

JCS-Pine Valley

A California Public Charter School



K-12 Charter Petition
Submitted to Mountain Empire
Unified School District
Board of Education

For the Term:
July 1, 2026 - June 30, 2031

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AFFIRMATIONS AND DECLARATION

JCS – Pine Valley (“JCS” or the “School”), operated by Julian Charter School, Inc. (“JCS”), will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

- The School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Julian Charter School, Inc. declares that it shall be deemed the exclusive public school employer of the employees of JCS-Pine Valley for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The School shall admit all students who wish to attend the School; unless the School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The School shall ensure that teachers in the School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The School may use local assignment options authorized in statute and

regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(I)(1)]

- The School shall at all times maintain all necessary and appropriate insurance coverage.
- The School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the School without graduating or completing the school year for any reason, the School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the School within 30 days if the School demonstrates that the pupil had been enrolled in the School. [Ref. Education Code Section 47605(e)(3)]
- The School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the School. [Ref. Education Code Section 47605(n)]
- The School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The School shall, on a regular basis, consult with its parents and teachers regarding the School's educational programs. [Ref. Education Code Section 47605(d)]
- The School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- The School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The School shall comply with Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The School shall comply with nonclassroom-based instruction funding determination requirements.
- The School shall meet the requirements of Education Code 47611 regarding the State Teachers’ Retirement System.
- The School shall meet the requirements of Education Code Section 51744 *et. seq.*, related to independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code Section 51745(e) and complying with state laws related to independent study as set forth in Education Code 47612.5 and SB 740.
- The School shall identify and report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education.
- The School shall comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the School is located, unless the facility complies with the Field Act or is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code.
- The School shall adhere to reporting requirements including, but not limited to, CBEDS, ADA, SARC, LCAP, annual audits and all financial reports and data, and promptly responding to all reasonable inquiries from the District, County Office of Education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.

Authorized Representative’s Signature: _____

Date: _____

BACKGROUND

In 1992, the California State Legislature passed the Charter Schools Act of 1992 (Education Code Sections 47600 et seq.) (the “Act”), creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve student learning
- Increase learning opportunities for all students with special emphasis on expanded learning opportunities for students who are identified as academically low achieving
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system
- Hold the schools established accountable for meeting measurable student outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

The Act requires each charter school to have a “charter” that outlines at least the fifteen (15) mandatory items of the Act. The provisions of this charter coincide with the requirements of Section 47605 of the Act.

This charter petition is submitted to the District Board of Education to comply with the court decision in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal. App. 5th 262 (“*Anderson*”). As background, in October of 2016, the Third District Court of Appeal held that the geographic restrictions in Education Code sections 47605(a) and 47605.1(d) apply to non-classroom-based charter schools operating out-of-district, in-county (“ODIC”) resource centers. Thus, in order to ensure compliance with this court opinion, all charter school resource centers must operate within the boundaries of its authorizing school district, unless one or more exceptions apply. Prior to *Anderson*, Julian Charter School operated as one school with multiple resource centers throughout San Diego County and adjacent counties. Given the recent court action, Julian Charter School will need to seek approval of separate charter schools to continue supporting the students in the areas that have been in operation since 1999.

Through approval of this charter petition, JCS-Pine Valley affirms compliance with *Anderson* as the School will maintain resource centers within District boundaries to serve the students as allowed per Education Code Section 47605. (See Miscellaneous Charter Provisions Section/Facilities for each resource center’s specific location.)

FOUNDING

The Julian Charter School, Inc. (“Corporation”) was incorporated under California law as a nonprofit public benefit corporation on November 3, 1999, and thereafter applied for and obtained tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. In 1999, the Corporation successfully petitioned the Julian Union Elementary School District (“JUESD”) to operate the charter school known as Julian Charter School (the “Initial Charter School”), a TK-12 nonclassroom based charter. The Initial Charter School has many accomplishments to note:

- 25 Years of successful operation
- 25 years of audits with no findings
- One initial and four six-year WASC accreditations
- 100% SB740 Funding due to hitting the 80/20 targets of which at least 40% includes teachers’ salaries and benefits and up to 80% on direct instruction (not including facilities). 20% of the budget is made up of facilities costs (13%), legal, oversight fees, and other non-educational functions of the school.
- Excellent relationship with our sponsoring districts (JUESD, MEUSD, SDCOE, and RCOE) and several educational partners
- High parent and student satisfaction rates
- One of the first nonclassroom based schools to secure a private bond to finance facilities through California Municipal Finance Authority
- Fiscally sound -- 21% reserve as a network; 43% for JCS Pine Valley
- 224 faculty members
- Low student teacher ratio (19:1)

Julian Charter School, Inc’s organizational structure is described in Element D and shown in [Appendix C](#) of this charter.

The Initial Charter School was established in November 1999 and authorized by Julian Union Elementary School District to meet the needs of students who were underserved by traditional delivery systems of education or for families who had a strong desire to homeschool. In 1999, JUESD established a facility for the charter’s business office and meeting space on the District’s Junior High School campus. Enrollment was approximately 400 students at the end of the 1999-2000 school year and JCS currently serves 1780 students in three counties. Approximately half of the students currently enrolled in the Initial Charter School are independent study-home study students with the remaining half enrolled in academy programs, a combination of home study and credentialed teacher-led instruction one- to four-days-a-week.

The Initial Charter School’s program, since inception, has been that of a nonclassroom based independent study school. As more of the student population matriculated into the higher grades, many parents requested a more traditional, but flexible, classroom based hybrid educational option for their

older students. Consequently, a two- to three- day-a-week site-based high school academy program was introduced in 2005 to complement the existing home study (K-12), learning center (K-8) program. Since that time, the school has expanded the academy program to include additional sites for elementary, middle, and high school grade levels based on student need and parental requests. All academy programs also have home study days incorporated into the curriculum.

Students are part of an independent study/personalized learning education model and are educated through 1) home study, a combination of home study and online learning, 2) a combination of home study and learning center classes (TK-8), or 3) a combination of home study and academy classes (TK-12).

The School currently holds a six-year WASC accreditation for its TK-12 program which expires in 2026. The high school program offers high school classes at two levels of instruction: college prep (CP),-and foundational (non-diploma bound). Options within the levels of instruction include: specialist-designed course of study, portfolio (parent-designed course of study), or the academy program. High school home study students may take one or two classes at an academy or online while the elementary academies are self-contained.

The School does not offer Honors or AP classes. Students may earn college credit by taking courses at community colleges or by registering for the AP exams proctored by a JCS teacher.

Table 1. provide 3-year CAASPP data comparison of JCS-Pine Valley's results (DFS) compared with San Diego County, the state, the authorizing school district (MEUSD), and other similar charter schools in the area.

Table 1. CAASPP Percent Met Standard and Distance from Standard (2021-2024)

| ELA | 2021-2022 | | 2022-2023 | | 2023-2024 | |
|--------------------------------|-----------|-------|-----------|-------|-----------|-------|
| | % Met | DFS | % Met | DFS | % Met | DFS |
| California | 47% | -12.2 | 47% | -13.6 | 47% | -13.2 |
| San Diego County | 53% | N/A | 52% | N/A | 52% | N/A |
| Mountain Empire Unified | 29% | -51.3 | 29% | -57.7 | 25% | -69.3 |
| JCS Pine Valley (K-12) | 46% | -24 | 43% | -29.7 | 31% | -18.6 |
| JCS, Inc. (K-12) | 47% | 19.8 | 54% | 14.7 | 55% | 12.5 |
| Compass Charter (K-12) | 44% | -47.9 | 48% | -40.3 | 47% | -26.3 |
| Dimensions Charter (K-12) | 51% | -15.8 | 49% | -29.2 | 45% | -20.7 |
| River Springs Charter (K-12) | 42% | -22.3 | 40% | -25.9 | 42% | -23.5 |
| Learning Choice Academy (K-12) | 57% | 17.4 | 45% | -15.9 | 50% | 7.4 |
| Pacific Coast Charter (K-12) | 52% | -6.8 | 49% | -6.4 | 50% | -1 |
| MATH | 2021-2022 | | 2022-2023 | | 2023-2024 | |
| | % Met | DFS | % Met | DFS | % Met | DFS |
| California | 33% | -51.7 | 35% | -49.1 | 36% | -47.6 |
| San Diego County | 39% | N/A | 40% | N/A | 41% | N/A |
| Mountain Empire Unified | 16% | -95.5 | 17% | -91.7 | 17% | -95.5 |
| JCS Pine Valley (K-12) | 27% | -48.4 | 28% | -52.5 | 29% | -62.1 |
| JCS, Inc. (K-12) | 40% | -23.9 | 43% | -21.6 | 43% | -15.9 |
| Compass Charter (K-12) | 30% | -80.2 | 26% | -86.7 | 30% | -66.9 |
| Dimensions Charter (K-12) | 31% | -60 | 33% | -71.1 | 33% | -53.2 |
| River Springs Charter (K-12) | 24% | -67.9 | 25% | -68.6 | 27% | -64.3 |
| Learning Choice Academy (K-12) | 41% | -27.7 | 38% | -53.6 | 38% | -28.5 |
| Pacific Coast Charter (K-12) | 39% | -47.7 | 34% | -43 | 37% | -35.1 |

Table 2 provides a more comprehensive look at JCS-Pine Valley's academic performance, based on grade level and disaggregated by program.

Table 2. CAASPP Percent Met Standard for JCS-Pine Valley by Program and Grade Level (2022-2024)

| Pine Valley Academy | | | | | | Pine Valley Home Study | | | | | | | |
|---------------------|-----|-----|-----|------|-----|------------------------|-----|-----|-----|-----|-----|------|-----|
| ELA | | | | | | ELA | | | | | | | |
| | 6th | 7th | 8th | 11th | All | 3rd | 4th | 5th | 6th | 7th | 8th | 11th | All |
| 2024 | 20% | 0% | 31% | 20% | 19% | 36% | 0% | 35% | 38% | 50% | 71% | 67% | 37% |
| 2023 | 75% | 25% | 20% | 57% | 45% | 9% | 38% | 57% | 67% | 50% | 50% | 100% | 43% |
| 2022 | 38% | 38% | 38% | 25% | 36% | 38% | 54% | 62% | 62% | 33% | 25% | 60% | 48% |
| Math | | | | | | Math | | | | | | | |
| | 6th | 7th | 8th | 11th | All | 3rd | 4th | 5th | 6th | 7th | 8th | 11th | All |
| 2024 | 33% | 27% | 23% | 0% | 25% | 36% | 0% | 18% | 50% | 63% | 43% | 67% | 32% |
| 2023 | 25% | 0% | 0% | 14% | 10% | 9% | 25% | 57% | 33% | 63% | 50% | 100% | 35% |
| 2022 | 13% | 13% | 25% | 0% | 14% | 25% | 46% | 31% | 31% | 33% | 25% | 20% | 30% |

LEADERSHIP

JULIAN CHARTER SCHOOL, INC. GOVERNING BOARD

Tanya Rogers, President (2019-2026)

Ms. Rogers is currently the Assistant Superintendent of Business Services for Springs Charter Schools, a nonclassroom based charter very similar to JCS, Inc. She has worked both in accounting and the hotel business prior to joining Springs in 2015. She was a partner for an audit firm specializing in audits of educational agencies along with being certified as a fraud Examiner. Ms. Rogers earned her BA at CSU San Marcos and her MBA from the University of Phoenix. Ms. Rogers was seated on September 13, 2019.

Lisa Simmons, Treasurer (2024-2026)

Lisa Simmons is honored to serve as a member of the JCS School Board. She recently retired from JCS after a 20-year career, during which she served as both a high school facilitator and, most recently, as a high school counselor. Her time at JCS was deeply meaningful, but she chose to retire to spend more time with her family. Lisa holds a Bachelor of Science in Human Development and a Teaching Credential from San Diego Christian College, as well as a Master's degree in Educational Counseling from National University. In addition to her work in education, she is a small business owner and currently operates a hair salon in Ramona, California. With professional experience in both public and private sectors, Lisa brings a well-rounded and valuable perspective to the board. She is excited to continue supporting the JCS community in this new role.

Rebecca Van Cleave, Secretary (2018-2026)

Ms. Rebecca Van Cleave lives in La Mesa in San Diego County and represents the parents in the community. Ms. Van Cleave has had her children enrolled in JCS for over seven years utilizing both the home study and academy programs. Rebecca holds a degree in Biology from USD. In her past, Ms. Van Cleave has worked for the San Diego County Parks Society and has been an active member in her children's PTO organizations. She comes to JCS with a good balance of knowledge between personalizing learning for students struggling academically as well as recognizing a teacher's passion in the classroom.

LiLiAnn Mooneyham, Member (2019-2027)

LiLi-Ann Mooneyham is a long-time resident of the San Diego area, where she lives with her husband and three children. She has been a parent at JCS Manzanita for eight years and served for several years as the elementary and middle school parent representative on the school site council. LiLi-Ann spent 11 years as a music teacher at Lemon Grove Middle School before transitioning to private in-home music instruction and becoming a full-time stay-at-home mother. She holds a Bachelor's degree in Social Work from San Diego State University, with a focus on underserved communities. Her interests include teaching, cooking, art, reading, hiking, and participating in traditional lion dancing. LiLi-Ann is honored to have been elected to the JCS Board of Directors and is committed to serving the community with pride.

Janet Wilson, SDORI Sole Director (2025-2027)

Ms. Wilson is a dedicated education leader with over seven years of experience as a small district superintendent and former Area Superintendent for Learn4Life Charter Schools. In this role, Ms. Wilson oversaw 18 learning centers, 300 employees, and 3,700 students across Riverside, San Bernardino, and Los Angeles counties. Ms. Wilson is deeply committed to the flex-based model of education, striving to re-engage students who have dropped out, ensuring they graduate with confidence, job training, or college readiness. With a Masters in Governance from CSBA, Ms. Wilson is a strong advocate for charter schools, believing that the traditional education model does not fit all students and families. Throughout her career, Ms. Wilson has been meticulous in adhering to the Brown Act, preparing agendas, and never missing a single board meeting in seven years as a superintendent.

Cristina Martinez Camacho, Member (2025-2027)

Cristina Martinez-Camacho is a parent of a JCS Cedar Cove student, the current PTO Board Treasurer, and a dedicated school volunteer. She holds a Master of Social Work degree from the University of Southern California and is a Licensed Clinical Social Worker, providing in-home therapy services for children in North County through her private practice. Cristina and her family relocated to North County in 2021, after spending many years in the Los Angeles area, where she worked for approximately 15 years in the nonprofit sector. Her experience includes providing direct services in homes and schools, as well as managing an intensive home-based mental health program for at-risk youth. She is deeply committed to the mission of JCS and is honored to serve on the Board of Directors.

Kelly Little, Member (2025-2027)

Kelly Little attended Johnson University for four years, where she developed a strong foundation in education and community service. A dedicated mother of six, Kelly has homeschooled five of her children at various times across three different states, giving her a broad perspective on both traditional and non-traditional education. Her professional experience includes roles in administration and kitchen management, where she gained firsthand insight into the challenges and triumphs faced by administrators, teachers, students, and families. Kelly has also served as an Executive Assistant with the Head Start Program and as the Director of Religious Education at St. Elizabeth's in Julian. Through her diverse experiences, Kelly has come to deeply appreciate the unique strengths of every educational environment. She is excited to be part of the JCS organization, where she hopes to help streamline practices, lead with positivity, and continue her lifelong passion for learning and growth.

KEY JCS NETWORK LEADS

Jennifer Cauzza (1999-2025)

Superintendent

Ms. Cauzza attended San Diego State University and obtained her Multiple Subject Teaching Credential with Supplementary Authorization in English and Technology. Ms. Cauzza taught grades K-12, including GATE programs, for thirteen years at a small rural school district in San Diego County. In addition to teaching, Ms. Cauzza held various leadership positions at that school, including: Union President, Mentor Teacher, and served as Friends of the Library Chairperson. In

1999, Ms. Cauzza accepted the position of Program Director at Julian Charter School, moving from the classroom to the administration side of education. Ms. Cauzza received her Master's Degree in Educational Leadership from Point Loma Nazarene University in 2004. In the summer of 2005, Ms. Cauzza completed a Charter School Leadership course through Harvard University. During the past 25 years, Ms. Cauzza has expanded upon her passion in educating children through building personalized learning programs for students in the San Diego, Riverside, and Orange Counties.

Jillian Tonkin (2012-2025)

Lead Principal, Principal JCS Pine Hills

Ms. Tonkin has been an educator for 18 years. In the classroom, she taught second through seventh grades. In 2012, she began with JCS Innovation Centre La Mesa during its inaugural year, as a 4th grade teacher. She continued her journey with JCS as the Academy Coordinator of SDA-AS, a STEAM-focused 6-8 grade program. In this role, she valued the opportunities to collaborate with teachers and to help promote a positive community for students. She brings these experiences to her administrative role as Assistant Director of K-8 Academy Programs. In 2018, Ms. Tonkin secured the role of principal for JCS Pine Hills, JCS, Inc.'s largest charter serving 750 students in Riverside County. Ms. Tonkin holds a Bachelor's Degree in Communication, a Multiple Subject Teaching Credential, a Master's Degree in Educational Leadership and an Administrative Services Credential, all from San Diego State University.

Claire Roush (2008-2025)

Director of Operations

Ms. Roush holds a Bachelor's Degree in History (1997) from University of California San Diego, teaching credentials in Social Studies (1999) from San Diego State University (SDSU) and Special Education (2003) from California State University San Marcos (CSUSM). Ms. Roush obtained her Master's Degrees in Special Education (2004) from CSUSM and Educational Technology (2006) from SDSU. She began her career in education as a teacher's assistant in special education, which led to teaching, peer coaching, and administration in special education at the high school level in a large school district for seven years. Ms. Roush received her Administrative Services credential in 2007, and in 2008 she joined Julian Charter School as the Assistant Director of Special Education. Over the course of 17 years Ms. Roush has worked in various administrative roles at JCS to best serve students, parents and staff using her varied skills and interests. She is currently serving her third year as Director of Operations for the JCS network.

Monsanette Jackson (2025-2025)

Director of Special Education

Monsanette Jackson brings over a decade of experience in education, leadership, and student support services to her role as Director of Special Education. With a deep commitment to equity, inclusion, and data-informed decision-making, she has successfully led teams and programs that elevate outcomes for students with diverse learning needs. Before stepping into her current role, Ms. Jackson served in various administrative positions covering special education operations, collaboration with SELPA, and leading compliance efforts with SEIS and CalPADS. Her leadership

has increased parent satisfaction, improved audit outcomes, and a stronger, more inclusive school culture through restorative practices and innovative student support programs. She holds a Bachelor of Arts in Liberal Studies from California State University San Marcos and a Master of Education from the University of Phoenix. She is credentialed in multiple subjects, special education, and administrative services, and holds additional certifications in reading, literacy, and gifted education.

Angie Garcia (2014-2025)

Director of Human Resources

Ms. Garcia joined Julian Charter School in October of 2014. She was hired as the Human Resource Generalist and is currently the Director of Human Resources. She maintains and enhances JCS's HR programs and policies as they apply to employee relations, compensation, benefits, performance, and staffing levels. She also serves as a member of the Cabinet Team and assists in the support of the Superintendent. Ms. Garcia has a military background, serving 14 years in the United States Navy. She earned her Master's Degree in Human Resource Management and holds Professional in Human Resources (PHR), and SPHR certifications.

Cam Lay (2014-2025)

Financial Controller

Ms. Lay earned her BA in Accounting at the University of South Australia and traveled the world as a Navy wife. She moved to Julian and began working for JCS in 2014 as Accounts Payable and Receivable, Finance Manager, Associate Director of Finance, and is currently Financial Controller for the JCS network. She earned a CBO certificate through SDCOE in 2018.

Hillary Bertran-Harris/Gaddis (2012-2025)

Accountability and Assessment Coordinator

Ms. Bertran-Harris Gaddis has been in the field of education since 2007. Prior to teaching, she worked professionally as an actor/performer and she has a Bachelor of Arts in Theatre. Her experiences performing for children and producing educational theatre pieces inspired her to earn a Multiple Subject teaching credential and, after a few years in private education, she began working for JCS in 2012. Between 2012-2018, Ms. Bertran-Harris was a JCS program coordinator and, in 2018, she received a Master's Degree in Educational Leadership and an Administrative Services Credential. From 2018-2023, she was the Principal of JCS-Cedar Cove. In 2023, Ms. Bertran-Harris transitioned to serve the network of JCS Schools as the Accountability and Assessment Coordinator.

Alexis Miranda(2023-2025)

Academic Counselor, San Diego

Ms. Miranda holds a Master of Science in Educational Counseling and a Pupil Personnel Services (PPS) credential from National University. She also earned a Bachelor's degree in Hospitality and Tourism Management, with an emphasis in Meetings and Event Operations, from San Diego State University. Ms. Miranda has a diverse background in education, with experience working across all

grade levels as a substitute teacher and supporting students in before and after-school programs. Currently, she serves as the Academic Counselor for several schools within the JCS network, including JCS Cedar Cove, JCS LIVE, JCS Manzanita, JCS Mountain Oaks, and JCS Pine Valley.

Marissa Chavez (2021-2025)

Academic Counselor, Riverside

Ms. Chavez holds a Bachelor's degree in Hospitality and Tourism Management with an emphasis in Meetings and Events from San Diego State University. She continued her education at National University, earning a Master of Science in Educational Counseling along with a Pupil Personnel Services (PPS) credential. Her experience in education includes working as a substitute teacher across all grade levels and serving as an admissions counselor at the University of Texas at Austin. She currently serves as the academic counselor for JCS Pine Hills, the largest charter within JCS, Inc., supporting 750 students in Riverside County.

Samantha Nellis (2023-2025)

Principal, JCS Pine Valley

Samantha Nellis holds a bachelor's degree in Applied Science and a Multiple Subject Teaching Credential from San Diego State University. She began her career in education teaching a wide range of grade levels, from 2nd through 12th grade, which gave her a deep understanding of student development across all ages. After spending 10 years in the classroom, she pursued her administrative credential through the San Diego County Office of Education. For the past 2 years, Samantha has served as the Principal of JCS Pine Valley, where she continues to focus on creating a supportive and inclusive school culture.

Sheryl McKay (1999-2025)

Principal, JCS Manzanita

Ms. McKay has worked with students since 1985 when she first received a Multiple Subjects teaching credential and a supplemental authorization in mathematics. She also holds a preliminary administrative services credential. She has taught in both private and public schools, working with elementary, middle and high school students. Ms. McKay has worked for Julian Charter School since its inception in 2000, as an educational facilitator, classroom teacher, learning center and academy coordinator, and assistant director. Her passion for learning and belief in personalized education led her to homeschool her three sons through Julian Charter School. Her goal is to inspire and empower students to embrace a growth mindset, particularly in the area of math. In the past nine years, Ms. McKay spearheaded a partnership between JCS and Gradient Learning. She recently became a Summit Teaching Fellow. She has been the principal for JCS Manzanita (K-12) for the past six years.

Lori Cummings (2008-2025)**Principal, JCS LIVE**

Ms. Cummings has over 30 years of experience working as a teacher, director, and principal in independent study schools. She has a strong understanding of independent study laws and requirements, and is passionate about reaching all students and helping them achieve their potential. Ms. Cummings joined JCS as an educational facilitator in 2008. She then worked in our INSITE program and became our lead EF, then our associate director of home study. In 2019, Ms. Cummings started the JCS LIVE online school. Ms. Cummings' experience includes curriculum writing and program development, as well as building a strong home study and online community at JCS. She holds a Bachelor of Science Degree in International Business Administration from the United States International University, a K-12 Multiple Subject Credential with CLAD emphasis from CSU San Marcos, a supplemental credential in Business, and earned a Master's Degree in Educational Technology from San Diego State University and holds an Administrative Credential.

Cari Giresbach (2012-2025)**Principal, JCS-Cedar Cove & JCS-Mountain Oaks**

With 27 years of experience teaching and leading in various educational settings, Mrs. Griesbach's career launched at SCORE! Learning Inc. where she opened and operated five learning centers in Orange County. Realizing she wanted to impact students from within rather than outside the school setting, she pursued her teaching credential and then taught 6th grade at Ocean Knoll, where served on the EUSD's committee to enhance and renovate its GATE program. Prior to joining JCS, she was Executive Director of a small, private, accelerated preschool-8th grade school in Orange County. In 2012, she joined the JCS/PLC Mountain Oaks team and taught 6th-8th grade math and Spanish, while co-leading the academy and helping develop the middle school program. After adopting her first child, RJ, she spent a year working at his Montessori preschool before returning "home" to JCS as a middle school math teacher and home study facilitator. In addition to a multi-subject and bilingual teaching credential, she holds a masters degree in School Leadership and Development from the Harvard Graduate School of Education and a bachelor's degree in Economics from the University of California, San Diego.

POSITIVE PARTNERSHIPS

Over the past 25 years, Julian Charter School has successfully partnered with: Julian Union Elementary School District (JUESD) , Mountain Empire Unified School District (“MEUSD” or the “District”), San Diego County Office of Education (SDCOE), Riverside County Office of Education (RCOE), California Charter School Association (CCSA), Charter School Development Corporation (CSDC), APLUS Nonclassroom Based Association, Robert W Baird & Co, San Diego County Office of Education (SDCOE), Key Charter Associates, Zions Bank, Chase Bank, El Dorado SELPA, Charter School Management Corporation (CSMC) and Charter Tech Services (CTS).

CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight, and grade eleven – English Language Arts/Literacy and Mathematics

Based on the most recent two years of Dashboard data (2023 and 2024 Dashboards), the School is placed into the middle performing category, as determined by law and the CDE, and meets the criterion for charter renewal for a term of five years, as demonstrated below.

DASHBOARD PERFORMANCE RENEWAL CRITERIA

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [high- and low- performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of

pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

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

DISTANCE FROM STANDARD (DFS) AND PERFORMANCE TIERS

When analyzing student outcome data from the California Academic Assessment for Student Progress and Performance (CAASPP), the state test for ELA and Math, the preferred measurements of academic performance is average Distance for Standard (DFS).

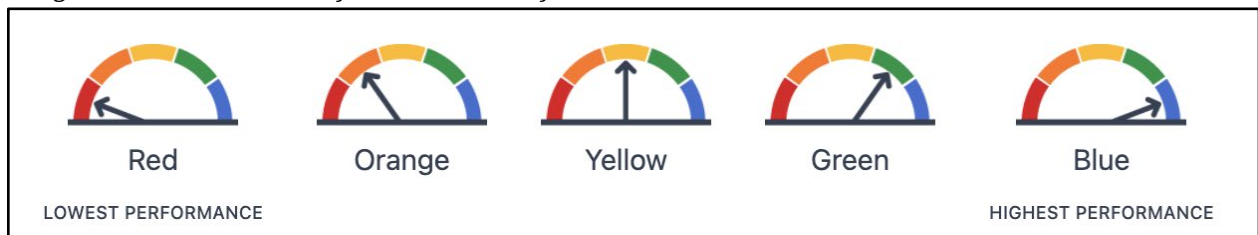
The “standard” is a scaled score that varies by grade level. The student’s distance from standard (DFS) is how far his scaled score is from his grade level’s “standard” scale score. If the student’s scaled score is below the standard scaled score, the DFS point value is represented as a negative number. If it is above the standard scaled score, the DFS point value is represented as a positive number. The school’s DFS is an average of all the students’ DFS points.

There are six (6) state measures on the CA School Dashboard:

- Academic Performance
- English Learner Progress
- Chronic Absenteeism
- Graduation Rate
- Suspension Rate
- College/Career Readiness

For the state measures, there are five (5) performance levels for evaluation (from lowest to highest: red, orange, yellow, green, and blue) and they are a combination of status (DFS) and change (growth from prior year):

Image 1. CA Dashboard Performance Levels for Evaluation



In order to populate the state indicators on the CA Dashboard, the LEA must have data for a minimum of 30 students in the indicator. Because the JCS schools are small, the Charter School only populates the Chronic Absenteeism, Suspension Rate, and Academic Performance indicators.

Additionally, subgroups must meet a minimum threshold requirement to earn a colored performance level in the dashboard Equity Report; therefore, the Charter has dashboard equity data for Socioeconomic Disadvantaged (SED) students and White students.

There are six (6) local measures on the CA School Dashboard:

- Basic Conditions of Learning
- Implementation of State Academic Standards
- Parent Involvement and Family Engagement
- School Climate, as measured by a local climate survey
- Access to a Broad Course of Study
- Coordination of Services for Expelled & Foster Youth (COEs only)

The local measures are self-reported by the LEA and evaluated based on standard met/not met.

2023 & 2024 DASHBOARD DATA

Based on the 2023 and 2024 California Dashboard Data, JCS-Pine Valley is categorized as a “middle performing” charter.

Table 3 provides a comparative analysis of JCS-Pine Valley’s performance against the California (CA) state averages across several key metrics for 2023 and 2024, focusing on English Language Arts (ELA), Math, Suspension Rates, and Chronic Absenteeism, disaggregated by student subgroups.

Table 3. CA Dashboard Performance Levels and Distance from Standard for All Students and Subgroups¹ (2023 & 2024) - JCS-Pine Valley and CA State

| ELA | 2023 | | 2024 | |
|-----------------|------------|-----------------|------------|-----------------|
| | CA (State) | JCS-Pine Valley | CA (State) | JCS-Pine Valley |
| All Students | -13.6 | -24 | -13.2 | -29.7 |
| SED | -42.6 | -23.8 | -40.9 | -44.4 |
| White | 20.8 | -28.6 | 19.2 | -24 |
| Math | 2023 | | 2024 | |
| | CA (State) | JCS-Pine Valley | CA (State) | JCS-Pine Valley |
| All Students | -49.1 | -52.2 | -47.6 | -62.1 |
| SED | -80.8 | -57.6 | -78.2 | -74.7 |
| White | -11.1 | -56.4 | -10.3 | -55.8 |
| Suspension Rate | 2023 | | 2024 | |
| | CA (State) | JCS-Pine Valley | CA (State) | JCS-Pine Valley |
| All Students | 3.5% | 0% | 3.2% | 0% |

¹ For purposes of Education Code Sections 47607 and 47607.2, “subgroup” means numerically significant subgroup as defined in Education Code Section 52052(a)(1). (Ed. Code 47607(c)(4).)

| | | | | |
|---------------------------------|-------------------|------------------------|-------------------|------------------------|
| SED | 4.5% | 0% | 4% | 0% |
| White | 2.9% | 0% | 2.6% | 0% |
| Hispanic | 3.8% | 0% | 3.4% | 0% |
| Chronic Absenteeism Rate | 2023 | | 2024 | |
| | CA (State) | JCS-Pine Valley | CA (State) | JCS-Pine Valley |
| All Students | 24.3% | 4.3% | 18.6% | 4.8% |
| SED | 29.9% | 7.5% | 23.4% | 8.6% |
| White | 18.5% | 4.9% | 13.5% | 1% |

The above analysis of JCS – Pine Valley’s Dashboard results demonstrates the School has met the criteria for renewal. JCS – Pine Valley’s schoolwide (all students) performance level color ratings for 2023 and 2024 were the same or higher than the state. Notably, the School outperformed the state in having lower Chronic Absenteeism and Suspension rates in both 2023 and 2024 and for all pupil subgroups.

In ELA, JCS-Pine Valley and the State were both placed in the Orange (low) performance tier in 2023 and 2024. While the state average Distance from Standard (DFS) for all students remained relatively stable at around -13 points both years, JCS-Pine Valley saw a decline from -24 in 2023 to -29.7 in 2024. Socioeconomically Disadvantaged (SED) students at JCS-Pine Valley underperformed relative to state peers in both years, declining from -23.8 to -44.4. White students at JCS-Pine Valley also scored significantly lower than their state counterparts in both years, with a DFS of -28.6 in 2023 and -24 in 2024, compared to a positive state average of 20.8 and 19.2, respectively.

In Math, JCS-Pine Valley and the State were again placed in the Orange (low) performance tier in 2023 and 2024. For all JCS-Pine Valley students, DFS dropped from -52.2 in 2023 to -62.1 in 2024, while the state average improved slightly from -49.1 to -47.6. The gap for SED students was particularly stark: JCS-Pine Valley had a better DFS than the state in 2023 (-57.6 vs. -80.8), but performance declined in 2024 to -74.7, nearing the state’s -78.2. White students at JCS-Pine Valley consistently underperformed compared to state averages, with DFS scores of -56.4 and -55.8, versus -11.1 and -10.3 at the state level.

In terms of suspension rates, JCS-Pine Valley significantly outperforms the state, earning the Blue (highest) performance tier in 2023 and 2024. The School had a 0% suspension rate across all subgroups in both years, outperforming the state where rates ranged from 2.6% to 4.5%. This suggests a strong school climate or alternative disciplinary practices.

Regarding chronic absenteeism, JCS-Pine Valley significantly outperformed the state again. The rate for all students in 2023 was just 4.3%, compared to the state’s 24.3%. In 2024, the school maintained low absenteeism (4.8%) while the state improved to 18.6%. Among SED students, absenteeism at JCS-Pine Valley was 7.5% in 2023 and 8.6% in 2024, still well below state averages

of 29.9% and 23.4%. White students had exceptionally low absentee rates at JCS-Pine Valley, declining from 4.9% in 2023 to just 1% in 2024, compared to state rates of 18.5% and 13.5%.

Table 4 displays JCS-Pine Valley's performance on the California Dashboard Local Indicators for the years 2023 and 2024.

Table 4. CA Dashboard Performance on the Local Indicators (2023 & 2024) - JCS-Pine Valley

| Indicator | 2023 | 2024 |
|--|--------------|--------------|
| Basics: Teachers, Instructional Materials, Facilities | Standard Met | Standard Met |
| Implementation of Academic Standards | Standard Met | Standard Met |
| Parent and Family Engagement | Standard Met | Standard Met |
| Local Climate Survey | Standard Met | Standard Met |
| Access to a Broad Course of Study | Standard Met | Standard Met |

Across all five indicators, the school met the state-defined standard in both years. This consistent performance demonstrates that JCS-Pine Valley has successfully fulfilled its responsibilities in key operational and instructional areas. Meeting the standard across all local indicators for two consecutive years reflects the school's commitment to maintaining quality resources, engaging families, implementing academic standards effectively, fostering a positive school climate, and ensuring students have access to a well-rounded educational experience.

Overall, JCS-Pine Valley excels in behavior and attendance metrics and meets the standard for all local metrics. Academic performance—especially in Math and ELA—falls below state averages, but demonstrates similar status and change patterns, earning the same color performance ratings. Continued efforts are needed to improve instructional quality and close academic gaps, even as positive trends in school climate are maintained. Nonetheless, as determined by law and the CDE, JCS-Pine Valley meets the criterion for charter renewal for a term of five years because the schoolwide (all students) performance level color ratings for 2023 and 2024 are the same or higher than the state.

VERIFIED DATA

The law also gives middle-performing charter schools the opportunity to provide data showing measurable increases in academic achievement, via verified data. In addition to state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

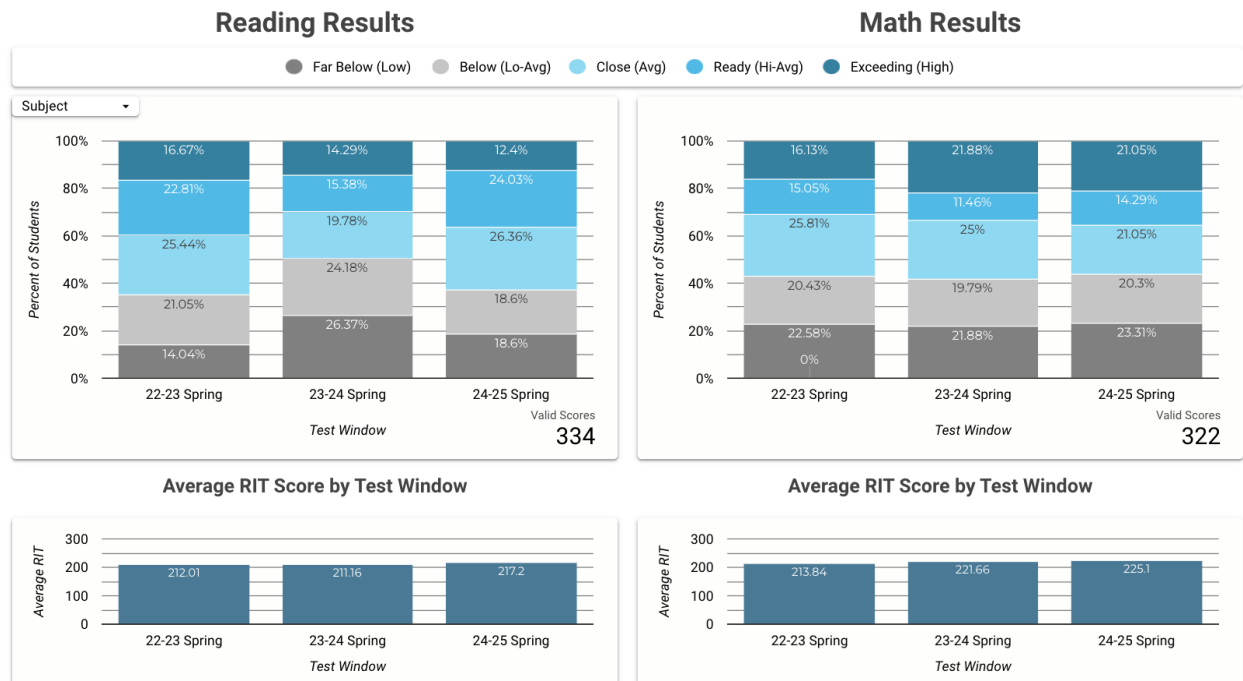
- A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
- B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers.

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produces.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education approved the criteria to define “verified data”

and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and supplemented the list in May 2023.

The verified data source utilized by JCS-Pine Valley is the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). Table 5 presents reading and math assessment results for JCS-Pine Valley across three spring test windows: 2022–23, 2023–24, and 2024–25. The data is shown in terms of student performance bands and average RIT scores, based on valid scores from 334 students in reading and 322 in math for 2024–25.

Table 5. NWEA MAP Spring Data for JCS-Pine Valley (3 years, 2023-2025)



In reading, there has been gradual progress over the three years. The percentage of students scoring in the "Far Below (Low)" range decreased from 14.04% in 2022–23 to 12.4% in 2024–25. Similarly, those "Below (Low-Average)" dropped from 21.05% to 18.6%. Meanwhile, students in the "Ready (High-Average)" and "Exceeding (High)" categories increased from a combined 39.48% in 2022–23 to 50.39% in 2024–25. The average RIT score for reading also rose slightly, from 212.01 in 2022–23 to 217.2 in 2024–25, indicating steady academic growth.

In math, performance gains were more pronounced. The percentage of students scoring "Far Below (Low)" decreased dramatically from 22.58% in 2022–23 to 0% in 2023–24, holding steady at 0% in 2024–25. The proportion of students in the highest two bands ("Ready" and "Exceeding") grew from 31.18% in 2022–23 to 35.34% in 2024–25. The average RIT score in math showed a more significant improvement, rising from 213.84 in 2022–23 to 225.1 in 2024–25.

Overall, the data demonstrates clear academic growth in both reading and math at JCS-Pine Valley, with a notable reduction in the percentage of students in the lowest performance bands and

increases in both average RIT scores and the percentage of students meeting or exceeding expectations. This suggests the school’s instructional strategies are yielding positive outcomes over time.

Table 6 shows two years of NWEA MAP Fall to Spring Achievement and Growth Percentiles in Reading and Math for JCS-Pine Valley from 2023–2025. Each row reports fall and spring achievement percentiles, as well as growth percentiles (comparing fall to spring performance), using color coding to indicate performance bands. Note--due to rostering information, data for 2022/2023 was not available.

Table 6. NWEA MAP Fall to Spring Achievement and Growth Percentiles for JCS-Pine Valley (2 years, 2023-2025)

| | Reading | | | Math | | |
|-----------|------------------|--------------------|-----------------------|------------------|--------------------|-----------------------|
| | Fall Achievement | Spring Achievement | Fall to Spring Growth | Fall Achievement | Spring Achievement | Fall to Spring Growth |
| 2023/2024 | 56th | 49th | 38th | 53rd | 53rd | 61st |
| 2024/2025 | 52nd | 57th | 64th | 48th | 50th | 51st |

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

In reading, the 2023–2024 school year began with a 56th percentile in fall achievement and declined to the 49th percentile in the spring. The fall-to-spring growth percentile was 38th, placing it in the lower-middle range, as indicated by the orange color (21st–40th percentile). This suggests that while students started slightly above average in the fall, they experienced below-average growth over the year. In contrast, the 2024–2025 data shows a rebound in growth: although students began slightly lower in the 52nd percentile, they improved to the 57th percentile in the spring, and the fall-to-spring growth jumped to the 64th percentile, putting it in the green (61st–80th) range. This indicates strong, above-average reading growth during 2024–2025.

In math, the 2023–2024 fall and spring achievement percentiles both sat at the 53rd percentile, while fall-to-spring growth reached the 61st percentile—a strong performance in the green range, showing students not only maintained their achievement level but also grew faster than national peers. However, in 2024–2025, math achievement dipped slightly, starting at the 48th percentile and ending at the 50th percentile, while growth fell to the 51st percentile, placing it in the average (yellow) range. Although still within the norm, this represents a decline from the previous year’s stronger performance.

Overall, reading growth showed significant improvement in 2024–2025, resulting in a higher than average rate of growth from Fall 2023 to Spring 2024. In both years, math growth remained above

the 50th percentile. This indicated that students at JCS-Pine Valley have a higher rate of growth than more than 50% of their peers.

Graduation Rate and College and Career Readiness

Due to small sample size, JCS-Pine Valley does not meet the minimum threshold to populate the Graduation Rate and College and Career Indicators on the CA School Dashboard. Local data pertaining to students who graduated from the Charter “College and Career Ready”(CCR) is available. This is reported annually in the School’s Local Control Accountability Plan and it is displayed in the table below.

Table 7. JCS-Pine Valley Graduation Rate and College & Career Readiness Percentage (2022-2024)

| | Student Count | Graduation Rate | CCR Percentage |
|-----------|---------------|-----------------|----------------|
| 2023/2024 | 8 | 87.5% | 87.5% |
| 2022/2023 | 13 | 100% | 31% |
| 2021/2022 | 11 | 90.9% | 0% |

Despite some fluctuation due to a small student count, the graduation rate at JCS-Pine Valley is high. Additionally, the data suggests a positive trend in preparing students for postsecondary success. The upward shift in CCR percentage is a direct result of enhanced opportunities with community college partners and the School promoting and supporting community college enrollment to all high school students. The School’s Bound for Blue program has been effective, incentivizing students who reach CCR markers throughout their high school careers. (See [Appendix U. Bound for Blue Flyer.](#))

ADDITIONAL DATA

Although not outlined in the law as Charter Renewal Criteria, the following data highlights important information about JCS-Pine Valley’s academic performance over the last 3 years.

CA School Dashboard Growth Data

In 2024, the CDE released ELA and Math Growth Data on the Dashboard for informational purposes only. Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system.

Table 8. 2024 CA Schools Dashboard Growth Data for JCS-Pine Valley

| | ELA | | Math | |
|--------------|----------------|-----------------|----------------|-----------------|
| | Growth Score | Growth Category | Growth Score | Growth Category |
| All Students | 2 points above | typical | 8 points above | above |

| | | | | |
|-------|-----|---------|-----|---------|
| SED | N/A | typical | N/A | typical |
| SwD | N/A | above | N/A | typical |
| White | N/A | typical | N/A | typical |

This data indicates that students made strong academic progress in both ELA and math, with especially notable gains in math. In ELA, overall student growth was modestly above expected norms (+2 points), with most subgroups—All Students, SED, and White—growing at typical rates. However, the Students with Disabilities (SwD) subgroup exceeded typical growth, showing encouraging signs of accelerated progress for this population.

In math, the overall growth was even more impressive, with students performing 8 points above typical growth expectations. The All Students group, in particular, demonstrated above-average growth, highlighting a schoolwide strength in math instruction. While the SwD, SED, and White subgroups grew at average levels, their growth kept pace with national norms, indicating equitable progress across student groups even if gains weren't as pronounced as in the overall population.

The Charter has considered how its 2024 growth performance compares to schools in California with similar demographics and size, applying the following filters:

- Grades Served: K-12
- Enrollment Size: 100-200
- SED Percentage: 30-50%
- EL Percentage: 0-5%

Table 9. 2024 Growth Ranking: JCS-Pine Valley vs. Similar Schools

| Year | Indicator | Group | District Name | School Name | Admin Email | LCAP | Color | DFS | w/o Penalty | Change | Count | Growth + | Growth Count | Enrollment | |
|------|-----------|-------|---------------|----------------------------|--------------------------|----------------------------|---------|--------|-------------|--------|-------|----------|--------------|------------|-----|
| 1. | 2024 | ELA | All Students | Arcata Elementary | Redwood Coast Mont... | info@redwoodmontessori.org | Details | Green | 23.4 | 23.4 | 7.7 | 110 | 11 | 87 | 184 |
| 2. | 2024 | ELA | All Students | San Diego Unified | Learning Choice Acad... | info@learningchoice.org | Details | Green | 7.4 | 7.4 | 23.4 | 94 | 6 | 54 | 185 |
| 3. | 2024 | ELA | All Students | Julian Union Elementary | JCS - Cedar Cove | jcuzza@jcs-inc.org | Details | Yellow | 6.6 | 6.6 | -28.9 | 41 | 5 | 28 | 117 |
| 4. | 2024 | ELA | All Students | Placentia-Yorba Linda U... | Buena Vista Virtual A... | dpolchow@pylusd.org | Details | Orange | -57.7 | 44.1 | -29.3 | 63 | 5 | 20 | 144 |
| 5. | 2024 | ELA | All Students | Mountain Empire Unified | JCS - Pine Valley | jcuzza@jcs-inc.org | Details | Orange | -29.7 | -29.7 | -5.7 | 82 | 2 | 54 | 150 |
| 6. | 2024 | ELA | All Students | Ramona City Unified | Mountain Valley Acad... | kgunderson@ramonausd.net | Details | Green | 37.3 | 37.3 | -33.8 | 85 | -1 | 62 | 195 |
| 7. | 2024 | ELA | All Students | Santa Cruz City High | Alternative Family Ed... | mmckinney@sccs.net | Details | Orange | -142.2 | 3.7 | 86 | 60 | -7 | 14 | 110 |
| 8. | 2024 | ELA | All Students | Ojai Unified | Summit | debby.west@ojaiusd.org | Details | Red | -123.6 | -75.9 | -6.3 | 97 | -16 | 45 | 183 |

| Year | Indicator | Group | District Name | School Name | Admin Email | LCAP | Color | DFS | w/o Penalty | Change | Count | Growth + | Growth Count | Enrollment | |
|------|-----------|-------|---------------|----------------------------|--------------------------|----------------------------|---------|--------|-------------|--------|-------|----------|--------------|------------|-----|
| 1. | 2024 | MATH | All Students | San Diego Unified | Learning Choice Acad... | info@learningchoice.org | Details | Yellow | -28.5 | -28.5 | 25.1 | 95 | 10 | 55 | 185 |
| 2. | 2024 | MATH | All Students | Mountain Empire Unified | JCS - Pine Valley | jcuzza@jcs-inc.org | Details | Orange | -62.1 | -62.1 | -9.8 | 83 | 8 | 55 | 150 |
| 3. | 2024 | MATH | All Students | Arcata Elementary | Redwood Coast Mont... | info@redwoodmontessori.org | Details | Yellow | -18.8 | -18.8 | -6.7 | 109 | 2 | 86 | 184 |
| 4. | 2024 | MATH | All Students | Placentia-Yorba Linda U... | Buena Vista Virtual A... | dpolchow@pylusd.org | Details | Red | -124 | -46.1 | -28 | 62 | -2 | 20 | 144 |
| 5. | 2024 | MATH | All Students | Ramona City Unified | Mountain Valley Acad... | kgunderson@ramonausd.net | Details | Yellow | -11.9 | -11.9 | -23.4 | 85 | -9 | 62 | 195 |
| 6. | 2024 | MATH | All Students | Julian Union Elementary | JCS - Cedar Cove | jcuzza@jcs-inc.org | Details | Yellow | -9.8 | -9.8 | -7.4 | 41 | -10 | 28 | 117 |
| 7. | 2024 | MATH | All Students | Ojai Unified | Summit | debby.west@ojaiusd.org | Details | Red | -190 | -144.8 | -35.8 | 99 | -30 | 45 | 183 |
| 8. | 2024 | MATH | All Students | Santa Cruz City High | Alternative Family Ed... | mmckinney@sccs.net | Details | Orange | -185.4 | -52.4 | 59.3 | 60 | -41 | 14 | 110 |

Out of 8 similar schools, JCS-Pine Valley placed 5th for growth in ELA and 2nd for growth in Math. This indicates students at JCS-Pine Valley showed significantly more growth in 2024 than their statewide peers.

Table 10: 2024 Growth Ranking: JCS-Pine Valley vs. Similar Schools (SwD Highlight)

| Year | Indicator | Group | District Name | School Name | Admin Email | LCAP | Color | DFS | w/o Penalty | Change | Count | Growth | Growth Count | Enrollment | |
|------|-----------|-------|-----------------------|-------------------------|-------------------------|----------------------------|-------------------------|-----|-------------|--------|-------|--------|--------------|------------|-----|
| 1. | 2024 | ELA | Students with Disa... | Mountain Empire Unified | JCS - Pine Valley | jcauzza@jcs-inc.org | Details | - | -114.8 | -103.3 | -36.9 | 20 | 16 | 14 | 150 |
| 2. | 2024 | ELA | Students with Disa... | San Diego Unified | Learning Choice Acad... | info@learningchoice.org | Details | - | -57.9 | -32.9 | 35.2 | 24 | -11 | 13 | 185 |
| 3. | 2024 | ELA | Students with Disa... | Arcata Elementary | Redwood Coast Mont... | info@redwoodmontessori.org | Details | - | -58.3 | -58.3 | 15.7 | 23 | -18 | 19 | 184 |

Additionally, Pine Valley placed 1st for growth in ELA for Students with Disabilities among 8 similar schools in the state, with a growth of +16. There were only 3 out of 8 similar schools that had a significant n-size for SWD, indicating not many schools similar to Pine Valley serve a large population of SWD. Despite this, Students with Disabilities at Pine Valley grew significantly more than their statewide peers.

In conclusion, JCS-Pine Valley is showing especially strong outcomes in math, with promising gains for all student groups, while ELA progress is steady and improving, particularly for students with disabilities. Compared to similar schools in CA, JCS-Pine Valley students have a higher rate of growth due to supporting instructional strategies.

Equity Ranking

The Equity Ranking (aka Blue/Green Analysis) provides an overall equity score for each agency. Blue/Green scores are based on the California School Dashboard. Its student group report summarizes the results for all reported groups, color-coded with blue and green for high performance, down to orange and red for low. The color codes are based on the agency's level and recent trajectory for each metric. To get an Equity Score, the Charter used the Student Group Report on CA School Dashboard to calculate the percentage of results that were either blue or green and compare it to similar schools (K-12, 100-200 enrollment, 30-50% SED, 0-5% EL).

Table 11: 2024 CA School Dashboard Equity Ranking: JCS-Pine Valley vs. Similar Schools

| Year | District | School | Admin First Na... | Admin Last Na... | Email | LCAP | BG % | BG Count | Total Colors | |
|------|----------|------------------------|-------------------------|------------------|-----------|----------------------------|-------------------------|----------|--------------|----|
| 1. | 2024 | Julian Union Eleme... | JCS - Cedar Cove | Cari | Griesbach | jcauzza@jcs-inc.org | Details | 80% | 4 | 5 |
| 2. | 2024 | San Diego Unified | Learning Choice Ac... | Debi | Gooding | info@learningchoice.org | Details | 70% | 7 | 10 |
| 3. | 2024 | Ojai Unified | Summit | Debby | West | debby.west@ojaiusd.org | Details | 66.67% | 4 | 6 |
| 4. | 2024 | Santa Cruz City High | Alternative Family E... | Michelle | McKinney | mmckinney@sccs.net | Details | 50% | 3 | 6 |
| 5. | 2024 | Ramona City Unified | Mountain Valley Ac... | Courtney | Sawada | kgunderson@ramonausd.net | Details | 44.44% | 4 | 9 |
| 6. | 2024 | Mountain Empire U... | JCS - Pine Valley | Samantha | Nellis | jcauzza@jcs-inc.org | Details | 44.44% | 4 | 9 |
| 7. | 2024 | Humboldt County ... | Glen Paul | Damon | Collier | dcollier@hcoe.org | Details | 40% | 4 | 10 |
| 8. | 2024 | Arcata Elementary | Redwood Coast Mo... | Bryan | Little | info@redwoodmontessori.org | Details | 30% | 3 | 10 |
| 9. | 2024 | Placentia-Yorba Lin... | Buena Vista Virtual ... | Dominique | Polchow | dpolchow@pylusd.org | Details | 20% | 2 | 10 |

Pine Valley tied for 5th in Equity ranking among 9 similar schools in the state, with a blue/green percentage of 44.44%. This indicates that Pine Valley serves its student population about as equitably as similar schools in the state.

Sample Size

JCS-Pine Valley is a small, rural charter school of no more that 200 students. As a result, the sample size for state testing, which includes students in grades 3-8 and 11, is even smaller.

Table 12. JCS-Pine Valley CAASPP Sample Size (2 years, 2022-2024)

| | ELA | Math |
|-----------|-----|------|
| 2022/2023 | 70 | 70 |
| 2023/2024 | 82 | 83 |

A small sample size can undermine the validity and reliability of assessment results by limiting how well the data represents the overall student population. When few students are tested, individual outliers can disproportionately affect average scores, leading to skewed interpretations. This makes it difficult to determine whether performance trends reflect actual changes in learning or are simply due to random variation. Additionally, small samples reduce the ability to detect meaningful differences across time or student groups, and may result in data being suppressed for privacy reasons, as is the case with some public reporting systems. Overall, small sample sizes hinder accurate analysis and limit the usefulness of assessment data for informed decision-making.

Continuous Enrollment

Due to the nature of charter schools being schools of choice and independent study charter schools being alternative education programs, mobility rates are often higher than the average public school. Charter schools are part of a broader school choice movement, which can lead to increased mobility as families seek the best fit for their children. Research shows that high student mobility rates can negatively impact students, disrupting classrooms, affecting academic performance, and potentially increasing dropout rates.

Table 13 displays enrollment stability data for JCS-Pine Valley over a three-year period from 2022/2023 to 2024/2025.

Table 13. JCS-Pine Valley Enrollment Stability/Mobility Rates (3 years, 2022-2025)

| | Stability Rate | Mobility Rate |
|-----------|----------------|---------------|
| 2022/2023 | 65% | 35% |
| 2023/2024 | 78% | 22% |
| 2024/2025 | 77% | 23% |

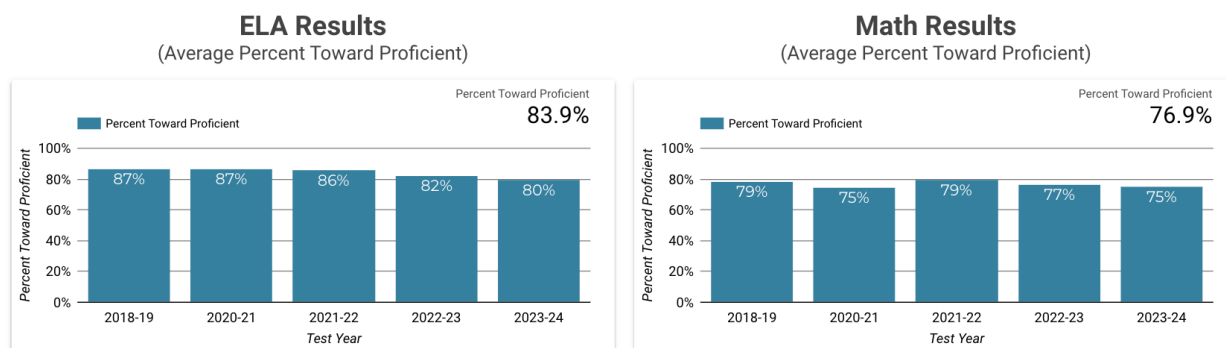
While the data shows a notable improvement in the school’s stability rate, the mobility rate is historically higher than traditional public schools and impacts the Charter’s academic performance significantly. To best understand the impact the Charter is having on student achievement and growth, data following continuously enrolled students must be considered.

Percent Toward Proficient for Continuously Enrolled Students

Percent toward Proficient is a metric that normalizes DFS , by creating a standard percentage scale. This standard measures how much progress a student has made toward achieving grade-level proficiency. All students on or above grade level receive a score of 100%. Hence, more weight is given to students who are below grade level proficiency when the percent progress scores are averaged.

Table 14 displays average percent scores toward proficiency in English Language Arts (ELA) and Math over five school years, from 2018–19 to 2023–24, for students enrolled in the Charter.

Table 14. Percent Toward Proficient - JCS-Pine Valley (2018-2024)



The data for JCS-Pine Valley from 2018 to 2024 shows consistently stronger performance in ELA than in Math, though both subjects experienced fluctuations over time. In ELA, the percent toward proficiency began at 87% in 2018–19 and remained steady through 2020–21, dipped slightly to 86% in 2021–22, and then declined more sharply to 82% in 2022–23 and 80% in 2023–24. The overall average for this period was 83.9%, reflecting a solid level of performance but highlighting a downward trend in the most recent two years that may warrant attention.

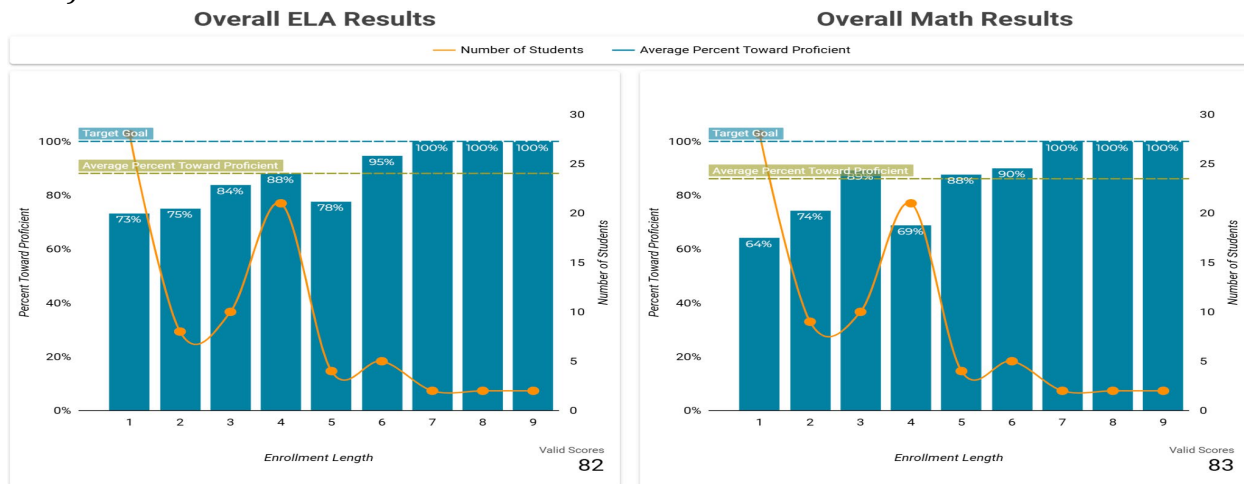
In contrast, math results have been lower but more stable. Scores started at 79% in 2018–19, dropped to 75% in 2020–21, and rebounded back to 79% in 2021–22. Since then, results have slipped slightly to 77% in 2022–23 and 75% in 2023–24. The overall average across the six-year period was 76.9%, showing that math achievement consistently lags behind ELA by about 7 percentage points. While math results have avoided the sharper decline seen in ELA, they remain at a lower overall proficiency level, indicating an ongoing area of need.

Overall, JCS-Pine Valley demonstrates strong performance in literacy but has seen recent declines in ELA proficiency, suggesting a need to reinforce reading and writing instruction, especially in the upper grades. Meanwhile, math performance, though steady, continues to trail ELA and points to the importance of strengthening mathematics instruction and supports to close the subject-area

gap. While there is some variation over the years, the data suggests stability in instructional practices that have resulted in small (up to 4%) dips and gains from year to year. Fluctuation may be due to population shifts; therefore, an analysis the performance for students who are continuously enrolled in the Charter will provide more insight into how instructional practices employed by the Charter has served its stable population of students.

Table 15 displays average percent scores toward proficiency in English Language Arts (ELA) and Math in 2023–24, for students enrolled continuously in the Charter.

Table 15. Percent Toward Proficient for Students Based on Continuous Enrollment - JCS-Pine Valley (2023-2024)



In ELA, students enrolled for shorter periods (1–3 years) show lower levels of proficiency, with percent proficient ranging from 73% to 84%. In contrast, students enrolled for longer periods (4–9 years) demonstrate significantly stronger results, with scores rising from 88% at year 4 to 100% from year 6 onward. This upward trend suggests that sustained enrollment positively impacts ELA performance. The number of students, represented by the orange line, is highest in the earlier years and drops sharply for longer-enrolled students, indicating fewer long-term enrollees but stronger academic results among them.

A similar trend is visible in Math. Students with 1–3 years of enrollment perform below average, with scores between 64% and 74%. However, performance increases to 88% by year 4 and peaks at 90% by year 6, with 100% proficiency from years 7 to 9. As in ELA, longer enrollment correlates with better outcomes. The number of students again follows a declining pattern as enrollment length increases, suggesting that the most proficient scores are achieved by a smaller, more stable population.

Overall, both charts highlight the positive impact of long-term enrollment on academic proficiency, reinforcing the importance of student retention and continuity within the school system. The fourth-year cohort of students is the largest n-size aside from 1st year students at JCS-Pine Valley. Considering this, students enrolled for four years are 15% closer to proficiency in ELA and 5% closer to proficiency in Math than 1st year students.

RENEWAL RECOMMENDATION

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the School meets this renewal criterion and should be granted a renewal term of 5 years.

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ELEMENT 1: EDUCATIONAL PROGRAM

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

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

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

MISSION STATEMENT

The School’s mission is to empower learners with educational choice in a supportive, resource-rich environment. We are dedicated to excellence and committed to nurturing passionate lifelong learners.

VISION STATEMENT

Empowering Learners with Educational Choice!

CORE VALUES

Creativity and Innovation: Envision and explore rich teaching and learning opportunities.

Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.

Commitment: Educate each student to their full potential and uphold the greater good of the school.

Choice: Empower individual paths and goals through personalized learning.

Excellence: Foster a climate of high expectations, quality, and accountability.

TARGETED STUDENT POPULATION

JCS-Pine Valley is a parent-choice charter school where the community is the classroom. The School's purpose is to help students discover their educational passions and become independent, self-directed, lifelong learners. JCS-Pine Valley will serve grades TK-12 with a target student population for those who have a strong desire to homeschool or would like to participate in a hybrid or collegiate learning model with a combination of classroom learning opportunities three to four-days-a-week and two to three days at home for independent study. The targeted student population includes those actively involved in outside activities such as competitive sports, acting, and travel, which requires the ability to complete work outside of a traditional structure, as well as students struggling in a large, traditional comprehensive school environment who are looking for a different approach to the traditional educational model. Students attracted to and who excel in this type of school structure generally prefer smaller learning environments with less of the traditional activities and possibilities for negative social interactions one finds at a large comprehensive school. Many high school students have a desire to accelerate their learning program by concurrently enrolling in the local community colleges. Additionally, the parent role is crucial in the learning process, as anywhere from 27-100% of the annual instruction is completed at home.

Parents who enroll their child/ren in JCS-Pine Valley will, through specific enrollment and curriculum agreements, have a major role for their children's education while being overseen and assisted by California Credentialed teachers. The School supports its students and parents with a plethora of educational materials and with a team of credentialed subject area specialists. The School's home study educational facilitators and specialists and credential classroom teachers work with the parents and students to design a personalized educational program, oversee assignments, proctored assessments, and work completed to grant appropriate attendance.

Together as a community, students, parents, and staff will work to transform the status quo of a traditional brick and mortar educational system into one that provides a learning environment that requires students to think critically, be creative, and learn the necessary skills to become self-directed learners to survive and succeed in the 21st century. Through Independent Study, the School will offer a broad variety of programs to support students in alternative learning environments. Parents can choose to educate their child 100% in a home study program; or to taking a class or two through a learning center, to have their child participate in an academy program where approximately 75% of the instruction is given through a traditional classroom setting by a credentialed teacher and the remaining instruction takes place at home with parental oversight.

The demographics of the student population currently served through Julian Charter School are approximately 76% White, 17% Hispanic, 3% American Indian/Alaska Native, 2% African American, and 2% Asian. Approximately 18% of the student population have special education needs and three percent of students are English Learners. 46% of the students enrolled in our independent study charter school are considered socio-economically disadvantaged (low income).

Table 16. Demographics for similar schools serving students in the San Diego County area

| | African American | Native American | Asian | Filipino | Hispanic | White | SPED | LI | EL |
|-------------------|------------------|-----------------|-------|----------|----------|-------|-------|-------|------|
| River Springs | 5.0% | 0.4% | 1.2% | 1.3% | 51.1% | 34.2% | 14.7% | 58.7% | 5.8% |
| Learning Choice | 10.3% | 0% | 4.9% | 2.2% | 36.2% | 35.1% | 23.8% | 40% | 2.2% |
| Classical Academy | 1.6% | 0.4% | 4.8% | 0.8% | 27.8% | 52.2% | 11.6% | 26.2% | 1.3% |
| GSDA | 5.8% | 1.1% | 0% | 0% | 54.2% | 31.1% | 9.5% | 50.5% | 10% |
| JCS-Pine Valley | 1.6% | 3.3% | 0.5% | 1.1% | 17.4% | 75.5% | 17.9% | 46.2% | 2.7% |

Table 17. Percentages of Students transferring into the JCS System from other schools

| Schools | Percentage |
|----------------------------|------------|
| Traditional Public Schools | 82% |
| Private Schools | 9% |
| Other Charter Schools | 7% |
| R4 Affidavit | 2% |

California has experienced a consistent decline in K–12 public school enrollment over the past five years. Projections indicate this trend will persist, with the state anticipating a reduction of over half a million students by the 2031–32 academic year.²

From the 2019–20 to the 2021–22 academic years, average daily attendance (ADA) in CA school districts declined by approximately 9%. During the same period, charter schools saw a modest decline equating to a 1.4% decrease. However, this overall figure masks differing trends between classroom-based and nonclassroom-based charter schools, as nonclassroom-based charter schools experienced enrollment growth during the pandemic.

As of the 2022–23 academic year, there were 313 non-classroom-based charter schools in California, accounting for approximately 25% of all charter schools in the state. These schools served around 222,000 students, representing 38% of statewide charter school attendance and about 4% of total public school attendance. Notably, from 2018–19 to 2022–23, attendance at non-classroom-based charter schools increased by 5% (approximately 9,500 students).³

In contrast, classroom-based charter schools saw a 3% decrease in attendance during the same period, amounting to a reduction of about 12,800 students.

While specific enrollment data for the 2023–24 school year is limited, the upward trend in non-classroom-based charter school enrollment observed in previous years suggests a potential continuation of this growth. Factors contributing to this trend include the flexibility and personalized learning environments these schools offer, which have become increasingly appealing to families seeking alternatives to traditional classroom settings.

² [Public Policy Institute of California](#)

³ [CDE Enrollment Data](#)

As such, the School will be open to any TK-12 grade students who wish to attend. The School student demographics will be reflective of the general population residing within the territorial jurisdiction of the District.

Enrollment Projections

The following charts provide information about 24/25 enrollment numbers and projected enrollment for the next 6 years (2025-2031), through the Charter Renewal term.

Table 18. 2024/2025 Enrollment Numbers (as of 24/25 CBEDS date)

| | TK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--------|----|----|---|----|---|---|---|----|----|----|----|----|----|----|-------|
| JCS-PV | 5 | 14 | 8 | 10 | 7 | 8 | 8 | 25 | 23 | 23 | 23 | 12 | 14 | 8 | 188 |

In each subsequent year and through the 2030/2031 school year, the Charter projects an enrollment increase of 5% per year.

Table 19: 2025-2030 (5-Year) Projected Enrollment Numbers

| | Total Enrollment |
|-----------|------------------|
| 2025/2026 | 197 |
| 2026/2027 | 206 |
| 2027/2028 | 216 |
| 2028/2029 | 226 |
| 2029/2030 | 237 |
| 2030/2031 | 249 |

JCS-Pine Valley will provide an educational option to students and parents in the community who are unsuccessful with their current educational choice and are seeking a different educational program with academic interventions and have the ability to oversee and monitor their child’s independent study work.

The School anticipates that many students who will attend the School will be initially identified by word-of-mouth from current JCS families. The School’s educational program will meet the needs of all students (ex. EL, Students with Disabilities, etc.) through a personalized education plan (as well as an individualized education program, for students with disabilities).

INDEPENDENT STUDY ASSURANCES

The School shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51744-51749.3, 47612.5, 47634.2 and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, minimally, that the School shall operate pursuant to an adopted Independent Study Board Policy; each student will have a Written Learning

Agreement; and the School must file for a funding determination as a condition of funding. The School will maintain written contemporaneous records that document all student attendance. An annual, independent audit will be conducted by a state-approved certified public accountant. Independent study records shall be made available for audit and inspection. (See [Appendix G. JCS Independent Study Board Policy.](#))

INSTRUCTIONAL MINUTES

The adopted school calendar shall meet or exceed the required annual instructional days and minutes set forth in law. (See [Appendix D. JCS Calendar \(2025/2026\).](#)) Credentialed teachers will give assignments to students and students will work independently or in small group instruction to complete their assignments. Attendance is granted through work completion and time on task, versus seat-based attendance.

The School is committed to ensuring that the legally required number of annual instructional minutes and annual instructional school days are offered as required by the Education Code Section 47612.5 and Title 5, California Code of Regulations, section 11960. JCS-Pine Valley will offer at a minimum the following number of instructional minutes.

- Grade TK-K: 36,000 instructional minutes
- Grades 1-3: 50,400 instructional minutes
- Grades 4-8: 54,000 instructional minutes
- Grades 9-12: 64,800 instructional minutes

AN EDUCATED PERSON IN THE 21ST CENTURY

An educated person in the twenty-first century is one who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind, has an understanding of the political process, has an ability to solve mathematical problems and to think scientifically, and has the values and skills necessary to enhance the world in which he or she lives. This person is one who has realized his or her own unique and diverse educational interests, talents, or abilities; is intrinsically motivated to learn; and is a competent lifelong learner.

To develop into these educated and contributing 21st century citizens, students must have the skills, knowledge and expertise needed to succeed in work and life based on the blend of content knowledge, specific skills, expertise and literacies. Within the context of core academic subject knowledge (English, reading or language arts, mathematics, science, world languages, arts, economics, geography, history, and government and civics) and understanding, students must be:

1. Prepared for increasingly complex life and work environments in the 21st century with learning and innovation skills that include: critical thinking and problem solving, communication and innovations, creativity and innovation

2. Able to exhibit a range of functional and critical thinking skills in the technology and media-driven environment of the 21st century such as: information literacy, media literacy, information, communication, and technology literacy
3. Able to navigate complex life and work environments in the globally competitive information age with life and career skills that include: flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership, character and responsibility

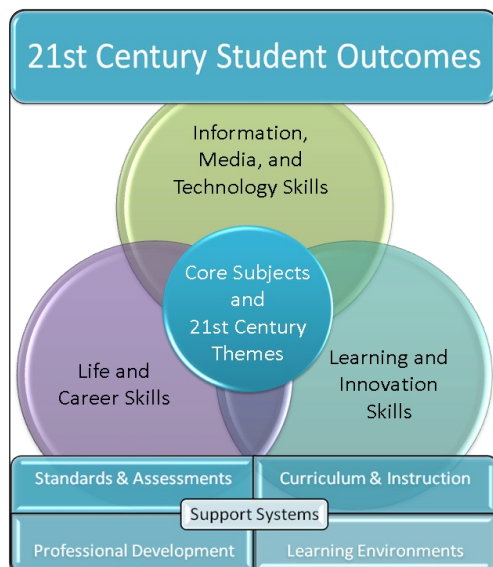
Framework for 21st Century Learning

The School has developed a vision for 21st century student success in the new global economy which emphasizes the importance of the following 21st Century Student Outcomes:

- Core Subjects and 21st Century Themes (global awareness, financial literacy, etc.)
- Learning and Innovation Skills (critical thinking, problem solving, creativity and innovation, etc.)
- Information, Media and Technology Skills
- Life and Career Skills (initiative, self-direction, etc.)

These 21st Century Student Outcomes are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century. (Adapted from materials available at www.21stcenturyskills.org)

Image 2. 21st Century Outcomes



Core Subjects and 21st Century Themes

Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include English, reading or language arts, world languages, visual and performing arts, mathematics, economics, science, geography, history, government and civics.

The School will move beyond a focus on basic competency in core subjects to promote a broader understanding of academic content that weaves 21st century interdisciplinary themes into core subjects:

- **Global Awareness**-*knowledge of global and cultural perspectives*
- **Financial, Economic, Business and Entrepreneurial Literacy**-*the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being*
- **Civic Literacy**-*the knowledge of how to actively participate and initiate change in the community and greater society*
- **Health Literacy**-*the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions*
- **Service Learning**-*teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience*

Learning and Innovation Skills

Students will be prepared for increasingly complex life and work environments in the 21st century with learning and innovation skills that include:

- **Critical Thinking and Problem Solving**-*mode of thinking about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it*
- **Communication and Collaboration**-*groups of individuals who have open communication, share common thoughts, ideas, or beliefs, and are working towards a common goal*
- **Creativity and Innovation**-*the capability or act of conceiving and implementing something original or unusual.*

Information, Media and Technology Skills

Students will exhibit a range of functional and critical thinking skills in the technology and media-driven environment of the 21st century such as:

- **Information Literacy**-*a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively needed information*
- **Media Literacy**-*the ability to use numbers to help solve real-world problems*
- **Information, Communications and Technology (ICT) Literacy**-*the ability to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society*

Life and Career Skills

Students will be able to navigate complex life and work environments in the globally competitive information age with life and career skills that include:

- **Flexibility and Adaptability**-*the world of work is changing at an ever increasing pace so employers actively seek out graduates who: can adapt to changing circumstances and environments; can embrace new ideas; and are enterprising, resourceful, and adaptable*

- **Initiative and Self-Direction**-*the first step towards action. Doing something on your own, without having to be told to do it*
- **Social and Cross-Cultural Skills**-*respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Responding open-mindedly to different ideas and values*
- **Productivity and Accountability**-*the ability to create a product using these skills: setting and meeting goals, prioritizing needs, managing time, working ethically, and collaborating and cooperating with others*
- **Leadership, Character and Responsibility**-*leaders interact with and have responsibility for multiple educational partners using strong personal and professional character traits*

21st Century Support Systems

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities required of them in the 21st century. The School has identified five critical support systems that lead to student mastery of 21st century skills:

- 21st Century Standards
- Assessment of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

LEADER IN ME

In 2023/2024, the JCS-Pine Valley started a 4-year journey toward becoming a Leader in Me (LiM) school. Based on Stephen Covey's *Seven Habits of Highly Effective People*, Leader in Me is an evidence-based model for schools focused on leadership, culture, and academics that equips students, educators, and families with essential leadership and life skills, preparing them to excel. This includes staff training, curriculum materials, and teaching/learning resources. Year 1 (2023/2024) was a "lighthouse" year for the JCS-Pine Valley in which staff immersed themselves in the research and practices of effective leadership. Year 2 (2024/2025) involved LiM rollout to students with staff professional development and support from the Covey Foundation. This work will become gradually deeper and more integrated in the school culture in Years 3 (2025/2026) & 4 (2026/2027).

With the Leader in Me program, JCS intends to develop systems that allow students to lead, teach, and learn from other students in all facets of their learning experience. Leader in Me research shows that these practices, if implemented with fidelity, will have positive impacts on the culture of our schools and improve academic student outcomes through meaningful goal setting/accomplishment and empowerment.

STUDENT LEARNING OUTCOMES






JCS-Pine Valley has developed student learning outcomes based on the School's Core Values.

1. Demonstrate creativity and innovation through rich learning opportunities.
2. Show commitment to reaching their full potential through setting goals and managing their time and resources.
3. Value choice to develop individual educational pathways to help meet personal learning objectives in order to become a lifelong learner.
4. Foster excellence in their effort and their work through high self-expectations.
5. Practice integrity and compassion through personal responsibility, a strong moral character, and respect for different ideas and cultures.

Image 3. JCS Student Learning Outcomes (SLOs)

STUDENT LEARNING OUTCOMES

ALL STUDENTS WILL

-  Demonstrate **creativity and innovation** through rich learning opportunities.
-  Show **commitment** to reaching their full potential through setting goals and managing their time and resources.
-  Value **choice** to develop individual educational pathways to help meet personal learning objectives in order to become a lifelong learner.
-  Foster **excellence** in their effort and their work through high self-expectations.
-  Practice **integrity and compassion** through personal responsibility, a strong moral character, and respect for different ideas and cultures.

HOW LEARNING BEST OCCURS

JCS-Pine Valley believes the best learning occurs when:

- Curriculum and educational delivery methods are tailored for each individual student taking into account learning styles, environment, interests, prior knowledge, skill level, pacing, and level of parental support.
- Personalized, one-to-one teaching through curriculum tailored to student needs is the primary method with a variety of support, small group instruction, and enrichment opportunities provided as needed or as additional educational resource options
- As appropriate, the learning plan may include small group instruction or online instruction; independent, interest-generated learning; collaborative projects; the appropriate use of

technology; field trips; participation in programs and competitions tied to State Standards; and integrated, cross-curricular projects

- Real life, context-based learning is emphasized
- Parents, teachers, administrators, students and the community work together as a team
- Professional development for staff is actively provided
- Time for teacher mentoring of parents and students is allotted
- A positive, safe, and educationally conducive environment exists
- Schooling is viewed as one aspect of an education
- Students are held to high expectations and are expected and encouraged to learn
- The entire community serves as the school campus

The School will align curriculum, instruction, and evaluation with the State Approved Standards (including, but not limited to, the Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, English Language Development Standards, and the remaining State Content Standards – herein referred to as the “State Standards”) to ensure student success. EC Section 60605. The State Standards serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions. As a nonclassroom based charter, the School budgets expenditures per SB740 requirements where at least 40% of the budget is spent on credentialed teachers and benefits and up to 80% of the budget on instructional related costs. No more than 20% of the budget is spent on facilities and administrative costs.

Objectives of the School include, but are not limited to, the following:

- Students perform and achieve as well or better than students in traditional public schools
- Students achieve competency in basic academic skills, meet State Standards, and progress satisfactorily on the Student Learning Outcomes (SLO) continuum
- Students learn to recognize and use their strongest skills and abilities and to leverage skills to improve areas of weakness
- Students are intrinsically motivated and attain confidence and competency to work independently via interesting and meaningful learning opportunities and community-based activities that stimulate the interests of each individual student.
- Students are active participants in their personalized learning plan and setting personal and academic goals with the support of staff and parents
- Students are provided quality alternative educational options for optimum student learning

INSTRUCTIONAL DESIGN

In addition to State Standards-aligned core curriculum choices, the School's instructional design for independent study will blend at-home study with teacher-facilitated instruction and online programs of high quality.

Courses of study will be aligned to the State Standards, rigorous, engaging, and accessible for all students. State Standards are articulated for staff, parents and students through trainings, discussions, and modeling. Project Based Learning ("PBL") and backwards design principles will be implemented throughout all programs.

Curriculum design processes will follow backwards-design principles (e.g., Understanding by Design, Wiggins and McTighe, 1998) that identify 21st century skills as key outcomes. Books/resources - additionally used are Carol Dweck/Mindset: The New Psychology of Success, Jo Boaler's/Mathematical Mindsets, Carol Ann Tomlinson/Differentiated Instruction, Make Learning Personal, Bray and McClaskey 2015, and PBL models.

Educators will facilitate student acquisition of knowledge and skills using direct instruction (in person and through webinars or tutoring), student engagement, and a range of personalized instructional methods. A subset of strategies that are most likely to improve student achievement across all content areas and across all grade levels (Classroom Instruction that Works, Marzano, Pickering, and Pollack, 2001) are employed daily in academy lessons, modeled by home study teachers, and, as feasible, taught to and used by home-based parents. Students engage in Project Based Learning (PBL), which will be incorporated into the curriculum both in HS and at academies. PBL provides students the opportunity to expand their knowledge and skills by investigating and responding to real-world issues using in depth questioning and problem solving.

Personalized learning curriculum design will provide opportunities to:

- Emphasize core subjects
- Focus on core subjects beyond basic competency to the understanding of core academic content at much higher levels
- Emphasize lifelong learning skills (i.e., information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills)
- Competency-based approach to learning
- Use 21st century tools to develop learning skills
- Use of digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society.

Personalized learning plans will be used as a basis for course selection, program choices, and exploration of future options.

- TK-12 home-based families collaborate with staff at least every 20 days to discuss individual learning plans, goals, assignments, progress, and curriculum and instruction with frequent phone calls and emails in between meetings
- Academy families meet on an ongoing basis (in person, through online forums, and via email and phone calls) with staff to discuss individual learning plans and review student progress
- Each high school student develops a four-year plan in collaboration with parents and staff; all four-year plans are reviewed by an academic counselor
- Implications of/sequence for math courses and other courses of study are carefully explained to parents and staff to guide middle school math placement and to help keep future education and career options open; the School has implemented the Mathematics Placement Policy to assure students have access to appropriate course work.

SOCIAL EMOTIONAL LEARNING

As the culture of education has turned its focus to the social-emotional (SEL) wellness of students (to promote healthy societal integration and positive self image, and prevent negative epidemics such as depression, suicide, anxiety, etc.), the Charter will employ research-based SEL practices. These include, but are not limited to, SEL curriculums such as Sanford Harmony, Positive Behavior Interventions for Support (PBIS), and Restorative Practices. Assessment of student SEL will be conducted annually via surveys such as PEAR’s Holistic Student Assessment (HSA), an acceptable alternative to the California Health Kids Survey (CHKS), which is an “anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency.” (<https://www.cde.ca.gov/ls/he/at/chks.asp>) Data from the selected school climate survey will be used to inform instructional SEL practices within the Charter and identify students in need of high-level tiered support through the Student Success Team (SST) process.

LEARNING ENVIRONMENT

JCS-Pine Valley believes the optimal learning environment:

- Offers flexible units of time that allows for interdisciplinary project-based teaching and learning
- Includes developmentally appropriate practices for supporting the whole child (e.g., time of day, length of instructional blocks, sequence of learning activities, physical and emotional safety, full engagement with school and community, etc.)
- Provides structures that are flexible and adaptable, enables collaborative group work and encourages engagement with the surrounding community
- Is safe for students socially emotionally, and physically and promotes understanding and appreciation for diversity
- Incorporates a personal learning plan articulating supports necessary for student mastery of content.

PROGRAM OVERVIEW

The School shall be a school of choice where the community is the classroom. The School is open to all students in grades TK-12 and is nonsectarian in its programs, admission policies, employment practices, and all other operations. The School shall specifically target and educate students seeking a

non-traditional educational setting. The School will not charge tuition and will not discriminate against any pupil on the basis of ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, and sexual orientation. The School has adopted and shall implement written policies relating to Independent Study as required by Education Code 51747 et. seq., which are available in [Appendix G](#).

Students at the School will be part of an independent study, personalized learning education model based on current educational research and accessed through a home-based learning program and resource center and/or community-based small group instruction (TK-12). Within these avenues, there will be individualized learning plans which may include supplemental learning projects and opportunities; online classes; direct instruction; project based learning; community-based learning; community college (CC) or Career Technical Education (CTE) courses; work study; and a full complement of instructional resources as part of an independent study model (IS), and/or academy programs.

Students at the School will not be required to attend instruction at a facility, and a significant portion of instruction occurs in the home or online with the support of parent, educational facilitator, or a subject area specialist. Parents who enroll their children in the School shall accept primary responsibility for the supervision and support of their child’s learning and are integral partners in the children’s learning program. The School will work with its students and parents by providing them with high quality appropriate educational resources and an assigned Teacher of Record with access to a team of credentialed education professionals who can provide additional support services as appropriate. The Teacher of Record, a paid certificated staff member, will be responsible for designing, monitoring and assessing student progress, academic achievement, and the granting of attendance. Students who enroll must meet the admission criteria of the School and complete the admissions process.

Table 20 describes the roles and responsibilities of the JCS Educational Team.

Table 20. JCS Educational Team

| | |
|-------------------------------------|--|
| Teacher of Record | The Teacher of Record is responsible for the independent study contract (Written Learning Agreement) and the overall success of the student. This could be an EF, a TK-8 academy teacher, or an academy coordinator. |
| Educational Facilitator (EF) | Appropriately credentialed teacher who serves as the Teacher of Record assigns, assesses, and evaluates student’s work on a regular basis. (Minimum of once every twenty days and regular contact by phone, emails, text, or fax.) |
| Specialist | Single subject credentialed teachers who design the high school course to meet a-g requirements, and/or graduation requirements. Each high school student will be assigned a Specialist who oversees course content, benchmarks, and final exams. Students communicate with Specialists on an as needed basis through in person and online office hours. Specialists also teach and record lessons and upload online to support students in their studies. |
| Parent | Parents are an integral part of each student’s educational program and success. Since parents know their children well, they collaborate with the |

| | |
|----------------------------|--|
| | school’s credentialed staff to create a personalized educational program in which the student’s success relies on his/her ability to be or become a self-directed, independent learner. |
| Academy Teacher | The Academy programs have teachers who teach classes according to their credentials and areas of expertise. TK-6 Teachers also serve as the Teacher of Record. In middle and high school academies, the academy teacher may also serve as a specialist for home study students. |
| Academy Coordinator | The Academy Coordinator is a credentialed Teacher on Special Assignment who has a passion and desire to grow in school leadership and is the onsite designee for the program. In some academies, the coordinator is the principal of the school. The coordinator may serve as the Teacher of Record. |
| Principal | The Principal is the administrative leader of the school, including all programs within the school. The Principal may coordinate Academy, Virtual, and Home Study programs directly or delegate program coordination to a lead program coordinator or manager. The Principal may serve as the Teacher or Record. |

Each student and parent(s)/guardian(s), with the assistance of the Teacher of Record, will design, consistent with the School student standards and policies, appropriate curricula based upon the student's educational needs and objectives. A Written Learning Agreement for Independent Study shall be signed by the Teacher of Record, the student, and the parent/guardian and clearly describes the student's annual individual educational goals and curriculum for the student while enrolled with the School. The agreement further describes the manner for submitting assignments and reporting progress and the frequency of meetings. The Written Learning Agreement will describe the student's course(s) of study, the chosen method(s) of ascertaining competence in a designated course(s) of study and, if applicable, the credit(s) the student shall receive upon successfully demonstrating competence and completing the course of study. (See [Appendix H. Written Learning Agreement.](#))

The Teacher of Record, Educational Facilitator, Specialist, and/or Academy Teacher will use their professional judgment and expertise, and knowledge of State Standards when assigning work to students. They estimate what a full day’s worth of work would be for each course or subject being taken by the student. When the Teacher of Record or Educational Facilitator meets with the student, using their professional opinion, the teacher will grant attendance based on work complete and contemporaneous records of time spent on assignments.

JCS-Pine Valley is legally available to TK-12 students in San Diego County and the contiguous counties (Imperial, Riverside and Orange) and is intended for students seeking a non-traditional, home-based or small learning community-based educational setting. Students in the home-based program should have the ability to work independently or have strong parental support and guidance. Enrollment is limited by program/facility capacity, need in the community, and availability of credentialed teachers. The adopted school calendar shall meet or exceed the required instructional days and minutes set forth by the State. Credentialed teachers will give assignments to students and students will work independently or in small group instruction to complete their assignments. Attendance is granted through work completion and time on task, versus seat-based attendance. (See [Appendix I. Assignment](#)

[and Work Record](#) and [Appendix D. JCS School Calendar \[2025/2026\].](#))

The School shall comply with all applicable independent study laws and, as required, operate pursuant to an adopted independent study Board policy, maintain a Written Learning Agreement for each student, and file for a funding determination as a condition of funding, as required.

Home Study Program

Parents who choose the Home Study program do so because they desire to have a more involved role in the day to day education of their students. This independent study model will comprise the student, parent, Educational Facilitator and other qualified teachers.

Home Study Program: TK-8

In the TK-8 Home Study Program, parents and students will work closely with a California credentialed teacher referred to as an Educational Facilitator or “EF” to choose the right combination of learning programs for each individual student. In collaboration with the EF, parents give the daily instructional assistance and oversight to their children. One of the primary objectives of the School is to support and encourage families in the challenging task of educating their children. EFs assign the content each month, using State Standards aligned curriculum. These assignments and standards will be reviewed by the EF at the monthly meeting with the parents. Under the oversight of their EF, parents are responsible for the monitoring of the daily work and assisting their children if content is not mastered. Parents work in conjunction with an EF, who is responsible for the report card grade and for completing monthly assessments to determine a student’s growth or lack thereof. Parents give their input which is taken into consideration by the EF, but the report card grades are determined and issued by the EF. Parents work closely with the certificated teacher to ensure that the student is achieving. Instructional materials are reviewed each month to ensure that they are helping the student achieve mastery and are meeting State Standards.

Learning Center classes may be offered depending on student need and teacher availability. Parents are encouraged to bring their children to these classes taught by credentialed teachers, for additional support and instruction. In addition, enrichment classes in the arts, STEM and physical education will be offered. TK-8 students may also take online classes or attend community-based educational enrichment classes or activities utilizing the School’s approved educational enrichment partners. The EF will work with the parent to build an educationally rich and diverse program to meet the academic, extra-curricular and social emotional needs of the student.

Home Study Program: 9-12

At the high school level, specialist teachers work with students via a learning management system. These teachers design the course, adhering to State Standards and utilizing a variety of instructional materials and resources. Students complete daily work at home and submit benchmark assignments and assessments to their specialist for evaluation. The EF reviews the daily assignments and issues a “homework” grade while the specialist is responsible for the grading and providing feedback on benchmarks. The bulk of the grade issued is derived from the work turned into the teacher.

High school students work closely with their parents, Educational Facilitator, high school counselor and teacher to design a personalized learning program appropriate for their high school path. Additional courses for high school students can be taken through community colleges, online programs, as well as various classes offered by the School.

Academy Program

The Academy program will be a hybrid independent study format where students attend classes two, three, or four days a week with the rest of the coursework being completed through independent study at home. Classes will be designed and taught by credentialed teachers. Aligning with independent study law, students are on campus receiving direct instruction no more than 80% of the time. Credentialed teachers assign work to be completed with parent support at home for at least 20% of the time. Student attendance in the academy program, like all students enrolled with the School, is accounted for based upon the time value of work produced, and not daily attendance at a facility.

Academy Program: 6-12

The middle school and high academy will function similar to a college or university model whereby courses proceed according to a syllabus and students attend classes for instruction, group projects, socratic seminars, discussions, science labs and other hands-on activities. Students will attend classes two to four days per week depending on the program schedule, space, and student population.

The JCS-Pine Valley Academy (6-12) program emphasizes the importance of Service and Community-based learning. It has several locations, within walking distance in the mountain city of Pine Valley, CA:

28825 Old Hwy 80

28914 Old Hwy 80 (#105 and #107)

28876 Old Hwy 80 and

28870 Old Hwy 80, Pine Valley, CA 91962

Website: <https://pinevalley.jcs-inc.org/>

JCS-Pine Valley Academy (PVA) is a unique program located in the small rural community of Pine Valley. This academy is an integral part of the community, has a schoolyard habitat, and has been certified as a wildlife habitat. Students are actively involved in community service and the academy plans many field trips providing rich experiences for all students who attend.

Many students who attend PVA in middle school continue into high school at PVA because of the close community and well qualified teachers in each subject area who work toward the success of all students. PVA is well known and respected in the community as an alternative to the traditional high school. Students continue in community service and expand their field trips to include community colleges and local universities.

SCHOOLWIDE RESOURCES

Curriculum

The curriculum that will be chosen and/or written by curriculum teams (credentialed teachers collaborating) will meet the current standards and best practices. The goal in selecting and writing curriculum is to help the teachers and parents meet the standards required while also encouraging a personalized learning environment to meet students' unique educational goals. Curriculum teams shall work together to identify appropriate grade level materials that work well in the classroom and in a homeschool setting using our Curriculum Adoption Process and aligned with the Scope and Sequence.

Scope and Sequence

The Corporation's certificated teachers will be part of Professional Learning Communities (PLC), or Job Alike Teams. Since the Corporation has been in existence for 25 years, in the 2015 school year, the PLCs developed a Scope & Sequence for each grade level in English language arts, math, social studies, and science. The process began by looking at the State Standards and analyzing the key standards to address within each grade and subject area.

Both the Academy and Home Study programs will use these Scope and Sequences, based on the CCSS, as a guiding document when selecting and implementing the curriculum and instruction through a process of backwards design. (See [Appendix J. JCS K-12 Scope and Sequences.](#))

Curriculum Adoption Process

The School will first look to identify the needs of the different student populations when beginning the curriculum adoption process. Unlike a traditional school program, JCS-Pine Valley will need to take into account the needs of students within the various program structures, since the needs of the students in the academy programs and the home study program are often different. Next, the curriculum adoption teams will look at the school priorities, noting particularly WASC and LCAP. Then, the teams will work with the School's financial department for curriculum adoption monies. Finally, the team will look at which materials have been State adopted at the TK-8 level to meet State Standards. Staff will also review EdReports.org when looking to adopt ELA, math, and EL curriculum. A subject specialist team will come together to look at materials and guide the decision-making process, including narrowing down the choices based upon alignment to State Standards, school priorities, school scope and sequence documents, and stakeholder input. Administration will be sure to seek input from teachers who will be using the curriculum as well as parent and other stakeholder involvement through the School's Site Council.

The School will initially pilot the curriculum with a small group of students for a year to determine if it will work for the specific student population. If any curriculum is considered that is not on the State adopted list, we will work with our credentialed staff to supplement and align to State Standards if we feel this is the best way to serve our student population.

Once a decision has been made, the School will voluntarily follow Education Code Section 240, which requires: "Governing board of school districts shall adopt instructional materials in accordance with the provisions of Section 60040." The School will purchase sufficient resources so that students have access

to the instructional material at the academies, as well as at home. Finally, a rollout and implementation plan will be created. This will involve professional development for teachers as well as opportunities for parents. Professional development will happen both in-person as well as online.

Materials that are technology-based and/or have technology components are also reviewed as the method is essential in assisting students within the large geographic territory with core or supplemental instruction.

TK-8 Home Study Curriculum

Unlike the Academy programs that may use one or two core resource materials for instruction, home study students have access to a larger set of resources. Textbooks that are successful in a classroom setting are not always appropriate in a home study setting; therefore, careful consideration is given to the materials we adopt to ensure that a parent can use the materials at home successfully. Parents elect to homeschool because they are looking for something different than what a traditional classroom offers. As we adopt new curriculum, JCS is adopting material that is State Standards aligned. For curriculum that was adopted prior to the State Standards, it is the job of the EF to ensure that State Standards are being met. The EF ensures that a parent knows what is needed to be supplemented to meet State Standards and does this by assigning the assignment work record (“AWR”) not only for the curriculum selected, but by also assigning an AWR that lists all the State Standards for that grade level and subject. Additionally, each time a student takes the ongoing math assessment the EF, parent and student are able to see which standards the student has mastered and which still need work.

To help parents in identifying resources to use for instruction, JCS, Inc. has created guides with recommendations for grade level by subject matter. (See [Appendix K. JCS-Inc. Home Study Recommendations.](#)) Personalization is an option that allows parents the flexibility to show a student’s growth through a variety of proven methods, materials, and curriculum. Student outcomes in each subject are of paramount importance to JCS. “I Can” standards are used as guidelines in meetings to assess a student’s growth, and to ensure students are meeting grade level expectations. (See [Appendix I. “I Can” standards.](#)) Students who are not reaching their academic potential are moved into RTI/MTSS.

Students who are identified as EL will be provided with approved materials appropriate to their level and that support core content instruction designed to promote high levels of English language proficiency. JCS uses the ELA/ELD Framework to guide administrators and staff. The ELD Teacher provides online classes to all EL student groups in concert with an online EL curriculum aligned to the ELD Framework. In addition, appropriate supplemental materials may be used to personalize the specific needs of an EL/ELD student in order to help them increase fluency and proficiency in the English language. Materials and support for EL/ELD students are available online in order to allow ongoing monitoring of progress and assistance to students who are being taught at home.

All core subjects will be standards aligned, with thematic units. ELA and Math units of study will be aligned to the Common Core Standards, Science will be aligned to the Next Generation Science Standard, and Social Studies will be aligned to the History-Social Science Framework for California. Home study families will be given copies of all of the standards for each grade level. A large bank of reproducible items, including worksheets and supplemental support, to help parents understand and support their students’ learning based on the State Standards will be readily available.

JCS-Pine Valley values personalized learning and, within the Home Study program, curriculum selection is one way this is reflected. The Parent-teacher and EF may select a published and adopted curriculum, a curriculum written by curriculum teams in PLCs, or a combination of both. The table below identifies some of the most common curricular materials that may be selected for grades TK-8 in core subjects.

Table 21. TK-8 Curricular Materials for JCS-Pine Valley Home Study

| Subject | Instructional Materials |
|---|---|
| ELA | <ul style="list-style-type: none"> ● Reading Wonders (McGraw Hill)* ● Benchmark Advance (Benchmark Administrators)* ● Core Literature ● Explode the Code ● Heggerty ● Packets/workbooks (reading comprehension, writing, phonics, grammar, spelling, handwriting, etc.) |
| Math | <ul style="list-style-type: none"> ● Eureka Math (Great Minds)* ● Go Math! (Houghton Mifflin)* ● EnVision (Savvas Learning)* ● Beast Academy |
| Science | <ul style="list-style-type: none"> ● Science Techbook for California NGSS (Discovery Education)* ● Science: California Integrated Course Model (Amplify)* ● Prentice Hall CA Earth, Life, & Physical Science* ● Stemsopes (Accelerate Learning)* ● Elevate Science (Savvas)* ● Science Weekly ● Hands-on Science Kits & Units of Study |
| Social Studies | <ul style="list-style-type: none"> ● Impact: California Social Studies (McGraw Hill)* ● California Studies Weekly - Social Studies (Studies Weekly)* ● Social Science Techbook (Discovery Education)* ● MyWorld Interactive (Savvas)* ● JCS Curriculum Maps |
| ELD | <ul style="list-style-type: none"> ● ELD Standards- aligned course designed by EL teacher ● Summit K12 (ELD) |
| *Indicates a published core curriculum that is SBE or JCS-Board Adopted | |

Additional supplemental online support is available through a variety of online educational programs such as, but not limited to, the following: IXL (reading and math), Reading Eggs, Typing Pal, Discovery Education, Khan Academy, RAZ Kid (Learning A-Z), Mystery Science, Flocabulary, and Generation Genius.

Note: While TK students may utilize the State Standards-adopted materials for Kindergarten, listed

above, the School also provides cross-curricular units developed by credentialed teachers with early childhood development experience, known as “TK Packets”. The TK Packets are themed with rich resources to support mastery of TK standards and prepare students for Kindergarten. TK students complete one packet each learning period, for a total of ten (10) TK packets.

6-8 Academy Curriculum

JCS-Pine Valley will have a middle school and high school academy program. This academy will utilize a similar curriculum aligned with State Standards and the Scope and Sequence and develop its program based on the needs of the students and the community it serves. (See [Appendix J: JCS K-12 Scope and Sequences](#).) In addition to being classroom-taught, the curriculum fosters learning at home with resources for families.

Core curriculum may be a combination of school selected textbooks, interactive workbooks, online programs, novels, and teacher-created materials. Teachers collaborate within Professional Learning Communities to create and update Scope and Sequences which use current standards for learning as the foundation. Teachers use the Scope and Sequences as planning guides and maps using textbooks, teacher created materials, and additional online resources to create a rigorous and relevant curriculum. The table below shows commonly used and available resources.

Table 22. 6th-8th Grade Instructional Materials for JCS-Pine Valley Academy

| Subject | Instructional Materials |
|----------------|--|
| ELA | <ul style="list-style-type: none"> ● Novels and Units of Study (ex. <i>Wonder</i>, <i>Around the World in 80 Days</i>, <i>Diary of Anne Frank</i>, <i>Maze Runner</i>) ● Strategies for Writers ● Writing Conventions |
| ELD | <ul style="list-style-type: none"> ● Standards-Based Course designed by ELD Teacher ● Summit K12 |
| Math | <ul style="list-style-type: none"> ● Savvas Math ● Freckle Education (Front RowED) |
| Social Studies | <ul style="list-style-type: none"> ● Savvas MyWorld Interactive Ancient Civilizations (6th) ● Savvas My World Medieval and Early Modern Times (7th) ● Savvas My World Growth and Conflict (8th) |
| Science | <ul style="list-style-type: none"> ● Elevate Earth Science (6th) ● Elevate Life Science (7th) ● Elevate Physical Science (8th) |

Additional supplemental instructional resources are selected by the Academy teacher to support rigorous and relevant course materials and learning activities such as IXL, NewsLEA, Flocabulary, Khan Academy, primary documents, Ancestry K-12, Stanford History Education Group, Discovery Education, teacher-created inquiry-based activities, labs, lectures, field trips etc.

High School (9-12) Curriculum Overview

Regardless of the program, all JCS-Pine Valley high school students have access to the necessary courses for graduation and entrance to California public universities. High school teachers belong to professional learning communities according to subject area. Each PLC works to create and update the Scope and Sequences aligned to State Standards, write course descriptions that meet UC/CSU a-g requirements, and then create common final exams to assess the Standards and course content. The School has complied with legal requirements for courses in ethnic studies and personal finance.

Teachers, Educational Facilitators, and High School Counsellors use the state adopted standards for learning and school-created scope and sequence tools as planning guides for course creation. Intrustional resources used to cerate a rigorous and relevant curriculum include published SBE-adopted textbooks, classic/common novels, primary documents, teacher created materials, inquiry-based activities, lectures, labs, and additional online programs. In addition, highly qualified single-subject credential teachers may receive specialized training to teach with methods developed by the CSU systems such as the Expository Reading Writing course (ERWC).

In all content areas, final exams are developed by the Department PLCs and/or Job-alike teams to assess student mastery of state-adopted standards. Final exam assessments are proctored, timed and scored according to an EPT, Early Placement Test Rubric. Additional assessment include a math placement test (for all entering 9th grade students), and formative and summative assessments through the course such as unit tests, discussions, journals, textual annotation, quick-write activities, etc.

Most electives meet UC/CSU a-g requirements. Electives are chosen based on graduation requirements, student need, and student interest. When applicable, ELA standards are addressed. Foreign Language, P.E. and VAPA courses will address the State Standards for those subjects. (See [Appendix J: JCS K-12 Scope and Sequences](#) and [Appendix T. High School Electives Course Description.](#))

Students identified as English Learners receive direct instruction from a credentialed teacher who designed the curriculum aligned to the ELD framework and standards for learning. The EL teacher assigns activities from the Summit K12 online curriculum and meets regularly with EL students to practice speaking and listening skills, monitor assignments, and assess learning . Summit K12 Curriculum placement is determined by the student's most recent ELPAC score and grade level. Additional supplemental curriculum may be assigned by the ELD teacher, as needed, to provide additional support to students; this is also based on the student's most recent ELPAC score and grade level.

9-12 Home Study Curriculum

At the 9-12 level, independent students courses and curriculum are designed by a well qualified teacher (Specialist) for ELA, math, science, social studies, foreign language, and VAPA courses and overseen by the Specialist in conjunction with an educational facilitator and the parent. The curriculum and assignments within the high school courses will be pre-set for the year, but the specialists will write and revise standards-aligned assignments yearly and make modifications to the assignments over the year based on student need.

JCS-Pine Valley uses the Canvas Learning Management System to support the distribution and receipt of course assignments. High school students upload completed specialist assignments, including benchmark assessments, in Canvas, view additional resources such as instructional videos, and participate in discussion boards.

High school students come into the nearest academy location to take board mandated proctored finals, when applicable. These final exams may be taken on paper or online using school Chromebooks. English finals often include an essay. Note: Post-COVID, some finals may be administered virtually within a proctored secure platform.

High school students are also able to take classes via partners like BYU Online. Partnering with BYU Online allows students to take classes that the School does not otherwise offer. Home study high school students may also elect to take one or two classes at the high school academy. Additionally, students are able to take classes via dual/concurrent enrollment at a local community college.

9-12 Academy Curriculum

JCS-Pine Valley’s high school academy will teach content from the Scope and Sequence based on the community and student interests. Each subject is taught by teachers who are appropriately credentialed. The table below shows core and supplementary materials used for 9-12 instruction at the JCS-Pine Valley Academy program.

Table 23. 9th-12th Grade Instructional Materials for JCS-Pine Valley Academy

| Subject | Instructional Materials |
|----------------|---|
| ELA | <ul style="list-style-type: none"> ● StudySync/Glencoe (McGraw Hill) ● Common Lit ● Novels and Units of Study ● Expository Reading and Writing Course (ERWC) units |
| ELD | <ul style="list-style-type: none"> ● Standards-Based Course designed by ELD Teacher ● Summit K12 Online Curriculum |
| Math | <ul style="list-style-type: none"> ● enVision Algebra 1, Geometry, Algebra 2 (Savvas) ● Pearson ● Financial Literacy curriculum, e.g. Dave Ramsey |
| Social Studies | <ul style="list-style-type: none"> ● Glencoe World Geography ● Pearson World History ● Pearson US History ● Pearson American Government ● Pearson Economics ● Historical Novels |
| Science | <ul style="list-style-type: none"> ● Inspire Earth Science ● Inspire Biology ● Prentice Hall Chemistry ● Glencoe Virtual Labs |

Additional supplemental instructional resources are selected by the Academy teacher to support rigorous and relevant course materials and learning activities such as Khan Academy, pHet, TEDed, PBS Nova, BioMath, NewsELA, Crash Course videos, Data Nuggets, National Geographic, primary sources, teacher-created inquiry-based activities, labs, lectures, field trips, etc.

Ongoing Assessments

Ongoing assessment of learning based on State Standards will be administered to all school students 2-3 times per year. These include, but are not limited to, NWEA MAP, curriculum unit tests, teacher-created quizzes, and writing rubrics. (See [Appendix L: JCS Common Assessment Information and Windows.](#)) Results of assessments will be used to place students in differentiated groups for small group instruction and intervention. Additionally, School leaders analyze assessment data to determine needed professional development for staff.

PROFESSIONAL DEVELOPMENT

Students will benefit from instruction from staff members who have ongoing professional development that promotes and supports the School's vision. Each summer the principals within the corporation will plan action for professional development for the whole-corporation or school, specific programs, and individual teachers. The goals and means to facilitate professional development are described below.

Professional development goals center on:

- Highlighting ways to seize opportunities for integrating learning skills, tools and teaching strategies into teaching practices and how a deeper understanding of subject matter can enhance 21st Century Learning and Innovation Skills like problem-solving and critical thinking
- Understanding the kinds of teaching/learning that best promote standards-aligned skill and knowledge acquisition, with a focus on student engagement and empowerment
- Cultivating ability to identify students' particular learning styles, intelligences, strengths and weaknesses, and implementing the MTSS structure
- Improving student outcomes for unduplicated student groups, such as English Learners
- Developing ability to use various strategies (such as formative assessments/instructional methodologies) to reach students and create environments that support teaching and learning and supports the continuous evaluation of students' skills development aligned with state standards
- Fostering safe and healthy learning and working environments, including developing strategies for improving and monitoring students' social-emotional well being

Professional development will be administered and facilitated in a variety of ways:

- Forums - Whole corporation training will take place through JCS Forums that happen a minimum of three times per year. Training will be provided to the whole corporation to facilitate implementation of a Multi-Tiered System of Supports (MTSS) structure. Some examples of past whole-school professional development are a day with a trainer from SDCOE who did an all day training with all teachers on unpacking the standards, the EdTechTeam-Google for Education Summit who are a team of Google certified trainers, and local author and

teacher Dave Burgess, who conducted an all day workshop for staff which focused on student engagement and creativity in lesson planning.

- Job-Alike Groups/Professional Learning Communities - All our teachers will belong to a Corporate-wide professional learning community or job-alike group. These teams of professionals will meet throughout the school year, at forums and other necessary times to collaborate and complete important instructional tasks such as updating scope and sequences, common assessments, grade norming, and data analysis. As they are available, PLCs/Job-Alike Groups will also attend county workshops offered for the various content areas, MTSS training, EL workshops, etc.
- Online - Mandated and yearly or ongoing training, such as mandated reporter training, bullying/harassment training, blood borne pathogens, etc. is conducted via online courses where teachers earn a certificate after completing the courses and taking an exam.
- Program-Specific Meetings: Each individual academy and home study uses staff meetings and coordinator support to facilitate professional development focused on the program needs.
- Individual New Teacher Training - A Teacher Induction Program is provided for new teachers. New teachers, in the academy and home study programs, also receive job specific training on an individual basis from administration. Additionally, many job aides and handbooks will be housed online as a guide for new teachers.
- Individual Teachers SMART Goals - Each teacher will identify an area of growth from the Corporation's STAR rubric and create SMART (Specific, Measurable, Attainable, Relevant, and Timely) goals as part of their Professional Improvement Plan. There are five overarching domains important for being a STAR Teacher: Grow Professionally, Use Best Practices, Impact Student Learning, Collaborate with Colleagues, and Contribute to the School Community. While all five of the domains are important, the two most relevant when looking at curriculum and assessment are Use Best Practices and Impact Student Learning. Teachers will be expected to provide evidence of each of the domains, housing their evidence in Google Drive, on personal blogs, on websites, or in digital portfolios. To assist teachers who struggle with organizing and selecting appropriate artifacts, the Corporation has created the STAR Evidence Template. (See [Appendix P: STAR Teacher Cover Sheet & Rubric.](#))

STUDENT SUPPORT

JCS-Pine Valley believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. All students will have a personalized learning plan developed that matches their current academic achievement level, learning style, and interests while developing skills to meet or exceed the challenges of grade level work. Students performing substantially below grade level expectations will be referred to a team of teachers and administrators to discuss the parents' and teachers' concerns. This team will develop a plan for meeting the student's needs.

Personalized learning will allow students who are high achieving to accelerate their learning, if desired, or spend additional time deeply engaged in core subject areas. The School shall assist parents through academic screening, counseling, and curriculum choices to support high achieving students.

High school students enrolled in the School will be challenged through access to A-G courses and concurrent enrollment and/or dual enrollment at local community colleges. Students are informed by

the EF/counselor of all available community college courses that will meet their needs. A process is in place for reimbursement of fees incurred by the student for community college classes and materials, upon successful completion of the courses. AP classes may be offered in the future as PLCs write courses and submit them for approval. Students will be guided toward a-g courses and concurrent enrollment courses through our Bound for Blue program, to be considered College & Career Ready and offered opportunities to visit local colleges and universities. (See [Appendix U. Bound for Blue Flyer.](#))

When students enter the ninth grade, the staff shall ensure that they are informed of their course options, testing options, and deadlines for test registration. The staff will provide students with information on college selection, financial aid, and scholarships as well as the opportunity to assess their own interests, values, and proclivities as related to education and career planning. The School counselors will advertise opportunities for students to apply for scholarships for which they may qualify. A routine counselor's newsletter is sent to all high school students and their families which includes college information, scholarship information, financial aid information, and other applicable information.

STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

In order to directly support low achieving students, the credentialed teacher, parent(s), and student will collaborate to design the optimal personalized learning plan. JCS-Pine Valley will implement a tiered Response to Intervention program (RtI) within a Multi-Tiered System of Supports to ensure all students receive timely support and intervention as needed. This is part of the overarching Student Success Team (SST) process within the Charter.

JCS-Pine Valley will implement a comprehensive plan to identify students needing support.

Teachers will maintain student data throughout the year, including benchmark assessment data. When an area of concern is identified, teachers will implement and document various best practice Tier 1 instructional/behavioral strategies to address the concerns within the general education program. Tier 1 interventions will be implemented consistently for six to eight weeks. If Tier 1 interventions do not result in adequate progress, the teacher will refer the student to an SST. The SST team will use an online documenting system to document Tier 1 interventions.

The Student Success Team will be composed of a general education teacher, parent, intervention staff, program administrator, and any other staff member with knowledge of the student or program. SST will meet to review current data and gather background information from the parent to make an informed decision on Tier 2 interventions. These research-based interventions will be provided consistently, systematically, and with fidelity, and will include regular progress monitoring. SST will reconvene approximately every eight weeks to review data and monitor progress. If adequate progress is not observed, students will be referred for Tier 3 interventions. These will be more intensive and at this stage assessment for special education or 504 eligibility may be discussed. Increasing intensity of intervention may include a smaller group size, additional sessions or longer time per session, and/or a more intensive intervention curriculum.

In line with the MTSS model, staff will be identified across the school with the specific skills to help target the student's individual need, rather than categorizing students under labels. (NOTE: students

whose Individualized Education Program (“IEP”) deem services outside the general education setting will continue to receive services in accordance with their IEP. However, when possible, students with similar needs or instructional goals will be grouped together to ensure access to their peers and appropriate, standard-aligned curriculum and instruction.) Student progress will continue to be monitored either through SST/RtI or the 504 and IEP processes.

To assist teachers in implementing this process, the staff Knowledge Base will include jobs aids and process documents that will detail: the RtI/MTSS process for academic, behavioral and speech concerns; the steps needed to notify the SST team, as well as ongoing staff development on MTSS.

In the Knowledge Base, a PowerPoint called Supporting Struggling Learners, will give teachers access to a list of strategies in reading (phonemic awareness & phonics, decoding, fluency and comprehension), math (number sense, fluency, problem solving), writing (handwriting & fluency, mechanics, spelling and written expression), and behavior (attention, following directions, off task behavior, attention seeking behavior, hyperactivity & sensory seeking behavior). Also included will be lists of curriculum and supplemental materials, websites, and online resources to support struggling learners.

The SST documentation will be evaluated and revised in an ongoing cycle to better understand where and why students might struggle and to ensure valuable and useful data is collected to create a plan for the individual student's success. For example, we will collect information on languages spoken at home, the date of the last hearing/vision screening, whether a student has been retained previously, if there was a previous special education or 504 assessments. Assessment data from multiple sources will also be incorporated in the SST documentation, including CAASPP data and MAP or other similar test data.

Identification of students who may require intervention

Students who are not acquiring academic skills at the expected rate are identified by staff through ongoing progress reports, placement tests, assessments, standardized test results, and teacher, parent and student observations. The following benchmark assessments are used schoolwide as universal screenings to determine which students may require additional support to meet grade level expectations.

1. Kindergarten Skills Checklist. Administered to kindergarten students in September, February and May.
2. K-2 DIBELS and M-Class reading difficulties screener
3. DIBELS DORF (Reading Fluency). Administered to grades 3-6 first through sixth graders in September, February and May.
4. DIBELS DAZE (Reading Comprehension). Administered to third through sixth graders in September, February and May.
5. Ongoing Math Assessment. Standards-based math assessment administered to grades kindergarten through eighth grade in February and May.

Following September assessments, teachers provide Tier 1 interventions to students who score below benchmark on reading or math universal screenings. Tier 1 intervention materials and resources are housed in a collection in the JCS Knowledge Base and are delivered within the general education

program. Tier 1 interventions are provided with consistency for up to 10 weeks before Tier 2 intervention is considered. Tier 1 and Tier 2 interventions are an intensive system of support that complements (not replaces) core instruction with sufficient flexibility to adapt to the needs of students. Intervention and progress is documented through the SST documentation, created by the general education teacher. The general education teacher consults and collaborates with the parent to ensure intervention is provided with fidelity.

If student progress with Tier 1 interventions is adequate and results in a reduction of the gap between student's skill level and benchmark, Tier 1 interventions continue. If progress is deemed inadequate, the teacher refers the student to SST, where appropriate, Tier 2 interventions are determined by a team of educators and the student's parents. Tier 2 interventions target specific skills and are delivered by credentialed intervention staff using specific supplemental curriculum, usually two to three times weekly. Parent-teachers receive training in intervention curriculum to ensure that support at home continues.

When receiving Tier 2 interventions, student progress is monitored monthly using Progress Monitoring assessments. If adequate progress is evident after a six to ten-week period, intervention will continue until student skills are within benchmark level, and Tier 1 intervention can be resumed in the form of differentiated instruction. If progress is deemed by SST to be inadequate, the student will be recommended for Tier 3 intervention, and evaluation for special education eligibility if appropriate.

Tier 3 intervention is the most intense and includes students with IEPs. It may use a replacement curriculum and is typically delivered two or more times weekly, with specific goals that are regularly monitored. If progress within Tier 3 is inadequate to meet goals, the IEP or SST team convenes to determine next steps, including increasing specialized instruction time, decreasing the size of the group, and changing curriculum. Students in Tier 3 may require accommodations in the general education program.

STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Identification

Students who are academically high achieving will be identified by the staff through ongoing progress reports, placement tests, course tests, state mandated assessments, GATE identification from the prior school, and parent and teacher observations. Students who are performing above grade level will be provided a personalized course of study that may include college-prep coursework; community college classes; AP exams; service learning engagement; course, pacing, or grade acceleration; in-depth study, including complexity and novelty; other forms of differentiation; and opportunities to take on leadership roles. Students will be challenged to find resources in the larger community to explore areas of interest and make deeper connections with higher level content and concepts.

Parent Notification

The personalized learning plans of high achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Since students, parents, and teachers work on the personalized plans together, parents are informed from the beginning about their child's abilities and the best way to support them. Some

parents would like acceleration, while the school's philosophy tends towards allowing the child to go deeper into the concept and become an expert versus pushing through curriculum simply for completion.

ENGLISH LEARNERS

JCS-Pine Valley will comply with all applicable federal and state laws concerning services and the education of English Learner students, including long-term ELs (LTEs) or ELs at risk of becoming long-term ELs, as they pertain to annual notification to parents, students identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School will adopt policies and procedures to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents, including, but not limited to the:

- Identification of EL students
- Development of a program designed to provide assistance to EL students
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

The School will make it a priority to hire CLAD and BCLAD teachers. Any teacher who does not have CLAD or BCLAD certification will be required to complete certification.

Identifying English Learners

Upon initial enrollment in a California public school, the School will administer the home language survey ("HLS"). The student's parent or guardian will be asked to fill out the HLS which is used to determine the primary language of the student and is kept in the student's cumulative folder. The EL Coordinator is notified if a student has a language other than English on the HLS. All students have a HLS on file, submitted by the student's parent/guardian.

The only valid HLS is the first one ever completed by the parent/guardian at the time of enrollment in a California public school. If cumulative records are not yet received, the EL Coordinator will verify EL status through the California Longitudinal Pupil Achievement Data System (CALPADS). The student's language status, per the originating district, will be honored.

The EL Coordinator will maintain all data on EL and RFEP students, in addition to monitoring progress and administration of the ELPAC for annual progress monitoring.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

1. Initial Assessment ("IA") - The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the

California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

2. Summative Assessment (“SA”) - ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are a combination of computer and paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

The school will send notification of the results of the assessments within 30 days to all parents/guardians of the pupils assessed, regardless of designation. Notifications shall be written in English and other languages (as applicable and if necessary). Prior to enrollment in EL specific programs, parents/guardians will receive information about the program and opportunities for involvement as specified by law. This will include that the participation in the EL specific program is voluntary on the part of the parent/guardian. The EL Coordinator and teachers will monitor, review and discuss progress of EL students throughout the school year.

Designated ELD Instruction

Academy students will use a state-approved online curriculum, such as SummitK12 and face to face instruction with a CLAD (or other CTC authorization) certified teacher utilizing state approved EL curriculum. Face to face instruction will focus on EL standards, oral language and the collaborative components of the standards providing the teacher an opportunity for authentic assessment. Designated instruction will range from 45-60 min/day. Each academy will offer designated instruction as integrated instruction or as a separate time depending on the needs and number of students, but teachers will ensure that designated instruction is relevant to instruction that occurs throughout the day.

Home study students will be provided with a Chromebook in order to access online curriculum such as SummitK12 and face to face or virtual instruction with a CLAD certified teacher. Online curriculum will be aligned with the current ELD standards. Face to face instruction focuses on oral language and the collaborative components of the standards, which are not easily addressed online. Designated instruction will range from 45-60 min/day and will be incorporated into the Written Learning Agreement that parents complete. Student progress and work completion online is monitored to ensure students are receiving an average of 45-60 minutes per day at home.

Integrated ELD Instruction

Academy teachers will be trained in the ELD standards and appropriate strategies specific to ELs and incorporate them into all content areas. Teachers will receive professional development to continually learn the most effective strategies, like SDAIE and GLAD, to scaffold content instruction, build vocabulary and academic language, and to assist students in identifying appropriate registers for various contexts.

CCSS and ELD standards will be reviewed with parents of Home Study students. Parents are given guides and support in selecting appropriate curriculum that incorporates strategies for English language development. Additional personalized intervention, with appropriately trained CLAD (or other CTC authorization) credentialed teachers, will be provided as needed for support and to ensure adequate progress is being made.

Monitoring Progress for "Ever-ELs"

Data for English learners will be kept to not only determine appropriateness of reclassification but to monitor progress for both current English Learners and newly reclassified English proficient students. Students in lower grades will also be monitored using this data to project whether they're on the track to become long term English learners.

Where available, student data for CAASPP, ELPAC, SOLOM and local tools such as MAP is analyzed to look at four years' worth of growth. Targets for improvement are:

- Growth of one or more levels on ELPAC (or from low intermediate to high intermediate)
- Growth of one or more bands within a performance level on CAASPP
- Growth of one or more levels on MAP

- Growth of 3 points on the SOLOM

Students who are not making progress in two or more of these areas of assessment will be identified through a Concern Report and will be brought forward for a Student Success Team to create an individualized plan for success which, depending on the program and situation, *may* include recommendation for an academy (instead of home study), more face to face time with a teacher, assessment for special education, recommendation for a traditional school environment, etc.

Students who require intervention will receive additional support from a Safety Net teacher. A Safety Net teacher is a credentialed teacher who uses Tier 1, 2, or 3 supports for low achieving students. The Safety Net teacher provided to EL students will be CLAD certified and utilize an appropriate variety of teaching strategies such as SDAIE and Total Physical Response (TPR). Some home study parents will be trained in prescribed curriculum and students will be required to come in for intervention for a set number of times per week as determined in the SST meeting.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether 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 ELPAC.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Specifically, students are redesignated as Fluent English Proficient if they achieve all of the following:

- Overall performance level of "Moderately Developed" or higher on ELPAC
- Performance level of "Nearly Met" in the third band or higher on CAASPP
- Performance level of "Met or Exceeded" on MAP Testing
- Score of 20 or higher on the SOLOM
- Teacher approval based on classroom assessments/work samples over a period of time demonstrating understanding and mastery of content at an appropriate level

Students who are redesignated will be monitored for a period of four years using CAASPP, MAP Testing and teacher input to ensure they're being successful. Students who do not make progress will be

identified through a Concern Report and will be brought forward for a Student Study Team to create an individualized plan for success similar to current English Learners and, as appropriate, may receive English language development instruction or other interventions.

Long Term English Learners (LTELs)

Long Term English Learners will be identified based on the data available. Other factors will also be taken into consideration, such as whether the student receives special education services or has an economic disadvantage, so that all available interventions and resources can be utilized. This includes (as appropriate): Tier II intervention, consultation/collaboration with special education staff, specialized academic instruction, college and career counseling, small group instruction within the general classroom.

Instruction for LTELs at the middle and high school level will focus on building academic vocabulary and reading comprehension across all subject areas. Designated instruction will occur online or in small groups in the classroom so students have access to rigorous classes. Students are explicitly taught study skills that will support them in order to achieve success and mastery of standards.

STUDENTS WITH DISABILITIES

Overview

The School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to IDEA, Section 504, the ADA, and any civil rights laws enforced by the U.S. Department of Education Office for Civil Rights (OCR). Furthermore, the School will comply with SELPA guidelines and all California laws pertaining to students with disabilities.

The School shall be its own local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). In the event the School seeks membership in a different state-approved SELPA, the School shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

As an LEA member of the SELPA, the School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

The School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the School shall be accessible for students with disabilities.

Services for Students under the “IDEA”

The following description regarding how special education and related services shall be provided and funded is being proposed by the School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the School and the SELPA. A copy of the MOU shall be presented to the District upon execution.

The School shall be responsible for the full continuum of special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The School shall provide services for special education students enrolled in the School. The School shall follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records. Special education supports allow students with disabilities the opportunity to access core instruction within the general education environment academically as well as socially. (See [Appendix W. El Dorado County Charter SELPA Procedural Guide.](#))

The School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. School staff shall participate in available SELPA in-service training relating to special education.

The School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The School shall ensure that all special education staff hired or contracted by the School is qualified pursuant to SELPA policies, as well as meets all legal requirements. The School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Pre-Referral Process

Parents will be contacted whenever there is a concern about their child’s academic or behavioral performance. Concerns may be addressed in a Student Success Team (SST) meeting. This meeting may be initiated by the School staff or parents/guardians/students. During the SST meeting, the Student Success Team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student’s issues related to their learning. Areas to be addressed

and documented during the SST meeting are:

- Developmental/medical history
- Attendance/school enrollment history
- Review of vision, hearing, speech and language screenings
- Behavior
- Academics: Performance and results of Interventions

Notification and Coordination

The School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The School shall have the responsibility to identify, refer, and work cooperatively in locating the School students who have or may have exceptional needs that qualify them to receive special education services. The School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The School’s internal method for referral for assessment will be through the Student Success Team (SST) process. The School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The School shall obtain parent/guardian consent to assess School students. Parents/guardians will be informed that special education and related services are provided at no cost to them.

Development and Implementation of the IEP

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

The School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the School’s non-special education students. The School shall also provide all homeschool coordination and information

exchange. The School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

The School will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation, and progress of the student. IEP team membership shall be in compliance with state and federal law. The School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law. Since the School is a nonclassroom based charter, the IEP team will need to discuss if independent study is an appropriate placement and the Least Restrictive Environment for the student to find educational success and confirm the discussion in the notes section of the IEP.

The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The principal;
- At least one special education teacher;
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be participating in the general education environment.
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

The School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

The School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone, or a Zoom meeting.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the School will implement the IEP. The IEP will include all components and be written on SELPA forms.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant education growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When the School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

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

The School shall be responsible for conducting IEP reviews and determining the necessary supports, services, and placements, in accordance with SELPA policies and all applicable laws.

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

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

The School will offer a comprehensive inclusion program that includes push-in, pull-out co-teaching, specialized individual tutoring, extended year, etc. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student

requires placement outside of the general education classroom, the School will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Students

The School shall comply with Education Code Section 56325 with regard to students transferring into the School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the School from a district operated program under the same special education local plan area of the School within the same academic year, the School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the School with an IEP from outside of California during the same academic year, the School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Professional Development for the School Staff

The School administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and /or meetings necessary to comply with state and federal special education laws, including training sponsored by the San Diego County Office of Education and/or SELPA.

The School shall seek professional development opportunities for its staff through potential training facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students and staff.

Reporting

The School, in collaboration with the District, or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the general education classrooms;
- The number of students with disabilities suspended “in-school” and out of school, organized by disability and length of suspension; and
- The basis of exit from the School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.)

Procedural Safeguards

Parents or guardians of students with IEPs at the School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child’s IEP.

The School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. The School will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Non-Public Placements/Non-Public Agencies

The School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the School and no student shall be denied admission nor counseled out of the School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Due Process Hearings

The School acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the School’s alleged failure to provide FAPE to students enrolled in the School. The School may initiate a due process hearing or request for mediation with respect to a student enrolled in the School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the School shall defend the case.

Complaint Procedures

The School shall maintain policies for responding to parental concerns or complaints related to special education services. The School shall receive any concerns raised by parents/guardians regarding

related services and rights. The School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

SELPA Representation

The Network shall represent itself at all SELPA meetings.

Funding

The School shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

The School will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the principal and shall include the parent or guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records: including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student's evaluation shall be carried out by the 504 team who shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/ or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's

aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The principal will ensure that the teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review with the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

| JCS – PINE VALLEY |
|---|
| GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES |
| <p>Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). A reasonably comprehensive description of the goals, actions, and outcomes, in and aligned with the State Priorities, is provided in the School’s LCAP. [See Appendix E. Local Control Accountability Plan (LCAP).]</p> <p>Local Control and Accountability Plan In accordance with Education Code Section 47606.5, the School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. JCS-Pine Valley shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for</p> |

parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

MEASUREABLE GOALS OF THE EDUCATIONAL PROGRAM

Accomplishments for the School's goals, as outlined in the Learning Control Accountability Plan (LCAP) and desired Student Learning Outcomes (SLOs) based on the School's core values are in support of the Charter's overarching mission to provide every student with an equitable, nurturing, and effective learning environment that promotes the development of 21st century skills.

ANNUAL GOALS & PLANNED ACTIONS IN SERVICE OF GOALS

Measurable, specific, and actionable schoolwide goals are outlined in the annual LCAP. This comprehensive plan addresses all eight (8) state priorities and the Student Learner Outcomes (SLOs) listed above. The current LCAP is on file with the District and is also available as an appendix item. (See [Appendix E. Local Control Accountability Plan \(LCAP\).](#))

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ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052.. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

DATA ANALYSIS AND REPORTING

JCS-Pine Valley is committed to reflective practice and gathering, analyzing and synthesizing data in order to guide our instructional program. Data is used to identify students who need intervention and students who need academic enrichment. In preparation each school year, the School's Leadership Team convenes with the teacher of record to assist in the collection, disaggregation and analysis of student achievement data. This is an ongoing process that occurs throughout the school year including state mandated assessments. Teachers collaborate in grade/subject level teams to review, discuss and modify instruction based on findings from student assessment results. Data is shared with parents during parent meetings and/or parent conferences. The School will continue to examine and refine the list of students' outcomes and performance goals over time to reflect the School's mission and any changes to state or local standards that support the mission.

CHARTER SCHOOL MEASUREABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). A reasonably comprehensive description of the goals, actions, and outcomes, in and aligned with the State Priorities, is provided in the School's LCAP, which is attached as [Appendix E](#).

The Goals, Actions, Outcomes, and Measurements shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include "a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics" in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall

not be considered a material revision to the charter, shall be submitted to the District and County on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by the School at the school site.

In accordance with Education Code Section 47605(c)(5)(B), the School's pupil outcomes are set related to increases in pupil academic achievement *both* schoolwide and for all numerically significant groups of pupils served by the School, as that term is defined in Education Code Section 52052.

HIGH SCHOOL GRADUATION REQUIREMENTS

High School Graduation Requirements are outlined in the board-approved JCS Graduation Requirements Policy. (See [Appendix Q. JCS Graduation Requirements Policy](#)). The following supporting documents are also available as appendices:

- [Appendix R. JCS Four-Year College Bound Graduation Plan](#)
- [Appendix S. JCS Vocational/Community College Bound Graduation Plan](#)

WASC ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

JCS - Pine Valley received its initial accreditation from the Western Association of Schools and Colleges (WASC) in 2019 and completed a self-study in 2022. As a result, a 6-year accreditation was granted with a mid-cycle progress report and visit in 2025. Accreditation was reaffirmed in Jan. 2025 the next self-study and visit is scheduled for 2028. (See [Appendix V. WASC Accreditation Certification](#).) With WASC accreditation, high school courses offered by the charter may be considered transferable to other public high schools. JCS - Pine Valley will offer a college prep program that meets California State and University of California a-g admission requirements.

All high school students are required to complete a Four-Year Plan in collaboration with their High School Counselor and their Educational Facilitator/Teacher. This plan outlines the courses each student intends to take each year and ensures alignment with graduation requirements and college eligibility standards. The Four-Year Plan is reviewed and updated annually to reflect students' evolving academic goals and post-secondary plans. As part of this process, students and families receive information about how to meet A-G requirements, the minimum admission standards for California public universities, and what it means to be considered college and career ready upon graduation, or "Bound for Blue."

A counselor or other designated, qualified individual will meet with each student annually to review and update the Four-Year Plan based on the student's goals and to discuss graduation and college entrance requirements. The plan and any updates will be communicated to the student, parent/guardian, and Teacher of Record. Parents/guardians will be informed of the Four-Year Plan and how the selected courses align with graduation and college entrance requirements, ensuring they understand the pathway toward meeting their student's post-secondary goals. The Teacher of Record will continue to monitor progress and ensure the student remains on track through regular meetings.

ELEMENT 3: METHODS OF MEASURING STUDENT PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

STUDENT INFORMATION SYSTEM

The School will use a Student Information System (SIS) where all student information will be housed. The SIS will meet all the reporting requirements to accurately report data to CALPADS, CBEDS and CRDC along with yearly audits.

MANDATED STATE ASSESSMENTS

The School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. The School shall submit and maintain up-to-date and accurate CALPADS data. The School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the School.

Please refer to the table in Element 2 of this charter for a description of the assessments the School will utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area.

School-wide and student subgroup progress is objectively measured by state-mandated annual assessments within the California Assessment of Student Performance and Progress administered to our students in grades 3-8 and 11, in ELA/Math, California Alternate Assessment – where applicable, California Science Test (CAST) in (Grade 5, 8, and High School), Physical Fitness Test (“PFT”) grade 5,7, 9, and the ELPAC for all English Learners.

Note-The CAST is for eligible students in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve). The California Department of Education recommends testing high school students when they are enrolled in their last science course. High schools have the option to test any or all students in grade ten or eleven as long as all students have been tested by the end of grade twelve.

METHODS OF ASSESSMENT

As established in the previous section, the School will utilize a wide variety of assessments that are aligned with the curriculum and instructional program, and compliant with state expectations. They will be administered according to the assessment cycle below. The School affirms that, to the extent

practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Table 24. JCS-Pine Valley Assessment Schedule

| ASSESSMENT | GRADES | DESCRIPTION | SCHEDULE |
|--|----------|-------------------------------------|----------------|
| ENGLISH LANGUAGE ARTS | | | |
| CAASPP | 3-8 | State Mandated | Annually |
| CAASPP (EAP) | 11 | State Mandated | Annually |
| Basic Skills | K | Local | 1-3 times/year |
| MAP Reading | 2-11 | Norm-Referenced | 2-3 times/year |
| DIBELS Reading (Reading Difficulties Screener) | K-2 | State Mandated/Criterion Referenced | 2-3 times/year |
| DIBELS Reading | 3-6 | Criterion-Referenced | 1-3 times/year |
| DRA/F&P Reading | K-8 | Local | Varies |
| Running Records | 1-3 | Local | Varies |
| CORE Phonics Survey | K-3 | Criterion-Referenced | Varies |
| Formative Assessments | K-12 | Local | Daily |
| Benchmark Assessments | K-12 | Local | Varies |
| Final Exams | 9-12 | Local | 2 times/year |
| MATHEMATICS | | | |
| CAASPP | 3-8 | State Mandated | Annually |
| CAASPP (EAP) | 11 | State Mandated | Annually |
| Basic Skills | K | Local | 1-3 times/year |
| MAP Math | 2-11 | Norm-Referenced | 2-3 times/year |
| Formative Assessments | K-12 | Local | Daily |
| Benchmark Assessments | K-12 | Local | Varies |
| Math Placement | 8 | Local | Once |
| Final Exams | 8-12 | Local | 2 times/year |
| SCIENCE | | | |
| CAST | 5, 8, HS | State Mandated | Annually |
| Formative Assessments | K-12 | Local | Daily |
| Benchmark Assessments | K-12 | Local | Varies |
| Final Exams | 9-12 | Local | 2 times/year |
| SOCIAL STUDIES | | | |
| Formative Assessments | K-12 | Local | Daily |
| Benchmark Assessments | K-12 | Local | Varies |
| Final Exams | 9-12 | Local | 2 times/year |
| FOREIGN LANGUAGE | | | |

| | | | |
|-------------------------------------|---------|--------------------------------|--------------|
| Formative Assessments | K-12 | Local | Daily |
| Benchmark Assessments | K-12 | Local | Varies |
| Final Exams | 9-12 | Local | 2 times/year |
| ENGLISH LANGUAGE DEVELOPMENT | | | |
| ELPAC | K-12 | State Mandated | Annually |
| Formative Assessments | K-12 | Local | Daily |
| Benchmark Assessments | K-12 | Local | Varies |
| PHYSICAL EDUCATION | | | |
| PFT | 5, 7, 9 | State Mandated | Annually |
| SOCIAL EMOTIONAL | | | |
| Holistic Student Assessment | 4-12 | State Mandated/Norm Referenced | Annually |
| COLLEGE AND CAREER READINESS | | | |
| Bound for Blue | 9-12 | Local | TBD |

REPORTING OF DATA

Educational partners shall be provided performance data feedback in a variety of ways from individual progress reports to disaggregated and school wide performance analyses while other types of data (demographic, process/program, and perception data) are more commonly found in publications posted on the website such as the California School Dashboard, School Accountability Report Card (SARC) and LCAP.

Methods of reporting student performance data to students, parents and the community shall include:

- Use of learning management systems, Canvas, (school-wide) to report progress and communicate to parents and students
- Use of Student or Parent Portal to access transcripts and other information system data
- Review of state-mandated test scores at family meetings (home study) or conferences (academies) and, when appropriate, directly mailed to parents/guardians
- Progress reports and/or report cards
- Monthly meetings/conferences
- As required in each student's Written Learning Agreement, monthly meetings are scheduled between the educational facilitator and home-based learning families. Student work, progress, and results data are reviewed and students and parents are provided with assignments for the next learning period at these meetings.
- Academy teachers and/or the teacher of record meet with parents and students regularly to discuss student strengths, needs, progress, and to identify learning goals and other factors that may impact student learning.
- California Schools Dashboard
- School Accountability Report Card

- Local Control and Accountability Plan

Other data reporting methods (educator to supervisor, Professional Learning Communities (PLCs), departments, teams) related to student performance shall include:

- **Concern Report:** Includes student profile with performance measures, the nature of the concern, what changes and accommodations have already been attempted, suggestions from the SST/Intervention team, and action items
- **Data Tracker:** Student assessment information from the current and prior years, English proficiency, SED, ethnicity, student course/grade data
- **CERS:** The California Educators Report System tracks historical assessment data for educators to access including summative and interim CAASPP and ELPAC scores.
- **Course Finals and Grades:** Report cards and Transcripts

The principal or designee will report data at governing board meetings that includes: LCAP updates and progress, enrollment, attendance, student achievement, professional development, and issues pertaining to each of the sites of the School.

USE OF ACHIEVEMENT DATA TO MONITOR AND IMPROVE THE SCHOOL'S EDUCATIONAL PROGRAM

Data shall be collected, analyzed, and reported in a timely manner as part of an aligned system of measurement that supports improvements in student learning. Staff development shall include a focus on use of data to identify student areas of concern and to develop skills necessary to individualize instruction, address student deficiencies, and modify program elements accordingly. Data shall also be used to monitor student progress and identify students for accelerated learning or those who need additional support. Monitoring systems shall examine students as individuals and as groups.

Data to improve the School's education program shall include annual staff, student, and parent surveys. The results of surveys will be reviewed along with information on program effectiveness from other assessments such as student engagement reports and test results. Feedback is given to educational partners on how the survey suggestions were used.

METHODS FOR MEASURING PUPIL PROGRESS TOWARDS OUTCOMES

All courses at the School will measure student progress based on the School's five Schoolwide Learning Outcomes:

- Demonstrate creativity and innovation through rich learning opportunities
- Show commitment to reaching their full potential through setting goals and managing their time and resources
- Value choice to develop individual educational pathways to help meet personal learning objectives in order to become a lifelong learner.
- Foster excellence in their effort and their work through high self-expectations.

- Practice integrity and compassion through personal responsibility, a strong moral character, and respect for different ideas and cultures.

At the end of each semester, the principal, and instructional staff meet to discuss all student academic grades, identify students who have failing grades and are at-risk. The School has established protocols for communicating with students and their families when students are at-risk of failing and/or not graduating. An academic plan is developed to ensure the student is on track to graduate, which may include online courses.

CALIFORNIA SCHOOLS DASHBOARD, SARC, and LCAP

JCS – Pine Valley shall comply with state mandated requirements applicable to charter schools regarding the California School Dashboard, SARC and the LCAP.

GRADE-LEVEL ACCELERATION & RETENTION

Accelerating a student to a higher grade or holding a student back a grade is a rare occurrence. We do not encourage grade accelerations and retention but understand that they may be appropriate for some students, while students are enrolled with JCS. The procedure and guidelines for acceleration/promotion and retention are outlined in the board-adopted JCS Acceleration and Retention Policy. (See [Appendix N. JCS Acceleration and Retention Policy.](#))

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ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

GOVERNANCE

Parent and community involvement in the governance of the School is assured by virtue of their integrated participation in the Board of Directors and School Site Council. The Corporation is governed pursuant to the provisions of the Nonprofit Public Benefit Corporations Law and the Corporation's bylaws as, from time to time, may be amended pursuant to the amendment process specified in the bylaws.

The School is a directly funded independent charter school and will be operated by a California non-profit public benefit corporation, pursuant to California law.

The School will operate autonomously from the Mountain Empire Unified School District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the School, as long as the District has complied with all oversight responsibilities required by law.

In addition, the School will abide by Section 1090, as set forth in Education Code Section 47604.1. By law, the School is obligated to comply with the requirements of the CPRA, the Brown Act, Section 1090 et seq. and the Political Reform Act. In the event that the laws/rules/provisions of Section 1090 et seq. and the Political Reform Act permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the District and the School/Corporation agree to comply with the updated law or decision. (See [Appendix F. JCS Articles of Incorporation, Bylaws, Conflict of Interest Policy, and Conflict of Interest Code.](#))

BOARD COMPOSITION

The Board of Directors of Julian Charter School, Inc. (Corporation) shall be the Board of Directors of JCS-Pine Valley (School). The authorized number of directors shall be no less than three (3) and no more than seven (7). Board members shall be members of one of the following two groups: parents or community members. The Board will strive to have a complement of parents and community members on the Board. Board members must reside within the School's service boundary lines where the School's students are served or its adjacent counties. In accordance with Education Code Section 47604(b). The Board of Directors shall exercise final authority on all matters concerning the School. Upon receipt of a petition for student representation that meets the requirements of Education Code

Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The Board complies with all applicable federal, state and local laws. The Board is governed in its operations and its actions by the corporate bylaws, which are consistent with the terms of this charter, the Act, and all other applicable laws and delineate membership, voting rights, term, etc. of the members of the Board. The day-to-day management of the School is delegated to the School Principal.

The Board may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of the School or a third party any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

BOARD QUALIFICATIONS

The role of the Julian Charter School, Inc.'s Board is to oversee and articulate the mission, vision, and direction of its school/s, to help develop strategies for both long and short term goals as well as long and short term budget plans; work as a whole to have the ultimate accountability for, and authority over, resources, academics, and activities; speak with one voice—once the board has approved an action through a resolution or policy, it becomes the Corporation's official position and all Board members are bound by it. To focus on what is best for the organization as a whole and not individual agenda. The Board sets policies, oversees fiscal and academic accountability; assists with Board recruitment; and hires, supervises, and releases the Superintendent.

Board members should possess the following qualities: ability to get along well with others, have some financial expertise or the willingness to learn, personal experience with the organization's business, and a way to access a variety of resources.

SELECTION AND ELECTION PROCESS

All Board members will be required to fill out a Board Application. The current members of the Board will review the applicants, interview, and appoint Board members during a scheduled Board meeting and in accordance with the bylaws. The Board will start looking for a new member when a director leaves due to death, disability, or resignation. The Board or designee will seek out community members with a specific background or expertise that meets Corporate needs.

According to the Bylaws, the Board shall be a complement of community members and parents.

PROFESSIONAL DEVELOPMENT

All Board members will participate in Brown Act Training, Conflict of Interest Training, Ethics Training (as required by AB 2158), and will be encouraged to attend local association conferences for professional development. Each Board meeting will have time allotted to train Board members on some aspect of their position.

ROLES AND RESPONSIBILITIES

The School will be governed by the Corporation's Board, the major roles and responsibilities of which include, but are not limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the School's annual budget, overseeing the School's fiscal affairs, and selecting and evaluating the School's Superintendent according to a Board-approved policy and annual goals.

Upon approval of this charter petition, the Board of Directors will operate and govern six charter schools:

- JCS-Mountain Oaks authorized by the governing board of the Julian Union Elementary School District
- JCS-Cedar Cove authorized by the governing board of the Julian Union Elementary School District
- Julian Charter (JCS-LIVE) authorized by the governing board of the Julian Union Elementary School District
- JCS-Manzanita authorized by the San Diego County Board of Education
- JCS-Pine Hills authorized by the Riverside County Board of Education
- JCS-Pine Valley authorized by the Mountain Empire Unified School District.

The Board may also operate and govern additional charter schools as authorized by the Corporation's Board.

Executive Authority

The Board has established the Core Values of being: 1) Student-Centered; 2) Legally Compliant; 3) Fiscally Sound. The Board

- sets and approves the organizations Mission, Vision, and Direction.
- operates under the organization's Bylaws, Articles of Incorporation, Conflict of Interest Code policy, and Charter documents.
- sets and approves policies and procedures for the organization as a whole.
- is responsible for the establishment, oversight, transparency, and accountability of the budget and reserve.
- approves all hiring and firing decisions as well as outside contract approvals. evaluates the

organization's academic success and charter renewal.

- offers suggestions to the school management/is a sounding board.
- is the final arbitrator of serious student discipline cases.
- hires, supervises, and releases the Superintendent.
- represents various educational partners (i.e. teachers, community, members, parents, students).
- establishes and operates committees.
- assists with board recruitment when a vacancy arises.

Board-Executive Relationship

The Board conducts the broad oversight of the organization and delegates the day-to-day operations of the network to the Superintendent or designee. The Superintendent is expected to keep the Board up-to-date on issues regarding the organization on a regular basis. Individual Board members communicate with the Superintendent on an individual basis, as needed.

Meetings

The Board will hold a minimum ten meetings per year; special Board meetings will be called on occasion for time sensitive matters and in accordance with the Brown Act and Education Code Section 47604.1(c). Materials related to the agenda will be given to the Board members with adequate lead time for review and preparation. Only those issues which are within the Board's area of responsibility shall occupy Board time. Members are obligated to prepare for meetings and to participate productively in discussions.

Individual Board Members Responsibilities

Board Members are expected to take their responsibilities seriously, which consist of (but are not limited to) the following:

- Understand, support, and champion the organization's vision and objectives
- Understand the fiduciary responsibilities of Board membership
- Show due diligence at meetings
- Attend and participate in meetings
- Be prepared for meetings
- Consistently act in good faith
- Stay within the roles and responsibilities of the Governing Board and do not encroach on staff responsibilities

Board President

The Board President will:

- Ensure the integrity of the governance process
- Effectively lead board meetings
- Ensure meeting content includes only those issues which, according to Board policy, clearly is the Board's business
- Ensure timely, fair, orderly effective and thorough deliberation at board meetings

MEETING SCHEDULE

All meetings of the Board shall comply with the Brown Act, shall take place approximately monthly, except July, and shall be held in accordance with Education Code Section 47604.1 within San Diego County or adjacent counties depending on which has the greatest enrollment, with the opportunity for parents, community members and educational partners to participate via Zoom or other virtual means. Notices, agendas, and minutes of meetings are recorded and retained in the Corporation's files. These records are accessible for review by the public and District on the School's website.

If more than one charter school is operated and overseen by the Corporation, all meetings of the Board shall conduct business for each charter school separately. The Board recognizes that each charter school will have individual student demographics, academics, and financials and will view and govern each school as a separate entity according to the identified needs and student composition of each school managed by the Corporation.

The Corporation will operate with a Business Office to support each independent school under the Board's governance. The Business Office will house all cumulative files, special education files, as well as all files maintained by the Superintendent and Administrative Team. Offices will also be maintained at the Central Office in Julian for use by the Superintendent and other administrative staff. (See additional information below, and in the Miscellaneous Provisions section of the charter, under "Administrative Services.")

As a multi-school network organized as a single nonprofit corporation, the Corporation has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles ("GAAP"). The School and its non-profit network central office, Organization, will use GAAP to recognize revenues (state, federal and local) and expenditures directly through the School. The School, as well as its network central office, will generate legally compliant, GAAP-aligned financial statements. While a complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by "unduplicated" pupils under the Local Control Funding Formula at the School level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan

demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such students generate.

- Generate financial statements at the School level that enable us to submit GAAP-aligned forms to request a “determination of funding” under the laws governing nonclassroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, the Corporation will use the above data to generate financial statements and budgets that are specific to the School, as well as a consolidated statement for network-wide purposes. Doing so will allow us to meet both state and federal requirements.

PARENT INVOLVEMENT

Parents will be encouraged to participate in the School Site Council and shall be encouraged to be involved in school activities, fundraising, and advising the Julian Charter School, Inc. Board of Directors on any and all matters related to the strengthening of the JCS-Pine Valley community. Parent participation will play a vital role in the effectiveness of the program as they are a key educator within the school. Parents are also encouraged to attend the Brown Act compliant board meetings, and, if qualified, are welcome to apply for vacant parent Board positions.

The School shall have a School Site Council (SSC) consisting of the Principal (or designee), parents, employees, students and community members. The SSC provides advice and input to the Board of Directors on vision and mission, policies and procedures, LCAP, and other charter school interests and activities. The Principal will recruit and assure that the number of parent representatives shall be at least as great as the number of employees from the School/Corporation. School Site Council meetings will meet quarterly.

Parents are actively involved in the daily activities of the School since it is a nonclassroom-based charter school. Parents will be responsible for overseeing a minimum of 20% of their child/ren’s educational program. Parents have full access to School and Corporate staff and can participate in all programs, School Site Council, and Corporate Board meetings.

Additionally, each Academy program may have a parent organization that will provide input into the Academy program’s operation and instructional matters. Parent input from the Home Study population will be sought through annual surveys, participation on the School Site Council, and opportunity to serve on the Corporate Board.

LEGAL STATUS

The School shall be operated by the Julian Charter School, Inc., which is a California nonprofit public benefit corporation and is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, as subsequently amended from time to time, which are consistent with the terms of this charter. JCS Inc. is tax-exempt under Internal Revenue Code Section 501(c)(3) and is

not a subsidiary of the District or other body. The Corporation currently operates and governs six charter schools, including JCS Pine Valley.

As outlined in Education Code Section 47604(d), the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school. See Articles of Incorporation in [Appendix F](#).

INSURANCE

The bylaws of JCS, Inc. provide for indemnification of its Board, officers, agents, and employees; in addition, JCS, Inc. has purchased general liability insurance, directors' and officers' liability insurance, and a fidelity bond to secure against financial risks. The District shall be named an additional insured on the general liability insurance of JCS, Inc. In addition, the School, at its expense, shall maintain in effect at all times during the term of this agreement, workers' compensation insurance, unemployment insurance and other necessary insurance with insurers and under forms of policies satisfactory to the District and which by the terms of such policies, shall be notified in writing of any change in coverage. Insurance amounts are comparable to schools of similar size, location, student population and type of program.

CONFLICTS OF INTEREST

Julian Charter School, Inc. maintains a Conflicts of Interest Code that complies with the Political Reform Act, Government Code Sections 87000 and 1090, and the California Nonprofit Public Benefit Corporations Law that applies to all Board members and employees. Annual Form 700 financial interest disclosure statements shall be required of all Board members and Administrative staff. For the full the Conflict of Interest Policy and Code, see [Appendix F](#). Julian Charter School, Inc. will abide by Government Code Section 1090 and will adjust its Bylaws to include adherence to the Political Reform Act. The Board will complete the mandatory Ethics and Brown Act training per law.

MEMORANDUM OF UNDERSTANDING (MOU) AND DISTRICT AUTHORIZATION

JCS-Pine Valley expects that the details of the working relationship between the District and the School shall be delineated in an MOU. The Corporation retains the right to separately purchase administrative or other services from the District or any other organization. Any administrative services to be purchased from the District shall be mutually agreed upon and outlined in the MOU.

The School receives funding pursuant to Education Code Section 47612.5 and its successors and opts to receive its funding directly from the state. Any funds due to the School that flow through the District shall be forwarded to the School in a timely fashion. The District and School shall negotiate in good faith on a regular basis and shall include any specific financial and service relationship between the two parties in the MOU.

The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated for the implementation of this charter for an oversight fee that does not exceed one percent (1%) of all state and federal revenues received by the Corporation for the School in exchange for oversight duties pursuant to the terms of the Act. The Julian Union Elementary School District (JUESD) has agreed to provide facilities for the Corporation's main administrative office located at 1704 Cape Horn Ave, Julian, CA 92036. Mailing address is P.O. Box 2470, Julian, CA 92036.

The District may inspect or observe any part of the School at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the consent of the Julian Charter School, Inc.'s Board.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the charter school.
Education Code Section 47605(c)(5)(E).*

The School Principal is the operational and instructional leader at the School and is responsible for helping the School and students achieve the outcomes outlined in this charter petition.

Teachers (i.e., educational facilitators, specialists, teachers of record, and academy teachers) must hold the California Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment.

Additionally, educators (i.e., educational facilitators, specialists, academy teachers, coordinators) employed by the School must:

- Be willing to work collaboratively with parents and other staff members
- Be willing to participate in professional development opportunities and to engage in continuous reflection on the goals and methods of education at the School
- Strive toward implementing School's mission and vision
- Be skilled at or willing to be trained in the current and future teaching practices used at the School
- Be knowledgeable about educational psychology and developmentally appropriate practices
- Be able to design and to tailor curriculum for individual students and groups of students
- Enjoy working and being with students
- Be facilitators of learning rather than dispensers of knowledge
- Be committed to making a difference in the quality of the School and in the lives of the students and staff

The School may also employ or retain additional personnel to assist in providing supplementary instruction, management, and support services. All staff must have the necessary qualifications, skills, experience, and/or credentials to fulfill their job description.

Temporary or short-term personnel may be employed by the Corporation to work at the School. The qualifications and educational experiences for these positions are determined by the School's Principal and administrative teams. The Corporation's Organizational Charter further delineates supervisory roles and oversight responsibilities. (See [Appendix C. JCS Organizational Chart.](#))

BASIC EMPLOYEE QUALIFICATIONS

Qualifications for School positions and for additional employees are outlined in job descriptions. These job descriptions and supporting documentation are subject to periodic inspection by the District and available upon request.

At minimum, most JCS employees (administrative, instructional, and support positions) are required to meet the following qualifications:

- Satisfactory DOJ/FBI background check
- Satisfactory TB risk assessment or examination results
- Satisfactory responses during reference check
- Degrees or credentials appropriate to the position
- Satisfactory performance on general skills testing, such as technology, writing, spelling, grammar, and math abilities, depending on the position
- CPR Certification

ESSENTIAL ELEMENTS OF SENIOR LEADERSHIP

All Senior Leadership is expected to have at least satisfactory performance on all following essential attributes:

- Leads by example
- Forges positive and constructive relationships across the organization
- Possesses demonstrated strategic planning leadership and executive decision making abilities
- Tracks progress on objectives
- Has strong project management, communication, conflict management and influencing skills
- Is an excellent problem solver with the ability to executive both "big picture" and fundamental initiatives
- Possesses the ability to formulate metrics and evaluations of performance

- Has demonstrated initiative and self-motivation
- Keeps senior management informed of organizational and environmental changes and trends that may impact the organization
- Leads cross-functional strategic projects, and facilitate an integrated approach to problem solving and strategic planning
- Demonstrates high levels of sound, independent decision making
- Assumes high levels of responsibility for decisions
- Accepts high levels of accountability in the position
- Has both depth and breadth of specialized knowledge and skills to perform the necessary functions
- Maintains a high level of organizational management for day-to-day responsibilities of the department and organization
- Is able and willing to be flexible if it benefits students
- Has experience in school and/or business management

Superintendent

The primary responsibility of the Superintendent is to serve as the Network's educational leader. The Superintendent serves as liaison with all groups represented in the school community including teachers, parents, community service organizations, district personnel and the governing board. The Superintendent is charged with creating collegial relationships, facilitating collaborative decision making and developing methods to support diverse learners. The Superintendent reports to Julian Charter School, Inc.'s Governing Board.

Director of Operations

The Chief Operating Officer reports directly to the Superintendent and is the key individual for overseeing day-to-day management of non-instructional school operations such as purchasing, vendor coordination and compliance. He/she gives general oversight for facilities management and development, information systems and technology development, legal and regulatory compliance, safety, resource management, and strategic planning.

Principal

The Principal will, consistent with School policies and priorities, plan, organize, and manage human and material resources and instructional and operational functions for the school and personnel in line with the School's vision and mission. The principal will oversee the budget, School Site Council, School WASC accreditation process, LCAP creation and compliance, parent support, academic, student discipline, and programmatic operations of the School.

Director of Human Resources

The Director of Human Resources reports to the Superintendent and manages the School's human resource program, including: recruitment, employment, compensation, payroll, classification, performance management, labor relations, training, and employer-sponsored benefits programs.

The School shall recruit qualified teachers using established teacher credentialing services (e.g., EDJOIN), charter school employment fairs, and other generally acceptable recruitment strategies. Some HR tasks may be outsourced to a third-party management company/vendor.

Financial Controller

The Financial Controller reports to the Superintendent and is responsible for overseeing the planning, organizing, implementing, and controlling the fiscal services for the school; including, but not limited to: LCAP compliance, budget, audit, and interim reports, etc. This position works closely with the back office service provider.

Assessment and Accountability Coordinator

The Assessment, Accountability and Instructional Design Coordinator reports to the Director of Operations and is responsible for leading various student assessment activities and planning; implementing, monitoring, and evaluating State programs; establishing meaningful metrics and data reporting measures; assists with the development of training modules and other special school-related projects.

Academic Counselor

The Academic Counselor reports to principal, and interprets transcripts from other institutions, advises and counsels students on graduation requirements and status, and advises educational facilitators on recommended courses of study for individual students. The academic counselor works closely with students and families on preparing for high school and post-secondary opportunities.

Academy Coordinator

The academy coordinator reports to the principal and is responsible for directing and supervising the educational program of assigned academy students at an academy program. The Academy Coordinator meets with students; organizes and collects samples of student work; verifies student learning; keeps learning and attendance records; processes documentation; organizes, oversees, and participates in academy events and meetings; maintains a high level of communication with students, parents, academy teachers, supervisors, and the school; and any such activities required in order to provide robust academic program supervision.

APPROPRIATELY CREDENTIALLED TEACHERS

The School shall adhere to all requirements of ESSA that are applicable to teachers and paraprofessional employees employed at the School. The School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code Section 47605(1).

The School's teachers will meet all requirements for employment set forth in Education Code Section 47605.6(l), including holding the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment. These documents shall be maintained on file at the School and are subject to periodic inspection by the District. Teachers shall also meet the requirements of Board-adopted personnel policies for the hiring of appropriately skilled educators who are committed to education and the mission of the School.

As outlined in the STAR Rubric ([Appendix P](#)), responsibilities include:

- Grow Professionally
 - Stay knowledgeable about current educational best practices through learning, practicing and reflecting in order to remain a lifelong learner.
- Use Best Practices in the Classroom
 - Identify student academic level and learning style. (Analyze)
 - Utilize State Standards and JCS scope and sequence to develop lessons using various digital tools and resources. (Design)
 - Consistently monitor and enforce behavior expectations. (Management)
 - Utilize a classroom schedule and routines to ensure appropriate coverage of all learning targets. (Management)
 - Use different teaching models (group investigation, advanced organizers, cooperative learning, project based learning, Socratic dialogue, inquiry, etc.) to personalize and guide student learning. (Management)
 - Create and utilize formative and summative assessments to guide instructional decisions. (Assess)
 - Complete necessary requirements and documentation for attendance, learning period reporting and report cards. (Document)
 - Use assessment data to seek and find students needing intervention. (Document)
 - Participate as an IEP or 504 team members for students on roster. (Document)
- Impact Student Learning
 - Provide evidence to demonstrate student academic growth.
 - Maintain professional communication and interaction with students and parents to influence positive attitudes towards learning.
- Collaborate with Colleagues
 - Actively contribute to and participate in Professional Learning Communities.
 - Work with other teachers on cross-curricular projects.
 - Work with grade level or subject teams to improve student learning and success.
- Contribute to the School Community
 - Be an active member of the academy culture.
 - Attend and participate in program activities.

- Understand and impact the academy community.
 - Meet academy expectations.
 - Model and embrace the program philosophy.
 - Actively contribute in academy staff meetings.
 - Work cooperatively to accomplish academy coordinator expectations.
 - Maintain high levels of communication with colleagues, supervisors, and administrators.
 - Attend and participate in school wide meetings and events.
- Other duties as needed or required

CREDENTIALLED GENERAL EDUCATION POSITIONS

K-8 Educational Facilitator

The K-8 educational facilitator reports to the principal and will be responsible for directing and supervising the educational program for the home study and independent study students on their roster. This position entails face-to-face meetings with students and parents, assigning and collecting student work, verifying student learning, keeping learning and attendance records, processing documentation and materials, participating in school events and meetings, maintaining high levels of communication with students, parents, supervisors, and the school, and any such activities required as to provide a sound and robust educational program.

High School Educational Facilitator

The high school educational facilitator reports to the principal and supervises the educational program for assigned high school students in a classroom, home study or independent study environment. Schedules and attends face-to-face meetings with students and parents; assigns and collects, as determined by program placement, student work; verifies student learning; keeping learning and attendance records; processing documentation and materials; participates in school events and meetings; maintains high levels of communication with students, parents, supervisors, and the school; and any such activities required as to provide a sound and robust educational program.

High School Specialist

The high school specialist reports to the principal and directs and supervises core subject matter in the field of specialty for assigned high school students in a classroom, home study or independent study environment. Ensures consistent communication with students, parents, and high school educational facilitators; assigns and reviews student work; verifies student learning; manages grades; maintains appropriate documentation; participates in school events and meetings; and any such activities required as to provide a sound and robust educational program.

Academy Teacher/Teacher of Record

The Academy and Learning Center programs have a Teacher of Record who is responsible for the independent study contract and the overall success of the student. Homeroom teachers also teach classes according to their credentials and passions.

Academy Coordinator

The Academy Coordinator is a credentialed Teacher on Special Assignment who has a passion and desire to grow in school leadership and is the onsite designee for the program.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

***Governing Law:** The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

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

Julian Charter School, Inc. maintains and implements a set of health, safety, and risk management policies and procedures. These policies shall be incorporated, as appropriate, into parent and staff handbooks and reviewed and updated as necessary on an ongoing basis. The School shall ensure that staff is trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the School.

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of the School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Superintendent shall monitor compliance with this policy and report to the School Board of Directors

on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. 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.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

IMMUNIZATIONS

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

The School agrees that it will maintain immunization records for all pupils. The School will comply with the requirements of Health and Safety Code Section 120335 and shall not unconditionally admit a pupil who has not met the immunization requirements required by law except as allowed or required by subsection (f) or (h). Subsection (f) exempts the following pupils from immunization:

"a pupil who is enrolled in an independent study program pursuant to Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of the Education Code and does not receive classroom-based instruction."

The term "classroom-based instruction" is defined as to charter schools in Education Code Section 47612.5(e)(1) as follows:

"Notwithstanding any other provision of law, and as a condition of apportionment, "classroom-based instruction" in a charter school, for the purposes of this part, occurs only when charter school pupils are engaged in educational activities required of those pupils and are under the immediate supervision and control of an employee of the charter school who possesses a valid teaching certification in accordance with subdivision (l) of Section 47605."

Accordingly, the School will ensure the immunization of all pupils enrolled in its independent study programs who will engage in educational activities required of those pupils under the immediate supervision and control of an employee of the School. In accordance with Education Code Section 47612.5(e)(1), this shall not include contractors with whom the student may engage in supplemental or elective instruction.

MEDICATION IN SCHOOL

The School will adhere to Education Code Section 49423 regarding administration of medication in school. The School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

VISION, HEARING, AND SCOLIOSIS

Students will be screened for vision, hearing and scoliosis. The School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the School.

DIABETES

The School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

The School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

PREVENTION OF HUMAN TRAFFICKING

The School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

ALL GENDER RESTROOMS

On or before July 1, 2026, the School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than

one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

SCHOOL MEALS

The School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The School shall provide each student adequate time to eat as determined by the School in consideration of available guidance

RECESS

Except where a field trip or other educational program is taking place, if the School provides recess, to the extent required by Education Code Section 49056, the School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

MENTAL HEALTH EDUCATION

If the School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

MENTAL HEALTH INFORMATION

The School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SCHOOL SAFETY PLAN

The School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

WORKPLACE VIOLENCE PREVENTION PLAN

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

MENSTRAL PRODUCTS

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

BLOOD BORNE PATHOGENS

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG, ALCOHOL, AND SMOKE FREE ENVIRONMENT

The School shall function as a drug-, alcohol-, and smoke-free environment.

FACILITY SAFETY

The School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE ANTI-DISCRIMINATION AND HARRASSMENT POLICIES AND PROCEDURES

The School is committed to providing an environment that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's

association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The School shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

BULLYING PREVENTION

The School shall adopt procedures for preventing acts of bullying, including cyberbullying. The School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

SUPPORTING LGBTQ+ STUDENTS

Through the completion of the 2029-30 school year, the School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ+ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

HOMICIDE THREATS

The School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

GUN SAFETY NOTICE

At the beginning of the first semester, the School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

ATHLETIC PROGRAMS

The School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

TRANSPORTATION SERVICES

The School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

EXTREME WEATHER POLICY

On or before July 1, 2026, the School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

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ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G)

RECRUITMENT METHODS

The School shall implement a student recruitment strategy that includes, but is not limited to, the following strategies to ensure a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils that is reflective of the general population residing within the territorial jurisdiction of the District:

- Development of promotional and informational material that appeals to the racial and ethnic, special education, and EL groups represented in the District
- Development and distribution of promotional and informational materials to a broad variety of community groups and agencies in languages other than English to appeal to limited English Proficient populations.
- Hold outreach meetings in several areas of the District for prospective students and parents.
- Contact local private elementary, middle and high schools to inform them about the School
- Host Informational Nights onsite during the school year.
- Disseminate flyers at the Public Library and various Community Based Organizations
- Utilize social media
- Ensure the enrollment process timeline allows for a broad-based recruitment and application process.

Text advertisement and recruitments methods mentioned above will be made available in English and Spanish translations.

The School shall monitor and report the diversity of the School's student population on an annual basis.

TARGETED OUTREACH

Based on the demographics of the District, JCS-Pine Valley will work on outreach efforts to meet the School's goals for establishing a diverse student enrollment reflective of the District. This may include: advertisement in libraries, word-of-mouth, establishing new resource centers in geographical areas where diverse student populations reside, etc.

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ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H)

Admission Policies and Procedures for the Charter are reflected in the board-approved JCS Admissions Policy. (See [Appendix M. JCS Admissions Policy](#).)

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ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT

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

An annual independent financial audit of the books and records of the Julian Charter School, Inc. with respect to the School shall be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Corporation shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit shall employ generally accepted accounting procedures.

JCS, Inc.'s Board Treasurer oversees the auditor that has education audit experience who is on the State Controller's approved list of auditing firms. The audit shall be conducted in accordance with generally accepted accounting principles applicable to charter schools as published in the State Controller's K-12 Audit Guide.

The Corporation's Treasurer oversees any audit exceptions or deficiencies, the recommendations for resolving them and approves the School's financial affairs. The audit, at a minimum, shall verify the accuracy of the School's financial statements, revenue-related data collection and reporting practices, and examine the School's internal controls. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable Corporate and School procedures.

It is anticipated that the annual audit shall be completed within six months of the close of the fiscal year. A copy of the auditor's findings shall be forwarded to the District, County Superintendent of Schools, the State Controller and to the CDE by December 15 of each year.

The Superintendent shall review any audit exceptions or deficiencies and report to the Board the necessary actions the School needs to take to correct any program inconsistencies. Audit exceptions and deficiencies shall be resolved to the satisfaction of the District. Any disputes regarding the resolution of audit exceptions and deficiencies shall be referred to the dispute resolution process contained in this Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of Julian Charter School, Inc. is a public record to be provided to the public upon request. (See [Appendix B. 5 Year Budget Projections and Cash Flow.](#))

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ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or

guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

Suspension and Expulsion Procedures for the Charter are reflected in the board-approved JCS Suspension and Expulsion Policy. (See [Appendix O. JCS Suspension and Expulsion Policy.](#))

ELEMENT 11: EMPLOYEE RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K)

Employees of Julian Charter School, Inc. who work at the School shall participate in the State Teachers' Retirement System ("STRS"), Public Employees' Retirement System ("PERS"), or Social Security, depending upon each individual's eligibility.

Julian Charter School, Inc. makes all employer contributions required by STRS, PERS and the federal Social Security program, as applicable to the position. JCS, Inc. also (i) pays the premiums for required workers' compensation insurance, and (ii) makes all federal and state employer-required contributions. The Superintendent is responsible for ensuring that arrangements for retirement coverage are made for all JCS, Inc.'s employees.

JCS, Inc. has developed an employee handbook and other employee documents that detail the rights and responsibilities of all employees including, but not limited to, job descriptions, leaves, health benefits, "at-will" agreement terms, and so forth.

Compensation and employee benefits are set by the Corporation's Board.

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ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school. Education Code Section 47605(c)(5)(L)

The School is intended as a public alternative to other schools. As such, no student may be required to attend the School. Students who opt not to attend the School may attend the district school of their choice on a space available basis and in accord with existing district enrollment and transfer policies. Parents and guardians of each student enrolled in the School shall be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the School, except to the extent that such a right is extended by the local education agency.

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ELEMENT 13: RETURN RIGHTS OF EMPLOYEES

Governing Law: The rights of an employee of the school district, upon leaving the employment of the school district, to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M)

Persons employed by the School are not considered employees of the District for any purpose whatsoever. No public school district employee shall be required to work at the School. Employees of the District who choose to leave the employment of the District to work at the School shall have no automatic rights of return to the District after employment by Julian Charter School, Inc. unless specifically granted by the District through a leave of absence or other agreement. Employees of JCS, Inc. who have left the District to work at the School shall have such rights as the District may specify, any rights of return to employment at the District after employment with the Corporation at the School that the District may specify, and any other rights upon leaving employment with the District to work for JCS, Inc. at the School as the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at Mountain Empire Unified School District or any other school district will not be transferred to JCS-Pine Valley.

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ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)

DISPUTES BETWEEN THE SCHOOL AND THE DISTRICT

The District shall refer all complaints regarding operations of the School to the Superintendent for resolution in accordance with Julian Charter School, Inc.'s adopted policies. In the event that the policies and processes adopted by the Corporation fail to resolve the dispute, the District shall not intervene in the dispute without the consent of the Non Profit Board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

The School and the District shall be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the School and the District, the School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Charter Superintendent, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The District Superintendent and Charter Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective boards who shall jointly meet with the District Superintendent and Charter Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and Charter Superintendent, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and Charter Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the School.

INTERNAL DISPUTES

Julian Charter School, Inc. maintains internal dispute resolution procedures that shall be used for all internal disputes related to the School's operations. The School also maintains a Uniform Complaint Policy and Procedures, and Title IX complaint procedures as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at the School shall be provided with a copy of the School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the School.

ELEMENT 15: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(0).

Closure of the School shall be documented by official action of the Board, which shall identify the reason for closure, and the person or persons responsible for closure-related activities.

The School will promptly notify parents and students of the School, the District, the County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The School will ensure that the notification to the parents and students of the School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The School will ask the District to store original records of School students. All student records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. If the Corporation closes, the authorizer will maintain the records. If the school closes and the non-profit is still active, the Corporation maintains the records.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District and County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property,

equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Julian Charter School, Inc. shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the 5 Year Budget Projections and Cash Flow in [Appendix B](#), the School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

BUDGETING AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

The School's 5 Year Budget Projections and Cash Flow is available as [Appendix B](#).

Julian Charter School, Inc. shall annually prepare the following reports for the School and submit the reports to the District and County Superintendent of Schools as prescribed in Education Code section 47604.33:

1. On or before July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, by December 15, a copy of the School's annual, independent financial audit report for the preceding fiscal year is delivered to the State Controller and the California Department of Education.
4. On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. On or before September 15, a final unaudited report for the full prior year. The report submitted to the District includes an annual statement of the receipts and expenditures for the preceding fiscal year.

In addition, JCS, Inc. shall adhere to the District's reporting requirements including, but not limited to, CBEDS, ADA, SARC, LCAP, annual audits and all financial reports and data.

The School agrees to and submits to the right of the District to visit and inspect in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District. The School recognizes the authority of the County Superintendent of Schools to monitor and conduct an investigation into the operations of the School based on complaints by parents or other information that justifies the investigation, pursuant to Education Code Section 47604.4.

Julian Charter School, Inc. plans and manages its own budgets for all applicable state and federal funds, lottery funds, discretionary funds, additional ADA monies generated, grants, donations, fundraisers and gifts.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h)

The Corporation shall provide or procure its own administrative services, including financial management, accounting, personnel transactions, payroll, benefits, and instructional program development.

Julian Charter School, Inc. shall manage the business aspects on behalf of the School on a percentage basis of all services and support rendered to the School. This support includes back office, academic, special education, business and executive management, technology, and administrative services from the Corporation at its Business Office located at 1704 Cape Horn, Julian, CA 92036. Such services shall be carried out by Administrative staff with oversight and monitoring by JCS, Inc.'s Board of Directors. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the Julian Charter School, Inc.'s Board of Directors.

At any time, the School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the School and the District and subject to District availability and willingness to provide such services.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

Education Code section 47605, subdivisions (e)(1) and (e)(2)(A), require a charter school to enroll all students who wish to attend and specifically prevents the school from discriminating against applicants on the basis of residency. Education Code Section 51747.3, subdivision (b)(1) modifies this requirement for those charter schools providing independent study, in that it limits such charter schools to claiming average daily attendance for those students who are residents of the county in which the charter school is authorized or are residents of any county immediately adjacent to the county in which the charter school is authorized. Taken together, these sections require that a nonclassroom-based/independent study charter school accept all residents of the "home country" (i.e., the county in which the charter school's authorizer is located) or adjacent counties who wish to attend the school.

Additionally, any charter school offering independent study must provide appropriate existing services and resources to enable pupils to complete the independent study successfully, including resource centers and study areas. (§ 51746, as specifically applied to charter schools by § 47612.5, subd. (b).)

These facilities allow a nonclassroom-based independent study charter school to provide a space for classes, meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions. Access to such supporting services is necessary to help fulfill the legislative goal that “the independent study option is expected to be equal or superior in quality to classroom instruction.” (California Department of Education Independent Study Manual [2000 Edition, revised as of 2015], Chp. 1, pg. 1.)

As the School is a non-classroom based/independent study charter school, the District and the School understand and agree that the School must serve any interested students throughout San Diego County and adjacent counties pursuant to Education Code Sections 51747.3, and 47605, subdivisions (e)(1) and (e)(2)(A). Additionally, the School must provide appropriate services and resources to enable the School’s students to complete their independent study successfully. As such, the School utilizes resource centers to facilitate its independent study program and offer supporting services to students including, but not limited to, testing, tutoring, wet labs, special education services, and teacher-student meetings.

Table 25. JCS-Pine Valley Academy Facilities

| Address | Purpose | Status |
|-------------------------------------|--|-----------------|
| 28825 Old Hwy 80 | Middle School Instruction & Afternoon Tutoring | Leased Facility |
| 28876 Old Hwy 80 | School Office, SPED Services, Friday Learning Center Instruction | Leased Facility |
| 28914 Old Hwy 80 Suites #105 & #107 | High School Instruction | Leased Facility |

The School’s facilities are compliant with the California Building Standards Code or Field Act in accordance with Education Code Section 47610. In addition, the School may rent occasional temporary space for events and activities.

The Corporation has developed a safety and disaster plan appropriate to each location that includes practice drills and procedures for safety, natural disasters and other emergencies as may occur at the School location.

The Corporation’s Main Office will be located at 1704 Cape Horn, Julian, CA 92036. Mailing address is P.O. Box 2470, Julian, CA 92036.

TRANSPORTATION

The School does not provide transportation to students except as required by law. Parents are responsible for providing any and all transportation to and from meetings, facilities, services, testing, extracurricular activities, or any such program or event offered by the School.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code 47605(h).

The School is operated by Julian Charter School, Inc., which is a California nonprofit public benefit corporation that is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). In accordance with the Act, California Education Code Section 47600, et seq., one of the objectives of the corporation is to provide public education for residents of the State of California.

Pursuant to Education Code Section 47604(d), any entity that grants a charter to a charter school operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the entity has complied with all oversight responsibilities required by law. As such, JCS, Inc. shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the School.

The Board shall institute appropriate risk management practices including employee screening, the establishment of codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

Julian Charter School, Inc. has purchased and maintains general liability insurance and a fidelity bond to secure against financial risks, with the District named an additional insured on the general liability insurance. Insurance amounts are determined by recommendation of the Corporation's insurance company for schools of similar size, location, student population and type of program as provided by the School.

INDEMNIFICATION AND HOLD HARMLESS

With respect to its operations under this Charter, the District and JCS, Inc. shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend each other, their officers, their trustees, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs arising under this Charter including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to their willful misconduct, negligent acts, errors or omissions of their directors, trustees, officers, employees, agents and consultants under this Charter.

MATERIAL REVISIONS

Material revisions to the charter shall be made pursuant to the standards, criteria and timelines in Education Code Sections 47605 and 47607.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this Charter that are inconsistent with the terms of this Charter, the parties agree to amend this Charter and the MOU provisions to accord with any such changes.

SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the governing boards of the District Board of Education and JCS, Inc.

COMMUNICATIONS

All official communications between the District and the Corporation and/or the School should be sent via first class mail or other appropriate means to the following:

Corporation/School

Julian Charter School, Inc.
P.O. Box 2470
Julian, CA 92036

District

Mountain Empire Unified School District
3291 Buckman Springs Rd
Pine Valley, CA 91962

TERM AND RENEWAL

By approving this charter petition, the District Board of Education is fulfilling the intent of the Act to increase learning opportunities for all students, create new professional opportunities for teachers, and provide parents and students with expanded choices in education and to encourage the creation of charter schools. To this end, Julian Charter School, Inc. shall work cooperatively with the District to answer any questions regarding the School or this charter.

Julian Charter School, Inc. requests that the District grant a charter to operate the School for a five-year term commencing July 1, 2026, and expiring June 30, 2031.

Charter renewal shall be governed by Education Code Sections 47607 and 47607.2 and any implementing regulations.

REVOCAION

The District may revoke the charter in accordance with Education Code Section 47607 and the regulations promulgated thereunder. Among other requirements set forth in state law, revocation of the charter shall be based upon a written finding that the School did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
- Failed to meet or pursue the student outcomes identified in the charter
- Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
- Violated any provision of law

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CHARTER APPENDICES

- A. [Summary of Bond](#)
- B. [Budget and Three Year Cash Flow/Financial Projections](#)
- C. [JCS Organizational Chart](#)
- D. [JCS Calendar \(2025/2026\)](#)
- E. [Local Control Accountability Plan \(LCAP\)](#)
- F. [JCS Articles of Incorporation](#), [Bylaws](#), [Conflict of Interest Policy](#), and [Conflict of Interest Code](#)
- G. [JCS Independent Study Policy](#)
- H. [JCS Written Learning Agreement](#)
- I. [JCS Assignment and Work Record](#) & [“I Can” Standards](#)
- J. [JCS K-12 Scope and Sequences](#)
- K. [JCS-Inc. Home Study Recommendations](#)
- L. [JCS Common Assessment Information and Windows](#)
- M. [JCS Admissions Policy](#)
- N. [JCS Acceleration and Retention Policy](#)
- O. [JCS Suspension and Expulsion Policy](#)
- P. [STAR Teacher Cover Sheet & Rubric](#)
- Q. [JCS Graduation Requirements Policy](#)
- R. [JCS Four-Year College Bound Graduation Plan](#)
- S. [JCS Vocational/Community College Bound Graduation Plan](#)
- T. [High School Electives Course Description](#)
- U. [Bound for Blue Flyer](#)
- V. [WASC Accreditation Certification](#)
- W. [El Dorado County Charter SELPA Governance Information](#)

****Appendices will be updated as necessary throughout the term of the charter to be current with law, procedure & policy. All JCS Policies are available to the public via Gamut and accessed [here](#).***

SUMMARY OF CHARTER REVISIONS/UPDATES FOR RENEWAL SUBMISSION

JCS-Pine Valley has updated its original charter petition for the 2026 renewal submission to its authorizing district. With the understanding that the original petition is an approved charter, only the most necessary changes were made. These include organizational shifts, new data, program updates, and legislative changes implemented over time. The Charter's mission, vision, and core values have remained consistent.

To support the Charter's 2026 renewal petition, a list of all significant changes is included below:

Updated Board-Approved Policies and Plans have been linked as Appendices within the Charter document. Note: The original charter inserted the text of policies and plans. The revised charter has removed the text and, instead, inserted a link to the appendix item with the approved policy and/or plan.

Language Changes, present throughout the Charter document:

- Replaced "Executive Director" with "Superintendent".
- Replaced "Master Agreement" with "Written Learning Agreement".
- Replaced "Safety Net" with "MTSS", "SST", and/or "Intervention Tiers".
- Replaced "Staff Portal" with "Knowledge Base".
- Replaced "Concern Report" with "SST documentation".
- Replaced "Chief Academic Officer" and "School Director" with "Principal".
- Replaced "Educational Leadership Team" with "Principal Team".
- Replaced JCS "Business Office" and "Home Office" with "Central Office".
- Replaced "Stakeholders" with "Educational Partners".
- Added "Job-Alike Teams" as collaborative, professional groups in addition to PLCs.

Additional Changes:

- Added "Charter Renewal Criteria" section after "Leadership" section.
- Added narrative about enrollment trends in CA public schools taken from [Public Policy Institute of California](#) and [CDE Enrollment Data](#). (Element 1, Targeted Student Population)
- Updated projected enrollment data by school instead of by program and grade level. (Element 1, Enrollment Projections)
- Added "Leader in Me" section. (Element 1)
- Added information about the charter's approach to Social-Emotional Learning instructional design. (Element 1, Instructional Design)
- Added Principal role to Educational Team. (Element 1, Educational Team)
- Removed Math Coach and Athletics program. (Element 1, Instructional Resources)
 - Note - Due to funding and staffing changes, these positions have been eliminated. As additional funding becomes available (and as the need is demonstrated), these resources will be prioritized and reflected in our LCAP.
- Update curriculum due to new adoption and discontinuation/abandonment. (Element 1, Curriculum)
- Added that, Post-COVID, some High School Finals will be administered virtually within a proctored and secure platform. (Element 1, 9-12 Home Study Curriculum)

- Added Reading Difficulties Screener. (Element 1, Identification of Students Who May Require Intervention)
- Updated WASC Accreditation information to include initial accreditation (2019), self-study and renewal (2022), and mid-cycle progress report and visit (2025). (Element 2)
- Added note about the school's approach and timing for testing high school students in Science (CAST). (Element 3)
- Updated Assessment Schedule to include SEL survey and Reading Difficulties Screener. (Element 3)
- Added California Schools Dashboard as public accountability website for reporting data. For other Data Report Methods, replaced Student Profile Report with Data Tracker and added CERS. (Element 3, Reporting of Data)
- Added "Conflict of Interest and Ethics Training" to the Professional Development section. (Element 4, Professional Development)
- Updated the BOD's scope of authorization and governance from three (3) to six (6) JCS charter schools. (Element 4)
- Updated the boarding meeting schedule and the minimum number of board meetings from four to ten meetings per year. (Element 4)
- Added "CPR Certified" as a qualification for Staff Members. (Element 5)
- Removed, Added, and Replaced Positions based on New Org Chart. (For Example: Removed Chief Academic Officer, Added Principal, and Replaced Chief Operations Officer with Director of Operations) (Element 5)
- The following sections were added to Element 6: Prevention of Human Trafficking, All Gender Restrooms, School Meals, Recess, California Healthy Youth Act, Mental Health Education, Mental Health Information, School Safety Plan, Workplace Violence Prevention Plan, Menstrual Products (replaced Feminine Hygiene Products), Bully Prevention, Supporting LGBTQ+ Students, Homicide Threats, Gun Safety Notice, Athletic Programs, Transportation Services, Extreme Weather Policy (Element 6)
- Added Social Media as a recruitment strategy (Element 7)
- Added text to distinguish between Corporation and LEA closers: "If the Corporation closes, the authorizer will maintain the records. If the school closes and the non-profit is still active, the Corporation maintains the records." (Element 15)