

JULIAN CHARTER SCHOOL SELF-STUDY REPORT

**JULIAN CHARTER SCHOOL
MAIN OFFICE:**
1704 Cape Horn Avenue
Julian, CA 92036

WASC VISIT:
April 11 – 13, 2016



ACS WASC/CDE
Focus on Learning Accreditation Manual
2015 Edition





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KEY ACADEMIC PROGRAM LEADS

Julian Charter School 2015 – 2016

Jennifer Cauzza

Executive Director

Melanie Marks

Director of Education

Sheryl McKay

Assistant Director, 6–12 Academy Programs

Wendy Parcel

Assistant Director, Home Study

Ryan Satterfield

Assistant Director, K–8 Academy Programs

Roxie Jackson

Assistant Director, Special Education

Claire Roush

Assessment & Intervention Coordinator

Lisa Simmons

Academic Counselor, Home Study

Elena Derrell

Academic Counselor, Academy Programs

KEY CLASSIFIED PROGRAM LEADS

Julian Charter School 2015 – 2016

Cameron Byrd

Director of Operations

Chad Leptich

Chief Business Officer

Aaron Lorenz

Assistant Director, Technology & Training



PREFACE

Since our most recent full self-study in 2009 and our midterm visit during the 2013 school year, Julian Charter School (JCS) has made significant progress on our Western Association of Schools and Colleges Action Plan, completed a second Strategic Plan for 2014-2018, and developed our professional learning communities (PLCs). The Educational Leadership Team (ELT) reviews our Local Control and Accountability Plan, our WASC Action Plan, and our Strategic Plan monthly. We keep the action items from all of our major plans at the forefront of our planning and our discussions with our PLC leaders. This focus allows us to continually collaborate to drive our progress.

Self-Study Timeline, Stakeholder Involvement, & Modifications from the Self-Study Process

We began the preparation for our 2016 WASC self-study during our strategic planning process in spring 2013. We held in-person strategic plan meetings October 2, 2013; December 4, 2013; February 27, 2014; April 7, 2014; April 11, 2014; May 23, 2014; and June 5, 2014. We collaborated on additional work online. During the process, we updated our school's vision and mission statements and reaffirmed our core values. Our strategic and other major plans are in the "About Us" section of our website (juliancharterschool.org).

Our focus groups and our home groups (the latter comprised of PLCs as subject area groups, a support staff group, a student group, and a parent group) met starting at the beginning of the 2015-2016 school year. Our PLCs, which regularly meet at our staff meetings, demonstrate our commitment to continually improve our service to students. In addition to meeting in person, the PLCs and all members of our focus and home groups used electronic communication (*e.g.*, email, Google Docs, and online synchronous meeting software) to collaborate on our Self-Study Report.

Areas of Service for PLC and Other Groups

CATEGORY A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources <ul style="list-style-type: none">• Executive Director & Cabinet• ELT• Counselors	CATEGORY D: Standards Based Student Learning: Assessment and Accountability <ul style="list-style-type: none">• 9-12 Science• 6-8 Social Studies• K-1
CATEGORY B: Standards Based Student Learning: Curriculum <ul style="list-style-type: none">• 9-12 Math• 6-8 ELA• 4-5	CATEGORY E: School Culture and Support Student Personal and Academic Growth: Summary, Strengths, and Growth Needs <ul style="list-style-type: none">• 9-12 Social Studies• 6-8 Science• Electives
CATEGORY C: Standards Based Student Learning: Instruction <ul style="list-style-type: none">• 9-12 ELA• 6-8 Math• 2-3	



CHAPTER I: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

JULIAN CHARTER SCHOOL OVERVIEW

Julian Charter School (JCS) is an independent study K-12 charter school sponsored by the Julian Union (Elementary) School District. As of December 18, 2015, JCS serves 2,454 students from San Diego, Orange, and Riverside counties.

Julian Union, a small district in San Diego County, founded JCS in November 1999 to meet the needs of students underserved by traditional systems and for families with a strong desire to home school. JCS initially followed only a home school model; today, about half of JCS students are enrolled in academy programs.

By law, the school may serve students in counties adjacent to San Diego County (Orange, Riverside and Imperial), but a majority of students must be enrolled in the county where the school is sponsored. Due to the size of Imperial County and the scattered population centers, the school has chosen to focus on serving students in the other three counties.

JULIAN CHARTER SCHOOL LOCATIONS

A. JCS RESOURCE CENTER 951-304-3051 39665 Avenida Acacias, Ste. G, Murrieta, CA 92563 MURRIETA INSITE 951-304-3051 39665 Avenida Acacias, Ste. F, Murrieta, CA 92563	B. INNOVATION CENTRE TEMECULA (ICT) 27235 Madison Ave., Temecula, CA 92590 951-719-2944	
C. TEMECULA FACILITY (HR/Admin. & Student Services) 29141 Valjejo Ave., Bldg. A, Temecula, CA 92592 951-396-0225 MURRIETA MIDDLE SCHOOL ACADEMY (MMSA) MURRIETA HIGH SCHOOL ACADEMY (MHSA) 29141 Valjejo Ave., Bldg. B, Temecula, CA 92592 951-676-5715		
D. PHOENIX LEARNING CENTER (PLC) 539 Encinitas Blvd., Encinitas, CA 92024 760-632-4989	H. INNOVATION CENTRE LA MESA (ICLM) 5300 Jackson Dr., La Mesa, CA 91942 619-303-4344	
E. INNOVATION CENTRE ENCINITAS (ICE) 777 Santa Fe Dr., Encinitas, CA 92024 760-230-2870	I. ALPINE ACADEMY/ALPINE INSITE 1832 Alpine Blvd., Alpine, CA 91901 619-445-1525	
F. SAN DIEGO ACADEMY OF PERFORMING ARTS (SDAPA) 4579 Mission Gorge Pl., San Diego, CA 92120 619-269-9478	J. PINE VALLEY ACADEMY (PVA) 28876 Old Hwy. 80, Pine Valley, CA 91962 619-473-1300	
G. SAN DIEGO ACADEMY OF ARTS & SCIENCE (SDA-AS) 6104 Adelaide Ave., San Diego, CA 92115 619-358-9408 SAN DIEGO INSITE 6126 Adelaide Ave., San Diego, CA 92115 619-501-0387 SAN DIEGO ACADEMY OF CREATIVE & CRITICAL THOUGHT (SDA-CCT) 6112 Lorca Dr., San Diego, CA 92115 619-358-9338		
K. JCS MAIN OFFICE 1704 Cape Horn Ave, Julian, CA 92036 760-765-3847		

RIVERSIDE COUNTY

SAN DIEGO COUNTY

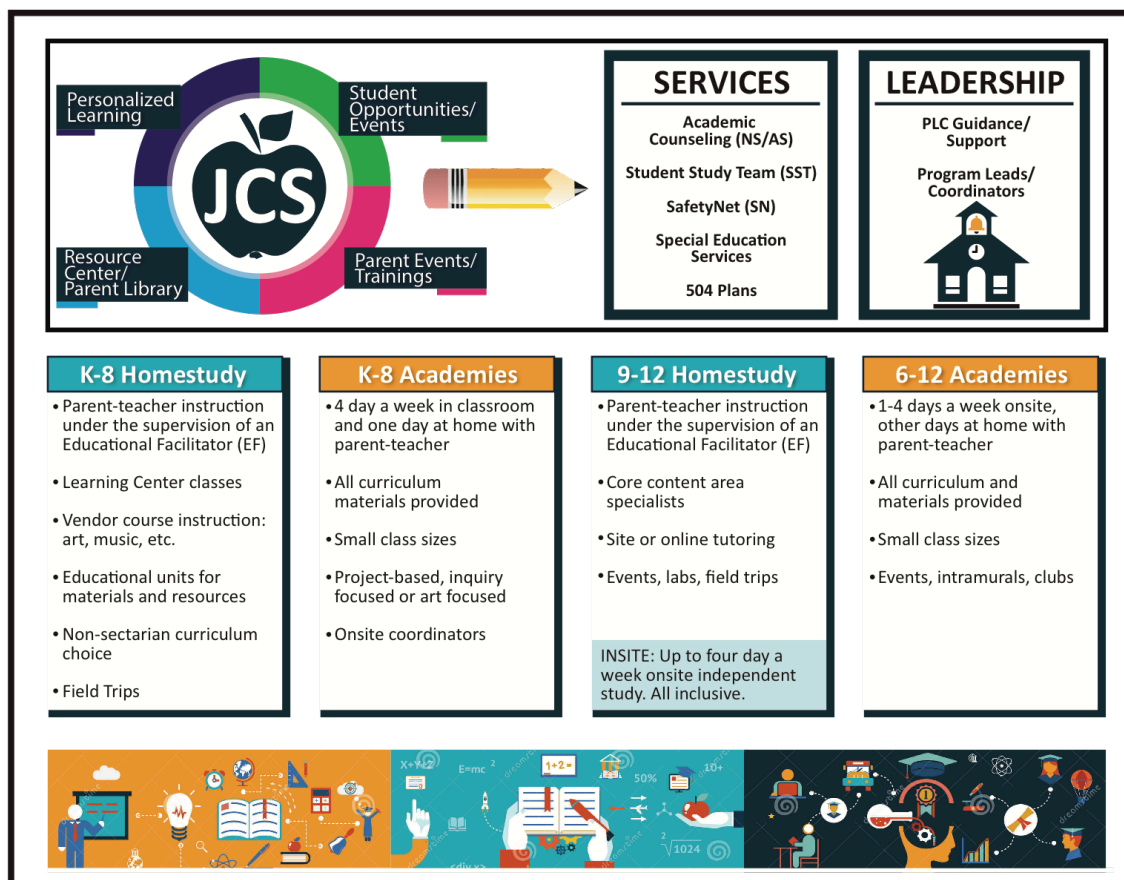
MAIN OFFICE

JCS was founded as a non-classroom based independent study school. As students matured, many parents requested a flexible, classroom-based educational option for their students. Consequently, two- and three- day a week classroom-based high school/middle school



academy programs were introduced starting in 2005. Since then, JCS has established 13 centers, some house multiple programs, for elementary, middle, and high school students:

- The main JCS office (K) is provided by the Julian Union district on its middle school campus. In addition to housing the main office staff, the building is a meeting center for learning period meetings with educational facilitators (EFs) and families and a space for special education services for students in Julian and the surrounding communities.
- We have two academy programs in eastern San Diego County, a 6-12 program in Pine Valley (J) and a 9-12 program in Alpine (I). Alpine also has an INSITE program using the facility. Both programs use leased facilities.
- In La Mesa (H), just east of San Diego, a K-5 academy meets in what was once a savings and loan building.
- In central San Diego (G), near San Diego State University, JCS rents several church buildings to house a 6-8 program and a 9-12 program, special education services, and an INSITE program, in which teachers work with high school students needing support beyond the traditional home study parent-teacher model.
- Also in central San Diego (F), just to the northwest of San Diego State University, we have a 6-9 academy program in a large industrial building that is leased from a church.
- Along the coast in northern San Diego, we have two elementary academies. One uses a building we recently purchased to house a K-8 academy (D); the other uses a facility we rented from a church to house a K-5 academy (E).
- In Riverside County, in South Temecula (C), we purchased a facility in 2015 that houses a 6-8 academy, a 9-12 academy, a large auditorium suitable for whole school staff meetings, offices for special education services, smaller meeting rooms for educational facilitators to meet with families, a classroom building used by the middle school program, and office space for human resources and vendor management.
- Also in South Temecula (B) we have a K-8 academy program in a facility we purchased.
- Elsewhere in Riverside County, in Murrieta (A) we have a Resource Center, another INSITE program, and more meeting spaces for special education services and home study meetings.
- We lease a space in Palm Desert and in Orange County for special education services.



Students at Julian Charter are part of an independent study education model and are generally referred to as being in the home study program or the academy program. Home study students are divided into two main groups, kindergarten through eighth grade (K-8) and high school (9-12). Daily instruction of K-8 students is done by the parent teacher under the supervision of an educational facilitator (EF). K-8 students may get instruction one day a week at a learning center, take an online eClass offered by JCS, or elect to use vendor funds for instruction from one of our vendors. Home study at the high school level offers classes at three levels of instruction: college prep (CP), basic, and foundational (non-diploma bound). Options within the first two levels of instruction include specialist-designed courses of study, portfolio (parent-designed courses of study), INSITE (four-day-a-week teacher facilitated support), and academy programs. High school home study students may take classes at academies as space permits. Academy students are also divided into two main groups, K-8 academies and 6-12 academies. Students at our K-8 academies are taught by a certificated teacher 74% of the time and by a parent-teacher 26% of the time. These academies all have a project based focus. At our 6-12 academies, student instruction with a certificated instructor is from one to four days a week, with all other instruction coming from the parent-teacher.



Julian Charter School does not offer Honors or AP classes. Students may earn college credit by taking courses at a community college or through AP testing.

SCHOOLWIDE LEARNER OUTCOMES

After considerable discussion and surveying to gather stakeholder input, JCS updated its vision and mission as part of the 2013-14 strategic planning process. During the process, the self-assessment team determined that, “JCS stakeholders believe the core values have remained constant” and that there was “no need to revise the school’s overall direction or core values, but rather strengthen and improve the school’s programs, procedures and processes that are currently in place” (JCS Strategic Plan 4. See Appendix A: Core Values). During our WASC self-study, JCS reviewed our stakeholder-wide core values and worded them in student friendly language so that even our youngest stakeholders can understand them (See Appendix A: Schoolwide Learner Outcomes); these are our schoolwide learner outcomes, mission and vision.

Vision

Julian Charter School's mission is to provide an exemplary personalized learning program in a supportive, resource-rich learning environment. We are dedicated to excellence and committed to nurturing passionate lifelong learners.

Mission

Empowering learners with educational choice.

Schoolwide Learner 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 and to become lifelong learners.
- 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.

AUTHORIZING AGENCY RELATIONSHIP

JCS receives enormous support from our sponsoring district and has the reputation of having the best relationship with its chartering body of any charter school in San Diego County. Five items stand out: 1) the former Julian Union superintendent serves on the JCS governing board, 2) the district provides cash flow advances, 3) JCS and Julian Union share (co-hire) personnel, when appropriate, such as in business services, 4) Julian Union serves



as the school's lead special education body and provides access to the local SELPA, and 5) Julian Union houses the main office services for JCS.

DEMOGRAPHICS

Student Enrollment

Over the past three years, enrollment has remained mostly steady with slight increases. Most of our students come to us through word of mouth referrals. About half of the students are enrolled in our home study program and half are enrolled in an academy program. While kindergarten and first grade students are fairly evenly split between our two programs, beginning in the second grade there are more home study students than there are academy students, which has traditionally been the case. This trend reverses once students reach middle school age, with our middle school academies having more students than the home study program. In the high school years there is a fairly even allocation between home study and academy programs.

	2012-13			2013-14			2014-15		
	HS	Acad	Total	HS	Acad	Total	HS	Acad	Total
Kindergarten	86	84	170	76	78	154	75	82	157
1st Grade	87	86	173	119	80	199	83	77	160
2nd Grade	106	96	202	111	77	188	107	71	178
3rd Grade	106	88	194	117	91	208	111	81	192
4th Grade	108	85	193	122	85	207	99	87	186
5th Grade	99	78	177	131	85	216	127	86	213
6th Grade	81	91	172	102	99	201	104	120	224
7th Grade	99	122	221	86	126	212	89	120	209
8th Grade	77	118	195	94	144	238	76	158	234
9th Grade	91	77	168	70	88	158	86	92	178
10th Grade	111	93	204	97	94	191	89	85	174
11th Grade	94	68	162	114	90	204	92	76	168
12th Grade	88	83	171	64	64	128	104	84	188
Total	1233	1169	2402	1303	1201	2504	1242	1219	2461

SchoolPathways Report

Gender

While there are clearly some years where in one or two grade levels there are more students of one gender or another in the home study or academy program, there are no overall gender trends and we have about the same number of boys and girls in the home study and academy programs.



	2012-13				2013-14				2014-15			
	HS		Academy		HS		Academy		HS		Academy	
	M	F	M	F	M	F	M	F	M	F	M	F
Kindergarten	44	42	46	38	45	31	38	40	33	42	48	34
1st Grade	41	46	34	52	51	68	45	35	41	42	43	34
2nd Grade	60	46	38	55	56	55	37	57	47	42	40	45
3rd Grade	56	50	34	34	70	47	44	46	35	57	35	41
4th Grade	55	53	35	48	56	66	33	31	45	59	39	45
5th Grade	59	40	54	42	67	64	24	53	48	59	36	35
6th Grade	42	39	47	41	61	41	47	44	55	56	28	53
7th Grade	43	56	47	38	46	40	43	42	61	38	42	45
8th Grade	39	38	41	37	46	48	47	38	57	70	44	42
9th Grade	40	51	52	39	37	33	50	49	58	46	71	49
10th Grade	52	59	62	60	41	56	63	63	51	38	63	57
11th Grade	30	64	59	59	51	63	70	74	38	38	83	75
12th Grade	41	47	32	45	26	38	39	49	40	46	48	44
Total	602	631	581	588	653	650	580	621	609	633	620	599

SchoolPathways Report

Ethnicity

The ethnic make up of our students has not changed significantly during the past three years. Our largest ethnic group is white (~60%), followed by Hispanic/Latino (~20%), and then students who are of two or more races (~13%).

	2012-13	2013-14	2014-15
Hispanic/Latino	483 (20%)	524 (21%)	524 (21%)
American Indian/Alaskan Native	10 (<1)	13 (1%)	13 (1%)
Asian	22 (1%)	37 (1%)	46 (2%)
Native Hawaiian or Other Pacific Islander	2 (<1)	1 (<1)	4 (<1)
African American	65 (3%)	47 (2%)	47 (2%)
White	1449 (60%)	1532 (61%)	1472 (60%)
Two or more races	361 (15%)	335 (13%)	318 (13%)
Unknown or Declined to State	11 (<1)	15 (1%)	37 (2%)
Total	2403	2504	2461

SchoolPathways Report



Socioeconomic Status

The number of students who qualify for free and reduced lunch has remained steady for the past three years. Gathering accurate data for our school is difficult because our home study students eat at home and parents do not have an incentive to report data accurately.

Students Qualifying for Free & Reduced Price Meals

	Number (% of population)
2014-15	820 (32.7%)
2013-14	803 (33.4%)
2012-13	690 (32.1%)

SchoolPathways Report

Parent Education Levels for 2013-14

Since moving to an online enrollment system six years ago, we believe that the data reported by parents about their level of education has become more accurate. When enrollment was completed via paper packets checked by a school staff member while the parent was present, we believe that parents were inclined to report inaccurate data or decline to state the information, fearing judgment about the ability to home school a student with less than a college degree. The second parent/guardian data for “declined to state/unknown” is not accurate since our student information system does not leave a null field where there is no second parent or guardian.

	Number of Students (% of population)	
	Parent/Guardian 1	Parent/Guardian 2
No High School	28 (1%)	21 (1%)
High School Graduate	228 (9%)	194 (8%)
Some College	503 (20%)	372 (15%)
College Graduate	622 (25%)	439 (18%)
Graduate Degree or Higher	427 (17%)	275 (11%)
Declined to State/Unknown	696 (28%)	1203* (48%)
Total	2504	2504

*SchoolPathways Report *May not be a second parent or guardian*

Language Proficiency

The CELDT test is administered to all students who report a home language other than English on the Home Language Survey the first time the survey is completed. For K-8 students, we also review Renaissance Place (RP) scores, and for the high school population, we look at scores on student’s final exams, and CAHSEE if available. A student is identified as ELL if the overall CELDT score is below Advanced or Early Advanced, with at least two subtests at the Advanced or Early Advanced range and the third subtest at the Advanced, Early Advanced or Intermediate range. There were 22 ELL students in the 2014-15 school year, with 10 languages represented. Students are reclassified based on the results of the California English Language Development Test (CELDT), one additional assessment, and teacher judgment.



The relatively low ELL population stems from JCS being an independent study school whose students are homeschooled at a minimum of 26% of the time. Since the parent is the primary teacher at least part of the time, the majority of our parents are fluent in English and therefore their children are also.

Number of English Learners by Language

	2012-13	2013-14	2014-15
Spanish	7	10	10
Russian	1	1	4
Other	1	6	8

SchoolPathways Report

English Learner Levels

	2012-13	2013-14	2014-15
# of English Learners	9	17	22
# of Fluent English Proficient (FEP) Students	15	18	20
# of Re-designated FEP Students		2	6

SchoolPathways Report

Attendance Data

Average Daily Attendance (ADA) has exceeded 95% over the last several years. JCS, as an independent study program, calculates student attendance according to criteria established in California Education Code (EC) Sections 47612.5 and 47634.2, as well as California Code of Regulations, Title 5 (5 CCR), meaning that the time value of student work products is personally judged by a certificated teacher. The independent study ratio calculation is performed annually at the time of, and in connection with, the second principal apportionment (P-2) report.

Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage	96.67%	97.73%	97.82%	98.32%	98.31%	97.56%

SchoolPathways Report

SPECIAL EDUCATION

Julian Charter School has a comprehensive Special Education program providing a continuum of supports and related services to students in all eligibility areas. There are four primary locations where services are provided, with a majority of the staff at either our Student Services building in central San Diego or our Temecula Facility in southern Temecula. Students are also served in facilities in the Coachella Valley and in Orange County.

Over the past several years, our population of students with disabilities has increased significantly. In the 2011-12 school year, we began the year with just under 9% and we ended the year with just over 10%. The tables below show that in 2014-2015, students



with disabilities comprised about 11.5% of the population. As of December 2015, the population is 12.3%.

In addition to an Assistant Director of Special Education and an Associate Director of Special Education, JCS has the following employees serving our students with special needs.

- 11 special education teachers
- 5 instructional assistants, special education
- 3 school psychologists
- 0.80 speech language pathologist
- 0.40 occupational therapist

In addition to the employees listed above, the school contracts with private vendors to provide speech language pathologists, occupational therapists, vision therapy, physical therapy, and assistive technology services.

Special Education Report by Grade and Disability – 2015-2016 School Year

During the 2015–2016 school year, 290 students, comprising about 12% of the student population, have IEPs. One-third (33%) of students with special needs qualify for an IEP under SLD, with OHI, SLI, and AUT accounting for other large populations of qualifying students.

Grade	ID	HH	Deaf	SLI	VI	ED	OI	OHI	EMD	SLD	DB	MD	Aut	TBI	Total
K	0	0	0	6	0	0	0	0	0	0	0	0	1	0	7
1st	0	0	0	9	0	0	0	0	0	2	0	0	0	0	11
2nd	0	0	0	3	0	0	0	3	0	3	0	0	4	0	13
3rd	1	0	0	4	0	0	2	2	0	3	0	0	3	0	15
4th	0	0	0	7	0	0	2	5	0	9	0	0	4	0	27
5th	0	0	1	6	0	1	1	8	0	13	0	0	3	0	33
6th	1	1	0	7	0	0	0	6	0	10	0	0	10	0	35
7th	0	1	0	1	0	1	0	5	0	17	0	0	8	0	33
8th	1	1	0	1	0	0	0	7	0	8	0	0	3	0	21
9th	1	1	0	0	0	0	1	9	0	5	0	0	5	0	22
10th	0	0	0	3	0	0	2	7	0	11	0	1	4	0	28
11th	1	0	0	0	0	1	0	6	0	6	0	0	5	0	19
12th	0	0	0	0	0	0	1	4	0	9	0	1	3	0	18
Trans.	1	0	0	1	0	0	0	0	0	0	0	0	2	0	4
Total	6	4	1	50	0	3	9	62	0	96	0	2	57	0	290

SEIS Report

**Special Education Report by Grade and Disability – 2014-2015 School Year**

In the 2014–2015 school year, 279 students had IEPs, comprising about 11% of the student population. The top four qualifying disabilities stayed the same as last year.

Grade	ID	HH	Deaf	SLI	VI	ED	OI	OHI	EMD	SLD	DB	MD	Aut	TBI	Total
K	0	0	0		0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	6	0	0	0	0	0	1	0	0	0	0	7
2nd	0	0	0	4	0	0	0	1	0	2	0	0	4	0	11
3rd	1	0	0	6	0	0	2	2	0	2	0	0	5	0	18
4th	0	0	0	4	0	0	1	4	0	7	0	0	2	0	18
5th	0	0	1	7	0	0	1	3	0	13	0	0	5	0	30
6th	0	1	0	5	0	0	0	6	0	8	0	0	10	0	30
7th	0	0	0	2	0	0	0	4	0	11	0	0	7	0	24
8th	2	0	0	1	0	1	1	5	0	10	0	0	3	0	23
9th	1	1	0	0	0	0	1	5	0	4	0	0	5	0	17
10th	0	0	0	3	0	0	2	5	0	13	0	1	10	0	34
11th	1	0	0	1	0	1	0	6	0	7	0	0	4	0	20
12th	0	0	0	2	0	1	2	12	0	19	0	1	4	0	41
Trans	1	0	0	4	0	0	0	0	0	0	0	0	1	0	6
Total	6	2	1	45	0	3	10	53	0	97	0	2	60	0	279

504 PLANS

A wide variety of impairments are associated with 504 plans, including ADD, anxiety, depression, fibromyalgia, orthopedic conditions, and PTSD. The most frequent qualifying impairment for students (20-25%) is ADHD.

Number of Students Enrolled Per Qualifying Condition	2012-13	2013-14	2014-15
ADHD	14	19	15
Anxiety	2	5	6
Diabetes Type 1	5	6	4
Other (depression, fibromyalgia, orthopedic impairment, PTSD, etc..)	33	50	45
Total	54 (~2% of pop)	80 (~3% of pop)	70 (~3% of pop)

SchoolPathways Report

STAFF DATA

Julian Charter School has one Executive Director who leads a team at the cabinet level consisting of a Director of Education, a Director of Operations, and a Chief Business Officer.



The Director of Education heads a team consisting of two Assistant Directors of Academy Programs, one Assistant Director of Home Study, one Assistant Director of Special Education, one Assistant Director of Technology and Training Development, and one Coordinator of Assessment and Intervention. In addition, the Systems and Compliance Manager, the Resource Center Manager, and the Communication and Admissions Specialist report to the Director of Education.

There are two high school academic counselors, one assigned to the academy programs and one assigned to home study. The majority of our teachers have clear credentials and are female. While there is at least one academy secretary at each of our academies, the majority of our non-certificated staff work in either the main office in Julian or our resource center in Murrieta.

Teacher Qualifications	2012-13	2013-14	2014-15
# of Teachers	141	135	164
# Full Credential	131 (97%)	129 (95%)	140 (92%)
# Preliminary Credential	2	4	7
# Emergency Credential	2	2	5
Average Years Teaching	6.5	9.6	11.5
Average Years at JCS	8.7	4.25	6
# Male / # Female	22/119	23/112	28/136
% White	90.07%	90.37%	91.46%
% Hispanic	5.67%	3.70%	3.05%
% Asian	2.84%	4.44%	3.66%
% African American	1.42%	1.48%	1.83%
% Other or Declined to State	0%	0%	0%

Source: JCS HR Department

Non Certificated Staff	2012-13	2013-14	2014-15
Main Office Staff	13	17	19
Paraprofessionals Full Time	0	0	0
Paraprofessionals Part Time	0	0	0
Other Full Time	11	15	16
Other Part Time	2	2	3

Source: JCS HR Department

**STUDENT PERFORMANCE DATA****California Assessment of Student Performance and Progress (CAASPP) 2014-15****CAASPP Participation Rates 2014-15**

Julian Charter School's overall participation rate for CAASPP testing was 90.8% in ELA and 92.3% in math, with the highest rate of participation in grades 3, 6 and 7.

ELA	Enrolled	Tested	Percent
Overall	1301	1181	90.8
3	160	154	96.3
4	175	145	82.9
5	199	173	86.9
6	207	200	96.6
7	189	181	95.8
8	228	198	86.8
11	143	130	90.9

Math	Enrolled	Tested	Percent
Overall	1301	1201	92.3
3	160	151	94.4
4	175	165	94.3
5	199	173	86.9
6	207	202	97.6
7	189	182	96.3
8	228	198	86.8
11	143	130	90.9

CAASPP ELA Overall Achievement 2014-15 by Percent

As can be seen in the table below, 67% of our 11th grade students exceeded or met the standards in overall achievement for ELA, with one quarter of 11th graders exceeding the standards. Of concern are the one-third of students in grades 3, 4, and 5 who did not meet the standards.

	Exceeded	Met	Nearly Met	Not Met
Overall	20	37	25	19
3	21	28	25	26
4	26	21	23	30
5	18	35	21	27
6	15	42	29	15
7	17	46	24	14
8	18	39	29	13
11	25	42	25	8

The following tables show the breakdown for the four ELA claims. At least 35% of 11th graders exceed the standards in each claim, except in listening, where only 14% did so. Of interest is that in listening, our 3rd, 4th, and 5th graders have the fewest students below the standard (12-18%), with about one-third below standard in reading and writing.



CAASPP ELA Reading & CAASPP ELA Writing by Percent

Reading	Above Standard	At or Near Standard	Below Standard
Overall	28	50	22
3	28	42	29
4	25	46	30
5	26	47	27
6	22	60	18
7	28	55	17
8	30	48	22
11	40	48	12

Writing	Above Standard	At or Near Standard	Below Standard
Overall	27	49	23
3	23	47	29
4	22	48	30
5	25	46	29
6	23	53	24
7	38	42	20
8	27	55	18
11	35	54	11

CAASPP ELA Listening & CAASPP ELA Research by Percent

Listening	Above Standard	At or Near Standard	Below Standard
Overall	22	66	13
3	25	57	18
4	27	61	12
5	21	62	17
6	22	69	10
7	24	67	9
8	19	70	11
11	14	74	12

Research	Above Standard	At or Near Standard	Below Standard
Overall	27	58	15
3	21	54	24
4	17	63	20
5	28	55	17
6	28	62	10
7	29	57	13
8	26	59	14
11	38	52	10



CAASPP Math Overall Achievement 2014-15 by Percent

Math scores at JCS are much lower than ELA scores. Only 3% of 11th graders exceeded the standards and 47%, the highest of all the tested grade levels, did not meet the standards. Scores at the lower grade levels were not much better, with 31% of students at the third grade level, the first year tested, not meeting the standards. Last year's 7th graders performed better than any other grade level, with 43% exceeding or meeting the standards and 27% not meeting the standards. Our students struggle the most in math concepts and procedures.

	Exceeded	Met	Nearly Met	Not Met
Overall	14	20	33	33
3	11	26	32	31
4	15	20	33	31
5	13	24	32	31
6	13	21	37	29
7	21	22	30	27
8	15	14	31	40
11	3	15	35	47

CAASPP Math Concepts/Procedures & Math Problem Solving & Modeling/Data Analysis by Percent

Concepts & Procedures	Above Standard	At or Near Standard	Below Standard
Overall	19	35	45
3	21	36	42
4	26	7	48
5	14	35	51
6	18	38	45
7	30	36	35
8	18	33	49
11	7	43	50

Problem Solving & Modeling	Above Standard	At or Near Standard	Below Standard
Overall	27	58	15
3	21	54	24
4	17	63	20
5	28	55	17
6	28	62	10
7	29	57	13
8	26	59	14
11	38	52	10



CAASPP Math Communicating Reasoning by Percent

	Above Standard	At or Near Standard	Below Standard
Overall	17	51	32
3	19	50	29
4	16	42	41
5	12	53	35
6	18	51	30
7	25	59	15
8	18	42	40
11	8	58	34

Similar Schools Comparison Data (CAASPP)

ELA – Students who Met or Exceeded Standards for CAASPP 2014-15

Of several local competing charter schools, the only school that surpassed JCS in ELA “met standard” was Classical Academy. JCS surpassed both the state and county. We surpassed the state and all similar schools for “exceeded standard” and the county was one percentage point above us.

	Met Standard	Exceeded Standard
California	28%	16%
San Diego County	30%	21%
Julian Charter	37%	20%
River Springs Charter	29%	13%
CA Virtual Academy	32%	13%
Dehesa Charter	27%	14%
Classical Academy	41%	19%
Learning Choice Academy	34%	15%

Math – Students who Met or Exceeded Standards for CAASPP 2014-15

Both the county and Classical Academy scored higher than JCS for “met standard” and “exceeded standard.” JCS scored higher than the state and all other similar schools for “met standard,” and scored the same as the state for “exceeded standard” and surpassed all similar schools except Classical Academy.



	Met Standard	Exceeded Standard
California	19%	14%
San Diego County	22%	18%
Julian Charter	20%	14%
River Springs Charter	18%	10%
CA Virtual Academy	15%	8%
Dehesa Charter	15%	8%
Classical Academy	27%	18%
Learning Choice Academy	14%	8%

Science (CST) – Students who Met or Exceeded Standards for 2014-15

JCS scored higher than the state, county, and all similar schools except for Classical Academy for “exceeded standard.” Fewer students were classified as “met standard” only because so many exceeded it.

	Met Standard	Exceeded Standard
California	25%	57%
San Diego County	23%	62%
Julian Charter	23%	66%
River Springs Charter	32%	47%
CA Virtual Academy	32%	45%
Dehesa Charter	30%	54%
Classical Academy	16%	76%
Learning Choice Academy	25%	56%

California High School Exit Exam (CAHSEE) Results

For the past five years of data, our 10th grade ELA pass rate has exceeded the statewide average in all but one year (2012), while our math pass rate has only exceeded the Statewide average two out of five times. For the data currently available on DataQuest, the ELA and math pass rates are the best they have been in five years. Female students normally outperform male students, and while the ELA pass rate for our two statistically significant ethnic subgroups is about the same in ELA, white students normally score higher on math than Hispanic/Latino students. Overall, our SED student scores are not far off the schoolwide average in both ELA and math, but our students who receive special education score significantly below our schoolwide average in ELA and drastically lower in math.

**CAHSEE Pass Rate by Significant Subgroup English Language Arts**

	2010	2011	2012	2013	2014
Schoolwide	88%	82%	82%	89%	92%
Statewide	80%	82%	83%	83%	82%
Male	80%	80%	79%	88%	89%
Female	95%	85%	84%	89%	95%
Special Education	25%	33%	38%	63%	62%
Socioeconomically Disadvantaged	95%	72%	77%	91%	90%
Hispanic/Latino	97%	85%	73%	89%	91%
White	86%	84%	84%	88%	92%

*Source: DataQuest***CAHSEE Pass Rate by Significant Subgroup Math**

	2010	2011	2012	2013	2014
Schoolwide	84%	81%	74%	81%	87%
Statewide	81%	83%	84%	84%	81%
Male	78%	82%	78%	83%	84%
Female	90%	79%	71%	79%	89%
Special Education	*	37%	40%	48%	36%
Socioeconomically Disadvantaged	79%	63%	63%	85%	81%
Hispanic/Latino	84%	86%	64%	73%	81%
White	86%	80%	76%	83%	90%

*Source: DataQuest***California English Language Development Test (CELDT) Results**

For the past five years, the number of students who scored in the Advanced or Early Advanced range exceeded California's rate. Students scoring in the Intermediate range also exceeded California's results, except in 2011. The rate of students scoring in the Early Intermediate and Beginning range was below the state's level for all five years. Male students perform in the Advanced and Early Advanced range more often than female students. Students whose primary language is Spanish are our only statistically significant language group. More JCS Spanish-speaking students perform in the Advanced to Early Advanced range than in the lower ranges. Our population of dual English Language Learners and Special Education students has only been statistically significant for two of five years; the data does not show a trend. In 2014, however, a large majority of Special Education students performed in the Beginning range. From 2011-2014 the number of students in Advanced, Early Advanced, and Intermediate ranges fell, while the number of students in the Early Intermediate and Beginning ranges rose. However, in 2015, the trend reversed itself and we saw the majority of our students performing in the Advanced to Early Advanced range again, with a minority in the Beginning range.



	Total # Students Tested	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
2010-11	11	2	5	2	1	1
2011-12	15	1	5	5	3	1
2012-13	15	3	3	4	2	3
2013-14	15	2	4	3	1	5
2014-15	19	1	7	9	0	2

Advanced and Early Advanced Rate by Significant Subgroup

	2011	2012	2013	2014	2015
TOTAL	63%	46%	40%	40%	52%
State	36%	38%	35%	18%	-
Male	75%	-	58%	34%	51%
Female	56%	33%	13%	55%	36%
Spanish	63%	54%	55%	44%	51%
SPED	-	40%	-	14%	-

Intermediate Rate by Significant Subgroup

	2011	2012	2013	2014	2015
TOTAL	18%	33%	27%	20%	40%
State	20%	20%	17%	22%	-
Male	25%	-	14%	17%	50%
Female	14%	33%	38%	22%	45%
Spanish	18%	27%	22%	22%	38%
SPED	-	40%	-	-	-

**Early Intermediate and Beginning Rate by Significant Subgroup**

	2011	2012	2013	2014	2015
TOTAL	18%	27%	33%	40%	13%
State	44%	42%	49%	60%	-
Male	-	-	28%	50%	13%
Female	28%	33%	38%	33%	18%
Spanish	18%	18%	22%	33%	13%
SPED	-	20%	-	85%	-

Graduation Rates

Year	Cohort Graduation Rate
2013-14	81.6%
2012-13	79.4%
2011-12	76.4%

Dropout Rates

	Annual Adjusted Dropout Rate			
Year	School	District	County	State
2013-14	.09%	18.0%	2.7%	3.1%
2012-13	4.8%	20.1%	3.5%	3.9%
2011-12	5.9%	10.7%	3.5%	4.0%

UC a-g Requirements

Until this school year, JCS had one other level of curriculum at the high school level called non-college prep (NCP). The NCP courses met board-approved graduation requirements, but were not approved as a-g courses by the UC. We eliminated the NCP courses this year and plan on writing honors courses for some core content classes over the next four years. While this will help improve the percentage of students meeting the UC a-g requirements, we do not believe this alone will significantly change the percentage. We understand that we must continue our concentrated efforts in math to ensure that more students are continuing the path to higher level mathematics.

	Grads Meeting UC/CSU Entrance Requirements			
Year	School	District	County	State
2013-14	22.8%	15.5%	47.8%	41.9%
2012-13	8.9%	7.5%	45.7%	39.4%
2011-12	25.6%	23.6%	43.2%	38.3%
2010-11	24.7%	24.7%	41.9%	36.9%
2009-10	38.7%	38.7%	41.5%	36.3%

**Physical Fitness Test**

According to a November 20, 2015, California Department of Education News Release, "State Superintendent of Public Instruction Tom Torlakson announced that the percentage of students who met the Healthy Fitness Zone (HFZ) performance standards in all six areas declined slightly but mostly remained stable this year, according to the results of the 2014–15 Physical Fitness Test."

The table below displays by grade level the percent of students meeting the fitness standards for the most recent testing period. There is a general trend of fitness test scores going down as students age. Paying attention to the percent of students in the Healthy Fitness Zone column, there is a steep decline in the Aerobic Capacity (cardiorespiratory endurance) category. Our students are not moving enough during the day at the moderate to vigorous intensity level. Body composition, abdominal strength, and upper body strength follow the same trend, although not as severely. Interestingly, there is a moderately strong improvement in Trunk Extension Strength and Flexibility as one moves into the high school years. It would be of interest to see how seniors would fare on the PFT.

	2013-14		
Grade 5	% HFZ	% Needs Improvement	% Health Risk
Aerobic Capacity	57.8	34.3	7.9
Body Composition	79.5	12.7	7.8
Abdominal Strength	78.9	21.1	N/A
Trunk Extension Strength	76.5	23.5	N/A
Upper Body Strength	72.9	27.1	N/A
Flexibility	71.7	28.3	N/A
Grade 7	% HFZ	% Needs Improvement	% Health Risk
Aerobic Capacity	51.7	26.4	21.9
Body Composition	78.7	12.4	8.9
Abdominal Strength	75.3	24.7	N/A
Trunk Extension Strength	75.8	24.2	N/A
Upper Body Strength	68.5	31.5	N/A
Flexibility	80.3	19.7	N/A
Grade 9	% HFZ	% Needs Improvement	% Health Risk
Aerobic Capacity	18.3	22.1	59.6
Body Composition	71.8	15.3	12.9
Abdominal Strength	72.5	27.5	N/A
Trunk Extension Strength	90.8	9.2	N/A
Upper Body Strength	67.2	32.8	N/A
Flexibility	87.0	13.0	N/A



CHAPTER II: PROGRESS REPORT

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits.

SIGNIFICANT DEVELOPMENTS

Our second WASC full self-study in spring 2010 identified three critical areas for follow-up, focused on writing, algebra, and student support. These critical areas became part of the schoolwide action plan—the blueprint for school improvement—through our 2013 mid-term review. As progress on critical areas for follow-up was realized, the action plan was further revised to reflect emerging needs and vision. Significant developments during the past six years affecting the ongoing review process include: implementing and refining of our schoolwide professional learning communities (PLCs), implementing Common Core State Standards, development and piloting of the STAR teacher rubric, significantly increasing the number of students with disabilities served, and floating a bond measure to allow for long-term savings from the purchase of facilities.

Significant Development: Professional Learning Communities

At the time of last full self-study, JCS had just implemented schoolwide professional learning communities for high school teachers, while our elementary academies and K-8 home study programs continued to meet in program specific groups during all certificated staff meetings (forums). By the time of the mid-term follow up, we had implemented schoolwide PLCs for all teachers with the understanding that while JCS offers many programs, we are one school and articulation among programs and horizontal and vertical alignment are important. During the 2014-15 school year, we refined the demographics of our PLC groups from purely content-area based covering all K-12 instruction to the following structure comprised of 13 PLCs:

K-1 st all subjects	2 nd –3 rd all subjects	4 th –5 th all subjects	Special Education	
6-8 ELA	6-8 Math	6-8 SS	6-8 Science	
9-12 ELA	9-12 Math	9-12 SS	9-12 Science	9-12 Electives

High school and middle school PLCs remain in content area groups, while our elementary teachers now participate in one of three grade level PLCs. The majority of our elementary academy staff teaches only one grade level, simplifying PLC assignments. Middle and high school academy staff may teach in more than one content area; we ask teachers to select the most relevant PLC group. High school home study specialists teach in one core content area, working in their respective PLC, while EFs oversee students in multiple grade levels and are asked to select the PLC most relevant to collaboration and professional development to serve their students. Assistant Directors review each PLC roster to ensure appropriate participation.



Significant Development: Common Core State Standards

During the 2013-14 school year, JCS began transitioning from the California State Standards to the Common Core State Standards (CCSS). San Diego County Office of Education staff led week-long CCSS training for JCS staff to begin thoughtful discussions on how to transition to the CCSS in the unique JCS environment. Since all JCS students are home schooled for a minimum of 26% of total learning time, buy-in and support by parents, who act as parent-teachers, is crucial to successful implementation.

During the 2014-15 school year, the PLCs created CCSS aligned scope and sequences for all grade levels (K-12). Science teachers have been transitioning to the NGSS standards, while social studies teachers are keeping abreast of California's movement of updating the social science standards.

JCS expects full transition to the CCSS, including adoption of CCSS curriculum and effective interpretation of CAASPP data to help drive instruction, to be complete in 2018. We have begun the adoption process at some of our academy sites and as we see how the implementation of those materials works we will begin to incorporate more resources into our home study program.

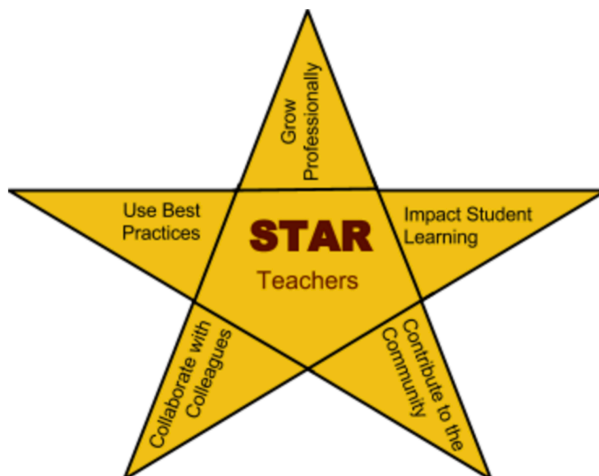
In contrast to site-based schools, where relatively few pieces of curriculum are used per subject level in each content area, the JCS K-8 home study program gives parents considerable flexibility in curriculum selection. JCS stocks suggested curriculum called "JCS Picks." These resources are identified by grade level in the parent portal document labeled "What to pick up at the RC (Resource Center)." Parents are not limited to this curriculum and may order other curriculum from approved vendors using educational units (EUs) for educational material resources (EMRs). All non-consumable materials ordered by JCS are returned to our Resource Center at the end of each school year, or when a child withdraws from the school.

To encourage adoption of the CCSS by parents, we created a page on our parent portal with a welcoming message for parents and an extensive resource list. A three-minute video by the Council of the Great City Schools explains why common goals nationwide are important. We provide carefully selected links, many from the CDE website, to help parents guide their children toward CCSS mastery.

Significant Development: STAR Teacher Rubric

During 2014-2015, with the goal of creating a teacher evaluation system that is easy to understand, implement, and manage, members of the Educational Leadership Team designed the STAR Teacher Rubric.

Although certificated JCS teachers have varying duties, the Assistant Directors agreed on common characteristics expected regardless of position or program. The process began by asking, "What qualities and skills do stellar teachers possess and practice?" We identified five domains that became the five points of the STAR Teacher graphic and job description.



STAR Teachers:

1. **Grow Professionally:** Stay knowledgeable about current educational best practices through learning, practicing, and reflecting to remain lifelong learners.
2. **Use Best Practices:** In an ongoing and timely manner, analyze, design, manage, assess, and document student learning.
3. **Impact Student Learning:** Provide evidence of student academic growth through assessment data and professional interactions that influence positive attitudes toward learning.
4. **Collaborate with Colleagues:** Actively contribute to and participate in teams and projects with peers to improve student learning and success.
5. **Contribute to the School Community:** Actively support the assigned program philosophy and culture and meet school wide professional expectations.

The STAR Teacher rubric was created using the five STAR domains, which were divided into nine measurable subdomains. Teachers are scored on a four point scale within each subdomain. A score of 1 means the teacher is ineffective in that subdomain. A score of 2 considers the teacher developing. Scores of 3 and 4 are effective and highly effective, respectively. The overall score determines the qualification of each teacher.

	Score	Restrictions
Highly Effective	32 - 36	Nothing lower than a score of 3 in any area
Effective	24 - 31	Nothing lower than 2 in Use Best Practices and Impact Student Learning
Developing	18 - 23	Must show improvement within 1 more year
Ineffective	0-17	Terminate employment



Similar job descriptions and rubrics have been created for academy coordinators, education specialists, and classified staff using the same five domains.

We are testing the implementation of the STAR Teacher rubric during the 2015-2016 school year. Assistant Directors completed an initial meeting with each teacher to review the job description and rubric. Teachers and assistant directors are gathering evidence to demonstrate teacher effectiveness in each domain throughout this school year. In June, each teacher will meet with their assistant director to complete the STAR Teacher rubric and receive a STAR Teacher score.

In the future, the Board may use these scores as part of a merit-based pay system.

Significant Development: Increase in Students with Disabilities

We hear often from families that we have a reputation for serving students with disabilities well. As a result, we have seen a notable increase in the number of students with disabilities. We have expanded the number of staff specifically assigned to serve students with disabilities and increased space in our facilities to provide services more effectively. In outlying areas, services for students often took place in mutually agreed upon facilities, such as libraries or at students' homes. To improve our services, we have rented dedicated facilities in Orange County and in Palm Desert. Again, since parents teach a minimum of 26% of the total learning time, they must understand how to provide accommodations and modifications. Education specialists meet with parents to help facilitate incorporation of strategies in the home study setting.

Significant Development: Facilities Purchase

JCS created a 501c3, SDORI Charter School Properties, LLC, to purchase facilities. A management company, Cardinal Industrial, manages the properties, tenants, and leases.

In March 2015, JCS offered a \$26 million dollar bond to secure four facilities: three in Riverside County and one in San Diego County. The bond will allow the school to flat line facilities costs and to build a balance sheet over the next 30 years. The four facilities are:

- Murrieta Complex. We own the entire building (15,000 square feet) and lease suites A-D and occupy Suites E-G with a meeting, learning, and resource center.
- Innovation Centre Temecula. Our Madison property (12,326 square feet) houses the Innovation Centre Temecula program and learning center classes on Friday for home study students.
- Temecula Complex. A 38,000-square-foot facility on 6.4 acres houses our SPED department for Riverside County and acts as a meeting and learning center for the Murrieta Middle and High School programs. We currently lease a portion of the site to a preschool, but plan to eventually use that space for additional classroom instruction.
- Phoenix Learning Center–Encinitas. We are finishing renovations on a 35,000-square-foot facility housing our Phoenix Learning Center program (K-8), which will also hold a San Diego resource center. We plan to offer Friday learning center classes for home study students in the near future.



SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

To better address identified needs, JCS has aligned our Strategic Plan, our WASC plan, and our Local Control and Accountability Plan to focus on our three critical areas for improvement. While we feel we have made significant gains, stakeholders believe we still have considerable work ahead to transition to CCSS and even greater use of technology for instruction and assessment. Here is what has been accomplished to date:

In 2010, JCS staff developed an action plan that contained three schoolwide critical areas for follow-up.

1. Expand expository writing strategies across the curriculum.
2. Refine, design, implement and assess instructional and curricular strategies to enable all students to master algebra.
3. Refine, design and implement comprehensive support strategies for all students.

In 2013, JCS staff updated our action plan, and while we kept the same three schoolwide critical areas for follow-up, we added, modified, or eliminated action steps in each critical area.

Listed below is each action step from the 2010 self-study, followed by new or modified action items along with the progress to date.

Ongoing Follow-up Process: Expand Expository Writing Strategies across the Curriculum

Action Step 1: Establish a Writing Across the Curriculum (WATC) team to guide development work. (Original Action Step)
Update 1: Update School Pathways modules with built-in Compass Learning Odyssey, Common Sense Media, and Project-based ideas.
Update 2: Add the 12 th grade California State University Expository Reading and Writing course with CSU-certified instructors (including CSU ERWC modules for middle and high school students)
Update 3: Ensure that pacing guides and modules in School Pathways have built-in scaffolding, differentiation options, and writing/project assignments tied to student profiles.
Update 4: Develop more unit studies that incorporate writing across the curriculum.
Update 5: Implement Common Core (lends itself to writing across the curriculum).
Update 6: Build out more “celebrations of learning” (writing).
Update 7: Include in Monday Message after the Forum two sentences from one or more PLCs to build schoolwide culture and as a way to share best practices.
Update 8: Implement at least one consistent writing strategy across all programs.



Progress

Action Step 1. At the time of the 2010 self-study, JCS had just established PLCs at the high school level. While they were learning to function as core content area groups, our PLCs did not articulate or collaborate. We understood that for writing to improve, there would need to be a focus on writing across the subject areas, and our thoughts at the time were that a Writing across the Curriculum team made sense to lead this charge. Between 2010 and 2013, as our high school PLCs solidified and we added PLCs across all grade levels, it became apparent that adding a Writing Across the Curriculum team no longer made sense. Instead we added the eight updates seen in the table above.

Update 1. SchoolPathways Student Information System (SP SIS) is tailored to meet the needs of independent study. In addition to functioning as a SIS, home study educational facilitators (EFs) use SP SIS to give assignments to students in advance. Because we do not restrict our students and families to the use of one curriculum, educational facilitators (EFs) may select from more than 1,000 modules in SP SIS. Updating this curriculum to include writing strategies in all content areas was essential. We no longer use CLO (Compass Learning Online) on a schoolwide basis. We have added other writing strategies, including material from Common Sense Media and new project-based assignments with cross-curricular writing requirements. Three years ago, we introduced Project Week. The Project Week FAQ for families states, "Each student will choose one project to work on during the last week of Fall Semester. They will choose from a math, science, social studies, or community service project. Or they can propose their own project. Each project will have an English/Language Arts component. No other assignments will be given during Project Week." Beginning last school year, three projects from each grade band level (K-2, 3-5, 6-8, and 9-12) are selected by administration from a pool nominated by our teachers to participate in our EPIC Awards at our February Forum. EPIC stands for educational, passionate, innovative and creative. All finalists and their families come to the morning session and present their projects for our PLCs. The PLCs then select the award winners. In addition, all the finalists are posted on our social media sites and a People's Choice Award is also awarded. A luncheon is provided for all the finalists, their families, and their teachers. This is a highlight of our school year.

Update 2. In 2003 California State University (CSU) faculty members began developing an expository reading and writing course (ERWC) to support high school seniors' college readiness. The course was first published in 2008 and updated in 2013. In addition to the full course for grade 12, four supplementary modules for each grade level, 7-11, are also available. CSU partnered with county education offices to offer four-day professional learning workshops. JCS sent all of our high school English teachers to the course at the San Diego County Office of Education (SDCOE) in 2013 and began offering the course for the first time that year. Since then, as new teachers have been hired or positions have changed, JCS has sent additional teachers to the training. SDCOE provided an administrator workshop in 2014 that the Home Study Assistant Director attended.

Update 3. As mentioned in update 1, JCS has been updating curriculum in School Pathways. In addition to adding writing to curriculum beyond English, we added in scaffolding and differentiation options. K-8 teachers make additional modifications when assignments are given. This school year (2015-2016) we are implementing school wide student profiles for



students. Teachers select at least one math sample and one writing sample from each student each semester to place in centralized online student folders, thus facilitating PLC conversations to develop common assessments.

Update 4: JCS continues to increase the number of unit studies incorporating writing across the curriculum. For example, 10th grade home study students have two joint English and world history writing assignments during the spring semester. The first assignment is a war editorial in which students contribute to an online discussion forum in their English class that asks them to consider the comments from their fellow classmates about Crane's poem *War is Kind* while analyzing characters from *All Quiet on the Western Front*. Students then formulate an editorial for the school newspaper in which they present their opinion of the subject of war. Types of editorials and how to write an editorial are covered in the English class during this time. Later in the semester, a unit entitled "451 Degrees Collaborative" includes a joint essay after reading *Fahrenheit 451* that analyzes historical context to better understand Bradbury's views on censorship, defying authority, the First Amendment, and the role of technology. These ideas from their English class are tied to World History topics including the automobile frenzy, Nagasaki and Hiroshima, the Cold War, and the aftermath of World War II. Students respond to the following prompt: "What message or theme is Bradbury trying to impart on his audience? What things in society is he commenting on, and how has the historical context of the novel shaped Bradbury's beliefs and his worldview?" Students are evaluated based on a common rubric developed between the English and history teachers.

Update 5: As mentioned in chapter one, JCS is well underway in implementing Common Core and expects that the transition will take at least the next three years. We believe that many of the standards lend themselves to writing across the curriculum. The largest change in the core content areas has come in math. CCSS incorporates writing into math, especially in terms of explaining and interpreting answers as opposed to simply writing solutions in a way that the California State Standards did not. For example, a problem on an algebra benchmark provides students an equation that has been solved and asks the students to find the mistake in the solution and explain in writing how to correct the problem before finding the correct answer.

Update 6: As mentioned previously in describing Project Week, we find that times for celebration of learning are extremely beneficial to our students who are spread out over three counties and enjoy fewer opportunities to interact than students in traditional five day a week programs. Project Week has been a great success for a schoolwide celebration of learning—including the celebration of writing across the curriculum.

Update 7: JCS created a [Growth Blog](#) where teachers can share best practices, useful tips, and other ideas to improve student learning. Recent staff posting have included session recaps by teachers who went to the Google Apps for Education Conference (video tutorials on how to use Screencastify and learning to love Gmail, and a reflection on building a culture of innovation.) Growth blog posts are seen as links on the staff portal when teachers login so that it is easy to see and read recent updates to the blog.

Update 8: We have not implemented one consistent writing strategy across all programs and we no longer believe that this is a beneficial task. When this task was created, we thought that implementing one writing strategy across all programs would allow our



teachers to have a common language for discussion of student work and that our students who moved between programs would find the transition easier. We now believe that after our PLCs developed the Common Core State Standards aligned scope and sequences last school year, that they will be able to develop common assessments, including writing assessments, without needing to use one consistent writing strategy across all programs. We believe that the strategies used to teach writing do not need to be standardized across the entire school, but rather up to teachers based on student need. The 9-12 English teachers do use a common rubric for writing that it is also used in the 9-12 Project Week projects. The governing board approved at the December 2015 board meeting a professional development plan that includes funding for the different programs to implement training aligned to the CCSS scope and sequences created in the 2014-2015 school year by the PLCs. Priority for training funds is targeted to the Critical Learner Needs.

Action Step 2: Develop Information and Communications Technology (ICT) Literacy Maps in core content areas that include core content knowledge, 21st century themes, and life and career skills using ICT, learning, and innovation skills as mechanisms to guide student writing projects. (Original Action Step)

Update 1: Personalized ICT Maps for core content areas designed for specific school audiences.

Progress

Action Step 2 & Update 1. When this action step was developed, Common Core State Standards did not exist in California and ICT was viewed as an add on to the curriculum rather than something to be naturally embedded. Our high school PLCs had developed scope and sequences aligned to the California State Standards; we believed ICT Literacy Maps should be added to ensure technology was embedded into courses. When we wrote the updated task, California was starting the process of adopting the CCSS. We retained this goal in a modified form, uncertain how technology skills were embedded into the standards. After reviewing our PLC scope and sequences and beginning our transition to full adoption of Google Apps for Education (2013-14 school year), we no longer believe this should be a standalone task. We believe we are effectively embedding technology into the curriculum as a means to further develop student writing. Upon enrollment in JCS, via an automated process, all students have JCS Google accounts and JCS email addresses that are hosted by Google. All students can login and create and complete assignments using the tools found in Google Apps for Education. Many students turn in and share their writing with their teachers and other students via this method. Some JCS teachers use Google Classroom. When transitioning schoolwide to using Canvas in the 2016-17 school year, it is likely that no teachers will continue to use Google Classroom since Canvas integrates well with all the Google tools and students can link their Google and Canvas accounts.

Action Step 3: Teach writing skills in the context of core subjects and interdisciplinary themes; use ICT Literacy Maps as content and project guide. (Original Action Step)

Action Step 4: Increase student, teacher, and parent-teacher conversations about



student writing. (Original Action Step)
Action Step 5: Calibrate interdisciplinary staff on scoring and evaluating student writing. (Original Action Step)
Action Step 6: Provide training and practice in creating effective rubrics. (Original Action Step)
Action Step 7: Post rubrics, exemplars and sample scored student work for at least one writing project in each core subject. (Original Action Step)
Update 1: Provide rubrics, exemplars, and sample scored student work for new writing course.
Update 2: Publicize rubrics and student samples in home study quarterly newsletter.

Progress

Action Step 3. While JCS has elected not to use ICT Literacy Maps as content and project guides, we are working to teach writing in the context of core subjects and interdisciplinary themes. For example, all high school science courses include written lab reports and end of unit performance tasks.

Action Step 4. JCS continues to increase student, teacher, and parent-teacher conversations about student writing. In home study, two writing eClasses at the middle school level are normally offered each year. We also added dedicated writing classes to our home study learning centers beginning in the 2013-14 school year at most of the learning centers. On our parent portal, we added links to K-8 instructional material for home study parents. On our language arts page, we added writing assessments for each grade level, rubrics, and student writing examples over the course of the last few school years.

Action Step 5. While our high school English department has calibrated scoring and evaluation of student writing, we have not done this in an interdisciplinary fashion or across grade level PLCs. Our transition to the Common Core State Standards took priority over several original tasks. For example, our PLCs used 2014-2015 to align the scope and sequence plans to the CCSS. We continue to believe that conversations around what exemplifies good writing are vital. Our centralized, accessible inventory of at least two writing samples for every student every year will facilitate those conversations which will happen in the PLCs.

Action Step 6. We have not provided training schoolwide on creating effective rubrics. However, our high school English PLC has adopted the California State University Expository Reading and Writing rubric for significant writing tasks. We have also encouraged the use of online rubric tools such as Doctopus, Goobric, and Flubaroo and provided optional training for interested faculty.

Action Step 7. We have posted a limited selection of rubrics and exemplars, but have not completed this step. We have posted rubrics and exemplars in our Project Week Gallery and the exemplars will continue to grow each year as our annual tradition continues.

Update 1. We implemented a 9th grade writing course for students to supplement ninth grade English in the 2010-2011 school year. We believed this course, comprised of nine



weeks of expository writing and nine weeks of research writing, would help students throughout their high school careers. Two years ago (beginning with the 2014-15 school year), we separated the 5 unit class into two 2.5 credit classes to reduce the burden on students starting late in the semester, students overwhelmed by two 5-unit ELA classes (English and Writing) in the same semester, and students needing more than nine weeks, (including students with writing-focused IEPs) to complete the class. Separating the classes also yields more granular data on different writing skills to inform future instruction both schoolwide and for individual students. The ninth grade writing course provides rubrics, exemplars and sample student work.

Update 2: Home study worked for a year to create a quarterly newsletter and found that the return on investment of time was not warranted. Since home study encompassed grades K-12, creating a newsletter relevant to all grade levels consumed inordinate amounts of time that could be more effectively used for direct instruction and feedback to students. We now send blast emails to parents with specific updates. Writing rubrics and exemplars are provided in the middle school eClasses and in high school classes.

Action Step 8: Provide access to writing specialists for students, teachers, and parents. (Original Action Step)

Completed before the mid-term visit.

Action Step 8. A high school English specialist teaches the ninth grade writing courses. JCS believes in multiple means of communication; the teacher is accessible by phone, email, and through the online learning management system.

Ongoing Follow-up Process: Refine, Design, Implement and Assess Instructional and Curricular Strategies to Enable all Students to Master Algebra

Action Step 1: K-8 (algebra) math curriculum that offers early, mid- and advanced-math skill development. (Original Action Step)

Action Step 2: Math modules that can be incorporated into current curriculum to fill alignment gaps between different curricula and the standards. (Original Action Step)
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Action Step 3: Teacher and parent-teacher teaching strategies to promote algebraic thinking. (Original Action Step)
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Action Step 4: Screening and diagnostic assessments to place students and monitor progress. (Original Action Step)

Update 1: Benchmarks and final exams updated to reflect types of questions that will be found on the new STAR test.



Progress

Action Steps 1–4. When these action steps were written, JCS observed students entering the ninth grade unprepared for algebra. These students' skills were often weak in fractions, decimals, and percent; they struggled with the notion of a variable. Because JCS believes in the idea of curriculum choice, we stock a variety of math curriculum in our resource center and also allow use of educational units (EUs) for the purchase of curriculum that is not stocked in the Resource Center. Because of this variety of curriculum, we began to explore the idea of incorporating math modules that could be integrated into any of the curriculum to help fill standards gaps. In addition, we observed that working with our teachers and parent-teachers on strategies to promote algebraic thinking was necessary to prepare students for algebra and that we needed to start by identifying students' current math skills.

JCS implemented beginning of the year schoolwide screening and diagnostic assessments of students in both math and ELA. We ask all teachers to give Renaissance Placement (RP) tests to all second through ninth graders at the start and end of each school year.

Participation has increased annually, with a fall 2015 rate of 93% for the RP math test. In addition, we have created in-house math placement tests for all middle school and high school students to inform appropriate course placement and identify needs for student support. Since the implementation of the math placement test, students are now more appropriately placed in the correct course resulting in fewer students earning a D or F.

Jo Boaler's research on math mindset guides our math thinking. We paid for teachers to take her course, "How To Learn Math: For Teachers and Parents," through Coursera, now on Stanford OpenEdX. (Several of our teachers and two assistant directors took the free course the first year it was offered.) Boaler's research is helping us transition to CCSS, particularly because parents have told us math is the content area they feel most challenged to teach. Parents tend to revert to teaching math the way they learned it. Some of our math teachers in the academy and home study programs have created instructional math videos to help both our parents and our students with math. The videos allow JCS teachers to model their teaching strategies for parents.

We also implemented middle school math eClasses to help students prepare for high school math. We currently offer a pre-algebra and an eClass for middle school students and a Math 6 class. As we transition to CCSS and switch to integrated math, the pre-algebra and algebra courses will be rewritten as Math 7 and Math 8. We also offer Algebra I and Geometry to middle school students as traditional home study classes and as eClasses.

We are piloting Carnegie Math at the middle and high school levels this year while also exploring options offered by Pearson.

Update 1. When the updated task was written, we did not yet know the nature and approach of the new state test. Our math department created CCSS modules to supplement our Algebra I and Geometry curriculum during the transition to Integrated Math. These modules now include benchmark questions that align with the math CAASPP test. Remediation modules are available to target specific deficiencies in skills. Standards based modules have been added to some lower level curriculum options to address standards omitted from the base curriculum. Some academies are taking a more project-based



approach while others are using a flipped classroom approach with more in-depth problem solving and performance tasks applicable in real world contexts.

Action Step 5: Additional intervention strategies that address various learning styles.
(Original Action Step)

Action Step 6: Cross-curricular lessons with math, science, and/or writing focus.
(Original Action Step)

Update 1: Implement Common Core standards.

Update 2: Provide rubrics, exemplars, and sample scored student work for at least one math project.

Update 3: Build out ICT projects in math.

Progress

Action Steps 5 & 6. We have increased middle school eClass offerings and added math eClasses at the high school level. The additional eClasses led us to expand our use of online student tutoring. In both academy and home study programs, our teachers and students use online resources such as IXL, Khan Academy, and TenMarks. Our SafetyNet process, which will be explained in greater detail in our third critical area for follow-up, provides teachers and parents with additional intervention strategies to address individual students' levels of engagement, background knowledge, and ability. Our teachers modify assignments as appropriate and use a variety of assessments to check for student learning and mastery.

All Project Week projects incorporate a language arts component in addition to the subject category of the project. Project Week, is now in our third year, an annual event happening in January of each year.

Updates 1-3. After California adopted the CCSS, JCS initiated a transition to integrated math as part of our transition to Common Core. Student friendly math standards of practice posters are displayed in all learning environments and referred to often when working with students. Project Week projects have rubrics attached for evaluation and exemplars provided in the Project Week Gallery. As in ELA, our focus has moved away from ICT as an add-on to the math curriculum and is now an embedded focus.

Action Step 7: Remediation materials to address student deficits. (Original Action Step)

Update 1: Develop intervention matrix and materials for facilitators to use during interaction with parents.



Progress

Action Step 7 and Update 1. JCS has remediation material to address student deficits, such as the *Keys to...* series (*Keys to Fractions*) as well as teacher created material and IXL. Simply having the material available does not necessarily help our teachers know how to help address deficits. At the high school level, the implementation of math placement tests in the 2012-13 school year schoolwide has allowed for students to be placed in appropriate math classes. We currently offer Algebra I over two years and plan to offer a two-year Integrated Math I class. We believe the slower pace helps to address student deficits. We also offer a non a-g lower level math course to help high school students gain the skills to succeed in higher math. This particularly benefits high school students who come to us while in high school and who have not succeeded in traditional and charter schools offering only a four-year university bound math track.

Action Step 8: Focused professional development to increase teacher and parent-teacher content knowledge and instructional strategies. (Original Action Step)
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No update or modification. Ongoing.

Progress

Action Step 8. This is an area of ongoing concern. Parents tend to teach math the way math was taught to them. We have emphasized Boaler's work on growth mindset and math, provided opportunities for our teachers to attend math professional development and lecture series, and used in-house and outside video resources such as Khan Academy. We also host welcome days, curriculum chats, and home study network days. Still, recent CAASPP scores show that our students are struggling more in math than in ELA. We recently created a board-approved professional development plan with half of its funding dedicated to math professional development.

Ongoing Follow-up Process: Refine, Design and Implement Comprehensive Support Strategies for All Students

Action Step 1: Identify students needing support. (Original Action Step)

Update 1: Build in accountability for supports: remediation materials, video instruction, and tutoring.

Update 2: Build social and emotional learning core competencies matrix to help identify struggling students.
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Update 3: Update Concern Report with early warning indicators section to assist with monitoring struggling students.
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Progress

Action Step 1. JCS has implemented a comprehensive plan to identify students needing support. Teachers have created folders on Google Drive for each student containing student profiles and sub-folders for math and ELA, with the priority given to students who are most in need. IEP, 504, and SafetyNet students have additional folders where assessments and other documents are shared with the support team.

Teachers keep student profiles up to date, including areas of concern. Teachers implement various RtI strategies to address the concerns. For ongoing concerns, teachers file concern reports that are shared with home study or academy SafetyNet teams. The team suggests additional RtI strategies and documents the success of the endeavors. If limited or no success is seen after six weeks, additional RtI strategies are tried or the student is referred on to our Student Support Team. SST either refers a student for testing or implements additional RtI supports. This process continues until either the RtI strategies work or the student is tested and qualifies for special education. To help teachers implement this process, our Safety Net and Concern Reports teacher portal page includes graphics that detail the RtI process for academic and speech concerns, the steps need to create and update a concern report, and the process of transferring a concern report to another teacher.

Updates 1-3. On our staff portal, a page called Supporting Struggling Learners gives 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). There are also lists of curriculum on online resources to support struggling learners, websites, and links to supplemental material. We have updated our Concern Report several times in recent years to better understand why students might struggle. For example, we now collect information on languages spoken at home, the date of the last hearing/vision screening, whether a student has been retained previously, and if there was a previous special education or 504 assessment.

Action Step 2: Assess student needs and offer/expand quality elective courses, programs, or referrals that meet these needs. (Original Action Step)
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Update 1: Continue to update elective programs and build CTE program.

Progress

The high school electives PLC identified many areas of need over the past three years, adopted many new textbooks, and wrote new curriculum for a variety of elective courses, including CTE courses. Specifically, the following courses have been adopted or curriculum updated within the past three years and our high school course catalog has been updated to include these curricular options. The electives PLC continues to develop new curriculum each year and to create opportunities for students to participate in community service or volunteer opportunities.

Course descriptions are available in the high school course catalog:



- Introduction to Marketing (CTE – business and marketing section)
- Word Processing/Computer Skills 1 (includes Microsoft Word, Excel, PowerPoint and Access for students)
- Introduction to Entrepreneurship (new textbook adoption) CTE – business and marketing
- Money Management (new textbook adoption) CTE – business and finance
- Cooking (new textbook adoption) CTE – career pathways
- Video Game Design 1 (new textbook adoption) CTE – career pathways
- Creative Writing (new textbook adoption)
- Generic VAPA 0-HS (utilizing state standards)
- Life Management/Life Skills
- First Aid (new book adoption; in addition, Kristy Matthews worked with the Julian Fire Department in the Spring of 2015 to offer a one month hands-on training for CPR and first aid for middle and high school students) – CTE health careers
- Financial Component for Life Skills (CTE)
- Career/Life with Revisions (CTE – California Career Pathways - career research paper added as well as financial component for seniors)
- Drawing - Sem A and Sem B (VAPA)
- Photography & Digital Photography (VAPA)
- Mythology (generic)
- Costume Design (College Preparatory)
- Driver's Ed
- Health - AGS and Glencoe versions (CTE – health careers)
- Art Appreciation (College Preparatory)
- Music Appreciation (College Preparatory)
- Sociology (College Preparatory)
- Psychology (College Preparatory)
- Culinary Arts (VAPA)
- Teacher Aide
- French 1 (Foreign Language/VAPA College Preparatory course)
- Spanish I, II, and III (college preparatory) are offered in an eClass, and curriculum continues to be polished
- Home Economics (handbook written by the PLC) (CTE home economics)
- WEE – Work Experience Education (CTE – WEE) continues to be an excellent program run by our high school home study counselor, Lisa Simmons

Students and staff have welcomed these new courses. The shelves in the Resource Center are filled with many options; it is a source of pride for the electives PLC to see their hard work used by so many students. For the 2015-2016 school year, the electives PLC continues to work on several new curricula including: childhood development (VAPA), geography, introduction to art, accounting, French II, and food and nutrition.

Action Step 3: Continue to review data and assessment results to identify programmatic areas of success and ongoing needs. (Original Action Step)
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Action Step 4: Identify and measure skills and work habits needed for success in



academic classes and promote whole-child achievement using ESLRs and 21st century skills framework as a baseline. (Original Action Step)

Action Step 5: Develop student-monitored learning plans and additional levels of support for SMART goal setting and monitoring. (Original Action Step)

Update 1: Need schoolwide format for student learning plans before progress can be made.

Progress

Action Steps 3-4. Before the switch to CCSS, our high school PLCs had put in place data review protocols. From the time of the last mid-term review, until this year, there has been no standardized test data from the State to analyze. We have continued to ask that all students in second through ninth grade take the Renaissance Place (RP) test in ELA and math. Our teachers have examined these results, as well as more formative assessments, on a per teacher basis. Our high school PLCs continue to examine overall class grade data and scores on final exams and, until this school year, CAHSEE scores. When CAASPP scores were made available to schools this year, we hired an outside firm to disaggregate the scores by program and shared these scores with our PLCs.

We know that research shows a strong link between social and emotional learning core competencies (self-management, self-awareness, responsible decision-making, social awareness, and relationship skills) and academic performance. Many students who come to us struggle with social and emotional core competencies and have felt alienated in more traditional school settings. Our teachers are now beginning to identify on the Student Profiles early concerns about incoming students (failure in at least one course in ninth grade, significant time out of school, movement between multiple schools in a short period of time, significant illness of child or parent). We are still struggling with how best to help students and families who enter with these types of issues.

Action Step 5 and Update 1. We have started this year, with the student folders on Google Drive, to put in place a schoolwide format for student learning plans.

Action Step 6: Review and update technology plan to include more tech-enabled student supports. (Original Action Step)

Action Step 7: Increase the use of interdisciplinary lessons and project-based learning into curriculum. Provide more opportunities for authentic online learning. Increase use of synchronous and asynchronous supports. (Original Action Step)

Action Step 8: Increase # of students meeting UC/CSU “a-g” requirements. (Original Action Step)

Action Step 9: Communicate, articulate and share best practices among all JCS programs/departments. Increase program alignment, coordination, & expectations. Publicize availability of support structure and resources. (Original Action Step)

Update 1: Set stage to use the resources we currently own before recommending other



curricula/resources.

Progress

Action Step 6. We updated our 2014–2017 EdTech Plan and it was approved by the San Diego County Office of Education and the State of California in 2014. The current EdTech Plan includes more tech-enabled student supports, including a major purchase of Chromebooks. In addition, software or web-based tech supports include items such as: TurnItIn.com, Shakespeare in Bits, BrainHoney, Big Blue Button, Discovery Education, Khan Academy, Rosetta Stone, and Renaissance Place.

Action Step 7. We have increased the use of interdisciplinary lessons and project-based learning. For example, this year at JCS Murrieta Middle 7th and 8th grade teachers teamed to make research papers relevant to both classes. Seventh graders researched a medieval historical figure (Ghengis Khan, Julius Caesar, etc) and then argued whether this figure should be considered a hero or a villain. Eighth graders researched a landmark Supreme Court case (Tinker vs. Des Moines, TLO vs. New Jersey, etc) and argued whether the ruling was constitutional and how/if it impacts students' lives today. While the emphasis in ELA was on the research process (evaluating sources & parenthetical citations) and the writing process (organizing, drafting, peer/parent reviewing), the students were deepening their understanding of a social studies concept of their choice.

Sixth grade science and ELA teachers collaborated on a modified 7th grade ERWC unit titled, "Tap vs. Bottle Water." Students participated in an experiment where they observed, smelled, and tasted two water samples. They had to decide which was tap and which was bottled water based on their observations; they also had to decide which one they would rather drink. Then students read expository articles and viewed videos from three different view points on bottled water and tap water. After students learned about the effects of bottled water and tap water, students completed a writing task where they were asked to write a letter to the school coordinator arguing that tap water fountains or bottled water should be available for student consumption in every classroom. Students had to use evidence from at least one of the sources read/viewed and incorporate it into their arguments. Throughout the process, students used science skills to hypothesize and observe. Students also explored science concepts related to water: pollution, contamination, fluoride treatment, etc..

We have increased our use of synchronous and asynchronous supports. Our home study final review sessions, introductory course sessions, and all eClasses are all held on Big Blue Button (BBB), a synchronous online tool. Tools such as TurnItIn.com allow for student revision and refinement prior to submitting a final draft to the teacher.

Action Step 8. We have not increased the number of students meeting the a-g requirement. Prior to this school year, JCS had four levels of curriculum, of which only the top level, what we called College Prep (CP), met the a-g requirements. The other levels of curriculum included: Non-College Prep (NCP) courses for students who had decided that they were not looking to go directly into a four year university, basic courses for students whose IEP team had decided that they needed significantly modified curriculum, and foundational courses for non-diploma bound students. Although we asked ninth grade students and families to keep students' college options open and to take CP courses, we found significant numbers of ninth and tenth grade students who we believed could be successful in CP courses



electing to take NCP courses. With the move to CCSS and wanting to ensure that all students are college and career ready, we eliminated the NCP courses this school year. We have not seen an increase in the number of students earning a third strike for lack of work completion and we are gathering data on student success in CP courses. While the elimination of NCP courses will increase the number of students taking a-g courses, we do not believe that the completion rate for a-g requirements will jump significantly in the next few years while we are transitioning to integrated math.

Action Step 9. All of our teachers are in a PLC comprised of members from multiple programs. The PLCs have shared Google docs and Google sites for collaboration between the face to face meetings. The PLCs have improved the alignment and coordination of our program and raised schoolwide expectations. The assistant directors meet on a regular and ongoing basis to establish, align, and coordinate expectations. In addition to collaborating and sharing best practices in PLCs, staff reads and contributes to our Growth Blog. We are using our staff portal to publicize support structures and resources.

Update 1. We have set the stage to use the resources we currently own by putting in place a portal, with staff, parent and student levels of access, as a way to house knowledge, information, and resources. As a school where our students and teachers are spread over a large geographical area, we have provided a great deal of choice on the resources a family may use for schooling. We found that in addition to the physical resources housed in the Resource Center, we also require an online resource manager, and therefore created and staffed a new position.

Action Step 10: Train teachers in understanding and implementing IEPs and Section 504 Plans. (Original Action Step)

Update 1: Build expertise in how to work with special needs children.

- How to identify struggling students
- How to evaluate student work for potential issues
- How to provide relevant data for Safety Net and Special Education teachers

Progress

Action Step 10 and Update 1. During our Forums, we normally have a dedicated time for our PLCs to meet for about half of the day. During the other half, we typically divide the time up into focused professional development, Growth Time, during which teachers can choose among programs, along with 45 minutes to an hour of “Unthink Time,” when teachers can gather in small groups focused on topics they create. For the past few years, our Assessment & Intervention Coordinator has led sessions on understanding and implementing IEPs and 504s, using RtI strategies with students, and identifying students of concern. These sessions are always well attended. We will continue to provide these sessions to teachers as we work to identify struggling students and to evaluate work for potential issues.

Our Associate Director of Special Education created a Teacher Progress Report, using Google Forms, that walks teachers through the process of providing relevant data for



special education. We use a Concern Report template to update and track SafetyNet students.

Academy coordinators have been trained by special education staff to admin IEP meetings for students in their academy program. The academy coordinator being the admin leads to stronger support of the teachers implementation of the IEPs.

Action Step 11: Train staff in strategies for interdisciplinary support of literacy/numeracy. (Original Action Step)

Action Step 12: Train staff in strategies for collaboration around evaluation of student work. (Original Action Step)

Action Step 13: Continue to build a data-driven PLC culture where staff development and professional growth stems from the work of the team and is responsive to teachers' needs. (Original Action Step)

Update 1: Build participation level for K-9 RP Testing.

Update 2: Transition grades 6-8 from current grading system to one where an "A" means the content has been mastered.

Action Step 11. Schoolwide, we have not trained all staff in strategies for literacy/numeracy.

Action Steps 12 & 13. Under the California State Standards our high school PLCs collaborated around the evaluation of student work. Departments compared STAR test data, strand data, and benchmark/final exam data. When CCSS were adopted in California and we restructured our middle and elementary PLCs, we restarted the process. First, our PLCs aligned scope and sequence plans to the CCSS. During the current school year, PLCs are establishing common schoolwide assessments using student work samples to begin the discussion.

Update 1. Our participation level for RP testing has increased over the past few years. We have subscriptions to the STAR Early Literacy, STAR Math and STAR Reading tests. We ask that STAR Early Literacy (or another test such as the Learning A-Z assessments) be given to students in grades K-1, and that STAR Math and STAR Reading be given to students in grades 2-9. The fall 2014 second-ninth grade participation rate was 77% in reading and 72% in math. This increased to 94% in reading and 93% in math in fall of 2015. Our K-1 participation rates are lower, mostly because teachers use different assessments. The Early Literacy participation rate was 53% in fall 2014 and 46% in fall 2015. The K-1 math participation rate was 25% in fall 2014 and 16% in fall 2015. Our teachers keep the RP Diagnostic Reports in the Student Folders on Google Drive for review to be used to help guide instructional decisions.

Update 2. We have made little progress in transitioning our 6-8 grading system from its emphasis on student work completion to content mastery. Common assessments developed by the PLCs will support the transition.



CHAPTER III: STUDENT/COMMUNITY PROFILE — OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS

IMPLICATIONS OF PROFILE DATA

A charter school leader, in an article published by *The Press Enterprise* on January 28, 2016 wrote, “The fact is that charter schools have no students except those that choose to attend them, and this choice can be made or unmade at any time” (mbrace change, diversity in public school options). At Julian Charter School, parents who could have selected to place their children in a traditional or charter site-based school, instead selected an independent-study charter school. This parent selection has led to the student body make-up for JCS and contributes to the student achievement of our students. JCS does not have a typical student; each independent-study student is unique. What can be noted schoolwide from the following list of points below is that there are some trends in the profile data. Parents who select to place their children in JCS normally fit into one or more of these groups: a) traditional home study parents who are actively involved in their children’s education, b) parents who are looking to be partners in their children’s education in a blended environment with their child being with a credentialed teacher for part of the time each week, and/or c) parents whose children have not been successful at non-independent study schools. When JCS compares our Statewide achievement data to other similar schools, independent study based charter schools, our students are achieving at a higher level than most of our competitors. Still, in examining the data JCS has good deal of work to do in helping all students be successful regardless of grade level or program selection.

1. Enrollment has remained steady at 2,400–2,500 over the past three years.
2. The ethnic make up of the student population approximately mirrors our sponsoring school district, but not that of San Diego County.
3. The population of students qualifying for free and reduced meals has remained steady (33%), but is lower than that both our sponsoring district (60%) and the county (51%).
4. The ELL population (1%) is lower than our sponsoring district (5%) or the county (18%), but since parents are the primary teacher at least 26% of the time this is not surprising.
5. ADA has remained steady at 97-98% over the last three years.
6. Our population of students with disabilities has increased significantly from just under nine percent in the 2011-12 school year to 12.3% as of December 2015. The SWD population mirrors that of San Diego County which is at 12.1%.
7. 92% of our 11th graders exceeded, met, or nearly met the standards in ELA, with only 8% not meeting standards.
8. Over a quarter of our third through fifth graders did not meet the standards in ELA (3rd=26%, 4th=30%, 5th=27%). Traditionally our students at the elementary level performed well on the previous STAR tests so this is a difference.



9. In the areas of Reading, Writing, and Research, about one third of our eleventh graders are above standard, but only 14% are above standard in Listening.
10. About one third of our third through fifth graders are below standard in the areas of Reading and Writing.
11. Only 3% of the eleventh graders exceeded the standards in math and 47% did not meet the standards.
12. Students in the lower grades also did not perform well overall in math with 31% of the third, fourth and fifth graders not meeting the standards.
13. Across all grade levels, our students struggle the most in math with Concepts & Procedures. They do best with Problem Solving & Modeling.
14. In ELA, JCS performs better than all similar schools except Classical Academy.
15. Although student performance in math is worse than in ELA, our students scored about the same as students in the county and state, and performed better than similar schools except Classical Academy.
16. Before it was eliminated, our CAHSEE census pass rate exceeded the statewide average in both ELA and math, and while the math pass rate was lower overall, there was not as large a discrepancy between math and ELA scores as is seen with the CAASPP.
17. On the census CAHSEE, the pass rate for students with disabilities was significantly lower than the overall pass rate.
18. On the census CAHSEE, the pass rate for SED students was about the same as the overall pass rate.
19. Our graduation rate has continued to slowly creep up in the past three years and is slightly ahead of the rate for San Diego County and about the same as the rate for the state.
20. Our dropout rate hovered at around five percent for several years, but last year was less than one percent.
21. The percentage of our students meeting UC/CSU requirements is significantly below the county and state percentages.
22. Fitness scores go down as our students get older.
23. Our PLCs are firmly in place, we are satisfied with the content and grade level groupings, and the PLCs have become a part of our school culture.
24. Many of our parents are struggling to make the mental shift and transition to CCSS.
25. Project Week has been a great success and helps us schoolwide in a Celebration of Learning.
26. Focus on writing across the curriculum, having a 9th grade writing course, adding ERWC at the senior level and adding writing eClasses in middle schools has led to our students performing better in writing.



27. Adding in math placement tests and eClasses has not led to our students performing better in math on standardized tests but we are seeing less failing grades in classes.
28. A focus schoolwide on Google Tools for Education is uniting the school in processes.
29. The SafetyNet process is becoming more refined and able to address student needs.
30. The transition to a Portal (for employees, parents and students) from Public Folders (only for employees) is in process and will help with the vast knowledge base of information.

IDENTIFIED CRITICAL LEARNER NEEDS

1. Support students in becoming life-long independent learners. This links to schoolwide learner outcomes:
 - 1.A. Show commitment to reaching their full potential through setting goals and managing their time and resources.
 - 1.B. Value choice to develop individual educational pathways to help meet personal learning objectives and to become lifelong learners.
 - 1.C. Foster excellence in their effort and their work through high self-expectations.
 - 1.D. Practice integrity and compassion through personal responsibility, a strong moral character, and respect for different ideas and cultures.
2. Increase students' mathematical strategy and problem-solving ability. This links to schoolwide learner outcomes:
 - 1.E. Demonstrate creativity and innovation through rich learning opportunities.
 - 1.F. Foster excellence in their effort and their work through high self-expectations.
3. Increase student capacity to integrate reading, writing and speaking across the curriculum.
 - 1.G. Demonstrate creativity and innovation through rich learning opportunities.
 - 1.H. Foster excellence in their effort and their work through high self-expectations.



QUESTIONS TO GUIDE OUR WORK

1. What is leading to the enrollment trend of more home study students in grades K-5, academy students in grades 6-8, and an equalizing of the numbers in high school? Do facility locations and building sizes contribute to this trend or are there other contributing factors?
2. Why has our population of students with disabilities grown significantly over the last three years? Have similar charter schools experienced the same growth?
3. How can we increase our participation rate (90.8%) on CAASPP? At the time of our last self study, our STAR participation rate was 96%.
4. Why do students show a marked difference in math versus English achievement?
5. Do our teachers have enough time in PLCs to complete all tasks and have good discussions?
6. How can we help our parents make the shift to CCSS?
7. Does the STAR Teacher Rubric have everything that is needed to help guide teachers to support our students to be successful?
8. What is our percentage of teacher turn over? How do we support and keep teachers who are making a difference?
9. Are schoolwide student profile folders helping teachers to track their own student data and allow the PLCs to have meaningful discussions around student data?
10. Is there any other way besides our Growth Blog that all teachers have access to schoolwide learning? How do we help our teachers be active participants in the Growth Blog?
11. How do we get our teachers the professional development they need, especially in the areas of math, RtI and data analysis?
12. How do we get our parents the math training that they need?
13. If we have students who are not UC/CSU bound, what do we need to have in place to help them be successful after high school?
14. How we can further help implement student-led projects including technology into the curriculum?



CHAPTER IV: SELF-STUDY FINDINGS

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
<p>JCS updated the vision and mission statements, and reaffirmed our core values, during the last strategic planning process in the 2013-14 school year. The PLCs took the core values, created for all stakeholders, and worded them to be student friendly.</p> <p>The largest impact for all of the school's statements, the vision and mission, comes from the discussions during the strategic planning process around these two questions.</p> <ul style="list-style-type: none">• Who is our customer?• What does the customer value? <p>Parents who choose to enroll their child in an independent study based charter school, as opposed to the local school in the walk zone, are looking for choices in educating their child that they often cannot find even in a site based charter school.</p> <p>The student/community profile also played a large role in determining our school statements and we reviewed this data during our strategic planning process. Half of the student population consists of home study students, with all of our students being taught at home by a parent or guardian at least 26% of the time.</p>	<ul style="list-style-type: none">• Vision Statement• Mission Statement• Student Learning Outcomes• Core Values• Strategic Plan 2014–2018• LCAP 2014–15• Advisory Council Minutes• Board Minutes• School Charter



LCAP goals are in direct alignment with WASC prioritized growth areas. Although JCS does not do a SPSA, we have worked hard to align our three major plans: LCAP, WASC and our Strategic Plan.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
<p>All stakeholders were invited to be a part of the strategic planning process where the vision and mission statements were updated and the core values were reaffirmed.</p> <p>The working group for the strategic planning process was made up of representatives from all stakeholder groups and everyone who wanted to be a part of working group was included.</p> <p>During the WASC self study, we affirmed that we believed the core values are for all stakeholders—including students, and took the core values and reworded them to be student friendly and to function as our student learning outcomes.</p> <p>While the process was effective, because we are physically located in three adjacent counties, we faced challenges that site-based schools do not encounter. We gathered feedback from students and families mostly via electronic communication.</p>	<ul style="list-style-type: none">• Strategic Plan• Strategic Plan Minutes• Google forms of work done by the PLCs to reword the core values into student friendly Student Learner Outcomes.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Schoolwide annual goals, strategic plan, and SLOs reflect vision and purpose of school and articulate student outcomes and support systems.</p> <p>Mission, Vision, and Core Values based on staff, parent,</p>	<ul style="list-style-type: none">• Posters (website, sites)• Agendas, meeting notes• Annual schoolwide goals



student and governing entities feedback.

SLOs clearly stated and visible throughout school.

While our staff and students are aware of the school's vision, mission, and schoolwide learner outcomes, we could improve in regularly communicating this clearly to parents.

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
<p>The governing board is committed to engaging in a strategic planning process every five years, resulting in five-year strategic plans. This process evolved over the first decade of the charter school into an all-stakeholder planning project. While originally JCS hired an outside group to lead the strategic planning process, this last time the entire process was done in-house since we had built the internal capacity. The governing board and cabinet review the plan bi-annually.</p> <p>Although JCS does not have an official single plan for student achievement, the strategic plan, LCAP and WASC self-study are in alignment. ELT reviews the progress towards the goals of these plans monthly at ELT meetings.</p>	<ul style="list-style-type: none">• Strategic Plan• Board minutes• Cabinet minutes• ELT minutes• Email communication to families and staff from the Executive Director.



A2.

Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
The governing board meets quarterly to review school operations and policies as well as to guide overall school planning. All board operations, from board make-up and authority to internal affairs, are based on internal guidelines, regulations, and policies.	<ul style="list-style-type: none">• School Charter• Bylaws• Policies• Board Application• Board agendas• Board minutes• School Calendar

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
<p>Governing bodies (board, advisory council) review plans and proposals, as well as progress on goals at regularly scheduled meetings.</p> <p>ELT reviews progress on action plan goals at every meeting—a standing agenda item. Reports to cabinet.</p> <p>At the December 2014 board meeting, governing board members reiterated their practice that all decisions be student-centered, fiscally sound and legally compliant.</p>	<ul style="list-style-type: none">• Board minutes• ELT minutes• Policies



Governing Board's Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the process for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Board members were an integral part in developing the vision and participated on the Strategic Planning Team. Board reviews all policies and gives final approval.	<ul style="list-style-type: none">• Office updates• Board minutes• Policies

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Policies relating to technology include: the Acceptable Use Policy, Software and Electronic Media Loan Policy, Teacher Technology Proficiency Requirement Policy, and an Email and Internet / Communication Systems Policy. While there are standard operating practices, there is not a policy about upgrading or updating technology. JCS provides each teacher a laptop computer. All academies have Chromebook carts for student use. JCS is currently installing a sign-on process at each location so that in addition to the filter software used, the computer activity by computer is also recorded—regardless of if JCS owns the computer or not.	<ul style="list-style-type: none">• Board minutes• Policies• Purchasing records

Understanding the Role of the Governing Board

Indicator: The school and business community understand the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance including their role in the determination of the district LCAP.*

Findings	Supporting Evidence
Parents and staff are invited to participate in a variety of meetings (Advisory Council, Board Meetings). Board members and staff recruit new parent/community members to apply for open positions on the Board.	<ul style="list-style-type: none">• Office Update Emails• Website• Calendar



JCS posts the LCAP on the website each year and also places a link from the Parent Portal for easy access for parents.

While there are business relationships of local businesses to the academy programs, as an independent study school spread out over three counties most businesses are interested in providing support to the academy local to them and not on a schoolwide basis.

- Advisory Council Agenda
- Charter
- Bylaws
- LCAP Summary
- LCAP Google form
- Parent Portal Link

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
The focus of the governing board is to set policy and procedure, as well as evaluate the Executive Director. The day-to-day operations are left to the Executive Director and the Educational Leadership Team.	<ul style="list-style-type: none">• Board Minutes, including Executive Director's evaluation

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

Findings	Supporting Evidence
Board meets on a quarterly basis. School goals are reviewed twice per year (December and June Board Meetings) and Board members provide feedback.	<ul style="list-style-type: none">• Major Plans Action Items Document• Board Minutes• JUESD Board Minutes

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*



Findings	Supporting Evidence
<p>The Uniform Complaint Policy, Internal Complaint Policy and Complaint Regarding a School Employee Policy all outline complaint and conflict resolution procedures.</p> <p>In addition, JCS in William's compliant and there have been no William's complaints.</p>	<ul style="list-style-type: none">• Board Minutes• Employee Handbook• Parent Acknowledgement Form• Parent Portal - Required Annual Notifications

A3.**Leadership: Continuous Planning and Monitoring Criterion**

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
<p>Strategic Planning process involved all stakeholders</p> <p>The Advisory Council is a stakeholder group that approves the school-planning process. It includes parents, staff and at least one student.</p> <p>Cardinal Industrial and Torrey Pines Bank were an integral part of facilities acquisition.</p> <p>Annual surveys are sent to parents, staff and student eliciting feedback regarding school programs and culture.</p> <p>JCS staff and parents participate in community advocacy for charter schools.</p> <p>Parents and students are involved in the hiring process of teaching staff.</p>	<ul style="list-style-type: none">• Parent, staff, student surveys• Advisory council meetings• Academy parent councils• Parent updates from the Executive Director• Executive Director weekly updates to staff• Staff forums



School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?*

Findings	Supporting Evidence
Having no statewide data for two years has been a challenge. We have used RP testing but it has not given us clear results. We continued to look at CAHSEE for high school until it was suspended because it did not provide clear data. Key Data Systems disaggregated schoolwide data for academies and home study programs this year for last year's results. Spreadsheets were given to each EF, academy and SPED staff for their own students' data.	<ul style="list-style-type: none">• Key Data Systems reports• Teacher spreadsheets of their own student data• RP testing data• Student grades

Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Indicator: There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.*

Findings	Supporting Evidence
Monthly reports go to the Executive Director from the CBO to ensure at least 80% of resources go to direct instruction. ELT evaluates professional development needs to determine most needed areas of growth and ensure that funding is targeted to the Schoolwide Learner Outcomes.	<ul style="list-style-type: none">• Professional development plan• Budget documentation



Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
This school year, JCS implemented rubrics for staff evaluation and support. Staff provided input last year on job descriptions tied to the rubrics. The Professional Learning Communities (PLCs) meet bi-monthly. Last year their focus was on aligning schoolwide scope and sequence documents to the CCSS. This year their focus has been on determining common assessments and beginning curriculum adoption. All staff are surveyed twice a year for feedback. Teachers shadow and collaborate across the academy programs, as well as in the home study program. Teachers began this year maintaining student folders inside Google Drive that includes assessment documentation, student profiles, work samples and any other pertinent documents. Staff need more training on how to use data to drive instruction, as well as training on using the CAASPP Interim Assessments for formative assessment.	<ul style="list-style-type: none">• STAR Teacher Rubric• STAR Staff Rubric• Staff surveys• PLC Google Folder• Student Portfolios

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
None of the staff are involved solely in online education. Some staff in both the home study and academy programs are involved in blending learning. The majority of the home study high school specialists are Leading Edge certified. (http://www.leadingedgecertification.org/) As JCS transitions to using Canvas (https://www.canvaslms.com/) schoolwide as the LMS teachers are being trained via online synchronous training with Canvas and/or through recorded webinars.	<ul style="list-style-type: none">• HR records• Training records and recorded trainings.



Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
Cabinet meets on a quarterly basis to guide thinking about focus on successful student learning. ELT meets monthly and reviews the Major Plans Action Items Document (a conglomeration of all the action items from the Strategic Plan, LCAP and the WASC action plan). The assistant directors of academy programs lead Team Link meetings (a meeting of academy coordinators) every six weeks to communicate expectations and elicit feedback from academy staff. The two academy assistant directors and the assistant director of home study meet with the PLC leads prior to each forum for discussion, instruction and guidance on expected tasks. ADs continually monitor the effectiveness of the STAR rubrics. Academy coordinators send bi-weekly reports to the assistant director and home study staff send weekly reports.	<ul style="list-style-type: none">• ELT minutes• Cabinet minutes• Major Plans Action Items Document• Team Link Meeting Agendas• PLC Folder• Update emails

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
The majority of our schoolwide communication is done via email and shared Google documents. Weekly email updates are sent by the Executive Director to the entire staff. The portal is used to communicate information to employees, parents and staff, and is also a way for those groups to locate resources in our knowledge base on the portal. For example, the home study parent handbook is easy to search for and find on the parent portal. JCS uses an in-house, electronic help ticket system to field questions from employees, parents and students. By examining the database, JCS staff can determine quickly issues with the greatest need.	<ul style="list-style-type: none">• Google documents, including the PLC Lead folder• Executive Director emails.• Portal• Help ticket database



These processes are effective for most internal communication and planning. Most meetings to resolve any differences are conducted in person.

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.*

Findings	Supporting Evidence
<p>In 2015, JCS revised job descriptions to identify key components of effective teachers. The STAR teacher rubric, aligned to the new job descriptions, is being piloted this school year. A credential is required for all teaching positions and HR created a Teacher Qualification Tool to determine whether a teacher is HQ to teach in the subject areas he is teaching. JCS attempts to follow the UC requirements for teachers qualified to teach a-g approved courses.</p> <p>Job openings are posted on EdJoin. The hiring process involves applications with résumés, letters of recommendation, interviews, performance tasks and demonstrations of lessons (as deemed appropriate).</p> <p>JCS participates in Induction via a program run by the Riverside County Office of Education.</p>	<ul style="list-style-type: none">• Job Descriptions• Teacher Qualification Tool• UC Course descriptions• EdJoin postings• Interview questions and emails to potential candidates

Staff Assignment and Preparation

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.*



Findings	Supporting Evidence
<p>All new hires meet with HR staff prior to employment. Part of this meeting includes an explanation of at-will employment and direction on how to find the employee handbook.</p> <p>At the beginning of the year staff forum, there is a presentation from the Executive Director that includes the school goals and theme for the year. In addition, at this meeting there is a small “meet up” for new staff with the Executive Director and the Director of Education.</p> <p>The majority of teacher training is conducted by the academy coordinators for the academy program and by the Lead EF and Lead Specialist in the home study program. There are also screencasts for common processes in the employee portal/knowledge base, as well as a searchable help system.</p> <p>Induction, via the Riverside County Office of Education, is provided for teachers with preliminary credentials.</p>	<ul style="list-style-type: none">• HR procedures and records• Past presentations• Employee Portal

Defining and Understanding Practices/Relationships

Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Policies and procedures are available for all staff to view in the JCS Knowledge Base (Google Drive folder) that is also accessible via the employee portal.</p> <p>For the academy program, a coordinator handbook is housed in the Knowledge Base. Team Link meetings are held for coordinators to review procedures and practices.</p> <p>A home study educational facilitator handbook is housed in the Knowledge Base.</p> <p>Each year HR sends out a link to the Employee Handbook and asks all staff to read and acknowledge the reading of the handbook.</p>	<ul style="list-style-type: none">• Public folders• Employee Portal• Knowledge Base• Employee Handbook• EF Handbook



Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
<p>All school employee forums happen twice a year, at the beginning and end of the school year. At these forums, training and announcements relevant to all staff (such as benefits announcements and unlawful harassment training) occur. In addition, some all staff training, such as mandated reporter training, is now conducted online.</p> <p>There are additional forums for certificated staff throughout the year about every six weeks on average. At these forums, the PLCs have face-to-face discussion time, there are teacher-led workshops with topics identified by out Growth Team, as well as Unthink Time. JCS established a Growth Team of interested stakeholders to lead the thinking and planning of the workshop time at the Forum. All staff members who want to participate in the Growth Team are included. Unthink time is available during the last hour of Forums for staff to use in exploration, support, and interests.</p> <p>Staff attend assorted conferences including SDCOE workshops, SDCUE, CUE, ELDA, CCSA, and MOOCs. JCS created a Growth Blog where leaders of in-house workshops or those who have attended an outside conference or workshop can post summaries for all staff to read. A link to these postings on the Growth Blog appears in the Employee Portal for an easy link for staff.</p> <p>During Project Week there is professional development time for staff to attend trainings and work on projects. Academy programs meet quarterly in ACT meetings for all-academy collaboration and training.</p> <p>A new professional development plan was created this school year with monies from the Teacher Effectiveness Grant and then board approved in December 2015. The focus of the plan is in alignment with the Schoolwide Learner Outcomes and Critical Learner Needs.</p>	<ul style="list-style-type: none">• Purchase Orders• Growth Team minutes• JCS Growth blog• Forum schedules• Project Week schedules• ACT schedules• Professional Development Plan• SB77 Log



Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Supervising and evaluating staff across multiple locations presents a unique challenge. A new STAR Teacher Rubric is being implemented this year. The assistant directors will all have at least two meetings with each of their individual staff members. The rubrics are being completed by teachers and administrators as a means to facilitate discussion. ADs have begun exploration with using Canvas as a means for housing these rubrics, discussions and e-portfolios for teachers. Observations of teachers is done by admin, the lead coordinator, as well as academy coordinators. The lead specialist provides bi-weekly meetings and trainings for home study high school specialists via Big Blue Button, and online, synchronous meeting tool. Although these specialists are not considered online instructional staff, most of them are Leading Edge certified since they work in a blended environment.	<ul style="list-style-type: none">• STAR rubric• Canvas• Observation forms and emails• Forum schedules• Professional Development log• Webinars• BBB recordings

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
As this is the implementation and pilot year for the STAR Teacher Rubric, JCS is hopeful, yet uncertain, of the measureable effect this will have on student learning. The STAR teacher rubric and process does include teacher reflections and providing of evidence of professional development. Teacher posting on the JCS Growth Blog are positive about professional development. Induction via the Riverside COE includes a reflection process and a colloquium at the end of the year.	<ul style="list-style-type: none">• JCS growth blog• Induction plans• Forum schedule• Canvas• STAR rubric



Results of teacher surveys show that teachers would like more training in the use of data, how to support all learners, math and ELA strategies.

A5. Resources Criterion

Appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>The overarching theme from the governing board and Executive Director is "student-centered" and "is it good for kids." Decisions, including fiscal decisions, are made based on these ideas. Staff and leadership make requests and recommendations to the Executive Director who makes final decisions based on the impact for students and financial feasibility.</p> <p>The Resource Center has a variety of curriculum and learning resources available to students to support all learning styles. Parents use educational units (EUs) and vendor class instruction (VCI) for resources not found in the RC or for specialized classes. Online resources such as Typing Pal and Discovery Ed are available to all students and online specialized resources, such as Bookshare, are available to high-need students.</p>	<ul style="list-style-type: none">• Board Minutes• Office Updates• ELT Minutes• Destiny Library Management System• Vendor Program• Student/Staff Portal



Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>The yearly budget is established based on previous year's budget and expected student enrollment. Salary schedule adjustments are made as needed. One-time expenditures are removed and wish list items added as possible.</p> <p>AUDIT:</p> <ul style="list-style-type: none">• Financial accountant uploads items for auditors as requested• Paperwork completed for financial items• Reviewed by CBO and Executive Director• Auditors spend a week with our school, district and SDORI books. JCS and SDORI rolled into district's books.• JCS selects the same auditing company as JEUSD which sends a different auditor each year (up to 3 years). <p>ASSURANCES</p> <ul style="list-style-type: none">• CBO and Executive Director check financials to Director of Operations and HR.• Executive Director can ask for back up paperwork for checks payable.• Warrant sheets are sent to Treasurer on the Board.• Purchase orders can only be paid on a warrant.• Appropriate signatures are needed for certain levels of funding and monitored by controller.• We share a CBO with the district who can be checked by auditor, county and financial accountant.• No movement of funds between JCS and SDORI without a warrant.	<ul style="list-style-type: none">• Audit paperwork• Drop folders• Approved audits• Board minutes• Warrant sheets• Emails• Purchase Order Forms• Check Requests• FIS• County certification• Expense reports• Vendor system



Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
The Resource Center stores a variety of books and materials. JCS has one in-county district-provided learning center, nine in county out of district learning centers and three out of county, out of district learning centers. Learning centers house the academy programs, student services and other programs. JCS purchased four facilities under a private bond to help maintain future facilities costs and to have more control over structures where staff and students are. Safety Committee is scheduled to meet quarterly.	<ul style="list-style-type: none">• Website• Leases• Bond• Safety Committee minutes• Schoolwide Safety Plan

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
JCS has an open door policy for staff to approach Executive Director for wants/needs. ELT reviews requests and procedures for procuring resources and materials. There is a procedure for teachers/parents to look for resources in RC and then use EUs as needed.	<ul style="list-style-type: none">• Vendor program• PO Requests• Check Requests• Staff/Student/Parent Portal• Destiny Library Management System• Tech Plan



Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
The budget is overseen by the board, with updates at board meetings by the CBO and Executive Director. A professional development plan that is in alignment with all JCS major plans was board approved in December 2015.	<ul style="list-style-type: none">• Budget documents• Professional development plan.

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The school has a process for regularly and effectively examining a long range plan to ensure appropriate resources are in place. The strategic plan, LCAP and WASC plans are reviewed on a regular, ongoing basis, including the fiscal components. The Executive Director is very open with staff about fiscal plans, often including information in her weekly update to staff.	<ul style="list-style-type: none">• Board minutes• ELT minutes• Executive Director yearly updates to staff at the forums.• Executive Director weekly updates to staff that often include fiscal information.• Executive Director updates to the governing board.



A6.

Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Long-range Financial (and other Resources) Plan

Indicator: The school regularly reviews its long-range plan (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan.*

Findings	Supporting Evidence
JCS has a five year strategic plan, in alignment with WASC and LCAP, which is used to drive decisions about resource allocation. It was during the strategic planning process that the vision, mission and core values were updated and confirmed. ELT (Educational Leadership Team) reviews the action plans from all three major plans monthly during ELT meetings. The Executive Director, in an open door policy, receives regular feedback from staff regarding resources needed. The Governing Board approves the budget each year.	<ul style="list-style-type: none">• Strategic plan.• Quarterly fiscal reports to the advisory council and governing board.

Regular Accounting and External Audit Procedures

Indicator: The school has defined regular accounting and external audit procedures.

Prompt: *To what extent does the school have defined regular accounting and external audit procedures? Comment on the effectiveness of the procedures to determine if they meet the generally accepted principles of accounting and audit procedures.*

Findings	Supporting Evidence
Julian Charter School (JCS) is a direct-funded charter school. JCS and Julian Union Elementary School District (JUESD), the charter's authorizing district, share a Chief Business Officer (CBO). The CBO works closely with the San Diego County Office of Education (SDCOE). JCS uses the same auditors as JUESD and there are different auditors every three years in accordance with State law. The auditors examine the charter school books and the district books to ensure the charter school is in compliance. JCS has a comprehensive Memorandum of Understanding (MOU) established with JUESD detailing the specific	<ul style="list-style-type: none">• CBO Interview• Direct-funded charter school classification• Memorandum of Understanding• Financial system / accounting books• Annual budget• Interim budget reports• Annual audit/audit findings



operational relationship.

JCS handles budgeting, payroll, purchasing, accounting, contracts, and personnel processes internally through financial systems administered by SDCOE. JCS is in the process of transferring over to SDCOE's new financial management system—Peoplesoft.

JCS conducts its financial operations through established procedures required of charter schools, including all budget reporting requirements and a standardized accounting code system (SACS).

General school funding is primarily from two sources: general purpose entitlements and categorical block grants. Funding is provided from a combination of state/local sources in an amount per until of average daily attendance in specific grade level spans.

Independent charter school funding is based on a non classroom-based instruction and funding determination. To date, SBE has set JCS funding at 100 percent.

SDORI Properties LLC owns four facilities that JCS rents. SDORI has hired a management company to oversee the fiscal responsibilities so there is no co-mingling of books. An auditor trained the management company on school fiscal practices.

- Attendance accounting
- Admissions log
- Non-classroom based SB 740 stipulations: ≤20 percent can be spent on non-instructional items.

Budgeting Process — Transparency

Indicator: The school develops and monitors its annual budgeting process to ensure transparency.

Prompt: *Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.*

Findings

The Executive Director (ED) sends out weekly all staff email updates that includes information about how the school is doing fiscally. Verbal updates are given to all staff by the Executive Director at staff forums. For example, the ED has let staff know this year that JCS budgeted for 120 more students than are enrolled.

Fiscal updates are done at quarterly Advisory Council and Governing Board meetings that are open to all.

Supporting Evidence

- Executive Director emails.
- Advisory Council and Governing Board minutes.



Adequate Compensation, Staffing, Reserves

Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
<p>JCS maintains a fiscal reserve greater than recommended in State guidelines (5%). The current reserve is at 8%, down from 13% last school year. The bond authorizers require a greater fiscal reserve than the State.</p> <p>Over the past several years, the uncertainty of state funding, lowered funding rates, and altered payment dates have all put stress on our systems.</p> <p>JCS is currently staffed schoolwide at a 17 to 1 student to teacher ration. Independent study law requires the ratio be no greater than 25 to 1. JCS is examining the salary schedule, in relationship to performance based pay, to determine the feasibility of additional staff funding. A greater student to teacher ratio would need to be in place to support this movement.</p>	<ul style="list-style-type: none">• Reserve documentation• Staffing ratio

Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
<p>JCS continues to find that word of mouth is the best advertising. The school is trying to strategically grow in certain programs and areas.</p> <p>JCS has taken a more active approach to marketing over the past two years. In addition to updated signs and an easier to navigate website, the school contracted to create a marketing newspaper and academy videos for marketing purposes.</p>	<ul style="list-style-type: none">• Marketing material



Stakeholder Involvement

Indicator: All stakeholders are involved in future planning, including addressing long-range capital needs.

Prompt: *To what extent are all stakeholders involved in future planning, including addressing long-range capital needs? How effective are the processes to involve all stakeholders?*

Findings	Supporting Evidence
<p>The Executive Director (ED) sends out weekly all staff email updates that includes information about how the school is doing fiscally. Verbal updates are given to all staff by the Executive Director at staff forums. For example, the ED has let staff know this year that JCS budgeted for 120 more students than are enrolled.</p> <p>Fiscal updates are done at quarterly Advisory Council and Governing Board meetings that are open to all.</p> <p>JCS hears the voice of stakeholders through Advisory Council and Governing Board meetings. JCS needs to include on the bi-annual schoolwide survey a question for parents on where they would like to see the school in three to five years.</p>	<ul style="list-style-type: none">• Weekly office updates include enrollment projections and budget updates.

Informing the Public and Appropriate Authorities

Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>The Governing Board, JUESD Board, SDCOE and State are informed about the financial needs and doings of the school.</p> <p>LCAP posted and public welcome to come to board meeting and advisory council.</p>	<ul style="list-style-type: none">• Documentation sent to JUESD Board, SDCOE and CDE.• LCAP

Adequacy of Reserve Funds

Indicator: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

Prompt: *How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school? Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.*



Findings	Supporting Evidence
<p>As noted above, JCS ensures adequacy of reserve funds to ensure the financial stability of the school. The reserve funds are in excess of what is required by the State and are just below what the bond authorizers would like to see.</p> <p>As the status of school enrollment changes, fiscal decisions are made keeping in mind what is best for students—including thinking about the schoolwide learner outcomes and the critical learner needs of students.</p>	<ul style="list-style-type: none">• Reserve fund documentation.• Conversation with ED.

Decisions — Schoolwide Learning Results

Indicator: The school bases resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students.

Prompt: *To what extent does the school base its resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students?*

Findings	Supporting Evidence
<p>Annual reviews of significant operating costs are shared with all of those who make budget decisions, including governing bodies and the executive director.</p> <p>Quarterly reviews of operating costs are shared with stakeholders at advisory council and governing board meetings.</p>	<ul style="list-style-type: none">• Open budget meeting handouts.• Advisory Board and Governing Board Minutes.

A7.

Resources Criterion [Charter Schools only]

The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

Written and Adopted Policies/Procedures

Indicator: The school has written adopted fiscal policies and procedures for internal controls.

Prompt: *Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.*

Findings	Supporting Evidence
JCS follows all internal control requirements as required by state fiscal code.	<ul style="list-style-type: none">• Board Policies

Annual Financial Audit

Indicator: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school



has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Prompt: *Examine how the school ensures accountability and determine the effectiveness of these policies and procedures.*

Findings	Supporting Evidence
<p>JCS undergoes an annual financial audit conducted in accordance with generally accepted accounting principals and any other state-mandated requirements for charter schools. Audits have revealed no exceptions or deficiencies ever.</p> <p>The spring, normally May, audit is mainly conducted for pupil count (ADA) to provide an update to State for fall funding. The fall audit is a complete audit that includes looking at teacher credentialing, all fiscal matters, etc..</p> <p>Long-term debt schedules, multi-year contracts and capital projects are tracked and monitored on a regular basis within the budget and budgeting process.</p>	<ul style="list-style-type: none">• Audit documentation• Contracts and leases

Compliance of Personnel

Indicator: Personnel follow the fiscal policies and procedures.

Prompt: *Evaluate the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.*

Findings	Supporting Evidence
<p>The CBO and ED monitor the practices of the Director of Operations and the Human Resources Generalist. The Director of Operations monitors the practices of the CBO and the EF.</p>	<ul style="list-style-type: none">• Discussion with ED, CBO, Director of Operations and Human Resource Generalist.

Processes for Implementation of Financial Practices

Indicator: The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; 4) the policies and procedures for the use of credit cards and other lines of credit.

Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*



Findings	Supporting Evidence
<p>The Executive Director signs contracts and checks. If the ED is not in the office, the CBO is authorized and has a stamp to sign checks.</p> <p>Payroll is monitored first by the Human Resources Generalist and then by the Director of Operations and the CBO.</p> <p>Bank reconciliations and deposits/withdrawals are reviewed by the vendor clerk, purchasing clerk and the accounts payable clerk.</p> <p>Policies and procedures give only the ED the ability to use the school credit card. Credit card statements are monitored by the Governing Board and the treasurer signs off on viewing all credit card statements.</p>	<ul style="list-style-type: none">• Contracts and check receipts• Payroll documentation• Bank statements• Credit card statements

Contracts — Accounting

Indicator: The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.

Prompt: *Explain the effectiveness of this process.*

Findings	Supporting Evidence
All contracts require the approval of the Executive Director before approval.	<ul style="list-style-type: none">• Signed contracts



ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary: JCS has a vision, mission and set of core values/student learning outcomes that matches our beliefs about educational choice and what opportunities students should be afforded. For the most part, JCS excels in meeting the criteria set for in Category A. JCS teachers and staff are dedicated to empowering our learners with educational choice so that all become life long learners. Although JCS has many programs our beliefs and commitment to the vision, mission and core values/student learning outcomes bring us together as one school.

Prioritize the strengths and areas of growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Stakeholders determined the vision, mission and core values/student learning outcomes during the strategic planning process and the strategic planning processes has become an institutionalized part of JCS.
- All major plans are in alignment and are focused on student needs.
- Small, but active advisory council.
- Schoolwide, state data shows JCS outperforms most competitors.
- PLCs are now firmly established and well functioning.
- Systems (email, portal, website, etc.) are in place for effective communication in a school where all staff rarely gather together in one location.
- JCS teachers and staff are hardworking and dedicated.
- JCS is fiscally solvent.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- Teachers need focused professional development in the areas of data analysis/data-based decision making.
- While schoolwide data is readily available, program and roster data is harder to gather for data analysis.



- While performing overall better than our competitors, we'd like all students to be more successful in their learning.
- Many board policies need to be reviewed and updated.



Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
<p>In effort to provide meaningful instruction, teachers created a K-12 scope and sequence. This resource enables teachers to plan CCSS and NGSS aligned lessons throughout the year and is accessible via the JCS Google Drive. Beginning 2016, high school teachers will shift to the Integrated Math curriculum which will cover algebra, geometry, trigonometry and analysis.</p> <p>Teachers stay current with educational research by working with colleagues in professional learning communities (PLCs) and attending professional development trainings. JCS teachers meet together 6-8 times per year in PLCs. During this time, teachers across various JCS programs collaborate with colleagues in a group organized by grade level and subject. During this time, teachers share effective teaching strategies and resources, analyze data, plan projects, and develop deeper understanding of CCSS.</p> <p>Teachers attend various in-person and online professional development trainings throughout the year including the ELDA Spotlight Series, SDCUE Conference, and the Google EdTech Summit. Professional development classes are offered at each JCS staff forum covering various topics such as STEaM, Google Apps, technology, innovation, reading, writing and mathematics.</p> <p>JCS also allows for “Unthink Time” during staff forums. During these sessions, staff member are given time to</p>	<ul style="list-style-type: none">• Scope and Sequence in Google Drive• Pacing Guides• Student digital projects• PLC Forums• PLC Notes• Discovery Education



pursue learning in an area of their choosing. This allows staff time to research, collaborate, and/or be creative.

Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.*

Findings	Supporting Evidence
JCS high school programs offer various tracks to prepare students to a) earn a diploma b) prepare for college or c) prepare for a UC education. Students are given a description of the required courses in each track and counseled to determine the most appropriate option for their goals. JCS students are given career-readiness opportunities through experiences such as JA BizTown, field trips, home study projects, on-campus learning experiences and guest speakers.	<ul style="list-style-type: none">• Four-Year Plan• JA BizTown student workbooks, resumes, job interviews• JCS Project Week

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
JCS offers online instruction via eClasses aligned with the high school UC preparation track. Benchmark assessments are given throughout the course along with a culminating final exam. Students seeking support with classroom assignments can access weekly online tutoring services.	<ul style="list-style-type: none">• Course syllabi• Benchmark assessments• Final exams

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.



Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Teachers build congruency between skills being taught a student outcomes through strategic lesson planning, application of various ongoing assessment, utilization of the K-12 scope and sequence, PLCs, and conferring with students and colleagues.</p> <p>Teachers look to the K-12 scope and sequence to determine CCSS that need to be taught and then, pull from a variety of resources to plan dynamic lessons addressing the standards.</p> <p>Lessons involve both direct instruction and project-based learning elements.</p> <p>Teachers will use formative and summative assessment strategies throughout the instruction process to gauge student understanding. Assignments within the lesson incorporate academic, college-readiness and career-readiness standards.</p> <p>At the conclusion of a lesson, students will demonstrate their learning through formal assessment, presentations, reports, interviews and/or projects.</p> <p>Students with special needs who are not on a college-preparatory track may be given differentiated lessons centered around life-readiness skills.</p>	<ul style="list-style-type: none">• Benchmark assessments• Scope and Sequences• Project Week• Senior Projects• Course Projects• IEP goals and progress reports

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>JCS students demonstrate mastery of CCSS standards through diverse and meaningful culminating assignments including community based projects, STEM projects, blog posts, presentations, summative assessments and performance tasks. Teachers collect student work samples on an ongoing basis for evaluative</p>	<ul style="list-style-type: none">• Student samples• Project Week Projects• STEM galleries (ICT)• Community art/music



purposes. Rubrics are frequently utilized by both students and teachers to assess culminating assignment criteria and determine the level of student mastery.

JCS home-study students have the opportunity to enroll in weekly learning center classes offering CCSS aligned enrichment activities.

JCS facilitators meet with home-study families every 20 days to evaluate the integrity of student work and check for understanding of CCSS.

demonstrations

- Colonial Trade Show (PLC)
- Math Probability Carnival (PLC)
- Business bazaar (SDLC, RLC)
- Living Museum
- Book Publishing
- Performances
- Science experiment days
- Biz Town
- Student Portfolios
- Student Blogs
- Teacher evaluations by administration

Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>During JCS Project Week, students complete a project of their choosing from a bank of teacher-created projects. Each project has been designed to include interdisciplinary activities promoting ELA in math, science, and social studies.</p> <p>Some JCS programs are making a shift to interdisciplinary courses such as Communications, Humanities and STEaM. These courses seek to teach CCSS standards in integration versus isolation. Multiple learning styles are also considered when developing lessons to include linguistic, logical, physical, musical, kinesthetic, tactile and auditory elements.</p> <p>JCS teachers use a variety of innovative teacher-created and outsourced curriculum aligned with CCSS to promote</p>	<ul style="list-style-type: none">• Think like a Disciplinarian (Phoenix)• Read Naturally data (remediation), Raz Kids data• Vocal music, dance choreography, and dramatic plays integrated with math, science, English, and social studies at JCS San Diego Academy of Performing Arts• Project Presentations



the following:

- High-quality engaging lessons, assignments, activities and assessments
- Project-Based learning through rigorous performance tasks
- Problem-solving of a real-life task/scenario

- Anchor Charts
- Presentations

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
<p>Resources are reviewed on an ongoing basis to ensure updated content and CCSS alignment. In addition, JCS is beginning to pilot and adopt more digital curriculum such as Reading A-Z and IXL that better yield to frequent updates.</p> <p>JCS considers itself to be a resource-rich learning environment. Therefore, JCS students, teachers and families have access to a multitude of high-quality teaching materials and curriculum at the Resource Center. The abundance of options allows for differentiation and personalization of curriculum to meet the needs of all stakeholders.</p> <p>This includes students who need intervention or acceleration as well as those who have special needs.</p> <p>Teachers are encouraged to continuously seek innovative curriculum and teaching techniques by attending professional development conferences, following teacher blogs, piloting new curriculum and taking courses.</p> <p>JCS teachers, specialists and leads select curriculum aligned with particular assignments or the vision of the department.</p> <p>The JCS School Board approves the adoption of schoolwide curriculum.</p>	<ul style="list-style-type: none">• IEP's, program data, student success, home study model with Learning Plan data, SST's• Addition of DBQ curriculum• Students assessment data and grades• High school finals• SchoolPathways AWRs• Pacing Guides• Board meeting minutes• Resource Center



Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
<p>JCS teachers are highly involved in creating and/or selecting curriculum for students. Teachers create, design, evaluate, and adapt their own curriculum based on CCSS and the Smarter Balance Performance Task criteria. To ensure consistency across JCS programs, teachers created the K-12 scope and sequence which identify key ELA and Math standards students should master in each grade. The science department is also working on a scope and sequence for NGSS.</p> <p>Technology is often incorporated into lessons to provide students the opportunity to think critically, exercise creativity, communicate their learning, collaborate with peers via Google Apps, connect to experts, use hyperlinks, research online, watch YouTube videos, word process, create slide shows, blog and build websites.</p> <p>At the Resource Centers, students, teachers and families have access to a multitude of high-quality teaching materials and curriculum. The abundance of options allows for differentiation and personalization of curriculum to meet the needs of all stakeholders.</p> <p>JCS offers technology training sessions during staff forums. During these sessions, teachers can learn about Google Apps, creating websites, educational apps for student use, Canvas, social media and more! These sessions are taught by JCS staff members. Following each forum, staff members are able to evaluate the effectiveness of their session and provide feedback via a Google form.</p>	<ul style="list-style-type: none">• Scope and sequence• Teacher-created lesson plans, assignments, activities and projects• STAR Rubric & teacher observation notes• Assignment & Work Records• Student created websites, slideshows and blogs• Online student portfolios• Forum Agendas• Forum evaluation responses

Additional Online Instruction Prompt: *Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
JCS provides teachers and students access to a variety of online curriculum. These resources are available for all	<ul style="list-style-type: none">• IXL, Discovery Education,



grade levels and across all subjects including foreign language and technology. The curriculum is CCSS and NGSS aligned and promotes college-readiness and life-readiness skills.

RAZ-Kids, Read Naturally

- JCS Vendor List
- Student Products
- BYU online courses
- Rosetta Stone
- Kahn Academy
- Discovery Education
- Stock Market Math
- Common Sense Media

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>JCS works closely with local colleges, schools and universities to prepare students for higher educations. Teachers use college admission standards and EAP data the effective create lesson to prepare students to meet those goals.</p> <p>Students are encouraged to attend local college fairs and get to know higher education opportunities available in this area.</p> <p>JCS counselors maintain understanding of current higher education requirements by attending conferences. This understanding allows them to guide students into the courses that will best prepare them for their goals.</p> <p>As a result of ongoing open communication with local colleges, some JCS students are permitted to take classes on their campuses.</p> <p>Due to the nature of small, personalized home study education, JCS staff and families often maintain relationships and communication after students graduate from a JCS program. Through these relationships, alumni communicate their experiences beyond JCS and share</p>	<ul style="list-style-type: none">• Effective counseling has lead JCS students to attend and graduate from trade schools, colleges and universities• Email marketing of college fair opportunities• Middle school girls are encouraged to attend STEM programs at local colleges.• EAP Data/Results• Alumni volunteers



anecdotal stories of the positive influence JCS has had on preparing them for higher education and/or career opportunities.

Alumni return to campuses to speak to JCS students about their positive educational experience and frequently volunteer/mentor other students.

JCS alumni have returned to JCS for careers in teaching or office positions.

B2.

Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>JCS students have access to higher level courses at community colleges to prepare students for college classes.</p> <p>JCS academies teach using project-based and performance task assignments, rather than traditional textbook curriculum. In doing so, multiple standards, subjects and 21st century skills and embedded into each activity.</p> <p>When appropriate, JCS students are encouraged to follow their passion and exercise “voice” and “choice” when working on a project. This enables students to explore areas of interest such as careers. Students are encouraged to connect with experts via technology or in-person, forge relationships and glean insight to their areas of interest. Students share their learning with each other to maximize student exposure to ideas and opportunities they may have not yet considered.</p> <p>JCS students are also encouraged to explore and incorporate STEaM, Visual and Performing Arts, Coding</p>	<ul style="list-style-type: none">• Co-Enrollment with Community College• JCS academies• Project Galleries• Transition plans, community based instruction• WEE program• Winners, CA Media Festival• SD Maker's Faire• Counselor newsletter



and the Maker's movement into their projects as a form of self-discovery.

JCS supports students identified with special needs to address individual challenges associated with postsecondary education, career exploration, and personal development.

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>JCS offers a variety of programs to personalize and differentiate learning for all students. Assignments are often modified to meet the academic and interest levels of students. Scaffolding techniques enable students multiple opportunities to master standards.</p> <p>Academic Counselors provide students ongoing support for high school courses and college preparation. Various tracks are available depending on the student's postsecondary goals.</p> <p>IEP plans support the accommodations and modifications needed by special education students throughout JCS programs.</p> <p>At JCS, hands-on classes such as STEaM and Visual and Performing Arts, allow students of varying abilities to learn through experience, collaboration, creativity and critical thinking. Teachers utilize technology based learning programs to facilitate access of curriculum to all students.</p> <p>A variety of resources are available for loan at the JCS Resource Center or can be purchased through approved vendors using EU funds.</p>	<ul style="list-style-type: none">• JCS course catalog• Centers• School wide technology programs (IXL, Spelling City, Khan Academy, Raz-Kids, etc.• Records of continual collaboration with SPED personal• Access to Resource Center Curriculum• Projects in the classroom representing a variety of ability levels• Reading and Writing Workshop Coaches, Spotlight in Education, Google Forum, CUE, etc.• Educational Unit Spending

Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*



Findings	Supporting Evidence
Counselors advise high school students on college-prep and UC-prep tracks and assist them in selecting the required courses. Some JCS students enroll in college courses or online courses while attending high school to meet requirements.	<ul style="list-style-type: none">• BYU online classes• JCS Online/Blended Classes

Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Newly enrolled students and families attend information meetings to discuss program expectations in detail. These meetings cover CCSS curriculum standards, home study assignments, forms of communication, school calendar, project deadlines, school policies, and the role of the home study parent.</p> <p>Teachers and parents collaborate on curriculum on an ongoing basis, making adjustments as needed to personalize and differentiate assignments for the student. JCS teachers provide suggestions and resources to support students and/or extend learning at home.</p> <p>Academy programs encourage feedback from parents through meetings, forums and Google forms.</p> <p>High school students are encouraged to meet regularly with Academic Counselors to choose the best track for their postsecondary goals and prepare for college admittance.</p> <p>JCS uses the Canvas learning management software, across multiple programs to provide parents and students access to assignments and grades at all times. JCS general education teachers, special education teachers, specialists and parents collaborate in the IEP and 504 process to develop and monitor individual student plans. These living documents can be changed or added to throughout the year.</p>	<ul style="list-style-type: none">• Counselor Meeting Agendas• Academy Coordinators Information packets and presentations• IEPs and 504 plans and meeting notes• Academy Tours• TeacherEase• Canvas• Email correspondence• Student led conferences• JCS ICLM & JCS ICE -Talking to the Teacher and parent forums• JCS ICT Home Study Network meetings• JCS Program and classroom websites• Project week website, home study projects, passion projects• Parent-teacher forums



- Google form results

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
<p>JCS allows for modifications to assignments based on the academic and interest level of the student. Parents and teachers communicate on the changes to establish clear expectations.</p> <p>JCS students may transfer from one program to another in order to find the program that best suits their needs.</p> <p>High school teachers evaluate past course grades, classes, and previous educational background to best place students in classes to meet their postsecondary goals.</p> <p>JCS teachers advocate using multiple strategies/ways of solving problems to ensure all students can master learning. Regular use of formative assessment strategies ensure teachers are able to pivot or re-teach as needed to meet the needs of students during instruction.</p> <p>Students are given assignments or placed in small groups based on data from various assessments including Renaissance Place scores, CAASPP scores, SD Quick scores, and Running Records.</p> <p>When students attending academies fall below grade level, teachers communicate this concern with the parents. Students receive support through additional in-class intervention and Safety Net program. Additional or modified assignments may also be given as home study which allows for parent collaboration with the intervention process.</p> <p>General education teachers collaborate with a variety of professionals (OT, SLP, SPED) to implement and adjust classroom accommodations, interventions, and assistive technology to individualize learning and support for students in the classroom setting.</p>	<ul style="list-style-type: none">• Students placement into classes and tracks• TeacherEase, progress reports, IDF reports, IEP meetings, students email.• Student transfers between programs• Transcript reviews• Formal and Informal Assessments, Formative Assessments• Monthly Meeting Benchmarks• Ongoing e-mail, phone and in-person communication about student progress with parents/teachers• Safety Net• Student work samples



Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>JCS students pursue their passions and education goals beginning at the elementary level. Once students reach the high school level, students meet with Academic Counselors to discuss postsecondary goals and select the appropriate track of classes. Students made need to demonstrate ability prior to placement in some classes.</p> <p>Students have transitioned to colleges and careers that were inspired by college fairs, guest speakers, field trips, assignments, projects and travel.</p> <p>Students develop essential 21st Century skills such as collaboration, communication, creativity and critical thinking through project-based learning and performance tasks.</p> <p>Students develop independent study skills through the CCSS standards and home study component of all programs. This includes research, project development, time management, and organization.</p>	<ul style="list-style-type: none">• JCS Alumni• JCS Project Week• JCS students accepted to colleges and trade schools• Student Work

B3.

Preparation for Career and College Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
<p>Students prepare for careers and college by developing essential 21st Century skills such as collaboration, communication, creativity and critical thinking through</p>	<ul style="list-style-type: none">• JCS Project Week• MHSA and SDA-CCT Senior Project



<p>project-based learning and performance tasks.</p> <p>Students develop independent study skills through the CCSS standards and home study component of all programs. This includes research, project development, time management, and organization. Instruction focuses on real world writing applications including expository/informational text and argumentative/opinion text.</p> <p>Many JCS students write and post to student blogs as a relevant way of showcasing their assignments to an authentic audience. Students learn and apply technological skills through the use of Chromebooks, iPads and other devices.</p> <p>Students who are ready for advanced courses can take college classes at a local college campus.</p> <p>Students participate in pre-professional and vocational performances and competitions. These experiences develop passion, mastery and character while also helping students to build resumes and meet college admission qualifications.</p>	<ul style="list-style-type: none">• Rubrics• JCS ICT STEM, Art, Living Museum, and Business Galleries• ERWC curriculum & student writing samples• Digital Portfolios• Kidblog• San Diego Maker Faire• Google Accounts• Chromebooks• iPads• Participation in California Student Media contest• BizTown• Festivals of Music (National/State/Regional Vocal/Instrumental Performances/Competitions)• Choirs of America (Carnegie Hall -- New York, NY)
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Meeting Graduation Requirements

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
<p>Prior to 2014 JCS offered Test Prep classes for the CAHSEE. CAHSEE is no longer required.</p> <p>Starting in 8th grade, students meet with academic counselor every year to discuss classes that will be taken based on vocational, two year or four year college choices.</p> <p>JCS offers students vendor monies to use towards tutoring and community college courses. The EAP program is available at the high school level and juniors and seniors are offered the WEE program to support their</p>	<ul style="list-style-type: none">• Individual and ongoing meetings with students and parents• Graduation rates of various programs and acceptance into college• PO/vendor payment• Community college



career/college options.

transcript

- EAP test results
- WEE



ACS WASC Category B. Standards-based Student Learning: Curriculum

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary: JCS students “participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes (B1).” Academy teachers and Educational Facilitators utilize a variety of CCSS aligned curriculum, teaching strategies and assessments to provide students with a high-quality education.

JCS values student/family “voice” and “choice.” Therefore, students are able to select the JCS program that best suits their needs. Home study and/or classroom curriculum is frequently personalized and differentiated to meet the academic and interest level of each student.

Students prepare for college, careers and the 21st Century by learning, completing assignments creating projects and working on performance tasks centered around collaboration, communication, critical thinking and creativity skills. College bound students receive support along the way from Academic Counselors who help students pick the appropriate track of coursework, provide information about upcoming college fairs and assist students in meeting college admission criteria.

Prioritize the strengths and areas of growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Various programs
- Personalized and differentiated instruction
- Student/family “voice” and “choice”
- Abundant resources
- Project-based and performance task learning
- 21st Century skills embedded into assignments
- College preparatory postsecondary support



Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Acquire additional CCSS aligned textbooks/curriculum
- Additional recreation of traditional assignments and assessments into performance tasks
- Alignment of student expectations/achievement between programs



Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging and relevant learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>JCS students are engaged in challenging learning across all programs. Students learn at home, in the classroom and abroad by participating in field trips and national/international travel.</p> <p>All JCS students participate in Performance Tasks and Project Based Learning. These lessons are interactive and encompass CCSS and 21st Century skills. They are rigorous, challenging, include multiple-steps and are typically presented to an authentic audience.</p> <p>Students utilize a variety of resources to access material at their academic level and self-monitor progress. This allows students monitor areas of strength and struggle. Parents/Teachers use this data to guide instruction.</p> <p>At home, student work is observed and monitored by the parent on a daily basis, and every few weeks by the education facilitator.</p> <p>At academies, teachers formally and informally observe students daily, utilize formative assessment during instruction, and meet regularly with students to monitor and assess progress. Ongoing observations allows for differentiated and targeted instruction.</p> <p>JCS teachers use to benchmarks to monitor student</p>	<ul style="list-style-type: none">• Differentiated assignments• Canvas• RTI support• Challenge Work• Safety Net• Honors Course• College Preparatory courses• Career Preparatory Electives• Life Skill Curriculum• Concurrent enrollment with the community college• Senior Career Projects• Specialized finished projects• Flipped Learning• Online Student sample



<p>progress towards mastery. Students who demonstrate mastery have the opportunity to advance beyond class levels. Students who are struggling will receive intervention including placement in the Safety Net Support Program.</p> <p>JCS teachers and students use online learning management systems to track and monitor student achievement of standards and learning outcomes. Analysis of the data drives instruction.</p> <p>JCS high school programs prepare students for college, career and life. Students are assigned curriculum that best suits their academic levels and produce work according to their ability.</p> <p>JCS high school seniors prepare for college and career by completing a career project.</p>	<p>folders</p> <ul style="list-style-type: none">• RP Testing results• CAASP Prep.• Independent Program Choice/Electives• Parent/Teacher Conferences
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Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<p>Online classes are designed by Specialists for Home Study students. Students are given access to all 18 weeks of semester presented in advance to allow students to pace self. Specialist suggest students complete one module per week.</p> <p>Home Page for course on LMS provides all course materials for an entire semester at the start of a class. One module per week is expected. Standard materials are provided for appropriate pacing.</p> <p>Monthly Reports from Educational Facilitator are sent to the Specialist each learning period. Both the EF and Specialist will monitor reports to assess student achievement.</p> <p>Student assignments are given due dates to help the student complete tasks in a timely manner.</p> <p>Students requesting a deadline extension may be given a Grace Period. This allows for flexibility, while holding students accountable.</p> <p>Specialists communicate directly with student to evaluate work, provide reminders, and offer private and group online tutoring by appointment.</p>	<p>LMS Course Materials</p> <ul style="list-style-type: none">• Syllabus• 18 Modules• Due Dates• Supplemental materials needed for special modules• Benchmarks• Final Review Guide• Practice Final with solutions <p>Due Dates & Grace Period</p> <ul style="list-style-type: none">• Due dates• Grace period• Permanent Zero• Admin approval for extensions



Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.*

Findings	Supporting Evidence
<p>Academies use online learning management systems to track completed assignments, current academic standing, and student mastery of standards and learning outcomes.</p> <p>JCS teachers provide students/parents information regarding the specific grade-level CCSS and 21st Century skills that will be taught. This information may be provided at the beginning of the year, each semester, monthly and/or per assignment.</p> <p>JCS academy students participate in classroom discussions regarding the standards and objectives of assignments. Students are given checklists and benchmark due dates to assist with time management and pacing.</p> <p>In the Home Study high school program, pacing guides are accessible online through the Learning Management System (LMS) and from the Educational Facilitator (EF).</p> <p>Syllabi are given in Academy classes. Syllabi also exist for core subjects with specialists in the Home Study program.</p>	<ul style="list-style-type: none">• Student assignment sheets• Work tables with learning targets• Assignment Work Records (AWR)• Academy/EF rubrics• Project rubrics• Academy and Home Study Specialist course syllabi• Rubrics• Canvas

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>All JCS programs offer differentiated instruction.</p> <p>Students enrolled in online classes have the opportunity to engage in asynchronous online collaboration, synchronous, live online learning and schedule a face-to-face meeting with a highly qualified instructor</p> <p>College-readiness online programs are implemented at the high school level to further prepare students for college and/or the workplace.</p>	<ul style="list-style-type: none">• E-courses• Modified homestudy• Academies• Portfolio• Distance education• Learning Management



JCS teachers use iPads, Google Chromebooks, laptops, document cameras, interactive projectors and various educational apps to integrate technology into classroom and home study learning.

In the home study program, parents and the educational facilitator collaborate to design curriculum that best meets the student's educational goals and current learning level.

Intervention strategies are implemented for students performing below grade level. Staff members communicate concerns with their educational team (teachers, SPED providers, specialists, parents etc.). Continuous monitoring takes place to track student progress towards goal. In effort to help student achieve goal, work may be modified, additional benchmarks may be put in place and the teacher increasing observation of the student. Students may be given technological tools or access to online assignments as a means for students and teachers to track progress. After a few weeks, intervention data is used to determine the next step.

High school students utilize college-level research programs to conduct research within an academic database, as well as learn to integrate MLA format with proper in-text and works-cited citations.

Systems (LMS)

- Turnitin (high school)
- IXL
- Shakespeare in Bits
- Google Classroom
- Differentiated online discussion groups
- Moby Max (Kelsey Creed - ICT)
- Use of Manipulatives
- Literacy/Math Centers
- Math tutoring
- Khan Academy (math)
- Special Education services
- Safety Net
- Co-Writer
- Discovery Education
- Raz Kids - A to Z Reading
- Monthly EF meetings
- Resource Center curriculum options
- Individualized education program modifications
- Flipped instruction
- Project based learning
- ProQuest database
- ProQuest Research Companion
- ProQuest literature database
- TouchMath
- Teaching Textbooks



C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers across all JCS programs use a variety of technologies to plan and deliver curriculum, including websites, apps, overhead projectors, and online resources.</p> <p>Students use Chromebooks, iPads, laptops and desktop computers in class and at home to complete assignments, research, write papers, collaborate with other students, access the JCS and other program websites, download home study assignments, email and check grades.</p> <p>Supplemental online resources are used for intervention and/or enrichment in both the learning environment and Safety Net programs.</p>	<ul style="list-style-type: none">• Use School Pathways to deliver assignments directly from curriculum (AWR)• TeacherEase/Canvas• Google Classroom• Teacher's Website• Flipped Classroom• eClasses• Online tutoring• Big Blue Button• IXL• Raz-Kids• A to Z Learning• Discovery Ed• Spelling City• Khan Academy• KidBlogs• ProQuest• Newsela• Chromebooks• iPads• Interactive Whiteboards• Scholastic News



Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Future development is anticipated to provide for supervisorial assessment of teachers' online instruction competency. Currently, courses can be recorded for subsequent evaluation. Teachers provide evidence of competencies as part of the STAR rubric evaluation process. Stakeholder feedback is available from student and parent surveys. Student performance is also an indicator of teacher technology competencies.	<ul style="list-style-type: none">• STAR rubric• Student surveys

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
<p>JCS teachers have close working relationships with their students. Communication is frequent and ongoing between teacher, student and parent. JCS teachers are readily available to answer questions via in-person meetings, phone calls, email or text.</p> <p>JCS teachers provide parents and/or students with strategies, curriculum options, and recommendations based on areas of need. Students are often given the opportunity to re-do or improve assignments before a final grade is given.</p> <p>The classroom environments of JCS programs encourage students to take the lead in the learning when it comes to student voice/choice, project details, and learning outcomes. Students are also encouraged to support one another to foster a positive team spirit.</p>	<ul style="list-style-type: none">• EF Meetings• Emails• Recommending tutors• PBL• Project Week• Centers• Parent workshops

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.



Prompt: Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
<p>JCS students often work on project-based assignments. Typically, the topic is introduced by accessing prior knowledge. Students receive direct instruction initially, which is followed up by a variety of performance tasks which may include communicating as a group, gathering materials, independent research, note taking, use of graphic organizers, conducting an interview, creating a visual presentation and presenting to an authentic audience.</p> <p>JCS teachers instruct students on using a variety of tools to facilitate the completion of assignments. This includes strategies for organizing materials, using the Internet for research, Google Apps, Prezis, PowerPoint, apps and other programs.</p> <p>JCS teachers often model tasks in class, ask students to demonstrate or facilitate a shared assignment to ensure students understand how to research, inquire, gather, discover, and invent knowledge.</p>	<ul style="list-style-type: none">• Teacher-created assessments• Student-created projects• Curriculum assessments• Math journals• Technology Reference Sheet• Skeleton Notes• RP Testing• Student portfolios• Former students become JCS employees (Joey Sims, Alyssa Sims, Alanna Goalwin, Lindsay Baker)

Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

Findings	Supporting Evidence
<p>JCS programs utilize technology to assign/accept online work submissions, view/support student revisions, provide feedback, and interact with students when not on the same campus.</p> <p>This digital interface benefits students by providing prompt, if not instant, feedback and individualized interaction between the student and teacher.</p>	<ul style="list-style-type: none">• Google Classroom• Google Apps• Communications course (JCS ICT)• Brainhoney• ProQuest• Common Sense Media



Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
JCS teachers evaluate students' ability to think and reason through the use of higher-level assignments utilizing PBL, inquiry-based learning, collaborative in-person online discussions, Socratic seminars, presentations, and use of rubrics. Our continued and growing emphasis in writing across content areas challenges the students to explain their reasoning and logic.	<ul style="list-style-type: none">• Project Week• ICT collaborative group• Rubrics• ERWC portfolio• Kid Blogs• Google docs (track peer edits)• Google classroom discussion groups• Canvas• Socratic Seminars• Conversion to all-written HS English finals; emphasis on writing in Soc. Sci., Math, and Science

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
These technology programs used in academies and home study demonstrate that students are achieving academic standards and schoolwide learner outcomes. Student samples are evaluated by the teacher frequently. Some student samples are completed through home study projects and others are created in class at an academy. Moby Max, IXL, Raz Kids, and some iPad apps are effective online programs that evaluate student learning and provide teacher reports. The reports demonstrate	<ul style="list-style-type: none">• Prezi• iMovie• PowerPoint Presentations• KidBlog• iPad Apps• Email Responses (ICT)• Google Docs, Slides, Sheets,



students are effectively using technology to achieve academic standards.

Google Docs and student email responses are evaluated by the teacher to ensure students are benefiting from this specific use of technology.

and Forms

- Instagram
- YouTube
- Minecraft
- IXL
- Moby Max (Kelsey Creed - ICT)
- Raz Kids - A to Z Reading
- ProQuest

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
JCS students learn CCSS through a variety of resources. These resources extend fall beyond textbook and include online websites, apps, field trips, reenactments, debates, access to realia, guest speakers and hands-on experiences.	Reports from: <ul style="list-style-type: none">• IXL Math & Language Arts• Raz-Kids/A-Z Reading• Typing Pal• Common Sense Media• NewsELA (adjusted reading levels, snap & read)• Co-Writer (Special-Ed)• ProQuest Database• ProQuest Research Companion• Field Trips• STEM/STEAM Activities• Moby Max (Kelsey Creed - ICT)• Renaissance Place



	<ul style="list-style-type: none">• Read Live & Read Naturally• KidBlog (Kelly Reese - ICT)• Home Study Projects
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Real World Experiences

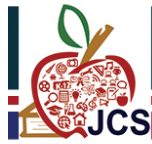
Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
Real world opportunities are accessible to students through projects, student government and leadership programs. High school students get real world experiences volunteering and earning community service hours.	<ul style="list-style-type: none">• Transition Plan• JCS Project Week• Senior Project• Butterfly Effect as Community Service & Charitable Endeavor• Student leadership• Field Trips -• Community Helpers (Interviewing Experts)• Community Based Education (Spec. Ed)• Community Service• BizTown• Work Experience• ROP

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
When taking online classes, students utilize the real world skills of organization, time management and assignment completion. Additionally, students learn online platforms for completing assignments, creating projects and presenting	<ul style="list-style-type: none">• Common Sense Media• Virtual Field Trips• Discovery Ed• Google Maps



finished work.

- BYU Online
- Scholastic News
- NewsELA
- Google Apps
- PowerPoint
- Prezi
- Wix.com
- Wordpress



ACS WASC Category C. Standards-based Student Learning: Instruction:

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary: JCS students engage in challenging and relevant learning experiences across all programs. The personalization and differentiation offer by JCS provides students an opportunity to work on assignments meeting their academic and interest levels.

JCS students engage in technology on a regular basis. Several online programs and applications are incorporated into assignments. Students use email, Google Apps, PowerPoint, Co-Writer, Raz-Kids, IXL.com, Prezis, NewsELA, classroom websites and Canvas to complete assignments, create projects, present finished work and check grades.

Prioritize the strengths and areas of growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Provide individualized instruction
- Voice and Choice
- Standards-Based instruction
- Personalized and Differentiated instruction
- Availability of online learning
- Supporting opportunities for student creativity
- Multimedia technologies in abundance
- College Career Preparedness
- Variety of instructional methods and support
- Flexible scheduling
- Communication
- Availability of resources
- Wide variety applicable learning experiences

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Online assessment of teacher technological competencies
- Students knowing and understanding of standards
- Encouraging home study families to integrate technology
- Increased speed and reliability of Internet connectivity
- Technology training
- Increase amount of CCSS material in the JCS Resource Center



Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: Evaluate the effectiveness of the assessment processes.

Findings	Supporting Evidence
<p>Students in grades K through ninth take Renaissance Place tests in language arts and math twice a year. Teachers view results, for students on their roster, on the admin panel in RP. A work order to pay School Pathways (SP) for RP integration was approved January 2016. This will allow teachers to see RP scores on the dashboard of our student information system. Teachers share the results of RP testing with parents.</p> <p>Students take CAASPP tests in spring. Results are mailed to parents in the fall as soon as JCS receives them from the State. Results are uploaded to SP for teachers to view on the student dashboard. The assessment and intervention coordinator also sends teachers a data spreadsheet for students on their roster.</p> <p>Teachers have a student profile for students where they are recording testing data, as well as other data pertinent to understanding and supporting the whole student.</p> <p>Teachers at the academies and EFs give multiple benchmark assessments in all subjects to determine student progress throughout the year. At the high school level these are common schoolwide benchmarks.</p> <p>An online gradebook is available to all staff and parents to evaluate and analyze student progress. Next year all staff will transition to using Canvas. This year home study high school uses BrainHoney, secondary academies are using TeacherEase and elementary academies are piloting Canvas.</p> <p>CELDT testing is done by the assessment and intervention</p>	<ul style="list-style-type: none">• Renaissance Place, CAASPP and other test data• Student Profiles• Benchmark assessments• Canvas, TeacherEase and BrainHoney gradebooks



coordinator.

Students in grades 5, 7 and 9 complete the California Fitnessgram.

There are other tests available to teachers to gather further data. These include McLeod Reading, Brigance Math, DRA, RAZ Kids/Learning A-Z.

Monitoring and Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>At the student and parent level, in addition to daily graded assignments by the parent-teacher for the home study population, and the daily graded assignments returned from the academy teachers, parents and students are able to track grades using one of the online gradebooks currently in place (TeacherEase, BrainHoney, or Canvas). Beginning with the 2016-2017 school year, JCS will use one learning management system, Canvas, school wide. Students, parents and teachers also stay in contact with one another via phone, email and text. Report cards are issued twice per year.</p> <p>Parents of independent study students understand the level of their child's academic progress at a deeper level than traditional school parents since they are working at least part time with their children as the parent-teacher.</p> <p>CAASP data is reported out at advisory council and governing board meetings. In addition to the meetings held before the completion of the LCAP, the LCAP, strategic plan and WASC plan, are all on the website.</p>	<ul style="list-style-type: none">• Report Cards• Online Gradebooks• Data from local assessments (RP, etc.)• Board minutes• CAASPP data• SARC• LCAP

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.



Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>Parents and the school community understand student achievement well. Because of the nature of independent study, most parents are much more deeply involved in their children's education than traditional school parents. With home study students, assignments are given in advance with the parent-teacher and standards are listed on the assignment and work record (AWR). Parents of students at the academy have their children learning at home at least 26% of the time and can monitor learning of the assigned academy home study assignments. Most academies send home a monthly newsletter stating what topics are being covered both in the classroom and at home. K8 academies use standards-based report cards.</p> <p>Students take the Renaissance Placement test at least twice a year to show areas of growth during the school year. Parents, teachers and students have access to various online programs that track student progress in various subjects/standards. JCS staff meet to discuss student progress and evaluate growth on an ongoing basis.</p> <p>Students with IEPs parents and special education support providers communicate directly with one another throughout the school year.</p>	<ul style="list-style-type: none">• Standards are listed in the given assignments on the assignment and work record (AWR)• Monthly logs and newsletters• Report cards• Results of Renaissance Placement Test• Various online programs such as Raz Kids, Reading A-Z, IXL, Khan Academy, etc.• Monthly completed assignments• Emails and meetings.• Weekly services and IEP meetings

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>JCS offers a large variety of ways to monitor students' progress of meeting academic and college and career readiness standards, such as RP assessments, benchmarks, online supplemental programs, semester finals, student projects, and writing and math assessments gathered in</p>	<ul style="list-style-type: none">• RP results• Supplemental online program data• Project Week website



the student profile folders on Google.

- Writing/math samples in Google student folders and shared with administration, SPED providers, Other teachers.
- Report cards.

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>JCS is in an ongoing conversation on the basis upon which students' grades and growth and performance levels are determined. How much mastery learning, student effort and other factors should effect student grades is a matter of continual discussion. This conversation happens on many levels.</p> <p>Initial assessment, using RP testing, placement tests or teacher created material is used as a starting point for a child's instructional level. For example, Renaissance Place generates specific reports which give instructional planning recommendations to implement in the student's education.</p> <p>On an individual level, in home study, parent-teachers and educational facilitators are continually discussing student progress and what grade a student has earned. At the high school level, the high school specialists are also part of the picture. Academy teachers also meet with students individually to discuss performance.</p> <p>At the program level, each academy has staff meetings where student progress is discussed. In K-8 academies there is a re-leveling of student groups based on student growth, and standards-based report cards are used to evaluate whether or not a student is prepared to advance to the next unit, course, or grade level.</p> <p>At the school level, each teacher is part of a PLC. The PLCs created standards-based scope and sequences to assist teachers in teaching-to and evaluating students based on state-wide expectations.</p>	<ul style="list-style-type: none">• Report cards• Reflection with teachers, students, & parents conferring face-to-face• Online tools• Daily conferring & formal and/or summative assessment• Student portfolios/profiles• Learning Period meeting with Education Facilitators



Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<p>No students are in an online only program. Some high school students attend online instructional sessions, eClasses, with the home study high school specialists. Some middle school students get supplemental math or writing instruction in an eClass with one of the educational facilitators. In addition, at the high school level students sometimes take an online class from a vendor such as BYU.</p> <p>For the classes run by JCS, student login with a unique username and password to the online learning management system. Since JCS students are geographically spread out over three counties, it is unlikely a student is doing work for another students. All high school students come in for in-person, proctored finals.</p>	<ul style="list-style-type: none">• eClass schedules and online recordings.• Finals

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*



Findings	Supporting Evidence
JCS teachers use a variety of formative and summative assessment strategies to evaluate student learning. JCS teachers begin with assessments that are CCSS aligned and will provide the data needed to help drive instruction. PLCs have begun working on schoolwide CCSS aligned assessments (benchmarks and/or final exams) that all students will take. The high school program has had common benchmarks and finals in place for several year under the California State Standards and the English teachers have used a common writing rubric.	<ul style="list-style-type: none">• Reading programs such as Reading A-Z, DLR, and Read Naturally, RP and CAASPP testing• Assess math levels through assessments: teacher-created, part of a curriculum, and CAASPP testing• Assess CCSS writing standards using rubrics and CAASPP testing• Assess science and social studies skills through projects, debates, presentations, experiments, curriculum assessments and state testing

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those students with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
All JCS students produce a wide variety of student work from daily writing warm ups, science labs at the San Diego Safari Park and Catalina Island, research projects culminating in presentations where students dress and present as different historical characters, to a yearly talent show where students demonstrate presentation skills. Each year students also spend a week working on a project of their choice that demonstrates the intermingling of multiple subjects and skills. Teachers nominate the best projects to come to the February Forum and present their projects to teachers and be recognized in an awards ceremony and luncheon.	<ul style="list-style-type: none">• Project Week projects. Check on the Project Week website.• Class projects-group work• Summative and formative assessments• Verbal assessments• Communication skills/ presentations



Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>No JCS students are strictly online students. Many of the assessments that JCS uses are completed online, including the testing done for the State.</p> <p>JCS uses Google Apps for Education and all JCS students have a school Google accounts and email accounts. The majority of our middle and high school students use these accounts on a regular basis with essays and other assignments being turned in to teachers this way. With the purchase of Canvas schoolwide, beginning with the 2016-17 school year JCS students will be able to turn in assignments completed in Google Drive from the Canvas dashboard.</p>	<ul style="list-style-type: none">• Online assessments• Student Google documents

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and all other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>JCS students use a wide variety of curriculum, so using only “end of chapter tests” found in many textbooks is not possible. Currently students use a wide variety of formative and summative assessments in the different programs and the PLCs are working on some comment summative assessments to be used school wide.</p> <p>Teachers are constantly analyzing the effectiveness of the assessments, changing, and modifying assessments for individual students in order to get an accurate portrayal of each students understanding of grade level standards.</p> <p>Students are asked to apply their knowledge in a variety of ways including computer based assessments, oral assessments, written assessments, projects and hands-on demonstrations.</p> <p>Various assessments are based on common core grade level standards and give teachers a complete picture of student knowledge.</p>	<ul style="list-style-type: none">• Lab reports• Student work samples• Benchmarks• Oral presentations• Cross-curricular projects• Power point presentations• Essays• Event days like Greek Games• Middle school BizTown• Steam Festival• Science Fair• Living History Museum



	<ul style="list-style-type: none">• Project week projects• Stem convention projects• Art Gallery projects• Expression through art• Oral assessments• Student expression of knowledge in a way that is best suited for that individual
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Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
Timely student feedback is important and can come from a variety of sources such as self-reflection, peers, parents, teachers, and other members of the school community. Home study students often receive daily feedback when working with the parent-teacher. In addition, mostly at academies, students work with peers, continually evaluating each other's progress to complete group projects. Teachers meet with students individually to discuss missing assignments or low scoring work to initiate student feedback. There is ongoing communication with parents and students regarding students' progress. Teachers meet with each other to collaborate on individual student progress across curriculum. Students learn responsibility and time management through home study assignments to prepare them for college, career and life.	<ul style="list-style-type: none">• Progress reports• Goal setting conference sheet• Completed projects• Rubrics• Informal continued discussion during peer group work.



Modification of the Learning/Teaching Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
Teachers in home study and academy programs collaborate on common test questions and select common assignments throughout the semester. Teachers then collaborate on rubrics and grading to help calibrate similar grades. Teachers use findings from statewide assessments to drive curricular changes and decisions. Teachers check for understanding through pretests, and visual and verbal assessments. Proctored final exams in all high school programs. Teachers collaborate on assignments during PLC times	<ul style="list-style-type: none">• Benchmarks• Final exams• End of the unit performance tasks (high school)• State tests• Rubrics shared across programs

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>The LEA for JCS, Julian Union Elementary School District, is not involved in the assessment and monitoring process as in a traditional school district. Updates on all aspects of the charter school are presented to the board of the JUESD on a regular basis.</p> <p>Students scores on the CAASPP are presented to the JCS governing board annually. The governing board approves the LCAP before it is sent to the JUESD.</p>	<ul style="list-style-type: none">• JUESD board minutes• JCS governing board minutes



As detailed in previous sections, student, parents and staff are actively involved in the assessment and monitoring process of student progress.

School wide, the business and industry communities are not involved in the assessing and monitoring of student progress.

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
No JCS students are strictly online students. State testing is more complicated for JCS than at most public schools. All JCS academies conduct CAASPP testing for academy students. In addition to using several of the academy buildings to test home study students, JCS also uses several other locations (libraries, churches, rented office spaces, etc.) so that students and parents are not driving in to test at locations that are more than an hour away. Getting Chromebooks to these different locations and ensuring that there is adequate access to power and the internet is a unique challenge that is overseen each year by the assessment and intervention coordinator. In addition, JCS staff know that this is a time of “all hands on deck” and extraordinary efforts are made to ensure that testing is safe, secure and also as enjoyable as it can be for students.	<ul style="list-style-type: none">• Sign ups for CAASPP testing locations on SP.• Documents distributed to parents and staff by the assessment and intervention coordinator.

Schoolwide Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
As a result of assessment results, JCS has purchased online programs such as RAZ kids to improve academic achievement. Running Records are assigned through RAZ kids which evaluates fluency in reading. Based on these results, appropriate reading levels are assigned and assessed with RAZ kids to increase fluency and	<ul style="list-style-type: none">• Purchase of RAZ kids for each student in the school K-5 grade level• Discovery Education license• IXL Math. IXL Language Arts was implemented this



comprehension.

Administration emails out various training opportunities for teachers to attend in their area of specialty.

Resource Allocations - More Chromebooks are available for students to use at academies. This helps students to be more computer literate for online assessments. It also helps them to have more access to online research and presentations.

New projectors have been bought for classrooms to experience more hands-on learning and share in online resources.

After Renaissance Place assessments, reports are gone over with the parents. In the home study program, curricula is adjusted and tutors are recommended with the educational unit funds to help struggling students catch up based on the results of the RP assessments.

In staff surveys teachers report wanting more training on CCSS implementation, especially in the area of math, as well as reading intervention training and how to analyze data effectively.

year.

- Typing Pal to improve computer skills which reflects on CAASPP testing.
- Examples: Speakers/conferences offered throughout the year including San Diego History Social Science Conference, Teaching the Past for Tomorrow at UCLA, UCI History Project, Restorative Classroom Practices through Lifeplay, Spotlight On Education speaker on disenfranchised urban students, STEAM training, etc.
- More Chromebooks in each academy program
- Projectors and interactive whiteboards in academy classrooms



ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary: Julian Charter School uses a variety of assessment tools for formative and summative assessment. Teachers would like more training on not only the range of the assessments available to use, but how to select appropriate assessments, how to gather the data together by roster and program, and how to use that data to drive the decision making on a school, program and individual student level.

With the increase in the number of students with IEPs, that staff has performed in an outstanding fashion working as a team to support students. JCS teachers identify students who are struggling and work to begin the concern report and SafetyNet process. Continued work on this area is needed as a larger number of students are identified as struggling.

Prioritize the strengths and areas of growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Julian Charter School (JCS) provides a variety of assessment tools.
- JCS has a process for identifying students who are not meeting grade level standards.
- JCS holds appropriately credentialed employees accountable for monitoring student assessments.
- Strong communication between teachers, student, parents, special education staff and administrators. Everyone is working as a team to support students and ensure academic progress.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Implementation of Intervention
- Standardized writing prompts per grade level for semester samples
- Concern Reports and SST need to be more detailed and updated more frequently.
- Training for interim CAASPP assessments
- Training for JCS assessments available to staff



- Provide access to modified or alternate curriculum for students who are in the SST process

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
<p>JCS leadership employs a wide range of strategies to encourage family involvement, especially with the learning/teaching process. Business, industry and community involvement is encouraged in the local communities served by JCS.</p> <p>Parents are actively involved in the learning and teaching of their children. In home study, the parents are the daily parent-teachers. Academy students have their parent as the parent-teacher for at least 26% of their school time.</p> <p>Most of the academies have parent teacher groups who organize events and help with fundraising. (See JCS San Diego Academy of Performing Arts parent/teacher organization “music makers” page as an example.) In addition, parents volunteer in the classrooms at the academies and learning centers. Parents also volunteer to help as coaches in the JCS sports program.</p> <p>JCS has an official Facebook page, but there is also a “JCS Friends and Family” page that is moderated and overseen by a parent. Parents serve on advisory council and the governing board.</p> <p>JCS uses paid community vendors as a way to provide additional support and enrichment to home study students. Using educational units (EUs) students can take</p>	<ul style="list-style-type: none">• JCS website with photos showing community, announcements and parent involvement• Minutes from governing board, advisory board and academy parent/teacher meetings• SDAPA “music makers” parent/ teacher website• Co-op groups in home study• Use of community vendors for all areas of academic enrichment. See vendor list.• BizTown documentation• Field trips. See list of field trips on SignMeUp.• School calendars• Remind messages on school websites.



group piano lessons, get academic tutoring, or order art materials to complete VAPA assignments for example.

Home study field trips at local businesses, such as the Living Coast Discovery Center in Chula Vista or performances of *The Grinch* at the Old Globe in Balboa Park, are very popular with families. Community field trips help students explore the world around them and also provide additional opportunities for students to socialize with other home study students.

Many home study parents are also involved in outside co-op groups or participate in educational facilitator-led get togethers. For example, many home study EFs organize park days, at local community parks, for families and students on their rosters.

JCS is involved with the local Junior Achievement branch in the Mission Valley area of San Diego and JCS students participate each year in BizTown.

JCS does not have a large population of students whose first language is something other than English and about half of these students have adoptive parents whose first language is English. These students, as well as students who have IEPs, participate, and their parents participate, in the same way as any other student and parent.

Parents are encouraged to chaperone academy field trips to local businesses such as the UCR CE-CERT facility, Riverside Hall of Justice, Museum of Making Music, San Diego Safari Park, Birch Aquarium, San Diego STEAM Festival.

Parents are regularly informed of school news and events through online tools such as TeacherEase, Remind, Google Calendar, the JCS website, and academy websites.

Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
Community resources are used to support JCS students. As JCS is an independent-study charter school with students geographically spread out over three counties, this is a greater challenge than at a site-based, single	<ul style="list-style-type: none">• JCS Butterfly Effect—Be the Change• SDA-AS interactive art installations



community, charter school. Here are some of the ways that JCS uses business, industry and the community resources. In many cases it is JCS students who are making a difference in their local communities through their volunteer work.

- The [Butterfly Effect](#) is a project started by artist Tasha Wahl. JCS adopted for our theme this school year, the “Butterfly Effect—Be the change you want to see in the world.” JCS stakeholders are dropping a butterfly every Friday into the wild. The person or group that drops the butterfly each week has raised funds to donate to the finders charity of choice. When a butterfly is found there is a message on the back of the butterfly on how to contact JCS to let us know which charity to donate to.
- Students from the JCS San Diego Academy of Arts and Sciences (SDA-AS) and the San Diego Learning Center have created interactive art installations that are shared with the public.
- Students from the JCS San Diego Academy of Arts and Sciences (SDA-AS) and the San Diego Learning Center participated in the Rolando Boo Parade and created an award winning float.
- JCS high school students took part in the [NACAC National College Fair in San Diego](#) (over 400 colleges were represented, students were able to attend workshops, counseling sessions, utilize resource centers, and make personal contact with college representatives).
- JCS high school students attended the [college and career fair](#) at Grossmont Community College.
- Community members are invited to academies to speak about career readiness.
- JCS Pine Valley Academy students are actively involved in many community service activities. Students made blankets for needy families, the schoolyard habitat program is a certified wildlife habitat, students recycle community refuse with their worm farm, and resources were collected to send to students in Guatemala.
- JCS Innovations Academy La Mesa (IC-LM) students raised over \$400 in a “Pennies for Patients” drive to

- Boo Parade [Award Winning Float](#).
- Counselor newsletters for college fair announcements
- JCS PVA [community service activities](#).
- JCS IC-LM [Pennies for Patients](#)
- Pictures on academy websites
- Epic Award Projects
- California Media Festival winner projects.



benefit the Lymphoma Society of America. Two families matched funds to bring the amount donated to \$1,000.

- Students from the JCS Murrieta High School Academy(MHSA), JCS Murrieta Middle School Academy(MMSA), JCS San Diego Academy of Arts and Sciences (SDA-AS), JCS Pine Valley Academy(PVA), and JCS Innovation Center Temecula(ICT) participated in the San Diego STEAM Festival. Students presented their science fair experiments, gave soldering demonstrations, and helped community members make LED ornaments.
- Students can choose to do a community service project or butterfly effect project during the JCS project week. For the community service project, students need to identify a need in their community and research existing community organizations. They then need to create a mission statement of their own, create a fundraising plan, and a social media plan. For the butterfly effect project, students need to identify a need in the world and write up a plan on how they can meet that need.
- JCS students participate in the California Media Festival, in its 50th year and supported by CUE (Computer Using Educators) and Wells Fargo. Students create videos/multimedia highlighting content area learning. JCS has had 19 winners in the last eight years. One student was invited to be the student MC for several years, gaining valuable TV speaking experience.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*



Findings	Supporting Evidence
<p>The following policies are effective and are in place to ensure safe, clean and orderly facilities.</p> <ul style="list-style-type: none">• Disciplinary Process Policy. In part outlines that violation of safety rules and processes may result in immediate termination of an employee.• Drug Free Workplace Policy. In place to protect the health, safety and welfare of the employees of the school and the public. Similar policy in place for students called Drug, Alcohol, and Tobacco Free Environment Policy.• Workplace Safety – Violence in the Workplace Policy. Address the responsibility, compliance, communication, hazard assessment, incident investigation, hazard correction, training / instruction and record keeping components to aide in the prevention of workplace violence• Child Abuse Notification of Reporting Procedures. The policy that goes along with mandated reporter training.• Civility Policy. This policy is not intended to deprive any person of his/her right to freedom of expression but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff.• Search and Seizure Policy. Guidelines for conducting searches.• Student Discipline, Suspension, and Expulsion Policy. Student discipline is a critical factor in maintaining a safe environment for students and staff.• Acceptable Use Policy. Outlines the privileges and responsibilities of using the Internet and school computer networks and technology resources <p>JCS promotes student safety through regular preparedness training and published safety procedures.</p> <ul style="list-style-type: none">• Safety drills are conducted at all academies.• All academies have first aid kits that have been examined by our safety vendor, including service to epi-pens.• Staff have been CPR, first aid and epi-pen trained.	<ul style="list-style-type: none">• Governing Board Policies.• First aid kits and emergency procedures flip charts at each location.• Completed Common Sense Media Lessons.• Firewalls at each location.• LMS-Canvas.



- Evacuation routes and policies are posted in each room. Emergency procedures flip charts.

In addition to the Acceptable Use Policy listed above JCS takes the following steps to ensure students are safe online.

- Students are trained in internet safety using lessons from Common Sense Media. All teachers are asked set up a teacher account and do at least one lesson each year with their students. The educational leadership team (ELT) suggests that Digital Citizenship Week is a great time to do this.
- All location have a firewall installed that does content filtering to meet CIPPA requirements.
- Moving to one LMS, Canvas, next year will also help with student monitoring of online work done in Google tools since the integration is well done. In addition, JCS already uses Turnitin.com to help students understand and remain responsible citizens with regards to citation of sources, and Canvas integrates with Turnitin.

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
<p>JCS staff are caring and concerned about our students and work to ensure a schoolwide culture that honors individual differences so that all students may learn. JCS Core Values and Student Learning Outcomes reflect this cultural belief.</p> <p>The faculty and staff in the different programs regularly recognize student academic achievement and personal growth. Some of these are public recognitions and can be seen on the school website, especially in the student spotlight section. Another example would be the “red cards” given to Murrieta High School Academy (MHSA) students for extra effort, help, and support of others that is above and beyond the call of duty.</p> <p>Parents, students, and teachers communicate regularly to ensure monitoring and support of student achievement.</p>	<ul style="list-style-type: none">• JCS Core Values• JCS Student Learning Outcomes• JCS website—student spotlight• MHSA Red Cards• JCS-MHSA website• Senior portfolios



For students who need additional support, SafetyNet resources are in place to help.

Faculty and staff at the different academies emphasize the importance of a positive school culture through discussion of different aspects of personal development. For example, the Murrieta High School Academy faculty facilitates student discussions of a different PROSPER facet each month. The PROSPER facets are passion, responsibility, opportunities, support, preparedness, excellence, and respect. Students are creating online PROSPER portfolios where they reflect on each of these facets.

In order to prepare students for life after graduation, high school seniors at Murrieta High School Academy create an online career portfolio in which they research three different career options and reflect on their findings. They present their findings to their 11th grade classmates.

Atmosphere of Trust, Respect, and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
<p>JCS teachers deserved high praise and credit for working hard to have an atmosphere of trust, respect and professionalism while being geographically separated from the majority of their colleagues. It is sometimes difficult to get everyone in his or her seat to begin our forum times together since teachers are catching up and collaborating with other teachers they only see face to face at the staff forums. In observing the profession learning community (PLC) time at each forum one can also see that the teachers value and respect one another.</p> <p>Teachers are regularly evaluated for professional growth and other aspects of professionalism. This year JCS is piloting a STAR teacher job description and rubric.</p> <p>Teachers and staff recognize individual members for the their contribution to student growth and program growth. At the last forum of each year staff and teacher awards are presented. Our executive director begins each award presentation by reading aloud to all of us the words written on the nominations by fellow employees. Her weekly reports, emailed to all staff, also often include thanks, gratitude, and other types of kudos for the</p>	<ul style="list-style-type: none">• Staff forums. The visiting committee will participate in a forum during their visit.• PLC time at the forums• PLC documents on Google Drive• STAR Rubric• Employee of the year awards• Executive Director's weekly reports



incredible things our staff members are doing.

E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
Ongoing student assessment and evaluation are key to identifying student strengths and weaknesses. Students who show areas of academic weakness are identified and given RtI (Response to Intervention) strategies for six weeks. After this, if it is determined that students need additional support, a Concern Report is created through the Safety Net Program (SN). The SN Program works with students, parents, teachers and other stakeholders to support the student in areas of need. Through this program, students receive personalized and scaffolded instruction from their teacher, parent, and are given opportunities to work on areas of weakness. The SN team tracks the student's progress. If growth is shown, the student continues to complete the scaffolded instruction. If no growth is shown, an SST is called, and further testing may be performed. The JCS SST team works together to identify the needs of students, and makes recommendations for how to best serve a student's needs. If special education is recommended, the team continues to work with the student to identify strengths and weakness and implements special education methods to ensure student success. This process has been shown to effectively help students who are EL, or who have fallen behind in school due to absences or other issues. JCS firmly believes that it is important to assess each student individually to determine any areas that requires extra support. Extra support is provided through tutoring (both	<ul style="list-style-type: none">• SafetyNet process• Student profiles/folders with milestones noted• Counselor newsletters to students and parents- emailed to home study/ distributed through academy programs• JCS Athletics



online and in person), scaffolded assignments, parent involvement, support from counseling or psychological staff, changes in program selection to most benefit the student's learning style, and curricular recommendations that will best support the individual needs of students.

Academic counselors available to high school students for college and career planning. The counselors review student four year plans on an annual basis. The counselors also keep a list of health and community counseling services to provide to families in need.

While JCS does not participate in CIF, we have an Intramural Athletic Program where our students compete against other JCS academies and some other local charters.

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
JCS has no online only students and all student support is referenced in the above section.	

Direct Connections

Indicator: The school demonstrates direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
<p>JCS allocates the following resources to student support services such as counseling, articulation services, and psychological and health services, or referral services.</p> <p>Teachers keep student folders in Google Drive and inside each folder is a student profile. JCS teachers initially keep track of student social/emotional issues on this document and the document is shared with the SafetyNet or IEP team as needed. Teachers share all student folders with the assistant director who is their supervisor.</p> <p>For ongoing student concerns, a concern report is completed and shared first with the SafetyNet team. This</p>	<ul style="list-style-type: none">• Student profile—examples of personalized/modified assignments in student profiles/folders. (Shared with special ed.)• Concern reports• Counselor documentation and discussion with academic counselors



ensures that all student concerns get documented. The SafetyNet team collaborates with the Assessment and Intervention Coordinator on how to handle concerns that are emotional/social/behavioral in nature. As needed the following resources are used.

- JCS has a few staff members with PPS credentials who provide can provide short term counseling as needed on a referral basis. To document well any counseling provided, our Assessment and Intervention Coordinator and Assistant Director of Special Education consult on when services should be provided by JCS staff as opposed to referrals to an outside provider.
- JCS Academic Counselors keep lists of community based resources for the different geographical areas and/or find the needed services when the need arises.

Sometimes JCS finds that a different program within the school is able to address a student need and a program change is initiated. For example, students who have anxiety might find that transferring to home study allows them to continue schooling in a less stressful environment while working to figure out how to handle the anxiety—especially when first diagnosed by a doctor.

Support and Intervention Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>The mission statement we live by is “empowering learners with educational choice,” and at JCS we are one school with many programs.</p> <p>There is a wide variety of curriculum choices for parents to select from, ranging from a good deal of freedom at the K8 home study level, to selecting a high school academy program where one curriculum is used. Regardless of the range of curricular freedom, all JCS teachers demonstrate a</p>	<ul style="list-style-type: none">• Mission Statement• Vision Statement• Core Values• Curriculum Guides: See JCS parent or staff portal for these three documents. 1) What to Pick Up Form K-5, 2) What to Pick Up Form



high level of involvement with their students and develop and implement personalized approaches to learning.

While JCS stocks standards-based (California State Standards and moving towards CCSS) curriculum for K8 students that works well for home study families, parents are also able to use educational units (EUs) to purchase other curriculum from approved vendors on the educational materials resources (EMR) list as long as the material is in alignment with the students learning plan (assignment and work record) and is non-sectarian. The parents of home study students are the daily parent-teacher and are very involved with their students.

At the home study high school level, students are in core courses where the curriculum has been written by a highly-qualified teacher in that subject area and parents no longer select the curriculum to use for daily instruction. There are a wide variety of elective classes high school home study students may take where the educational facilitator has the ability to tailor the class for the student—similar to K8 home study.

At our academies, parents have elected to let the academies select the curriculum that is used in exchange for more direct instruction from JCS teachers. The independent study assignments that academy students do at home are created by academy teachers. All academy programs have fewer than 26 students in a class and this allows the teachers time to have more personalized interactions with their students. To help maximize the time spent with small group or individual students while a student is in at one of our learning centers, some teachers follow a flipped classroom model.

Regardless of the program a student is in at JCS, teachers have created student folders on Google that house a student profile. These folders were implemented this school year, 2015-2016, and may additionally include student work samples, assessment data, and any other documents relevant to understanding and helping the student succeed. JCS teachers look at individual student profiles well.

What JCS needs to work to develop further is how to look at students on a greater than individual basis—schoolwide, program wide, and roster wide. While JCS focuses on personalized learning, we also believe being able to more easily see the larger trends by roster, program and school

6-8, 3) What to Pick Up Form High School

- [Educational Material Resources](#) List
- Google Student Folders



is helpful to individual student learning.

SafetyNet and RtI strategies have been previously explained earlier in section E.

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
No JCS students are only online students. Students who take eClasses and/or use a learning management system are given individual tutorial sessions by their educational facilitator. The eClass teacher also done an intro session for each class that is recorded.	<ul style="list-style-type: none">• Ask a high school EF for a demo of the session done with students.• Recorded intro sessions for eClasses.

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
There are support services in place for EL students, for students who have IEPs, and for high school students who have struggled in a traditional program but do not have the parent support in place to be able to succeed in the home study program. JCS has a small EL population. Many of our EL students are adopted and have a first language that is different than their parents. These home study parents instruct in English and are able to educational material resource (EMR) funds to purchase additional curriculum that meets the needs of these students. EL students who are part of an academy program are monitored closely by the teachers and academy coordinator. JCS has used translators to speak to parents who do not speak English at a fluent level or who are hard of hearing. JCS has a significant number of students with IEPs. All students with IEPs must have on their IEP that	<ul style="list-style-type: none">• Student profile• IEPs• PLC GATE program



independent study is an appropriate placement. The assistant director of special education reads the currently in place IEP of incoming students and then discusses with parents if independent study is an appropriate placement. Since the parent will be the parent-teacher at least part of the time the parent is taking on a larger roll than if the child was sent to a traditional site-based school. Parents need to understand that they are also responsible for the accommodations and modifications listed in the students IEPs and they are also working to ensure, as part of the team, that their children are meeting their IEP goals. All students with IEPs have a case manager, normally one of the school psychologists or one of the special education teachers, who leads that child's IEP team. Students receive special education services from either a JCS staff member or a specialty vendor. Vendors are used primarily in one of two ways. Vendors are used to serve students whose needs are atypical of the majority of special education students and keeping a person on staff would not make fiscal sense. Also, at times vendors are used for families who live greater than an hour from one of our centers where special education services are provided.

High school students who have struggled in traditional school settings and do not have the parental involvement needed to have a traditional home study model work, sometimes find that the JCS INSITE program works well for them. JCS has three INSITE programs, in Murrieta, San Diego and Alpine. Students need to meet with their independent study teacher at least once per week and most come in between two to four days for additional support. INSITE students typically take two to three classes at one time but for a shorter span of time. For example, a student might complete a semester of English in six weeks, but is only in a math, English and PE course during that time.

Academy programs have tutorial sessions in place to help students outside of class time. JCS does not test to identify GATE students. Phoenix Learning Center (PLC) incorporates differentiated curriculum addressed in the California GATE standards strategies for all students.

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*



Findings	Supporting Evidence
No JCS students are strictly online students. Students at academies and learning centers have access to Chromebooks.	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence
<p>All academies offer academic tutoring. Academies are not able to offer alternative schedules because of the small number of students in each academy, but do offer alternative ways for students to take classes—just as in the home study program. For example, all high school students are able to take two classes per semester from a community college. JCS reimburses for the course fee and textbooks. Students earn both high school and community college credit and this is the only time in California that dual enrollment is legal. JCS high school students are also able to take classes from approved vendors and some of our academy and home study students take classes from places such as BYU Online. When students take a course from an approved vendor, such as BYU that has submitted documentation to have their courses a-g approved, JCS records the grade on the transcript as a BYU class. JCS students are able to repeat courses as needed, but may need to switch to home study to make the schedule work.</p> <p>JCS does not offer summer school classes. Some students take classes over the summer from a year-round charter school, a local traditional school offering summer classes, or from a community college.</p> <p>AP testing is available to students, although we do not offer AP classes.</p>	<ul style="list-style-type: none">• See tutoring schedule for various academy programs• Student transcripts for community college or other approved courses from outside vendors.• See testing schedule



Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
<p>Co-curricular activities complement what students are learning in school and are typically, but not always, ungraded.</p> <p>JCS students participate in sports in a variety of ways. JCS offers a co-ed intramural high school and middle school athletic program to students in grades 6–12 for flag football, volleyball, soccer and basketball. JCS academy programs sponsor the individual JCS teams. Three other charter schools participate in the program JCS began: Dehesa Charter, Pacific View Charter and Diego Hills Charter. JCS also has several students whose parents choose to home school them so that the students has the time and flexibility to be able to compete in an individual sport at a high level. For example, JCS often has students who are tennis players or rodeo riders and these students travel for competitions.</p> <p>Visual and performing arts are also important to many JCS students.</p> <p>College and career-readiness standards are covered in a variety of ways. All high school students take a five unit life-skills class and have four year plans. Seniors at the San Diego Academy of Creative and Critical Thought (SDA-CCT) and Murrieta High School Academy (MHSA) complete senior projects focused on careers. Students at Pine Valley Academy (PVA) and Alpine Academy (AA) take a career skills class that includes presentations from guest speakers.</p> <p>JCS has a work experience program run by one of the academic counselors.</p>	<ul style="list-style-type: none">• JCS Intramural Athletics• Senior project examples seen while visiting SDA-CCT and MHSA.• Four year plans.• Student transcripts to view life skills credit. Any high school EF can login to the student information system to show the variety of life skills curriculum offered.• WEE (work experience) documentation



Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
No JCS students are only online students. Even when a student takes one or two classes from BYU Online the student comes in to take a proctored final.	



ACS WASC Category E. School Culture and Support for Student Personal and Academic

Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary: JCS promotes a school culture that is safe, nurturing, and supportive for all students and parents. Students are welcomed to every program, and given the opportunity to learn in a multitude of ways. From academy programs, to the home study program, to a combination of both, JCS students are given an amazing opportunity to find what works for them. Each program within JCS has a variety of options to support students in their quest for educational success. Teachers are enthusiastic about working in an environment that supports personalized learning, and work extremely hard to make sure that JCS provides the best opportunities for every student to succeed. JCS programs bring in community members to speak to students about careers, involve parents in school activities and field trips, provide opportunities for extracurricular events, field trips, and courses that students request. Students can choose options such as dance, robotics, drama, athletics, gardening, STEM involvement, and an incredible assortment of activities to engage students in learning. JCS teachers hold high standards and expectations for student success, and incorporate a variety of teaching methods to meet the needs to their students. We continue to incorporate Common Core Standards into the curriculum.

JCS effectively personalizes education for all students. The SafetyNet process is well defined and teachers now need additional professional development on how to support struggling students.

Prioritize the strengths and areas of growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- E1 is overall an area of strength for JCS. JCS implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. JCS uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.
- E2 The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning. The school has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.
- Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school.



- E3 The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.
- E3 Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- E1: JCS can increase communication to students about program offerings and extracurricular activities. We also need to increased classroom support for struggling students.
- A high number of our students are not college bound and we should examine the potential creation of a vocational/career technical education option for these high school students.
- E2: Our AUP and board policy should be updated. We should continue to work to develop an atmosphere of trust among students at the middle and high school levels that honors individual differences and is conducive to learning.
- E3: We want to continue to ensure good communication with academy students concerning available extracurricular activities/academic opportunities throughout JCS.



Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Determine how to make program and roster data is easier to aggregate.
- Focused professional development in the areas of data analysis/data-based decision making.
- Help students to be more successful in their independent learning.
- Training for interim CAASPP assessments
- Increase amount of CCSS material in the JCS Resource Center
- Alignment of student expectations/achievement between programs
- Students knowing and understanding of standards
- Standardized writing prompts per grade level for semester samples
- Increase communication to students about program offerings and extracurricular activities.
- Provide access to modified or alternate curriculum for students who are in the SST process
- Increase support for struggling students to help meet IEP/504 accommodations.
- Examine the potential creation of a vocational/career technical education option for high school students who are not college bound.
- Additional recreation of traditional assignments and assessments into performance tasks
- Continue to work to develop an atmosphere of trust among students at the middle and high school levels that honors individual differences and is conducive to learning.
- Ensure good communication with academy students concerning available extracurricular activities/academic opportunities throughout JCS.
- Online assessment of teacher technological competencies/ technology training
- Increased speed and reliability of Internet connectivity
- Encouraging home study families to integrate technology
- Update board policies as needed



CHAPTER V: SCHOOLWIDE ACTION PLAN

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.

Support students in becoming life-long independent learners.

Rationale: If we can help our students become independent learners, give them the skills they need for career and college readiness, they can apply those skills to all aspects of life. Soft skills transcend academics and ultimately contribute to the success of all learners.

Link to schoolwide learner outcomes:

- 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 and to become lifelong learners.
- 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.

SMART Objective: By 2020, initiate a 10 credit Life Skills high school curriculum composed of a variety of modules that focus on specific soft skills.

Step	Responsible Person(s)	Description of task	Timeline
1	Assistant Directors, Director of Education, Executive Director	Meet with High School Counselors to discuss viability of creating the Life Skills high school curriculum as a graduation requirement. Changing the graduation requirement would require a board approval. Another option is to keep our current Life Skills requirement and list the additional 5 credits as electives that	By June 2016



		are strongly encouraged.	
2	High School Counselors, Elective PLC, Assistant Directors	Elective PLC which includes the high school counselors create a 4-year life skills curriculum overview comprised of 1 unit modules. Consider how to include SMART goals each year (0.5 credits?)	2016-2017
3	High School Counselors, Elective PLC, Assistant Directors	Write and implement the modules for year 1 (9th grade). Each module should include some choice. Students should be able to choose a method that best coincides with their chosen post high school path.	2016-2017 (write) 2017-2018 (implement)
4	High School Counselors, Elective PLC, Assistant Directors	Write and implement the modules for year 2 (10th grade). Each module should include some choice. Students should be able to choose a method that best coincides with their chosen post high school path.	2017-2018 (write) 2018-2019 (implement)
5	High School Counselors, Elective PLC, Assistant Directors	Write and implement the modules for year 3 (11th grade). Each module should include some choice. Students should be able to choose a method that best coincides with their chosen post high school path.	2018-2019 (write) 2019-2020 (implement)
6	High School Counselors, Elective PLC, Assistant Directors	Write and implement the modules for year 4 (12th grade). Each module should include some choice. Students should be able to choose a method that best coincides with their chosen post high school path.	2019-2020 (write) 2020-2021 (implement)
7	Counselors	If the decision is made to change graduation requirements, counselors will revise the 4-year plans.	2016-2020
8	Assistant Directors, Director of Education, Executive Director	If the decision is made to change graduation requirements, we will seek Board approval.	2016-2020
9	Assistant Directors, Yvette Lares	Work with School Pathways to upload curriculum for home study students and EFs. Change course credits, and transcript selections in course edit page. Curriculum will also be housed in the school's Knowledge Base as Google Documents.	2016-2020



SMART Objective: By 2020, 90% of all 9th grade students will have taken the PSAT, established a College Board account, and received a personalized SAT preparation plan through Khan Academy.

Step	Responsible Person(s)	Description of task	Timeline
1	Assistant Directors, Director of Education, Executive Director, Chief Business Officer	Use the general fund to pay for all 8th grade students to take the PSAT. Include any 9th grade students who did not take the PSAT in their 8th grade year. Fiscal impact should be minimal. Cost of the PSAT is \$13/student. Include this in the budget each year.	2016-2017; Ongoing
2	High School Counselors, Assessment & Accountability Coordinator	Arrange for proctors at JCS facilities to accommodate the administration of the 8/9 PSAT.	Fall 2016; Ongoing
3	Executive Director, High School Counselors, EFs, 8th grade teachers	Communicate with parents and students this new opportunity and expectation of 8th grade students as they promote to high school.	Fall 2016; Ongoing
4	EFs, 8th grade teachers, High School Counselors	Register and order tests for all 8th grade (and possibly 9th grade) students.	Fall 2016; Ongoing
5	EFs, 8th grade teachers, High School Counselors	Assist students in creating a College Board account and using a linked Khan Academy account with a personalized SAT preparation plan.	Spring 2017; Ongoing

SMART Objective: By 2020, as part of the life skills curriculum, fully implement a soft skills assessment to be taken in 9th and 12th grade.

Step	Responsible Person(s)	Description of task	Timeline
1	Counselors, Assistant Directors	Research, find, and/or write a soft skills survey to be completed by students and parents/teachers.	2016-2017
2	EFs, 9th grade teachers, High School Counselors	On a TBD soft-skills inventory, all 9th grade students will self-report at the beginning of the year of their college and career readiness.	Fall 2017
3	EFs, 9th grade teachers, High School Counselors	On a TBD soft-skills inventory, all 12th grade students will self-report at the end of the year on their college and career readiness.	Spring 2018



4	Assistant Directors, High School Counselors	Analyze the results of the surveys, in particular those students who took the survey in 9th and 12th grade. Make adjustments to the life skills curriculum as needed.	Spring 2021
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Increase students' mathematical strategy and problem-solving ability.

Rationale: Number flexibility and understanding big ideas in mathematics contribute to mathematical proficiency. Math isn't about a bunch of rules, it is about a few big ideas that are connected (Boaler). A focus on the standards of mathematical practice will help students to think mathematically and therefore perform better regardless of what they remember or were taught.

Link to schoolwide learner outcomes:

- Demonstrate creativity and innovation through rich learning opportunities.
- Foster excellence in their effort and their work through high self-expectations.

SMART Objective: By the 2018-2019 school year, 80% of our 8th grade students will score at nearly met or higher on the CAASPP, and by the 2021-2022 school year, 90% of our 8th grade students will score at nearly met or higher on the CAASPP.

Step	Responsible Person(s)	Description of task	Timeline
1	Assistant Directors, Director of Education, Executive Director	Research and purchase 6-8 common core curriculum. The fiscal impact will be significant and will come from the general fund. Initial cost will include teacher editions, student workbooks, and digital access. Ongoing costs will include student workbooks and digital access.	June 2016
2	Educational Leadership Team	Hire a full-time Math Coach to provide training and support for K-8 math instruction specifically focused on middle school math. The position will be funded through the general fund.	June 2016
3	Assistant Directors	Provide implementation training from the Publisher to be paid from pre-assigned Professional Development funds to all 6-8 grade math teachers, and EFs. Estimated cost is \$12,000 for up to 4 separate trainings.	August 2016 - May 2017
4	JCS Math Coach, 6-8 Math PLC, curriculum writer	Use publisher's pacing guide and the Math Scope & Sequence for grades 6-8 to create independent study assignments in School Pathways for home study students. All pacing guides will be housed in the JCS Knowledge Base.	Begin August 2016 Finish May 2017
5	Assistant Directors, JCS	Increase professional development in common core math instruction for all grade	Begin August



	Math Coach, HS Math Specialists, Math PLCs	levels by providing 2 workshops per month with the Math Coach, and sending math teachers to outside math conferences and workshops. All professional development will be documented on the JCS Professional Development Plan and in teachers' individual STAR teacher rubrics. Funds for workshops and conferences will come from the pre-assigned Professional Development funds.	2016 Ongoing
6	6-8 Math PLC	Adopt a mid-year and end of year common assessment for 6-8 grade math. Any potential costs will be funded through the general fund.	May 2017 (6th grade) May 2018 (7th grade) May 2019 (8th grade)
7	6-8 Math PLC, Assistant Directors	Analyze common assessment data to determine remediation, curriculum revisions, and additional resources	August 2017; Ongoing
8	Math PLCs, Math Coach	Explore, purchase and implement additional tools, resources, and support to create a Math Resource Bank with at least one resource added each year. Resources will be housed in the JCS Knowledge base and funded through the general fund. Estimated cost is \$5000/year.	Begin 2016-2017; Ongoing

SMART Objective: By 2020, 90% of all 9th grade students will complete a personalized SAT preparation plan linked through Khan Academy that is a component of their regular math assignments.

Step	Responsible Person(s)	Description of task	Timeline
1	Math Specialists, 9-12 Math PLC	Rewrite math curriculum to include Khan Academy assignments from a student's individual plan.	June 2017
2	EFs, 9th grade Math Teachers	Assign work to be completed on Khan Academy and hold students accountable for making progress.	Begin August 2017; Ongoing



Increase student capacity to integrate reading, writing and speaking across the curriculum.

Rationale: By increasing focus on reading skills K-5th grade, students will develop the cognitive strategies necessary to build and share knowledge from text. We need to lay the foundation to build upon as text increases in complexity.

Link to schoolwide learner outcomes:

- Demonstrate creativity and innovation through rich learning opportunities.
- Foster excellence in their effort and their work through high self-expectations.

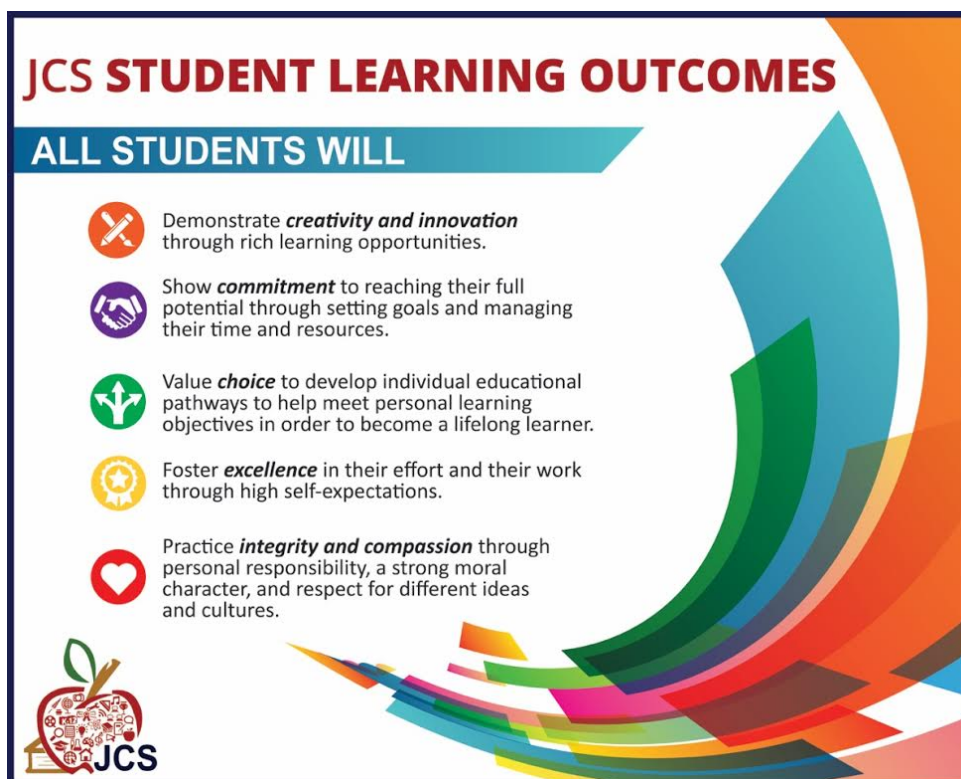
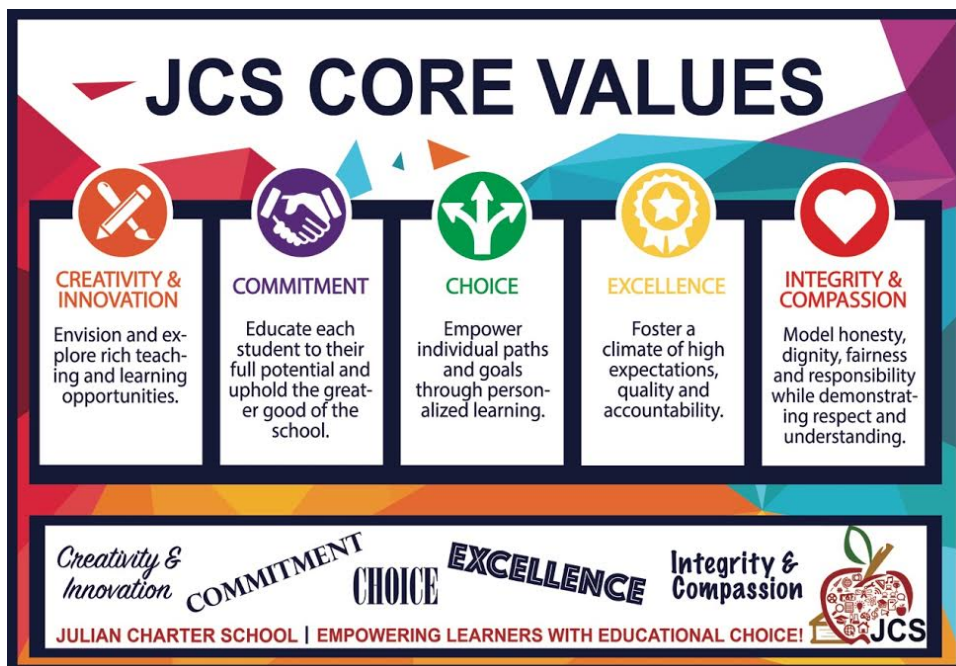
SMART Objective: By the 2018-2019 school year, 60% of our 5th grade students will score at the met or exceeded level in reading, and by the 2021-2022 school year, 70% of our 5th grade students will score at the met or exceeded level in reading.

Step	Responsible Person(s)	Description of task	Timeline
1	Assistant Directors, K-1 Teachers, EFs	Assess all students in K-1 bi-annually using K-1 Inventory. Record student results in the on the Student Profile and keep in Student Folders.	Fall 2016; Spring 2017; Ongoing
2	Assistant Directors, 2-8 Teachers, EFs	Assess all students in grade 2-8 bi-annually using K-1 Renaissance Place (RP). Record student results in the on the Student Profile and keep in Student Folders.	Fall 2016; Spring 2017; Ongoing
3	Teachers, EFs, Assistant Directors, Assessment & Intervention Coordinator, Safety Net Teachers	Require additional assessment which may lead to a concern report for any students that score in the Intervention range of RP testing.	Fall 2016; Spring 2017; Ongoing
4	Assessment and Intervention Coordinator; PLC's; Assistant Directors; Academy Coordinators; Safety Net Team	Explore and purchase additional resources on assessment tools and analysis to be housed in the JCS Knowledge Base and funded through the general fund.	2016-2017; Ongoing



5	Assessment and Intervention Coordinator; PLC's; Assistant Directors; Academy Coordinators; Safety Net Team	Explore and provide additional training on assessment tools and analysis which will be funded through the pre-assigned professional development funds and documented on the Professional Development Plan.	2016-2017; Ongoing
6	Assistant Directors; Academy Coordinators; Outside Professional Development	Train and support K-5 teachers on balanced literacy programs which include read-aloud, guided, word study, shared, and independent reading. Funds will be provided through the pre-assigned professional development funds and documented on the Professional Development Plan.	2016-2017; Ongoing
7	Assistant Directors; Academy Coordinators; Outside Professional Development	Train and support 4-8 teachers on close reading strategies. Funds will be provided through the pre-assigned professional development funds and documented on the Professional Development Plan	2016-2017; Ongoing
8	Assistant Directors; Academy Coordinators; Outside Professional Development	Train and support teachers on Universal Design for Learning. Funds will be provided through the pre-assigned professional development funds and documented on the Professional Development Plan	2016-2017; Ongoing

APPENDIX A: JCS CORE VALUES AND STUDENT LEARNER OUTCOMES





APPENDIX B: ACRONYMS

AA	Alpine Academy
AC	Academy
ADs	Assistant Director(s)
AWR	Assignment and Work Record
BYU	Brigham Young University
CAHSEE	California High School Exit Examination
CALPADS	California Longitudinal Pupil Achievement Data System
CAPA/CMA	California Alternate Performance Assessment/California Modified Assessment
CDE	California Department of Education
CMS	Classroom Management System
CSU	California State University
EF	Educational Facilitator
EL/ELL	English Learner/English Language Learner
ELT	Educational Leadership Team
EMR	Education Materials Resources
EOC	End-of-Course
EUs	Educational Units (sub-divided into EMR and VCI)
HQT	Highly Qualified Teacher
HS	Home Study
ICE/ICT	Innovation Center Encinitas
ICT	Innovation Center Temecula
ICLM	Innovation Center La Mesa
IEP	Individualized Education Plan
LMS	Learning Management System
MHSA/MMSA	Murrieta High School Academy/ Murrieta Middle School Academy
MA	Master Agreement
MO	Main Office
OC	Orange County
PD	Professional Development
PLC	Phoenix Learning Center
PLC/PLCs	Professional Learning Community(ies)
PLS	Personalized Learning System
PSAT	Preliminary SAT
PVA	Pine Valley Academy
RC	Resource Center
R/RS	Riverside County
SARC	School Accountability Report Card
SBE	State Board of Education
SDA-CCT	San Diego Academy of Creative and Critical Thought



SDA-AS	San Diego Academy of Art and Science
SDAPA	San Diego Academy of Performing Arts
SDCOE	San Diego County Office of Education
SDHSA	San Diego High School Academy
SDLC	San Diego Learning Center
SDMSA	San Diego Middle School Academy
SIS/SP SIS	Student Information System/School Pathways Student Information System
SN	Safety Net
SP	School Pathways
SPED	Special Education
SST	Student Study Team
TLC	Temecula Learning Center
UC/UCSD/USD	University of CA/ University of CA San Diego/University of San Diego
VAPA	Visual and Performing Arts
VCI	Vendor Course Instruction



APPENDIX C: COMMON JCS TERMS

Academy (AC)	Academy classes serve grades K-8, 6-8, 9-12, 7-12, or other variations, depending on the program.
Assistant Director (AD)	An assistant director is the direct supervisor for JCS educational facilitators and learning center/academy or special education personnel.
BrainHoney LMS	The learning management system used by the home study, high school department.
eClasses	Classes conducted using Big Blue Button, an online classroom tool.
Educational Facilitator (EF)	An educational facilitator is a credentialed teacher who works with home study parents as a partner, facilitating the educational program.
Educational Materials Request (EMR)	An Educational Materials Request is a way to request textbooks, resources, or other materials not available in the Resource Center.
Educational Units (EUs)	JCS grants Educational Units to students for classes and materials. EUs may be used for educational materials (EMR) and outside classes (VCI).
Big Blue Button	Program to host virtual (synchronous) classrooms.
Foundational Level	The foundational level of study is for students with IEPs who are not diploma bound and focuses on curriculum pertaining to the student's IEP goals.
Google Apps	Google Apps for Education (GAFE) is a service that allows JCS to have its own separate domain for using Google services.
High School (H.S.)	The high school (9-12) program.
Home Study (HS)	Home Study is a JCS program option where the parent is the primary teacher under the tutelage of a credentialed teacher. The educational facilitator meets with the parent and student at least once every 20 school days for a minimum of one hour to review assignments, answer questions, assess progress, and assign the next 20 days of assignments.
Independent Study (IS)	Independent Study is a JCS program option where less of the teaching responsibilities are placed on the parent and more of the decision-making is handled by a credentialed teacher.
INSITE	INSITE is an alternative high school program housed in Murrieta, the San Diego Student Services building, and at the Alpine Academy. Students work closely with a highly qualified teacher on a more frequent basis (two to four days a week) than traditional home study students and courses are taken in an alternative structure. CP and Basic courses are offered through the program.



Learning Center (LC)	Learning Centers offer one-day-a-week classes for K-8 students. These classes are supplemental.
Learning Period (LP)	A learning period is approximately 20 days with learning period dates set by the administration. LP dates are attendance periods.
LMS	LMS stands for Learning Management System such as BrainHoney LMS.
Main Office (MO)	The school's administrative services are located in Julian.
Master Agreement (MA)	This is the semester-long critical legal contract between JCS, the student, the teacher/coordinator and the parent that documents the course of study, curriculum, and the time, manner and frequency of the meetings.
Murrieta Center (MC)	The Murrieta Center is a collection of offices and work spaces housing a conference room, INSITE, the Resource Center (RC).
No Purchase Chart	Lists items that are not covered by Educational Units (EUs).
Paperwork Packets (Envelopes)	Collected four times throughout the year. Each packet includes the assignments and samples for two to three learning periods.
Parent Portal	An online centralized point of access for JCS resources such as parent discussion groups and curriculum resources unavailable to the public.
Parent-Teacher	The Parent-Teacher nomenclature reflects the fact that the parent is the primary teacher; used primarily in the K-8 program.
PLC/Forum	Each Professional Learning Community (PLC) meets monthly in a variety of ways, including face-to-face at the forums.
PLC Lead	Teachers who lead their PLC.
Portfolio Course of Study	The portfolio option (high school) uses alternative curriculum or a course of study independent of the specialist-designed course of study.
Resource Center (RC)	The RC is a warehouse filled with educational resources such as curriculum, textbooks, teacher guides, manipulatives, learning tools, kits, reproducibles, and other resources.
Safety Net	The Safety Net program provides guidance and support to struggling students; team works collaboratively to evaluate student progress and make recommendations, as needed, for intervention.
SP Student Information System (SP SIS)	The student information system is directly linked to the LMS and provides access to all of the student information electronically.
Special Education (SPED)	The Special Education Department oversees special education.
Specialist	A specialist is a content area expert who works with high school students in core content subjects: language arts, math,



	science, and social studies.
Vendor Course Instruction (VCI)	Vendor Course Instruction may be used for class instruction (over one hundred choices) outside of JCS.
Work Sample	A work sample is an example of student work, representative of the depth and breadth of understanding or standard of work.