSCS' Board of Directors and the LAUSD Charter School office. The annual performance report will be shared with all constituencies of the school via the website and/or mail.

Grading Policy

Journey STEM Charter School will utilize a variety of reporting methods to measure and record student progress and achievement which includes but is not limited to, progress reports, student-led parent-teacher conferences, School Accountability Report Card (SARC), and individual student reports of CST result.

During the summer professional development activities, the principal and teachers will develop or adopt a standards-based report card that clearly delineates student mastery of each sub-strand in each discipline. Our grading policy will be based on demonstration of mastery of the Common Core State Standards and the California Content Standards. Grades will include student performance on in-class work/projects, homework, assessments, and other components applicable to each content area.

The report card will use a 4 point rubric that indicates the level of proficiency: 4=advanced; 3=proficient; 2=partially proficient; 1=not proficient. Teachers will be trained on the school’s policy and will work with the Principal to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of Common Core State Standards and the California State Content Standards.
Longitudinal Studies

As the school evolves, the administrative leaders and teachers will conduct in-depth studies of data obtained from standardized tests and other assessment materials and utilize this data to inform instruction as well as determine academic growth over time (AGT). We will regularly report on and distribute information about school progress to the school community and interested members of the community, including but not limited to:

- Summary data showing student progress toward the school’s goals and outcomes.
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, community partnerships and more.
- Other information regarding the educational program as well as administrative, legal, and governance operations of the School relative to compliance with the terms of the charter, including the School Accountability Report Card.

Achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (i.e., ethnicity, gender, EL, socioeconomically disadvantaged, students with disabilities).
Element 4 - Governance

The governance structure of the school, including but not limited to, the process to be followed by the school to ensure parental involvement. Education Code §47605 (b)(5)(D)

GENERAL PROVISIONS

As an independent charter school, Journey STEM Charter School operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of the Charter School. The Articles of Incorporation and the bylaws are contained in the appendix.

Journey STEM Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Journey STEM Charter School, including members of the Journey STEM Charter School’s governing board, members of school or governing board committees or councils, school administrators, managers shall comply with federal and state laws, non-profit integrity standards and LAUSD’s charter school policies regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education to Education Code section 47604(b).

TITLE IX SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate 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 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.
Charter School shall adopt and publish complaint 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.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School that Journey STEM Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5 §§4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Cal. Educ. Code sections 49010-49013, and extend its uniform complaint procedure to complaints filed pursuant to Cal. Educ. Code section 49013.

LEGAL AND POLICY COMPLIANCE

Journey STEM Charter School shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

RESPONDING TO INQUIRIES

Journey STEM Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Journey STEM Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including and without limitation audit by the District Office of the Inspector General.

The school will comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health, and safety. The school will secure general liability insurance, workers compensation, and unemployment insurance.

Governance Structure

The Equity Schools, Inc. Board of Directors is a policy-making board and supervises the leadership of its schools. The Board has delegated all school management decisions
such as hiring staff, day-to-day school management and adherence to school policy to the Principal.

The Governing Board: Meetings, Notices and Selection Process

The Board of Directors (the Board) will consist of at least seven and no more than 20 members. All Directors will have identical rights. The Executive Director, when hired, will be an advisory, non-voting member of the Board (ex officio). A member of the Los Angeles Unified School District shall be allowed to hold a non-voting board position at their discretion.

Board Officer Descriptions

As indicated by the corporation bylaws the elected officers of the Board are the Chair, Vice-Chair, Treasurer, and Secretary to meet specific organizational needs. Each officer will serve a 3-year term that is a renewable for a maximum of three consecutive terms.

New members will be interviewed by the Board Chairman. Once the school is open, they will be given a tour. Prospective Board members that will be selected from the Greater Los Angeles Community. Prior to joining the Board, the prospective member will attend an orientation session conducted by the New Board Member Committee.

The Board of Directors will:

• Exercise their fiduciary responsibilities and actively prepare for and participate in board meetings and board activities.
• Develop Board policies and procedures.
• Approve charter and charter amendments.
• Approve the school calendar and schedule of board meetings.
• Provide fiscal accountability by approving and monitoring the budget.
• Upon recommendation of the Principal/Board Personnel Committee, make final hiring decisions regarding administrative positions.
• Develop fundraising strategies.
• Contract with a State approved external auditor to produce an annual financial audit according to generally accepted accounting principles.
• Acquire, use, and maintain facilities.
• Oversee and monitor implementation of curriculum and assessment programs.
• Ensure the development of short and long-range strategic plans and yearly objectives.
• Take action on student expulsions.
• Oversee effective use of school resources.
• Visit each school at least yearly.

The Board of Directors will exercise its authority over the Principal and/or Executive Director. The Principal/Executive Director will provide comprehensive reports to the
board. When principals are hired, they will be responsible for the day-to-day operations of each school.

The Chair of the Board of Directors leads the Board of Journey STEM Charter School. The responsibilities of the Chair include:

- Presiding over all meetings of the Board of Directors and other meetings as required
- Coordinating with the Board Officers, and committee chairs to develop the agenda for board meetings
- Disseminating important information to the other members of the Board
- Reviewing operational effectiveness and setting organizational priorities for future development
- Serving as ex officio member on all committees
- Appointing committee Chairs
- Monitoring the effectiveness of the Board’s governing process and addressing deficits of Board operations

The Vice Chair of the Board serves in the capacity of the Chair of the Board of Directors in the event the Chair is absent and/or to perform other duties assigned by the Chair.

The Treasurer is entrusted with the financial responsibilities of the Board. Specific responsibilities of the CFO include:

- Serving as the chair of the Finance Committee
- Ensuring that Journey STEM Charter School complies with district, state, federal, and other statutory reporting requirements
- Working with the Board Chair and Business Manager to ensure financial records are current and accurate
- Participating in the preparation of the annual budget
- Vetting and recommending an external auditor to the Board for the annual financial audit
- Working with the school’s administrative staff to ensure that complete financial records are made available if requested by auditors, the authorizer, or other entitled parties
- Reviewing monthly financial statements prepared by the school’s administrative staff
- Ensuring that required financial reports are prepared accurately and in a timely manner
- Reporting to the full Board regularly to ensure that the Board is fully aware of and understands the financial health of the organization

The Secretary is the chief record keeper for the Board. Specific duties of the Secretary include:

- Certifying and keeping a hard copy and electronic copy of the bylaws as amended or otherwise altered to date.
• Officially records all board actions
• Serves as the Custodian of Records
• Recording official minutes of all meetings of the Executive Directors. Meetings shall record the location, start and ending time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof
• Keeping copies of agendas and minutes of all meetings of the Executive Directors and committees and making these documents available at the school’s main office
• Ensuring that all notices are duly given as described in the bylaws or required by law
• Performing other duties incident to the office of Secretary

The Board of Directors shall:

• Provides vision, strategic planning and leadership for the organization
• Lead all fund development including the ongoing maintenance and new development of contracts and other funding sources so as to provide the Executive Director with all the needed and available resources to execute the academic program
• Oversee financial stability and growth of the organization; assure sound financial planning, effective asset management, and full compliance with government audit requirements.
• Present operating and capital expenditure budgets for review and approval of Board of Directors annually.
• Oversee operations, consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.
• Ensure that the policies and procedures are uniformly understood and properly interpreted and administered.
• Responsible for the compliance and submittal of all reporting requirements
• Provides vision, strategic planning and leadership for the organization
• Lead all fund development including the ongoing maintenance and new development of contracts and other funding sources so as to provide the principal with all the needed and available resources to execute the academic program
• Oversee financial stability and growth of the organization, assure sound financial planning, effective asset management, and full compliance with government audit requirements.
• Present operating and capital expenditure budgets for review and approval of Board of Directors annually.
• Oversee operations, consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.
• Ensure that the policies and procedures are uniformly understood and properly interpreted and administered.
• Responsible for the compliance and submittal of all reporting requirements
• Responsible for the design and execution of the facilities plan
• Oversee the schools fundraising activities
• Participate in on-going professional development activities to ensure that all members have the necessary information to be effective.

It is the responsibility of the Board of Directors to make decision on salaries, benefits, working conditions, and items such as school calendar and work days. The process by which this will happen includes receiving information from parents, community members, and staff via surveys as to the successfulness of the previous year’s policy. The Board will evaluate the surveys as well as budget constraints to make decisions for the following year.

Board Training

The following is a list of trainings attended by Board Members
• Annual California Charter School Association Conference
• CCSA Webinars
• Brown Act Training by Procopio
• Student Services Training (MYC Law Firm)
• CA State Budget Training (Legislative Analyst Conference)
• LACOE Training
• CCSA Regional Meetings
• LAUSD Charter Development Orientation

Legal Services to be Used

Equity Schools, Inc. will seek the legal services of a reputable law firm to provide legal services for but not limited to the following:

• Board Training
• Student Suspension/Expulsion
• Employment Law
• Sexual Harassment
• School Policy Development
• Business Services Agreements
• Special Education
• Charter Renewal
• Audit Defense
• Charter Revocation Defense
• Court Representation
Founding Board of Directors

Rufus Chambers III (Board Secretary) – Experienced Construction Project Manager with 14 years of experience in the construction industry. Worked on a variety of projects in the role of the Owner’s Representative, General Contractor, and Construction Manager at Risk. Served as the Chief Administrative Officer for a large 501(c)3 corporation by managing and implementing the operation of a ministry; conducted internal procedures audit as an independent contractor to Kaiser Permanente Estimating group by managing the day to day operations of the company (accounting, cost control, payroll, administration, marketing, recruiting, training and business development.

Joni Collins – Manager of Community Services at Los Angeles Southwest College; provide supervision to teaching and clerical staff; student workers; Executive Director of Foster Care Education, Southwest College; Coordinate classes for Foster Care, Independent Living, Option of Recovery Classes; Master Trainer for Model Approach Partnership in Parenting; Business and Finance major at San Jose State University; Grant writer securing state and federal funding; managing an annual budget exceeding $500,000.00

Andrew Kennedy, Ed.D – Educational Consultant specializing in professional development to charter schools emphasizing Standards-Based Curriculum, Assessment, Differentiated Instruction, Professional Learning Community implementation, Conflict Resolution Training, Data Driven Decision Making, Coaching for Administrators and Teachers; Cultural Proficiency Learning Communities. Served as a District Office Curriculum Coordinator for a large regional educational organization. Developed and implemented the Family Service Center and Program for parents of Head Start Children; Former Principal and Assistant Principal. Core Instructor at National University in the Graduate School of Education; Former Adjunct Professor in the School of Education at Redlands University.

James E. Knight (Vice President) - Executive Director of Proposal Development; B Squared Technical Services and Consulting. Vice President and Chief Financial Officer of Resource Recovery, LLC; managed financial and business activities; prepared proposals, negotiated contracts. Rockwell International Space Transportation System and the Boeing Company, Human Spaceflight Division – developed and managed the Proposal Development Center’s information system, proposal library, and business research center and computer resources. Directed planning, new business strategies for NASA and commercial space and defense systems development, technology advancement and research; developed successful proposals for Space Station, Global Positioning System, Missile Defense Systems, satellite, aircraft, and defense systems.

Cheryl Pierce – California Registered Nurse; provides nursing care to Veteran patients using advanced clinical knowledge to promote staff involvement in the planning, implementation and evaluating interventions that will affect patient and system outcomes. Provides health education, teaching, and counseling to college students; administering physical exams, immunizations, and first aid; administered and presided
over Residential Care Facility for children ages 10-18 that are abused and/or neglected providing them with supervised medical, social and psychological services; Emergency Staff Nurse (ER)/Team Leader at Centinela Hospital in Los Angeles, CA. Provided care for patients suffering from trauma, acute chest pain, respiratory failure/complaints, drug overdoses, acute alcohol ingestion, and gastrointestinal bleeding.

Sharon White (Board Treasurer) – experienced corporate manager with extensive background in finance and education. She is a subject matter expert in budgeting; financial analysis; cost/price analysis; responsible for $175-$300M in negotiated savings for Boeing Company; taught National Management Association (NMA) supervisory courses; developed and conducted seminars emphasizing “Getting Ahead in Corporate America”; Taught algebra, geometry, and foundational math to at-risk students at Animo Locke IV Charter School

Tiffany Williams, Public Relations Marketing Manager, Kabbalah Centre, a non-profit corporation in Los Angeles. Ms. Williams has developed, planned and implemented strategic advertising, marketing and PR activities for Fortune 500 companies such as Kraft Foods, Macys, MetLife, Starbucks, Edison International, American Airlines Albertsons Sav-On, Harley Davidson Motor Company and Verizon among others. She has proven experience in establishing key relationships with clients, constituents, vendors and the media. Her marketing experience is demonstrated in a variety of media formats including: print, broadcast (TV, radio, internet) direct mail, social media online and with celebrities. She was the lead account manager on Communicator Award and the Hermes Creative Award programs; able to manage crisis communications ensuring positive brand recognition and maintaining a positive public image.

Jerry Windom (Board Chair) – Licensed broker and ARM certified professional who has worked for many years as an Insurance/Risk Management Consultant. He advises clients on personal and commercial lines property and casualty insurance program design and placement, including CGL, Property, Workers’ Compensation, Commercial Auto, D&O, and Professional Liability line of coverage. He has extensive experience in the areas of alternative risk financing, contractual review of risk transfer and hold harmless provisions, self-insurance administration, audit of public entity risk management programs, insurance claims consulting and mediation, managed loss control and safety programs; designed and administered owner-controlled insurance programs such as the Red Line, Green Line, Blue Line and Gold Lines for the Metropolitan Transit Authority (MTA).

The Founding Board Members will remain active once the school is open. As their term expires, they will have the option of being re-elected if they have not exceeded the maximum terms (3-3-year terms), or be replaced.

Advisory Board

The Board of Directors will be advised by a Charter Advisory Board, understanding that the Board of Directors has the legal fiduciary responsibility for the well-being of The

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Journey STEM Charter School. The Charter Advisory Board will meet bi-monthly (every two months) and have a minimum of five members and a maximum of 15 members elected at large in year one. The Principal will serve as the chair of the advisory committee. Advisory Board members will be elected by the parents/guardians of enrolled students after having been screened for candidacy by the Board of Directors. The composition will include representatives of all stakeholders, including parents, staff, and students where appropriate, and members of the community. This group will represent a broad cross-section of the school community.

The Charter Advisory Board will advise the Board of Directors on matters including:
- the general policies of the school;
- the school's budget;
- parent and community involvement in and support for school programs;
- solicitation and receipt of grants and donations consistent with the mission of the school;
- reviewing the school's personnel policies;
- confirming that all other responsibilities provided for in the charter necessary to ensure the proper operation of the school are being carried out;
- reviewing operations reports from the Executive Director and audit reports from the corporation; and
- assisting in the complaint procedure where appropriate.

The community will be actively involved in the development of The Journey STEM Charter School. Classified staff, student leaders, and community representatives will be encouraged to address concerns to the school Advisory Board.

Organization Chart (See Appendix)

Parental Engagement

One of the primary predictors of student success is parent involvement. Parents of Journey STEM Charter School students will be expected to participate in the educational process of their child/children. Our charter school will seek to involve parents in the educational process by proactively pursuing their input and feedback on school issues and providing workshops on various educational topics. The Board of Directors has approved the formation of an advisory board that will help develop school policies. The President of the Advisory Board will participate in each board meeting as an ex-officio member and continuously report on parent activities and will organize parents to make policy recommendations.

Our Parents will:

- Be actively engaged in the development of the school as members of the Advisory Council.
- After the admission of a student, meet with the principal, if they are enrolled after the fall Parent Orientation.
• Be provided with multiple opportunities to develop awareness of benchmarks and what their child must achieve to be successful.
• Be provided documentation created by Journey STEM Charter School detailing their responsibility and expected commitment to support student learning and the academic goals of JSCS.
• Be encouraged to volunteer to support the school and to participate as mentors.
• Participate in all student-led parent-teacher conferences.

Once a month, parents will be invited to “coffee/pastry talks” hosted by the Principal and/or Director of Curriculum and Instruction (when hired). A variety of topics and resources will be presented such as interpreting student data, learning to use computers/tablets, helping with homework, forming partnerships with community-based organizations.

**LAUSD Charter Policy**

Journey STEM Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Process for Amendments to the Charter**

JSCS will comply with the current LAUSD policy for amendments to the charter petition.
Element 5
The qualifications to be met by individuals to be employed by the school. Ed Code §47605 (b) (5) (E)

EQUAL EMPLOYMENT OPPORTUNITY

Journey STEM Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB AND CREDENTIALING REQUIREMENTS

Journey STEM Charter School shall adhere to all requirements of the Elementary and Secondary Education ACT (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(1). Teachers of core and/or college preparatory subjects and special education teachers must hold and maintain a Commission of Teacher Credentialing certificate, permit or other document equivalent to that with a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Journey STEM Charter School consists of committed professionals who provide all children with an exceptional educational program. All staff members will be committed to the mission and vision of Journey and will work diligently to assure they are accomplished. All staff members will be actively engaged in the planning, performance, leadership, and evaluation of the instructional program and the operation of the school.

Administrator Qualifications

Administrators at Journey should possess proven leadership abilities, a comprehensive educational vision that is consistent with the mission of the school, skill in hiring and supervising excellent administrators and teachers, knowledgeable with charter school laws and operations and the target population, technological facility, and management experience.

The minimum criteria for the administration candidates include:
Bachelor’s degree (M.A. or Doctorate preferred)
Minimum of five years teaching experience
Administrative credentials preferred

**Teacher Qualifications**

Pursuant to Education Code 47605 (l) all teachers at Journey STEM Charter School will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with Education Code Section 47605 (l) for teachers in non-core courses.

A teacher of the four core academic subjects (English/Language Arts, Mathematics, Science, Social Studies) must

- Bachelor’s degree
- CA Teaching Credential or have a Preliminary Certificate/Credential for not more than three years while actively working toward completion of a California credential
- Be highly qualified according to NCLB
- Have demonstrated classroom and subject matter competence
- Background Clearance from FBI/DOJ
- TB Clearance

**Staff Qualifications**

Journey STEM Charter School will assure that all requirements for employment set forth in applicable provisions of law will be met. The Journey staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the Los Angeles Unified School District’s Learning Service Region – South community and the student body as possible. It is equally important that staff members are committed to the vision of the school and will contribute to it in a positive manner. General qualifications include:

- Ability to work well in a team
- Flexibility
- Lifelong learners

**Procedures for Background Checks**

Employees and contractors of Journey STEM Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal shall monitor compliance with this policy and report to the Equity Schools, Inc. Board of Directors on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal and Executive Director (when hired). Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be
fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Prior to employment, each employee must furnish an up-to-date (4 years or less) Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.

Recordkeeping and Minimization of Use of Emergency Credentialed Teachers

JSCS will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. JSCS will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, the California Charter School Association, and local newspapers. JSCS will seek to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the year.

Procedure for Monitoring Credentials

The Personnel Committee Chairperson of Equity Schools, Inc. or his/her designee will ensure that all credentials are processed and maintained in accordance with the requirements as set forth by the Commission for Teacher Credentialing and California’s interpretation of “Highly Qualified” for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis by the Principal to ensure that teachers carry the necessary certifications as required by law. Employees will be responsible for monitoring and updating the status of their own credentials. Employees will also be responsible for their own fees related to their credentials. Copies of credential materials will be kept at the school site.

Staff Compensation and Benefits

The Principal in consultation with the Board of Directors will develop a salary schedule for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among charter schools nationally. Administrative and staff salaries will be set at the discretion of the Board of Directors, based on the candidate’s experience and responsibilities. The salary of the Executive Director (when hired) will be set by the Board of Directors.

The following comprehensive benefits package has been established by the Board of Directors and included as part of each full-time employee’s compensation:

- Worker’s Compensation Insurance
- Unemployment Insurance
- Medicare
- Retirement Benefits
• Health Benefits
  o Medical
  o Dental
  o Vision

Staff Recruitment and Selection Process

The selection procedures for Journey STEM Charter School shall not discriminate on the basis of race, sex, religion, national origin, ancestry, sexual orientation, physical or mental disability, age, or any other basis protected by federal, state, or local law, ordinance, or regulation.

To ensure the selection of the highest quality staff, we will implement the following staff selection process:

• Announce/Advertise/Posting of job openings (online, newspaper, referrals, e-mail, website, Facebook)
• Use of teacher recruitment agencies (Resources for Indispensable Schools and Educators - RISE, Teach for America) and career fairs
• Accept applications, including resumes, references and/or letters of recommendation
• Short introductory interview (in-person or by phone)
• Contact references
• Sample teaching lesson followed by debrief
• Extensive interview with multiple members of school’s existing staff
• Verification of credential and previous employment
• State and Federal background checks, professional and personal reference checks of strong candidates
• Offers of employment to the strongest candidates

Job Descriptions

The following job descriptions outline the key positions at the school including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school:

• The Executive Director
• Director of Curriculum and Instruction
• Principal
• Business Manager
• On-site Financial Manager
• Teachers
• Paraprofessionals
• Office Manager
Executive Director

The Executive Director’s (when hired) responsibilities include management of all areas of the school from academic achievement to personnel management and financial oversight.

Leadership Skills and Characteristics:

- Embody, advocate and operationalize the mission, vision and strategic direction of Journey STEM, Inc.
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and leadership team
- Demonstrate a strong passion for education by developing mission driven programs and policies
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in student academic performance
- Attend meetings of the Board of Directors and on all Board committee meetings and provide relevant information and/or reports
- Recruit, appoint, support, manage, and evaluate the Executive Director of Curriculum and Instruction and Business and Operations Manager
- Knowledge of budgetary planning and accounting principles
- Proven understanding of statistical data and analysis
- Proven effectiveness in community relationships and acquiring sponsorship from private sectors
- Knowledge of educational and regulatory compliance at all governmental levels
- Support the professional development and growth of faculty and administrative staff
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
- Comply with the charter, accountability requirements, and all relevant law

In addition to the leadership responsibilities, the Executive Director will have key administrative duties.

Administrative Duties

- Provide leadership of the school
- Manage leadership team (Site Administrator, Director of Curriculum and Instruction and Business and Operations Manager)
- Along with the Director of Curriculum and Instruction, lead community meetings, faculty meetings, and school leadership meetings
- Administer, teach and lead professional development when appropriate
Use data driven analysis to evaluate teacher performance and student academic achievement.

Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement.

Sets goals and objectives, evaluate performance and develop growth/skill strengthening plans for the Executive Director of Curriculum and Instruction and staff.

Recommend staffing levels and budgetary priorities to the Board of Directors.

Provide leadership and empower Director of Curriculum and Instruction and staff to achieve both measurable and intangible academic deliverables.

Document and disseminate the school’s academic and operational processes.

Develop and implement fundraising initiatives that contribute to student and staff development and meet school’s financial commitments.

Mediate and manage school-related conflicts not resolved by the Site Administrator.

Handle employment and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training.

Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community.

Lead and resource the application process for governmental funding, including grants.

Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices.

Work to ensure the school’s commitment to diversity and visibility within the urban community.

Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize student achievement.

Work with the Board and its Committees to marshal resources for capital improvements and a permanent facility, for extracurricular curricular opportunities, and supplemental academic programs.

Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.

Perform and execute any other tasks as assigned by the Board of Directors.

Qualifications and Experience

Strong commitment to the mission and vision of the school.

Experience in education, strategic planning, staff development, board relations, financial management, and operations.

Motivational and energetic leader who is committed to excellence.

Solutions-oriented strategic thinker who has overcome complex organizational challenges.

Unwavering in pursuit of excellence even in the face of difficult opposition and
• challenges
• Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
• Teaching experience in urban areas with marked and measurable success
• Experienced public speaker
• Well-developed technical and persuasive writer
• Masters level degree preferred

Principal

The Principal is the primary instructional leader. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal must report directly to the Board of Directors until the Executive Director is hired. She/he is responsible for the orderly operation of the school and the supervision of all employees in the school.

The Principal is assigned to perform assigned tasks directed from the Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

• Provide day-to-day instructional leadership and operational components of the school.
• Assist in the development of structures and systems to create a safe, orderly, disciplined school culture and maintain consistency within the school
• Utilize student assessment data to maximize student achievement
• Develop and enforce student discipline policies including participating in suspension and expulsion procedures
• Create structures for meaningful parental involvement
• Implementing effective communication with all stakeholders
• Conduct Random public lottery, when necessary
• Observing and Providing Feedback to Teachers and conducting annual
• Develop school-wide celebrations and recognition of student success
• Overseeing after-school program, including the recruitment, selection, training, and on-going support of volunteers, staff, interns
• Administrate IEP meetings as required
• Ensure that Special Education and Related Services service providers implement student’s IEP as required
• Analyzing and creating individual learning communities for students
• Communicating regularly with parents and crating meaningful parent events
• Along with the Executive Director and  Director of Curriculum and Instruction, conduct faculty meetings
• Work closely with the Executive Director and Director of Curriculum and Instruction to ensure the school’s success
• Building and maintaining a culture based on the school’s values
• Advocating on the school’s behalf with external audiences, including investors, media, community partners, local leaders, elected officials, and the authorizer.
• Leading community meetings and other school-wide events
• Assist with the development of internal and external goals, evaluating school performance on multiple measures, and adjusting program elements accordingly
• Coordinate end-of-year field trips and other excursions throughout the year
• Follow all Board, District, State and Federal laws that apply
• With the Executive Director and the Director of Curriculum and Instruction will interview and recommend employee hiring, promotion, discipline, and/or dismissal
• Ensure compliance with all applicable state and federal laws and help secure local grants
• Communicate with parents, recruit new families and students, and assure families of academic growth
• Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
• Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the Authorizer
• Identify the staffing needs of the school and offer staff development as needed
• Ensure that appropriate evaluation techniques are used for both students and staff
• Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
• Hire qualified substitute teachers as needed
• Ensure the security of the school building
• Promote and publish the Journey STEM Charter program in the community and promote positive public relations and interact effectively with media
• Encourage and support teachers with the development and implementation of a Professional Learning Community.
• Attend Administrative Leadership Team meetings as necessary and stay in direct contact with the Executive Director regarding changes, progress, etc.

Qualifications:

• Minimum of three years teaching experience with two years in a leadership position (ideally in urban and/or charter school)
• Demonstrated knowledge of content standards and curricular materials appropriate to the grade span of the school
• Demonstrated classroom success
• Knowledge of applicable education laws and regulatory compliance
• Working knowledge of special education law, documentation and best practices (preferred)
• Understanding of statistical data and analysis (particularly student achievement data)
Masters Degree in Education or related field
Administrative credential or comparable school leadership training

Director of Curriculum and Instruction

The Director of Curriculum and Instruction provides instructional leadership for the ultimate academic success of the school.

- Leadership Skills and Characteristics
  - Embody, advocate and operationalize the mission, vision and strategic direction of the Academy
  - Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
  - Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
  - Achieve dramatic and consistent improvement in student academic performance
  - With the Executive Director, recruit, interview, select, evaluate, and retain outstanding instructional staff
  - Support the professional development and growth of faculty
  - Administer, teach and lead professional development when appropriate
  - Design and implement a coherent research-based curriculum in the core subjects
  - Along with the Executive Director, lead community meetings, faculty meetings, and administrative meetings
  - Comply with the charter, accountability requirements, and all relevant law
  - Provide all relevant data, reports and information to the administrative team
  - Attend and advise the Board of Directors regarding Accountability Committee on a monthly basis
  - Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
  - Work collaboratively with the Executive Director
  - Observe teachers on a regular basis and provide detailed feedback both written and oral, formal and informal

In addition the leadership expectations, there are also specific administrative responsibilities that the Director of Curriculum and Instruction must uphold the mission and goals of the school.

These include but are not limited to:

Administrative Duties

- Develop school systems and structures that will maximize student learning
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement
- Assist in student recruitment and family outreach
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school wide consistency
- Design the school’s academic standards, benchmarks, assessments, and curriculum to align with state and national standards
- Assist in the planning and implementation of the teacher summer professional development
- Coordinate administration to students of all standardized evaluations including six-week assessments, CST tests, CELDT and national norm-referenced exams
- Document and disseminate the schools’ curriculum units and academic processes
- Establish personnel policies and standards of conduct in conjunction with the leadership team
- Set and monitor the teaching schedule for the core faculty
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required
- Teach as needed
- Serve as the primary substitute teacher
- Perform other tasks as assigned by the Executive Director

Qualifications and Experience

- Strong commitment to the mission and vision of the school
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
- Three to five years of urban teaching and educational leadership experience is preferred
- Masters level or advanced degree preferred

Business Manager

The Business Manager, when hired, will be under the supervision of the Executive Director. Initially, this position will be part-time. As the enrollment increases, the position will develop into a full-time position. The Business Manager’s primary duties include:
• Maintaining high standards of financial management and accuracy with regards to budgets, cash flow statements, expenditures, revenues, taxes, etc.
• Handling all on-site school finances, including paying bills, overseeing purchase orders, and submitting payroll
• Communicating all pertinent data to the Executive Director
• Preparing reports in compliance with all District, County, State, and Federal requirements
• Managing grant monies and related reporting
• Coordinating the purchase of goods and services with the Executive Director, including managing a bidding process when necessary
• Developing and maintaining relationships with the school’s banking partners and vendors
• Preparing documentation for the annual audit
• Assisting with school-wide projects as directed by the Executive Director

Qualifications:

• Demonstrated competence with generally accepted accounting principles
• Minimum of three years experience in operations and/or finance
• Proficiency with financial management software, i.e., QuickBooks and Microsoft Office (Word, Excel)
• Experience in an educational setting preferred
• Advanced degree (MBA) preferred

Teachers

Journey STEM Charter shall seek highly qualified teachers that are committed to education and the mission and vision of the Charter School. Teachers perform the most critical work in our school—teaching, evaluating, and supporting our students. Journey STEM Charter School teachers report to the Principal.

Job Expectations:

• Planning and delivering thorough, challenging, standards-based lessons that ensure all students master content
• Assessing students daily through informal measures ad at least one formal test or quiz each week
• Creating comprehensive projects, chapter and/or unit tests, as well as cumulative assessments
• Use detailed data analysis of student performance to inform best practices
• Differentiate instruction in the classroom to ensure that ALL students excel
• Identify students who are academically at risk of not meeting standards and initiating effective intervention strategies
• Reflecting continually in order to ensure a culture of high academic and behavioral standards
• Communicate student progress to students and parents in structured conferences as required throughout the year
• Participate and contribute in grade-level meetings designed to develop and monitor the curriculum to determine if its meeting the needs of the students
• Participate and contribute to the development of a high quality professional learning community focused on student achievement
• Reinforce school-wide rules and expectations in the classroom and elsewhere on campus
• Completing other tasks as directed by the Executive Director

Qualifications:
• Bachelor’s degree
• Appropriate California teaching credential and EL Authorization
• Fulfillment of all criteria set forth to be considered Highly Qualified under NCLB
• Participation in BTSA or equivalent program if candidate does not possess a Clear credential
• Successful manager of an urban classroom who has used structure and high expectations to drive student success
• Experience as a classroom teacher with demonstrated quantifiable and objective gains that surpass state or local averages
• Ability to work with a variety of learning abilities, including those with special needs and low skill levels in a heterogeneously grouped classroom setting
• Ability to work well in a team, especially with parents and community members

Paraprofessionals

Paraprofessionals will be under the supervision of the Teacher and evaluated by the Principal. Paraprofessionals are responsible for working at the direction of the teacher to assist with individual and small group instruction and classroom management.

Job Expectations:

• Under the direction of the classroom teacher, provide individual and/or small group instruction and/or behavior shaping activities
• Assist support staff with instructional activities including individual small group instruction/assessment, behavior observation and charting
• Perform classroom clerical duties i.e., copying, filing, grading papers, preparing classroom materials, etc.
• Playground supervision before school, recess, lunch, after school
• Actively participate in professional learning community

Qualifications:

• Minimum of an AA Degree or the completion of 60 semester hours at an accredited college or university.
• Minimum one year experience in a school or similar position
• Ability to provide leadership to students
• Communicates effectively orally and in writing in English (and Spanish if necessary)
• Computer literate (preferred)
• Demonstrate dependability
• Committed to the mission and the goal’s of the school
• Able to work with minimum supervision

On-Site Financial Manager

Office Manager: The On-Site Financial Manager is under the supervision of the Business Manager (when hired). Prior to that, the On-Site Financial Manager will report to the Executive Director. The On-Site Financial manager will ensure the operation of the school’s main office and financial activities and will be a part of the Leadership Team to ensure the success of the school.

Job Expectations

• Work with Executive Director, Business Manager, and Back-office vendor to prepare budgets, financial statements, including year-to-date (YTD) income statements, cash flow statements, and variance analysis including payroll.
• Ensure that all school reports and disclosures comply with applicable governmental, professional standards, and organizational policies.
• Implement Board’s financial policies and procedures in conjunction with the Executive Director/Principal to ensure transparency.
• Performing clerical duties, including data entry, mail correspondence, office supply inventory, answering phones
• Engage in frequent communication with board, the CDE, LAUSD and other state and government agencies.
• Implementing systems to support the work of teachers and administrative staff
• Maintaining and operating a variety of office equipment, such as copy machine, printers, fax machine, scanners with speed and accuracy
• Independently, or in accordance with administrative instructions, developing
school communications in English and Spanish (if necessary) based on a thorough knowledge of school policies, regulations, and operational procedures

- Distributing and collecting enrollment materials
- Preparing and maintaining a variety of student, personnel, and school records
- Overseeing the school’s management information system
- Communicating with the school’s landlord to ensure timely facilities maintenance
- Working with students, teachers, and families as directed by the Executive Director
- Assist in the coordination of school-wide events

Qualifications:

- Minimum of an Associate’s Degree or two years of college with an emphasis in accounting
- Minimum of two years experience in an office or school
- Experience with bookkeeping, preparing financial statements, budget development and payroll experience.
- Strong knowledge of financial requirements for charter schools (preferable)
- Ability to travel and work non-standard hours to attend evening board meetings
- Strong Microsoft Excel skills and financial modeling (familiarity with financial software such as QuickBooks a plus)
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- Strong public relations skills with a variety of constituencies
- Exemplary communication skills in English and Spanish (preferred)

Non-Core Instructors/Professional Experts

Non-core professional experts will be hired to supplement our core instructional program. These individuals must have demonstrated experience in their field of expertise. These positions will be part-time and may include independent contractors for services such as but not limited to, computer lab, gardening, robotics, drama, karate, or yoga.

Vacation, Sick Time, Bereavement

The Principal will recommend the school calendar (vacation, holiday, hours, sick time, bereavement) and the Board of Directors will approve each year.

Work Schedule

Work calendars, work week, and vacation time will be determined by individual employment contracts or work agreements. Administrators and office staff will work a calendar year of 12 months. Journey STEM Charter School staff will work a calendar
year of 10 months. JSCS will adhere to all applicable requirements of the California Labor Code.

Staff Performance

The Board of Directors will evaluate the Principal annually (until the Executive Director is hired who will assume that responsibility). The Board will use criteria of the performance from the job description and will take into consideration informal and formal evaluations. It will also consider how well the school’s goals have been met, any self assessments, parent/student/staff surveys as well as the overall organizational and fiscal health of the School.

The Principal will evaluate the teachers at least once each year. Teacher’s performance will be based on the job description and the California Standards for the teaching profession. Evaluation of the teachers will also include observations of the teacher’s instructional delivery, self-evaluation and student outcomes. A portion of the evaluation will include results of student assessments, formative and summative, student work samples, and performance on state standardized tests.

The Principal will also evaluate all non-certificated staff. Performance will be evaluated according to the employee’s job description and any Board policies as it relates to them.

Staff evaluation criteria and procedures are subject to change as the school grows and changes.

Termination

JSCS recognizes two reasons for termination:

- Voluntary Termination (Resignation) – occurs when an employee chooses to leave or fails to report to work without notice to, or approval by, his/her supervisor.
- Involuntary Termination (Dismissal) – occurs when Journey STEM Charter School chooses to discharge an employee.

Any employee may submit a written complaint regarding dismissal, discipline, and termination pursuant to the due process procedures described below.

Due Process for Resolving Complaints

Employees who have a complaint or wish to challenge disciplinary action taken by Journey Stem Charter School must use the following procedures:
Step 1

An employee having a complaint shall present the complaint in writing to his/her supervisor within 10 days of the event or condition giving rise to the complaint. Failure to file a complaint in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The supervisor shall meet with the employee and other persons as determined by the Board of Directors. If the complaint is not resolved within 14 calendar days of receipt by the Supervisor, the complaint shall be denied and the employee may proceed to step 2.

Step 2

The Chairman of the Board of Directors shall refer the complaint to the Personnel Committee (made up of members of the Governing Board that do not present a conflict of interest with the complainant). The personnel committee will conduct a hearing (closed session). Both the complainant and the Supervisor shall present arguments, documents, and witnesses during the hearing. The Personnel Committee will consider all the evidence and make a decision. A written decision will be rendered within 10 working days following the hearing. The decision of the Personnel Committee will be the final decision.

The Principal will be responsible for monitoring all teaching credentials to assure that they remain valid throughout the employee’s employment at the school. The Principal will use the Public Search website of the California Commission on Teacher Credentialing.
Element 6 – Health and Safety
The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code §47605 (b)(5)(F)

HEALTH, SAFETY AND EMERGENCY PLAN

Journey STEM Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to the beginning operation of the charter school. Journey STEM Charter School shall ensure that staff receives annual training on Charter School’s health, safety and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Journey STEM Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

The Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

FACILITIES

The JSCS facility will comply with all applicable State, Federal and local regulations and maintain accessible records for such regulations. JSCS will follow the Healthy Schools Act – California Education Code section 17608, which details pest management requirements for schools.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to
the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (F&E) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising from Facilities.**
  1. **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
ii. Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operation Services. In the event LAUSD agrees to allow the Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

i. Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance for the LAUSD facilities and Charter School shall pay Pro Rata Share. The parties may agree to an alternate arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

ii. Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District Owned Facilities

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit). The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.
Schools are required to adhere to the program accessibility requirements of Federal law (American with Disabilities Act and Section 504),

**Occupancy of the Site**

The charter petitioner or developer shall provide the District with a final Certificate of occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**PEST MANAGEMENT**

Charter School will comply with the Healthy Schools Act, California Education Code 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management**

Charter School shall 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 school or administrative building shall maintain an asbestos management plan.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**Facility Safety**

Journey STEM Charter School shall comply with Education Code 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. JSCS 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.

**Compliance with Safety Requirements Assurance**

JSCS assures that the school’s facilities and any modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

**Student Prescription Medication**

Journey STEM Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. Students requiring prescription medication during school hours will be accommodated. Parents/caregivers must have appropriate forms authorizations and instructions completed by their child’s doctor and on file in the school office. Parents/caregivers must bring the medication to the office in the original container with a label that clearly indicates the name of the prescribing physician, student’s name, and dispensing instructions. Designated staff will place medications in a locked cabinet. Designated staff will be trained by a qualified health professional to dispense and record the medication administration. Parents/caregivers will be informed by designated staff when 10 school days of medication remain (for those with ongoing medication).

A school safety plan will be developed, put into place before school opens and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.

**Role of Staff as Mandated Child Abuse Reporters**

The Journey STEM Charter School faculty, staff, professional experts and volunteers will be mandated child abuse reporters and will follow all applicable reporting laws, and utilize the same policies and procedures used by the District.

**Food Service and Other Auxiliary Services Safety**

Journey STEM Charter School will contract with an outside agency for its food service needs. JSCS will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. JSCS will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.

**Emergency Preparedness**

All administrators and instructional staff will be CPR and first aid certified within one year of employment date.
Blood Borne Pathogens

JSCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Governing 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 will follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

Journey STEM Charter School shall function as a drug, alcohol and tobacco free workplace.

Comprehensive Sexual Harassment Policies and Procedures

Journey STEM Charter School is committed to providing a school that is free from sexual harassment, as well as harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation or disability. JSCS will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual harassment or discrimination at Journey STEM Charter School (including employee to employee, employee to student, and student to employee misconduct)

Insurance Requirements

No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability including Fire Legal Liability coverage of $5,000,000 per Occurrence in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter
School’s insurance shall be primary despite any conflicting provisions in the charter school’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provision of the California Labor Code adequate to protect the charter school from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the charter school does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insurance retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage, with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participated in competitive interscholastic or intramural sports programs.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess to the Charter School’s insurance primary despite any conflicting provisions in the Charter School’s policy.
Evidence of Insurance

The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 South Beaudry Avenue, 28th Floor, Los Angeles, CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded in this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the charter school deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the Charter School, does agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees bought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend, and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.
Element 7

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code §47605 (b)(5)(G)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the District’s Integration Policy adopted and maintained, pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW). The written plan lists specific dates, locations and recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Target Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

No Child left Behind - Public School Choice (NCLB-PSC) Traveling Students

The District and Journey STEM Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). JSCS agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to-number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Journey STEM Charter School shall have the right to continue attending JSCS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a
NCLB-PSC student to JSCS shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement Status.

Journey STEM Charter School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. JSCS shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at JSCS under the NCLB-PSC program increases in subsequent years, JSCS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

Federal Compliance

As a recipient of federal funds, including federal Title 1, Part A funds, JSCS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. JSCS understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes, and JSCS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title 1, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

- Develop jointly with, and distribute to parents of participating children, a school-parent compact.

- Hold an annual Title 1 meeting for parents of participating Title 1 student.

- Develop jointly with, agree on with and distribute to, parents of participating children a written parent involvement policy.
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds.

• Complete and submit local Education Agency (LEA) Plan to CDE.

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title 1 Schoolwide Program eligibility status, if applicable; otherwise, identify and maintain a roster of eligible students for the Title 1 Targeted Assistance School Program.

• Maintain inventory of equipment purchased with categorical funds, where applicable.

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

Journey STEM Charter School also understands that as part of its oversight of the Charter School, the District may conduct a program review of federal and state compliance issues.

Methods to Advertise and Recruit

In an effort to maintain racial and ethnic balance JSCS will use various mediums to advertise and recruit. We will advertise in local newspapers, pass out flyers, attend/hold informational meetings, publicize through community groups, agencies, neighborhood youth organizations, churches, parks and libraries. The school website and Facebook will also be used to reach families using technology. The geographic area targeted for recruitment includes but is not limited to the following areas of Los Angeles City: Adams-Normandie, West Adams, Exposition Park, Crenshaw, University Park, Baldwin Hills, Baldwin Vista, and Baldwin Village.

Upon approval of the charter petition, JSCS will begin its outreach efforts and recruitment by holding parent and community meetings so that stakeholders may receive direct information regarding our school. In order to ensure access of information to parents and other members of the community, meetings will be conducted in English and Spanish. In addition, all flyers and advertisements will be written in English and Spanish. Parents and volunteers will be asked to assist with passing out flyers used in our recruitment efforts. Parents will be invited to attend informational meetings at local pre-schools, churches and other community events. Flyers will be passed out at local grocery stores in the area such as Superior, Food 4 Less, Numero Uno.
Element 8 – Admission Requirements (if applicable)

Education Code §47605 (b)(5)(H)

Legal Assurance

Charter schools are schools of choice and admissions policies will reflect this compliance with state and federal requirements. In accordance with Education Code Section 47605 (d)(2)(A), Journey STEM Charter School will admit all students who wish to attend, up to the school’s enrollment capacity.

Journey STEM Charter School will:
- Be non-sectarian in all areas of operations, including student admission
- Not discriminate based on race, ethnicity, gender, religion, nationality, sexual orientation, disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code
- Not Charge Tuition
- Accept all students who are California residents, regardless of their place of residence within the state
- Not require any pupil to attend the charter school
- Comply with all laws establishing minimum age for public school attendance
- Adhere to the Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children

Application Process

Journey STEM Charter School is an open enrollment, tuition-free public school, with no specific requirements for admission. To be included in the admissions lottery, families must submit an a Pre-Admission application which asks for the student’s name, grade, birthday, and contact information for the family. A lottery will only be held if the number of students applying exceeds the space.

The JSCS application process (Intent to Enroll) includes:

- Open Enrollment Period (June 1, 2014 through July 31, 2014, 5:00 p.m. in year one; January 15-March 31st in subsequent years.)
- Recruitment/Informational Meetings
- Completion of application packet
- Random Public Drawing (August – first year; May in subsequent years.)
- Lottery (if necessary)
- Notification to families
- Paperwork (within two weeks of lottery)
- Acceptance letter signed and mailed to school by parent/guardian
- Completion of all necessary paperwork, including but not limited to:
- Proof of age
- Immunization records
- Home language survey
- Emergency medical information
- Orientation (August, year one, May in subsequent years)
- Parent/guardian attendance at school orientation
- Student attendance at school orientation
- Parent and student signature of school Commitment

Open Enrollment

All students interested in attending Journey STEM Charter School will be required to complete a pre-admission application form and submit this application directly to the school before the annual deadline. Applications will be available during a publicly advertised open enrollment period each year (generally beginning the first business day after March and continuing through 5:00 p.m. on the first Friday in May). Submitted applications will be date and time stamped and student names added to an application roster to track receipt.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications which exceed available seats. In this event the school will hold a public random lottery to determine enrollment for the impacted grade level.

Admission Preferences

If the school receives a number of applications that exceeds the number of available spaces, a public random lottery will be hosted, with preference for available spaces given to students in the following order:

1. Students who reside within the boundaries of the LAUSD.
2. Siblings of currently enrolled Journey STEM Charter School
3. Children/grandchildren of the Journey STEM Charter School staff (up to 10% of total enrollment)
4. Other California residents

Lottery/Public Random Drawing

Should the number of students apply for school admission exceed the number of spaces available in any given grade, a random public lottery will be held to determine admission, per the requirements of Education Code 47605(d)(2)(B) as well as all federal requirements. In the event that a lottery is required, families intending to enroll their children who submitted completed application packets by the deadline. The lottery will be held at the school each year, except the first year when it may be hosted at another location near the school’s facility. Parents do not need to be present to participate in the lottery.
Before beginning the drawing, rules for the lottery will be explained in English and Spanish. Each grade’s lottery will be conducted separately, beginning with kindergarten, and will be further subdivided into groups that represent each of the school’s identified preference categories.

The lottery itself will be conducted by pulling slips of paper identified with applicant numbers out of a container, beginning with the students who receive preference as allowed by law and specified in our charter. Slips will be pulled until all openings are filled and then all remaining slips will be drawn to create a waiting list.

The lottery will be facilitated by an uninterested third party and fair execution of the lottery will be verified by an officer of the Journey STEM Charter School Board of Directors.

Copies of all application packets, lottery results, and waiting lists will be readily available for inspection at the school office.

Acceptance letters will be distributed to families whose students earn space through the lottery. All families, including those whose children are admitted through the lottery but are not present at the time of the drawing, will be notified by mail. All admitted students must return acceptance letters within two weeks of the lottery to secure their seat.

**Waiting List**

The waiting list will be established from the applications that do not receive admission and shall be used to fill enrollment vacancies that occur during the year. If a position opens during the school year, the school will contact the family at the top of the waiting list to offer their student admission to the school. Should the family decline the seat or fail to respond within 48 hours, the next family on the list will be contacted until the open position is filled.

Students who submit applications after the deadline will be added to the end of the waiting list in the order received. The waiting list will not carry over from year to year.

**Attendance Accounting**

Journey STEM Charter School will utilize an appropriate information system for attendance tracking and reporting purposes and will utilize attendance accounting procedures that satisfy requirements for LAUSD, LACOE, and the California Department of Education.

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless
youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School provide specific information in its outreach materials, websites, at community meetings, open forums, and regional center meetings that notifies parents that the school is open to enroll and provide services to all students and provides a District standard contact number for access to additional information regarding enrollment.

**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request at the time of, and as part of conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery or pre-enrollment event or process, or as a condition of admission or enrollment.

*Efforts to Recruit Low Achieving Economically Disadvantaged and Special Education Students*

Journey STEM Charter School is committed to educating underserved students including low achieving, economically disadvantaged and special education students. Recruiting efforts will be tailored to attract these subgroups. All of the methods outlined in Element 7 are reflective of this intent. Based on the fact that many of the surrounding schools are in Program Improvement and/or have an API state rank of 1. It is anticipated that the majority of students in the target area will be low achieving. Economically disadvantaged students will be easily identified based on the general socio-economic status of the area and the free and reduced lunch rates of the surrounding schools.

Journey’s registration process prior to enrollment will not inquire about the existence of an Individualized Education Program (IEP). Based on the overall demographics of the targeted community and schools, it is anticipated that the school’s special education population will range from 10% - 16%.
Element 9 – Independent Financial Audit

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code §47605 (b)(5)(I)

Independent Charter Status

Journey STEM Charter School will be a fiscally independent, directly funded charter school.

Budgets

Each spring Journey STEM Charter School will establish an annual budget, monthly cash flow projections, and a three-year financial projection. The Executive Director and Business Manager will prepare the budget and work with the Board Finance Committee to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and will also include a reserve to accommodate cash flow challenges. At this time, a number of contingency budgets will be prepared to provide a framework in the case of an unexpected increase in expenses or cut in revenue.

The budget development process will begin in March of the preceding fiscal year and continue through the Governor’s May revisions of the State budget. The budget and three-year projections will then be presented to the Journey STEM, Inc. Board of Directors for discussion and approval.

The Board will review monthly cash flow statements. The Board Treasurer will also recommend and the Board will approve formal budget revisions as needed to ensure financial stability and adequate cash flow.

The Journey STEM Charter School will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

The Journey STEM Charter School’s first year operational budget, as well as cash flow and financial projections for the first five years is found in the Appendix.

Business Management

The Principal will assume the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the school’s Board of Directors. Principal will work with the On-site Financial/Business Manager to manage the day-to-day financial management needs of the school. The school may contract with a back office support provider for services that include, but is not limited to, payroll, fiscal planning, and attendance tracking systems.
Journey STEM Charter School and our contracted business services provider will employ all Generally Accepted Accounting Principles (GAAP).

**Annual Audit and Inspection of Records**

The Journey STEM Charter School will develop and maintain internal fiscal control policies governing all financial activities.

The Board Finance Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an educational audit provider.

At the conclusion of the audit, the Board Finance Committee, will review any audit exceptions or deficiencies, and report them to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction to the District along with an anticipated timeline.

The annual audit should be completed within four months of the close of the fiscal year and a copy of the auditor’s findings will be forwarded to the District, LACOE, State Controller, the CDE, and any other required agencies by the 15th of December each year.

The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

a) Provisional Budget – Spring prior to operating budget
b) Final Budget – July of the budget fiscal year
c) First Interim Projections – November of operating fiscal Year
d) Second Interim Projections – February of operating fiscal Year
e) Unaudited Actuals – July following the end of the fiscal Year
f) Audited Actuals – December 15 following the end of the fiscal year
g) Classification Report – monthly according to the school’s Calendar
h) Statistical Report – monthly according to the school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- Instructional Calendar
- Other reports as requested by the District
JSCS will promptly respond to all reasonable inquiries from the District including, but not limited to inquiries regarding financial records, and will consult with the District regarding any inquiries.

**District Oversight Fees**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the school is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreement.

**CASH RESERVES**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.
Element 10– Pupil Suspension and Expulsion

The procedures by which pupils can be suspended or expelled. Education Code §47605 (b)(5)(J)

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students regarding the grounds for suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights to appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”) or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:
A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION TO THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by or directly or substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b)

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.
Journey STEM Charter School will create a school culture where students are able to focus on learning. Our goal is to create a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. Expectations for appropriate behavior will be clearly articulated to students and families during orientation and will be provided as written policy in a Student and Family Handbook.

Teachers will be trained to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Loss of privileges
- Referral to the Principal
- Notices to parents by telephone or letter
- Parent conference
- School Suspension
- Expulsion

Any student who engages in repeated violations of the school’s behavioral expectations will be required to attend a meeting with the school’s staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

A student may be suspended or expelled for any of the acts enumerated in Education Code Section 48900 related to school activity or attendance that occur at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

Reason for Suspension and Expulsion

A student may be recommended for suspension and/or expulsion if the Principal has determined that the pupil has committed the following:

- 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
• Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Executive Director or designee of the Executive Director
• Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any 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
• Unlawfully offered, arranged, or negotiated to sell any 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 any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
• Committed or attempted to commit robbery or extortion
• Caused or attempted to cause damage to school property or private property (includes but is not limited to, electronic files and databases)
• Stolen or attempted to steal school property or private property (includes but is not limited to, electronic files and databases)
• Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
• Committed an obscene act or engaged in habitual profanity or vulgarity
• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
• Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
• Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
• Possessed an imitation firearm
• Committed or attempted to commit a sexual assault as defined in Section 261, 261c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
• Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
• Engaged in, or attempted to engage in, hazing as defined by Section 32050
• Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel

Engaged in or attempted to engage in, hazing, a method of intimidation or preinitiation into a pupil organization or body, whether or not the organization is officially recognized by and educational institution, which is likely to cause serious bodily injury or person degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 (grades 4-12)

Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, crating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment (grades 4-12)

Terrorist threats against school officials or school property, or both

Students will receive a mandatory recommendation for expulsion for any of the following reasons, as specified in the Education Code Section 48915, unless the Executive Director finds that expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person
- Possession of any firearm, knife, explosive or other dangerous object of not reasonable use to the pupil
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
- Robbery or extortion
- Assault or battery upon any school employee

Students are subject to mandatory expulsion from Journey STEM Charter School for the reasons as specified in Education Code 48915 (c):

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault
- Possession of an explosive

In accordance with the Federal Gun-Free Schools Act of 1994, students will be expelled for not less than one year (except on a case-by-case basis) if there is evidence that they have brought a firearm to school.
Process for Suspension and/or Expulsion

Step 1: Informal Conference
A suspension from school shall be preceded by an informal conference conducted within two days by the Principal with the student and the student’s parent/guardian/caregiver. The student will be informed of the reason for the disciplinary action and the evidence. The student will have the opportunity to present evidence in their defense. The conference may be omitted if the Principal determines that an emergency situation exits. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel.

Step 2: Parents and students have due process rights with regards to suspension and expulsions. At the time of a student’s suspension from school, a school employee shall make a reasonable effort to contact the parent/guardian/caregiver by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense committed by the student. In addition, the notice will state the date and time the student may return to school. If the school officials wish to confer with the parents/guardians/caregivers regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules may result in an expulsion from the school.

Step 3: Determination of Length of Suspension
The length of the suspension will be determined by the Principal and based on the severity of the offense(s), as evidenced by witness statements, physical evidence and other relevant factors.

The length of suspension for students may not exceed a period of 5 continuous school days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian/caregiver. If a student is recommended for a period of suspension exceeding 5 continuous school days, a second conference will be scheduled between the parent/guardian/caregiver to discuss the progress of the suspension upon the completion of the extended suspension (not to exceed 10 continuous school days). A student may be suspended from school not more than 20 school days in any school year. If a student transfers to Journey STEM Charter School and has already been suspended, the maximum days during a single school year will be extended to 30 days cumulatively.

Step 4: Recommendation for Expulsion
If the Principal recommends expulsion, the student and the student’s parent/guardian/caregiver will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following findings:
The student’s presence will likely be disruptive to the educational process
The student poses a threat or danger to others

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.
Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Step 5: Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the Principal determines that an act subject to expulsion has occurred. The hearing will be presided over by the Governing Board Student Discipline Committee. The expulsion hearing will be recorded and made available as part of the public record and a Fact and Findings document will be prepared to summarize the evidence adduced at the hearing, to substantiate the expulsion decision.

Written notice of the hearing will be forwarded to the student and the student’s parents/guardians/caregivers at least 10 calendar days before the date of the hearing. This notice will include:

- The date and location of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

The final decision by the Board shall be made within ten school days following the conclusion of the hearing. Upon expulsion, written notice will be sent out by the Principal to the parents of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
- Notice of the student or parent/guardian/caregiver obligation to inform any new district in which the student seeks to enroll of the student’s status at Journey STEM Charter School.
In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private school to assist with the appropriate placement of the student who has been expelled.

If the decision is not to expel, the student will return to classes at Journey STEM Charter School.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
For a case involving sexual assault, the Board also will:

- Provide for the protection and non-disclosure of the witnesses and the use of sworn declarations in the hearing.
- Provide the complaining witness applicable the disciplinary rules and advise him/her right to:
  o (a) receive 5 days notice of his/her scheduled testimony
  o (b) have up to 2 adult support persons
  o (c) elect to have the hearing closed while testifying, have a room separate from the hearing room for complaining witnesses’ use and breaks during the hearing, and to provide testimony during school hours.
- If the support person is also a witness, the support person, he/she will be presented before the testimony of the complaining witness and the complaining witness shall be excluded.
- Nothing shall preclude the presiding officer from exercising discretion to remove a person from the hearing who is believed to be prompting, swaying, or influencing the witness
- If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative method (e.g., videotaped)

Appeal of Suspension or Expulsion

Parents will be notified in advance of enactment of the suspension or expulsion and can appeal a student’s expulsion. Suspensions, which are short term in nature, may not be appealed. The decision of the Executive Director to suspend is final.

An expulsion may be appealed within ten (10) working days following the expulsion date and must be submitted in writing to the Board Chair. The student will be considered suspended until a meeting is convened to hear the appeal at which time the parent/guardian/caregiver must attend to present their appeal. The appeal will be heard by the full Board of Directors. The decision of the full Board of Directors shall be final. For a student who is not reinstated upon appeal, the family will be sent written notification of such, including specific reasons why reinstatement was denied and will be given an eligibility review date.
REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than (1) one year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless the Governing Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent/guardian/caregiver at the time the expulsion order is entered.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon conclusion of the expulsion period in a timely manner.

GUNS FREE SCHOOLS ACT

Charter School shall comply with the federal Gun Free Schools Act.
Element 11 – Teacher Retirement

The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees; Retirement System for federal social security. Education Code §47605 (b)(5)(K)

Assurances

Journey STEM Charter School’s Business Manager will make any contribution that is legally required of the employer, including STRS, and/or Social Security and unemployment insurance.

Certificated Personnel Retirement

Teachers and Administrators of Journey STEM Charter School who hold valid California credentials and meet all eligibility requirements will be part of the State Teachers’ Retirement System (STRS) if allowed by law. The rights and obligations under this system that apply to the teachers at non-charter schools within the District, shall apply to the eligible teachers at JSCS. Journey STEM Charter School will make contributions to these accounts at the appropriate rate. If the Charter School is not allowed to enroll certificated in STRS the Charter School will enroll certificated staff into the Social Security Program and offer contributions to a 403b supplemental retirement plan.

We will forward all required data to the Los Angeles County Office of Education to facilitate their reporting on our behalf to STRS pursuant to Education Code 47611.3.

Certificated personnel will also have the option to contribute voluntarily from their salary to a 403(b) retirement account.

Classified Personnel

For non-certificated, full-time employees, Journey STEM Charter School does not plan to contribute to PERS or PARS; however the school will contribute to Social Security and a 403(b) retirement account. We reserve the right to change the retirement system for classified personnel if the governing board becomes aware of a more efficient retirement program for which they qualify. Full time classified personnel will be eligible to receive health benefits that include medical, dental and vision.
Element 12 – Public School Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools Education Code §47605 (b)(5)(L)

Pupils who chose not to attend Journey STEM Charter School may choose to attend other public schools in their district or residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District. Parents/guardian of each student will be informed that enrollment in the charter school provides no right to enrollment in any other schools in the district except to the extent that such right is extended by existing policy.
Element 13 – Rights of 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. Education Code §47605 (b)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code §47605 (b)(5)(N)

The staff and governing board members of Journey STEM Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Journey STEM Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”) pursuant to the terms of this Element 14.

Any dispute between the District and Journey STEM Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:   Journey STEM Charter School
                      c/o School Director   P.O. Box 8165
                      Los Angeles, CA 90008

To Director of Charter Schools   Director of Charter Schools
                                Los Angeles Unified School District
                                333 South Beaudry Avenue, 20th Floor
                                Los Angeles, CA 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date of the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney’s fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs, and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Exclusive Public School Employer

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 of Division 4 of Title 1 of the Government Code. Education Code §47605 (b)(5)(O)

Journey STEM Charter School is deemed the exclusive school employer of all employees of the Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employees Relations Act (EERA), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16 – School Closure

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for maintenance and transfer of pupil records. Education Code §47605 (b)(5)(P)

Charter Term

Journey STEM Charter School seeks a five year term from LAUSD from July 1, 2014 through June 30, 2019.

Charter Renewal Process and Timeline

Journey STEM Charter School must submit its renewal petition to LAUSD in accordance with the charter renewal policies of the district. The Equity Schools Board of Directors will approve the petition prior to submission to LAUSD for renewal. According to California Education Code 47606 (a)(1)(2), the renewal, if approved, shall be for a period of five years. Renewals and material revisions of the charter shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. The following are included in the renewal process:

The charter school must meet at least one of the following criteria prior to receiving a charter renewal:

- Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
- Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- As determined by LAUSD, have academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. The determination shall be based upon all of the following:
  - Documented and clear and convincing data
  - Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program for demographically similar pupil populations in the comparison schools.
  - Information submitted by the charter school.

The charter authority (LAUSD) submits to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made. The
Superintendent reviews the materials and makes recommendations to the chartering authority based on that review.

**REVOCATION OF THE CHARTER**

The District may revoke the Charter if Journey STEM Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Journey STEM Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Journey STEM Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Journey STEM Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Journey STEM Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Journey STEM Charter School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Journey STEM Charter School in writing of the specific violation, and give Journey STEM Charter School a reasonable opportunity to cure the violation unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause as set forth in this Charter.

**CLOSURE ACTION**

The decision to close Journey STEM Charter School either by the governing board of Journey STEM Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Journey STEM Charter School votes to close the Charter School; or the Charter lapses.

**CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5(5 CCR), sections 11962 and 11962.1 and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the
California Department of Education website. All references to “Charter School” apply to Journey STEM Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Journey STEM Charter School or the LAUSD Board of Education, the governing board of Journey STEM Charter School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Journey STEM Charter School will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of Journey STEM Charter School. Note: If the Closure Action is a revocation or nonrenewal by LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in Journey STEM Charter School within 72 hours of the Closure Action. Journey STEM shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Journey STEM Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Journey STEM Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify the State Teachers Retirement Systems (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). The Journey STEM Charter School shall send written notification of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing educational services to the former students of the Charter School. Journey STEM Charter School shall send written notification of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of the notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Journey STEM Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors must include but is not limited to the following information:

1. The effective date of the closure

2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school district of residence

4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students shall include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.

3. Information on student completion of college entrance requirements for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure.

3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

Journey STEM Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of the Charter School. Transfer of the complete and organized original student records to the District will occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. Journey STEM Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Journey STEM Charter School shall ensure completion of an independent financial audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

Journey STEM Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Journey STEM Charter School will be the responsibility of Journey STEM Charter School and not LAUSD. Journey STEM Charter School understands and acknowledges that Journey STEM Charter School will cover the outstanding debts or liabilities of Journey STEM Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Journey STEM Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Journey STEM Charter School participates, and other categorical funds will be returned to the source of funds.
Journey STEM Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA of enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of Charter School, the corporation shall be dissolved according to its bylaws.
Journey STEM Charter School shall retain sufficient staff, as deemed appropriate by the Journey STEM Charter School governing board to complete all necessary tasks and procedures required to close the school transfer records in accordance with these closure procedures.

Journey STEM Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2’s and Form 1099s by the statutory deadlines.

b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.).

d. File its final withholding tax return (Treasury Form 165).

e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end Journey STEM Charter School’s right to operate as a charter school or cause Journey STEM Charter School to cease operation. Journey STEM Charter School and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should the charter school breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.