
Julian Charter School

A California Public Charter School

Petition for Charter Renewal
Submitted to Julian
Union School District

Renewal Term:
July 1, 2016 – June 30, 2021

Charter Material Revision
Submitted September 2, 2016

Background

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

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

The Charter Schools Act (the “Act”) (Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines at least the sixteen (16) mandatory items of the Act. The provisions of this charter coincide with the requirements of Section 47605 of the Act.

Charter Renewal

Education Code Section 47607(a)(2) requires that charter renewals shall include “... a reasonably comprehensive description of any new requirement of charter schools enacted after the charter was originally granted or last renewed.” JCS affirms that its renewal charter petition includes updates to reflect all new laws since the charter was last approved by the District in 2011. For example, the charter renewal petition includes the most updated governing law for each of the 16 elements as reflected in Education Code Section 47605(b); includes updated non-discrimination language per Education Code Section 220; and includes required descriptions of the school’s goals, actions and outcomes related to the Eight State Priorities.

Education Code sections 47607(b) and 47607(a)(3) provide the criteria for renewal of a school’s charter by a chartering authority, including requirements that a charter school shall meet at least one of the following criteria prior to receiving a charter renewal:

- 1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- 2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- 3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- 4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic

performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

- 5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

*Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Sections 47607(b) and 47607(a)(3) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as evidenced in Section III of this charter.

For purposes of this charter “parent(s)” includes guardian(s). Any parent(s) or legally responsible entity may designate an alternate party to act in place of the parent(s). JCS adult students do not require parental participation in educational or admission contracts or performance evaluations.

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Affirmations/Assurances

As the authorized petitioners, we, the Board of Directors of Julian Charter School and Applicants for Renewal, hereby certify that the information submitted in this petition to Julian Union School District (the “District”) for a California public charter school named Julian Charter School (the “School” or the “Charter School”) is true to the best of our knowledge and belief and further, we understand that if awarded renewal, Julian Charter School:

- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Education Code Section 47605(d)(1)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the afore-mentioned characteristics). [Education Code Section 47605(d)(1)]
- Shall admit all pupils who wish to attend Julian Charter School, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Education Code Section 47605(d)(2)(A)-(C)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- Shall meet all statewide standards and conduct the student assessments pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Education Code Section 47605(c)(1)]
- Shall ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility is given to non-core, non-college preparatory teachers. [California Education Code Section 47605(l)]
- Shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law.
- Declares it shall be deemed the exclusive public school employer of the employees of Julian Charter School for purposes of the Educational Employment Relations Act. [Education Code Section 47605(b)(6)]

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- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
 - Shall at all times maintain all necessary and appropriate insurance coverage.
 - Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D) and meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
 - Shall, if a pupil is expelled or leaves the School without graduating or completing the school year for any reason, notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [California Education Code Section 47605(d)(3)]
 - Shall follow any and all other federal, state, and local laws and regulations that apply to the School including, but not limited to:
 - o Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
 - o Shall on a regular basis consult with its parents and teachers regarding the School's educational programs. [Ref. Education Code Section 47605(c)]
 - o Shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
 - o Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
 - o Shall serve students with disabilities in the same manner as such students are served in other public schools.
 - o Shall comply with nonclassroom-based instruction funding determination requirements
 - o Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
 - o Shall comply with the Public Records Act.
 - o Shall comply with the Family Educational Rights and Privacy Act (FERPA).
 - o Shall comply with the Ralph M. Brown Act.
 - o Shall comply with the Political Reform Act.
 - o Shall meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System.
 - o Shall meet the requirements of Education Code Section 51745 *et. seq.*, related to independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code Section 51745(e) and comply with state laws related to independent study as set forth in Education Code 47612.5 and SB 740.
 - o Shall identify and report to the Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through non-classroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education.

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- o Shall comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which Julian Charter School is located, unless a Julian Charter School facility complies with the Field Act or is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code.
 - o Shall adhere to reporting requirements including, but not limited to, CBEDS, ADA, SARC, annual audits and all financial reports and data and promptly respond to all reasonable inquiries from the District, the county office of education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.

Authorized Representative's Signature _____

Date: _____

I. Founding

Julian Charter School (JCS) was established in November 1999 (under a management organization) as a K-12 non-classroom based charter school. In 2000, the School, as a 501(c)(3) organization, incrementally began taking ownership of curriculum, instruction and assessment; finance, facilities, and business management; and organization, governance, and administration becoming a fully independent, direct funded, incorporated charter school by the 2002-2003 school year. The current organizational structure is shown in Section IV of this charter.

From inception, the School was designed to meet the needs of students underserved by traditional delivery systems of education or for families with a strong desire to home school.

The School received an initial charter for two years and has had three additional five-year renewals.

II. Educational Philosophy and Program

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

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

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

Mission Statement

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

Vision Statement

Empowering Learners With Educational Choice!

Core Values

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

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- Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.
- Commitment: Educate each student to their full potential and uphold the greater good of the school.
- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.

Educational Program

Students at Julian Charter School are part of an independent study, personalized learning education model based on current educational research and accessed through 1) a home-based learning program, 2) a combination of a home-based learning program and learning center (LC) and/or community-based small group instruction (K-8), or 3) a combination of a home-based learning program and academy small group instruction (K-12). Included within these avenues are individualized learning plans; supplemental learning projects and opportunities; online classes; community college (CC) or ROP courses; tutoring, independent study models (IS) or other support structures; and/or academy programs. When a student enrolls with the School, the family selects one of the three program options listed above. Each option is reviewed closely to match the best needs of the student and family to the appropriate program placement.

Students at JCS are not required to attend instruction at a facility, and a significant portion of instruction occurs online or in the home. Parents who enroll their children in JCS accept primary responsibility for their children's education and are integral partners in the children's learning program. The School works with its students and parents/parent-teachers by providing them with high quality appropriate educational resources, an assigned Teacher of Record – an educational facilitator (EF or “facilitator”), academy coordinator or homeroom teacher – and access to a team of education professionals who can provide additional support services as appropriate. The Teacher of Record, a paid certificated staff member, is responsible for regular, periodic evaluation of student progress and academic achievement. Students who enroll must meet the admission criteria of JCS and complete the admissions process.

Each student and parent(s)/guardian(s), with the assistance of the Teacher of Record, design, consistent with JCS student standards and policies, appropriate curricula based upon the student's educational needs and objectives. A Master Agreement for Independent Study signed by the Teacher of Record, the student, and the parent/guardian clearly describes the student's annual individual educational goals and curriculum for the student while enrolled with Julian Charter School.

This agreement further describes the manner for submitting assignments and reporting progress and the frequency of meetings. All curricula describes the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study and, if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study.

Schooling with Julian Charter School is legally available to K-12 students in San Diego County and its contiguous counties (Orange, Riverside and Imperial) and is intended for students seeking a non-traditional, home-based or small learning community-based educational setting. Students in the home-based program should have the ability to work independently or have strong parental support and guidance. Enrollment is limited by academy capacity, need in the community, and availability of credentialed teachers. The adopted school calendar meets or exceeds the required instructional days and minutes set forth by the State.

The Charter School complies with all applicable independent study (IS) laws and, as required, operates pursuant to an adopted independent study Board policy, maintains a Master Agreement for each student, and files for a funding determination as a condition of funding, as required.

Julian Charter School plans to be accredited by the Western Association of Schools and Colleges (WASC), and its renewal application is pending with WASC. Therefore, all secondary courses will be transferable to other public high schools and eligible to meet college entrance requirements. In addition, JCS offers courses approved by the University of California and the California State University which are creditable under the “a” to “g” admissions criteria. This information about secondary courses is provided to parents through the Teacher of Record, Academic Counselor(s), the Parent Handbook, information mailed to families, and the JCS web site. All Teachers of Record assigned high school students are trained in the requirements of a-g coursework and high school graduation policies and procedures.

Students at JCS are generally referred to as being in the Home Study Program or the Academy Program. These programs are options within JCS’s educational program.

Home Study Program

Students in the Home Study Program are divided into two main groups, kindergarten through eighth grade (K-8) and high school (9-12). For K-8 students, daily instruction is provided by the parent-teacher under the supervision of an educational facilitator from JCS. K-8 students may also receive instruction one day a week at a learning center, take online classes, or elect to use vendor funds for instruction from one of the JCS’s vendors.

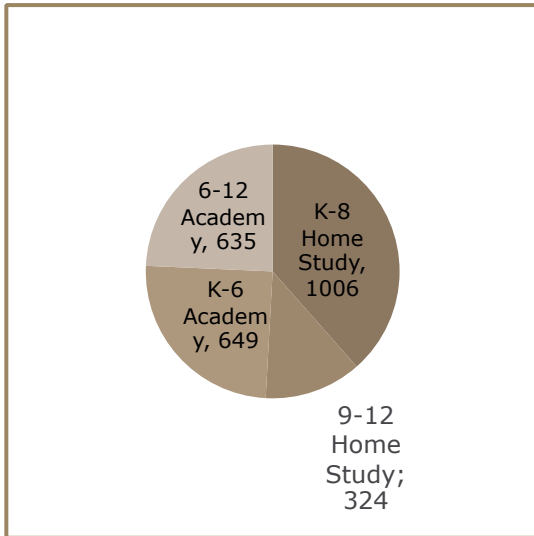
At the 9-12 level, the Home Study Program includes three options – the portfolio program whereby parents/guardians design the students’ course of study with the assistance of an educational facilitator (similar to the K-8 program described above), the specialist program where the curriculum is designed by a highly qualified teacher and overseen by an educational facilitator in conjunction with the parent-teacher, and the INSITE program whereby a teacher designs and supports the students’ educational program. The primary difference between the various home study programs is who is directing the students’ daily instruction – their parent/guardian or an educational facilitator from JCS. High school home study students also have the option to participate in group instruction at a JCS Academy.

Academy Program

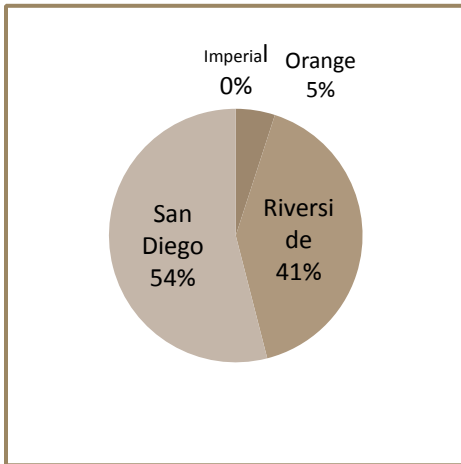
Students in the Academy Program are also divided into two main groups, K-8 academies and 6-12 academies. Students at JCS’s K-8 academies are taught by a teacher less than 80% of the time and by a parent-teacher 20% or more of the time. The academies all have a project based focus. At the 6-12 academies, student instruction ranges from two to four days a week, with all other instruction coming from the parent-teacher.

Within the Academy Program students are not required to attend instruction at a facility. The program functions similar to college or university whereby courses proceed according to a syllabus and students may attend group instruction, but attendance is not required. Student attendance in the Academy Program, like all students at JCS, is accounted for based upon the time value of work produced, and not daily attendance at a facility.

Enrollment



Program Option Choices March 2016 Enrollment: 2586
 K-6, Home Study, 836
 9-12 Home Study 324
 Indepe



Anticipated Enrollment by County 2015-2016

Curriculum, Instruction, Learning Environment and Staff Development

Curriculum, Resources, and Instructional Design

Content area leads, along with team members, select the core and ancillary instructional materials most frequently utilized at JCS. In addition to standards-aligned core curriculum choices, JCS instructional design frequently blends at-home study with teacher-facilitated instruction and online programs of high quality. *21st Century Skills Maps* and *Information and Communication Technology (ICT) Literacy Maps* (Partnership for 21st Century Skills, 2004-2010) illustrate the intersection between 21st century skills and literacies and core academic subjects, while demonstrating how to make the teaching and learning of core

subjects more relevant to the demands of the 21st century. The fusion of the three Rs and four Cs (critical thinking and problem solving; communication; collaboration; and creativity and innovation) provides for enhanced curriculum design, supports 21st century teaching and learning, and offers a variety of learning environments.

Students have a variety of avenues to pursue their education including online learning, personalized assignments, direct instruction, community college coursework, CTE classes, community-based learning, Work Experience Education (WEE), a large selection of community-based instruction (VCI), and a full complement of instructional resources. Courses of study are Common Core State Standards -aligned, rigorous, engaging, and accessible for all students. CCSS are articulated for staff, parent-teachers and students through trainings, discussions, and modeling. PBL and backwards design principals are implemented throughout all programs. The skills, knowledge and expertise students must master are outlined in the School Wide Learner Outcomes addressed in the 2016 WASC document.

Schoolwide Learner Outcomes

JCS STUDENT LEARNING OUTCOMES

ALL STUDENTS WILL



Demonstrate **creativity and innovation** through rich learning opportunities.



Show **commitment** to reaching their full potential through setting goals and managing their time and resources.



Value **choice** to develop individual educational pathways to help meet personal learning objectives in order to become a lifelong learner.



Foster **excellence** in their effort and their work through high self-expectations.



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

Curriculum design processes follow backwards-design principles (e.g., *Understanding by Design*, Wiggins and McTighe, 1998) that identify 21st century skills as key outcomes. Books/resources - additionally used are Carol Dweck/Student Motivation Through a Growth Mindset, Lucy Caulkins Writing, Carol Ann Tomlinson/Differentiated Instruction, Make Learning Personal, Bray and McClaskey 2015, and PBL models.

Educators facilitate student acquisition of knowledge and skills using direct instruction (in person and through webinars or tutoring), student engagement, and a range of personalized instructional methods. A subset of strategies that are most likely to improve student achievement across all content areas and across all grade levels (*Classroom Instruction that Works*, Marzano, Pickering, and Pollack, 2001) are employed daily in academy lessons, modeled by home study teachers, and, as feasible, taught to and used by home-based

parent-teachers. Students engage in Project Based Learning (PBL), which is incorporated into the curriculum both in HS and at academies. PBL provides students the opportunity to expand their knowledge and skills by investigating and responding to real-world issues using in depth questioning problem solving.

Personalized learning curriculum design provides opportunities to:

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

Personalized learning plans are used as a basis for course selection, curriculum level, program choices, and exploration of future options.

- K-12 home-based families collaborate with staff at least every 20 days to discuss goals, assignments, progress, and curriculum and instruction with frequent phone calls and e-mails in between meetings
- Academy families meet on an ongoing basis (in person, through online forums, and via e-mail and phone calls) with staff to discuss individual learning plans and review student progress
- Each high school student develops a four-year plan in collaboration with parents and staff; all four-year plans are reviewed by an academic counselor
- Implications of/sequence for math courses and other courses of study are carefully explained to parents and staff to guide middle school math placement and to help keep future education and career options open

Optimal Learning Environment

- Offers flexible units of time that enable interdisciplinary project-based teaching and learning
- Responds to best understanding of developmentally appropriate practices for supporting the whole child (e.g., time of day, length of instructional blocks, sequence of learning activities, physical and emotional safety, full engagement with school and community, etc.)
- Provides structures that are flexible and adaptable, enables collaborative group work and encourages engagement with the surrounding community
- Provides every student with a personal learning plan articulating the various partners' roles in supporting student mastery, and provides a strong infrastructure and tools to support the acquisition of the CCSA and skills for success.

Professional Development

Students benefit from instruction from parent-teachers and instructional staff members who have ongoing professional development that promotes and supports JCS's vision. The professional development plan, including Professional Learning Communities (PLCs) a variety of professional development opportunities and support for teachers, and parent-teacher

support, plus the Teacher Induction Program, was developed to meet the needs of parent-teachers (PTs), instructional and support staff, as well as the needs of the school. Typical elements include:

- PTs/Staff: regular collaboration (face-to-face, virtual and blended communications)
- PTs: support groups, individual and group mentoring, modeling, curriculum/instruction events, collaboratives, webinars, instructional videos, curriculum, software, and courseware training
- Staff: two-day intensive staff preparation session before the opening of the school year and ongoing collaboration in monthly professional learning communities, and monthly forums and training for certificated staff
- Staff/Open to PTs: meetings, trainings, webinars, professional/program development forums and PLCs, including differentiated opportunities to meet individual professional development plans, to support curriculum and instruction, technology competencies, adopted software and courseware, systems, and assessment tools

Professional development goals center on:

- Highlighting ways to seize opportunities for integrating learning skills, tools and teaching strategies into teaching practices and how a deeper understanding of subject matter can enhance problem-solving, critical thinking, and other skills
- Understanding the kinds of teaching/learning that best promote skill and knowledge acquisition
- Cultivating ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Developing ability to use various strategies (such as formative assessments/instructional methodologies) to reach students and create environments that support teaching and learning and supports the continuous evaluation of students' skills development

Students Who Are Academically Low Achieving

Students who are academically low achieving are identified by the staff through ongoing progress reports, placement tests, assessments, standardized test results, and teacher, parent and student observations. The School utilizes strategies to improve student success such as curriculum modification, pacing adjustments, differentiation, tutoring, program placement, parent education, parent-teacher/student mentoring, and/or a Response to Intervention (RtI) tiered approach.

All students who are academically low achieving or otherwise having issues that are impacting student success are assisted and monitored as part of the Safety Net (SN) student support process. The SN lead and lead teachers, along with the Teacher of Record meet to clarify problems and concerns, assist the teacher and parent/parent-teacher (and perhaps the student directly) with strategies to address the concerns being observed, organize recommended resources, and assist and counsel the parent, teacher and student. The Safety Net process is an intervention prior to sending students to the Student Study Team (SST) and is a general education function.

Students Who Are Academically High Achieving

Students who are academically high achieving are identified by the staff through ongoing progress reports, placement tests, course tests, standardized test results, GATE identification from the prior school, and parent and teacher observations. Students who are performing above grade level are provided a personalized course of study that may include college-prep coursework; community college classes; AP exams; service learning engagement; course,

pacing, or grade acceleration; in-depth study, including complexity and novelty; other forms of differentiation; and opportunities to take on leadership roles. Students are challenged to find resources in the larger community to explore areas of interest and make deeper connections with higher level content and concepts.

English Learners

JCS complies with all applicable legal requirements for English Learners (EL) concerning services, assessment and the education of English learners. Program elements include student identification, placement, program options, English and core content instruction, assessment of proficiency, re-classification procedures, annual notification to parents, and monitoring and evaluating program effectiveness. Students with limited English proficiency receive support services and materials according to their needs to ensure that the instructional program is accessible and comprehensible.

Enrollment procedures includes parent completion of a Home Language Survey upon a student's initial enrollment. Parent/guardian notification that a student's home language is other than English initiates an assessment of the student's language proficiency using the California English Language Development Test (CELDT)¹ within thirty days of initial enrollment.² After the initial CELDT assessment, all EL students continue with annual CELDT testing until re-designated as Fluent English Proficient (R-REP).

Students with Disabilities

JCS is deemed a public school of the District for purposes of special education in conformity with Education Code Section 47641(b). As such, the Julian Union School Board is responsible for ensuring that all children with disabilities enrolled in Julian Charter School receive special education services and instruction in a manner that is consistent with their individualized education program and in compliance with state and federal laws in serving students with disabilities. As such, a full continuum of special education programs and related services are provided by Julian Charter School as required by an individual student's Individualized Education Plan (IEP). No student otherwise eligible to enroll in Julian Charter School is denied enrollment due to a disability or the school's inability to procure necessary special education services.

JCS complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA).

A child with disabilities attending JCS receives special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends school in other District schools.

As allowed in Title 5, California Code of Regulations, Division 1, Chapter 14, Subchapter 7.5, Article 1, 15420, the District serves as the Local Education Agency (LEA) on behalf of the

¹ All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Charter, for purposes of special education only, in a special education local plan (SELPA) approved by the State Board of Education.

JCS provides a free appropriate public education (FAPE) for all children with disabilities attending Julian Charter School and complies with all local SELPA policies and procedures.

No individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, unless his or her individualized education program (IEP) specifically provides for that participation [EC 51745 c].

A Memorandum of Understanding (MOU) has been developed between the District and the School which spells out in detail the responsibilities for the provision of special education services by the School and the manner in which special education funding flows through the District to the students of the School.

Section 504 Plans

The School is solely responsible for its compliance with Section 504 and the ADA. All facilities of the School are accessible for all students with disabilities in accordance with the ADA.

Further, the School recognizes its legal responsibility to ensure that no qualified person with a disability is, on the basis of disability, excluded from participation, denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any student who has an objectively identified disability which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by the School.

The student evaluation is carried out by the 504 team, which evaluates the nature of the student's disability and the impact upon the student's education. If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that are necessary.

Educational Philosophy

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

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

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

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

JCS parents, students and staff believe that the best learning occurs when:

- Curriculum and educational delivery methods are tailored for each individual student taking into account such things as learning styles, environment, interests, prior knowledge, skill level, pacing, and level of parental support.
- Personalized, one-to-one teaching through student-tailored curriculum is the primary arrangement with a variety of support, small group instruction, and enrichment opportunities provided as needed or as additional educational resource options
- As appropriate, the learning plan may include small group instruction or online instruction; independent, interest-generated learning; collaborative projects; the appropriate use of technology; field trips; participation in programs and competitions tied to standards; and integrated, cross-curricular projects
- Real life, context-based learning is emphasized
- Parents, teachers, administrators, students and the community work together as a team
- Professional (staff and parent/parent-teacher) development is present
- Time for teacher mentoring of parents and students is allotted
- A positive, safe, and educationally conducive environment exists
- Schooling is viewed as one aspect of an education
- Students are held to high expectations and are expected and encouraged to learn
- The entire community serves as the school campus

JCS aligns curriculum, instruction, and evaluation with the CCSS to enable student success. The standards serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions.

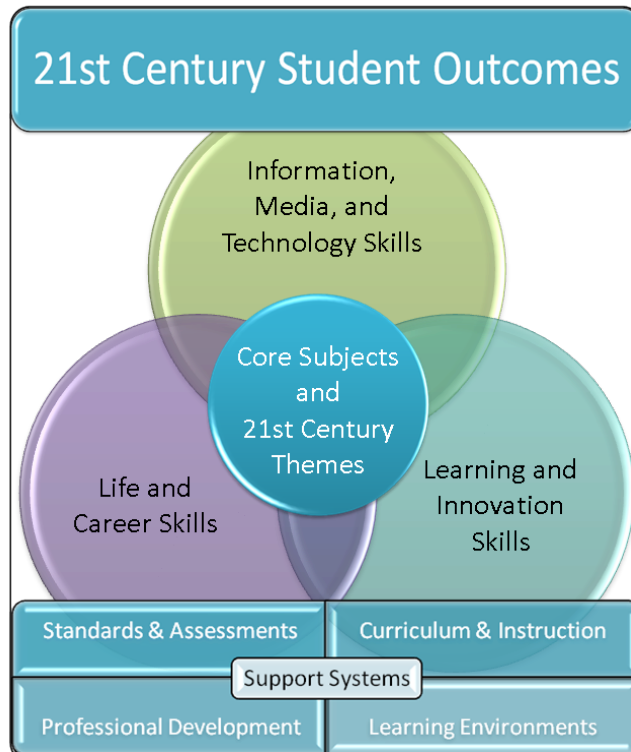
Objectives of JCS include, but are not limited to, the following:

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

Framework for 21st Century Learning

Content Knowledge • Skills • Expertise • Literacies • Multi-dimensional Abilities

Julian Charter School has developed a vision for 21st century student success in the new global economy.



21ST CENTURY STUDENT OUTCOMES

The elements described as “21st century student outcomes” are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century. That is, students need to obtain Learning and Innovation Skills (critical thinking, problem solving, creativity and innovation, etc.), Information, Media and Technology Skills, Life and Career Skills (initiative and self-direction, among others), and Core Subjects and 21st Century Themes (global awareness, financial literacy, and so forth).

Adapted from materials available at www.21stcenturyskills.org

Core Subjects and 21st Century Themes

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

JCS believes our school must move beyond a focus on basic competency in core subjects to promoting a broader understanding of academic content that weaves 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Service Learning

ESLR #1 Learning and Innovation Skills

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

- Critical Thinking and Problem Solving
- Communication and Collaboration

Outcomes Close-up

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- Reason Effectively
- Use Systems Thinking
- Make Judgments/Decisions
- Solve Problems
- Communicate Clearly
- Collaborate with Others
- Think Creatively
- Work Creatively with Others
- Implement Innovation
- Access and Evaluate Information
- Use and Manage Information
- Analyze Media
- Create Media Products
- Apply Technology Effectively
- Manage Projects
- Produce Results

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- Guide and Lead Others
- Be Responsible to Others
- Model Good Character Traits
- Adapt to Change
- Be Flexible
- Manage Goals and Time
- Work Independently
- Be Self-directed Learners
- Interact Effectively with Others
- Work Effectively in Diverse Teams

Outcomes Examples

OUTCOME: Frame, analyze and synthesize information to solve problems and answer questions.

(Grade Eight) EXAMPLE: After writing an informative or persuasive piece, create a “word cloud” of the writing with a tool like wordle.com to represent the frequency of word use: the more frequent the word, the larger it is displayed. As the writer reads the selection aloud with the word cloud in view, Elluminate groups analyze the visual representation and evaluate the match between the prominent words and the writer’s intention.

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- Creativity and Innovation

ESLR #2 Information, Media and Technology Skills

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

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

ESLR #3 Life and Career Skills

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

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership, Character and Responsibility

21ST CENTURY SUPPORT SYSTEMS

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

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

III. Measurable Student Outcomes and Other Uses of Data

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

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

Measurable Student Outcomes

Semester (and longer term) goals are developed for each student, as part of an individual personalized learning plan. Progress is measured using multiple measures with assessment informing instruction. Students demonstrate the following age-appropriate competencies:

Mastery of core subjects and 21st century skills and literacies intertwined with 21st century themes (global awareness; financial, economic, business, and entrepreneurial literacy; and civic literacy)

Core Subject Competency

1. Students demonstrate strong reading, writing, listening, speaking, research and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience
2. Students develop abilities to reason logically and to understand and apply mathematical principles, processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects
3. Students successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences
4. Students understand and apply economic, civic, historical, and geographical knowledge in order to serve as citizens in the 21st century
5. Students demonstrate an understanding of and appreciation for the arts, e.g., music, visual arts, drama, and dance
6. Students demonstrate an understanding of the importance of physical exercise and fitness, nutrition and healthy eating habits, and positive life choices for physical and mental well being
7. College-bound students gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to English. Students understand key aspects of the culture, both past and present, of the second language

Life and Career Skills, Learning and Thinking (Innovation) Skills, and ICT Literacy Competencies

8. Students are able to apply skills in critical thinking, decision making, problem solving, effective communication and collaboration, and imaginative thinking to both real world and hypothetical problems
9. Students demonstrate lifelong learning skills through the effective use of study skills, ICT literacy, inquiry methods, and project completion, including reflection and evaluation
10. Students are independent learners who have a mastery of the necessary tools or skills to pursue knowledge, create products, move confidently to their next stage of education or vocation, and participate effectively, creatively, and responsibly in a changing world
11. Students demonstrate strong leadership and citizenship skills by planning and implementing service learning projects

Charter School Goals, Actions and Outcomes to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), JCS has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which

address and align with the Eight State Priorities identified in Education Code Section 52060(d), which can be found in JCS' Local Control and Accountability Plan ("LCAP"). The current LCAP is on file with the District and is also included in the appendix.

JCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. JCS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. JCS shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Academic Performance/Academic Performance Index

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
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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.

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

Since API's have been suspended, the California Charter School Association (CCSA) has created an in house accountability tool for charters to use as a means to demonstrate academic accountability for the sake of charter renewal. In the winter of 2016, Julian Charter School received the following assessment from the CCSA. Julian Charter's API in 2013 was 817, one of the highest for a Personalized Learning/Non Classroom based charter school serving students in grades K-12.

Is Julian Charter School currently above/below CCSA's Minimum Academic Accountability Criteria?

JCS is above at least one of the initial filters. If JCS performs similarly in 2016-17, we would not need to participate in a Multiple Measure Review and would be eligible for CCSA renewal/replication support.

What are the results for Julian Charter School?

Initial Filters:

*Note that JCS is categorized as an **Elementary School** for purposes of these measures*

1. Status measure

JCS scores at the **68th** percentile (out of 100) of all public schools in the state at the same grade level.

What does this mean?

On average, JCS students are **14** scale score points **below** the "met standard" level on the Common Core Standards.

This is equivalent to scoring at a statewide rank of **7** (out of 10).

2. Growth/ Postsecondary readiness:

As of 2016-17, CCSA will measure improvement on SBAC scores from the prior year, growing to a 3-year average. Data on this measure are unavailable until 2016-17.

OR

Of JCS's 12th grade graduates, **23%** completed the A-G requirements.

Note: This only applies to high schools with A-G data. 2014 is the most recent year A-G data was published.

3. Demographic control

JCS is "**Within/Fluctuating**" on CCSA's Similar Students Measure

What does this mean?

This is equivalent to a similar school's rank of **3**

How does this compare to my school's scores in 2013?

STATE RANK

- In 2013, my school was a State Rank of **6** (based on CDE-issued API scores).
- In 2015, my school is a State Rank of **7** (using CCSA's status measure based on SBAC scores).

SIMILAR SCHOOLS RANK

- In 2013, my school was a Similar Schools Rank of **7** (based on CDE-issued API scores).

-
- In 2015, my school is a Similar Schools Rank of **3** (using CCSA's status measure based on SBAC scores and demographic of students served).

Methods of Assessment

JCS conducts an annual evaluation of student academic performance to determine 1) if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar types of schools across the state, and 2) to meet any required state performance standards. The School administers all state-mandated assessments as an independent entity.

Additionally, student progress is assessed through a balanced system of multiple assessments which measure student mastery of CCSS and emphasize useful feedback on student performance that is embedded into everyday learning. Assessments tools for improved teaching and learning are aligned to CCSS and curriculum frameworks and represent a clear relationship between desired student outcomes and the means used to assess it. Assessment approaches include:

- Monthly review of contracted academic work as outlined in the Master Agreement
- Student work samples
- Student self-evaluation
- Staff/parent observations, student interviews and parent/student conferences
- School wide standards-based assessments
- Formative and summative (high school/proctored) assessments
- Teacher-created assessments
- Curricula-embedded assessments
- Performance-based/authentic assessments
- Screening tests, checklists (running records, fluency, etc.), journals, profiles
- Norm-referenced assessments (i.e., CORE, Renaissance Place, IXL Math and English)
- Portfolios of student work that demonstrate growth and mastery of CCSS and 21st century skills
- Rubric-assessed tasks, performances, exhibits, demonstrations, capstone projects, etc.
- Student SMART goals, grades and credits
- Other relevant student records or data

Reporting of Data

Stakeholders are provided performance data feedback in a variety of ways from individual progress reports to disaggregated and school wide performance analyses while other types of data (demographic, process/program, and perception data) are more commonly found in publications posted on the website such as the School Accountability Report Card (SARC) and the Julian Charter School WASC Self Study.

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

- Use of learning management systems, Canvas, (school-wide) and TeacherEase (academies), to report progress and communicate to parents and students
- Use of Student or Parent Portal to access transcripts and other information system data
- Review of state-mandated test scores at family meetings (home study) or conferences (academies) and, when appropriate, directly mailed to parents/guardians
- Progress reports and/or report cards
- Monthly meetings/conferences
 - o As required in each student's Master Student Agreement, monthly meetings are scheduled between the educational facilitator and home-based learning families. Student work, progress, and results data are reviewed and students and parents are provided with assignments for the next learning period at these meetings.

-
- o Academy teachers and/or the teacher of record meet with parents and students regularly to discuss student strengths, needs, progress, and to identify learning goals and other factors that may impact student learning.
 - School Accountability Report Card (SARC)
 - WASC self study

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

- Concern Report: Includes student profile with performance measures, the nature of the concern, what changes and accommodations have already been attempted, suggestions from the Safety Net team, and action items
- Profile Report: Student assessment information from the current and prior years, mobility data, English proficiency, SED, ethnicity, student course/grade data
- Course Finals and Grade- Reports

Use of Achievement Data to Monitor and Improve the School's Educational Program

Data is collected, analyzed, and reported in a timely manner as part of an aligned system of measurement that supports improvements in student learning. Staff development includes developing the expertise to use data to understand student challenges and develop skills needed to individualize instruction, address student deficiencies, and modify program elements. Data are also used to monitor student progress and identify students for accelerated learning or those who need additional support. Monitoring systems examine students as individuals and as groups.

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

IV. Governance Structure

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

Legal Status

JCS operates as a duly constituted California nonprofit public benefit corporation (Julian Charter School, Inc.) and is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, as subsequently amended from time to time, which are consistent with the terms of this charter. It is a stand-alone 501(C)(3) tax exempt corporation and not a subsidiary of the Julian Union School District (JUSD) or other body. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school. As such, JCS has made provisions for the liabilities, debts and financial obligations of the school and to indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

Insurance

The corporate bylaws of the School provide for indemnification of the School's Board of Directors, officers, agents, and employees, and the School has purchased general liability insurance, Director's and Officer's insurance, and fidelity bonding to secure against financial risks. The District is named an additional insured on the general liability insurance of the Charter School. In addition, the Charter

School, at its expense, maintains, and shall maintain in effect at all times during the term of this agreement, workers' compensation, unemployment insurance and other necessary insurance with insurers and under forms of policies satisfactory to the Julian Union School District and who by the terms of said policy or policies, shall be notified in writing of any change in coverage. Insurance amounts are comparable to schools of similar size, location, student population and type of program.

Conflict of Interest

A Conflict of Interest policy has been developed that complies with the Political Reform Act, Government Code Sections 87000 and nonprofit corporation law that applies to all board members and employees. As specified in the bylaws, no more than 49% of the persons serving on the Board may be an "interested person." Board members shall reveal any conflict of interest as it arises in the course of school business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements are required.

Governance

The Charter School has a two-tiered level of governance designed to promote maximum participation by all stakeholders, especially parents. This governance structure at the board and advisory council levels follows the Brown Act (Government Code 54950), the Public Records Act (Government Code 6250) and applicable Conflict of Interest Statutes. Julian Charter School, Inc. is governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws.

Board of Directors

The Charter School is governed by a Board of Directors, whose major roles and responsibilities include, but are not limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the school's Executive Director.

The Board of Directors shall consist of no less than three (3) and no more than seven (7) directors, but may be increased from time to time by an amendment of the bylaws. The Board shall include three (3) parents, preferably one parent from each of the three counties served by JCS, and one (1) to three (3) community members. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

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

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

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

Advisory Council

The Advisory Council (AC or the “council”) represents all primary stakeholders in the charter and is the primary advisory group to the Board of Directors. The AC consists of seven (7) members: three (3) parents of enrolled students, one (1) JCS educator, one (1) classified staff member, one (1) student, and the Executive Director. The Executive Director is the Chair and a permanent member of the Advisory Council.

The Advisory Council is the primary advisory group to the Board of Directors and is responsible for making recommendations to the Board of Directors in relation to the school’s total governance, including providing advice and input on general school issues, fundraisers, categorical programs, educational programs, policies and procedures and other charter school interests and activities. Final authority for all matters dealing with the administration or operation of the School resides with the Board of Directors.

Board of Directors Meetings

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950 of Division 2 of Title 5 of the Government Code), shall take place at least quarterly, and shall be held within San Diego County or the immediately adjacent counties. Notices, agendas, and minutes of meetings are recorded and retained in JCS files. These records are accessible for public and JUSD review on the School’s website.

Memorandum of Understanding (MOU)

The details of the working relationship between the District and Julian Charter School are delineated in an MOU. JCS retains the right to separately purchase administrative or other services from the District or any other organization. Any administrative services to be purchased from Julian Union School District shall be mutually agreed upon and outlined in the Memorandum of Understanding.

Administrative Services

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

The District provides and/or performs the supervisory oversight tasks and duties specified and/or necessitated for the implementation of this Charter for a fee that does not exceed three percent (3%) of all state and federal revenues in exchange for oversight duties pursuant to the terms of the Charter Schools Act. The District has agreed to provide facilities for the Charter School’s main administrative office located on the campus of JUSD.

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

V. Human Resources

Governing Law: The qualifications to be met by individuals to be employed by the charter school [California Education Code Section 47605(b)(5)(E)]

Qualifications of School Employees

The Executive Director (the “Director”) of Julian Charter School is the operational and instructional leader at the School and is responsible for helping the School and students achieve the outcomes outlined in this charter petition.

All JCS teachers (i.e., educational facilitators, specialists, teachers of record, and academy teachers) must hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As per Education Code Section 47605(l), core and college preparatory classes are taught by appropriately credentialed teachers. Core classes are defined to include English-language arts, mathematics, science, and history-social science. As allowed by statute, flexibility is given to non-core, non-college preparatory teachers.

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

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

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

Temporary or short-term personnel may be employed by Julian Charter School. The qualifications and educational experiences for these positions are determined by the school’s Executive Director and administrative teams.

Qualifications for the current School positions (the JCS Organizational Chart further delineates supervisory roles and oversight responsibilities) and for additional employees are outlined in approved job descriptions. These job descriptions and supporting documentation are subject to periodic inspection by JUSD and available upon request.

The Charter School recruits qualified teachers using established teacher credentialing services (e.g., EDJOIN), charter school employment fairs, and other generally acceptable recruitment strategies. Procedures regarding the selection of personnel (certificated, classified, and administrative) are established by the Board of Directors.



Julian Charter School

Empowering Learners With Educational Choice!



Governing Board 2015-2016

Advisory Council

Executive Director

Jennifer Cauzza

Director of Education

Melanie W. Marks



Core Values: Creativity and Innovation, Integrity and Compassion, Commitment, Choice, Excellence



Benefits

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

Employees of this Charter School participate in STRS, PERS, or Social Security depending upon each individual's eligibility.

JCS makes all employer contributions required by STRS, PERS and Social Security, as applicable to the position. JCS also makes the employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits. The JCS Executive Director is responsible for ensuring that arrangements for retirement coverage are made for all JCS employees.

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

Compensation and employee benefits are set by the School's Board of Directors.

Employee Representation

Governing Law: The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). [Education Code Section 47605(b)(6)]

JCS declares it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.

Rights of School District Employees

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

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

Health and Safety

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. [California Education Code Section 47605(b)(5)(F)]

JCS has adopted and implemented a set of health, safety, and risk management policies and procedures, including the following:

- A policy outlining the health and safety screenings, requirements, and annual parent notifications provided by the School
- A requirement that all entering students provide records documenting legally required immunizations pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075
- A policy stating the School adheres to Education Code Section 49423 regarding administration of medication in school
- A requirement that faculty and staff are assessed and examined (if necessary) for tuberculosis as required by Education Code Section 49406
- A policy establishing that the School functions as a drug, alcohol, and tobacco free workplace
- Training in and materials for emergency procedures and preparedness for academy staff
- Training for staff relating to preventing contact with blood-borne pathogens
- A requirement that all facilities will comply with local zoning and fire safety requirements and that facilities utilized are assessable in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act
- A requirement that all staff are mandated child abuse reporters and comply with all applicable reporting laws
- A policy to provide and maintain an employment and an educational environment free of discrimination and sexual harassment
- A requirement that each person employed by the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237, 45122.1 and 45125.1, as well as a requirement to seek a criminal background check of vendors as required by Education Code Section 45125.1
- A policy that all volunteers must be professional in their conduct and all confidential items are only to be handled by certificated or classified personnel
- A technology acceptable use agreement

These policies are incorporated, as appropriate, into parent and staff handbooks and are reviewed and updated as necessary on an ongoing basis.

Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. [Education Code Section 47605(b)(5)(N)]

The JCS Board of Directors has adopted policies and processes for airing and resolving internal and external disputes. The District shall refer all complaints regarding operations of JCS to the Executive Director for resolution in accordance with JCS's adopted policies. In the event that the policies and processes adopted by JCS fail to resolve the dispute, the District will not intervene in the dispute without the consent of the School's Board of Directors unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

JCS and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

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

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

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

VI. Student Admissions, Attendance, and Suspension/Expulsion Policies

Student Admission Policies and Procedures

Governing Law: Admission requirements, if applicable. [Education Code Section 47605(b)(5)(H)]

Admission to JCS requires a commitment from both students and parents to the goals and vision of this charter. All prospective students and their parents or guardians must complete an enrollment application before admission. JCS actively recruits a diverse student population who understands and values the school’s mission and are committed to its instructional and operational philosophy.

Each year the Board of Directors establishes the maximum capacity of the School, in accordance with Ed Code Section 47605(d)(2)(B). The Charter School shall admit all pupils who wish to attend the Charter School. In accordance with Education Code Section 51747.3, students must be residents of San Diego County or an adjacent county (e.g., Orange County, Imperial County, and Riverside County).

If the number of pupils who wish to attend the Charter School exceeds the school or program’s capacity, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission

in the following school year. Admission preference is given to siblings of current students and residents of the District.

Students selected through the lottery process have thirty (30) days to enroll. The School will then proceed to offer enrollment to the next student on the waiting list created through the lottery process. After the school year has begun, applications for enrollment continue to be accepted and date/time stamped on a rolling basis, with students accepted for enrollment on the basis of available capacity. In accordance with Education Code Section 47605 (d)(2)(C), the School makes every reasonable attempt to accommodate all the students who wish to attend.

JCS is secular in its programs, admission policies, employment practices, and all other operations, and does not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender expression, gender identity, disability, or upon any of the characteristics listed in Education Code Section 220. In addition, admission to this charter is not determined according to the place of residence of the pupils, or of their parents or guardians, except as required by Education Code Section 51747.3. JCS complies with all laws establishing minimum and maximum age for public school attendance.

Non-discrimination

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

JCS attempts to achieve a racial and ethnic balance of students that reflects the general population of the District. This is accomplished through an open enrollment policy and active outreach activities and recruitment of underrepresented students. Recruitment and outreach efforts include but are not limited to the following:

- Development of promotional and informational material that appeals to the racial and ethnic groups represented in the District and the Charter School's service area
- Distribution of promotional and informational materials to a broad variety of community groups and agencies
- Outreach meetings for prospective students and parents

Public School Attendance Alternatives

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

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

Suspension/Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. [Education Code Section 47605(b)(5)(J)]

The School maintains a comprehensive set of student discipline policies. The Rules for Student Discipline for Julian Charter School and a summary of the Student Discipline, Suspension, and Expulsion Policy, and other relevant requirements and procedures are distributed as part of the School's Parent Handbook and clearly describe expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits.

Each student and his or her parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment. These policies provide all students with an opportunity for due process and are developed to conform to applicable federal law regarding students with exceptional needs.

The Executive Director may suspend students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies may also be expelled by the Board of Directors after due process and upon the recommendation of the Executive Director. JCS will comply with any District expulsion notification requirements and includes suspension and expulsion data in its annual School Accountability Report Card (SARC).

The Charter School will fully comply with the Gun Free Schools Act.

VII. Financial Planning, Reporting, and Accountability

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

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

Budget, Financial Reporting, and Audits

JCS annually prepares and submits the following reports to the District and the County Superintendent of Schools as prescribed in Education Code section 47604.33:

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

JCS plans and manages its own budget for all applicable state and federal funds, lottery funds, discretionary funds, additional ADA monies generated, grants, donations, fundraisers and gifts.

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting

principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.

The Charter Board, as the Audit Committee, selects and oversees an auditor with education audit experience who is on the State Controller's approved list of auditing firms. The audit is conducted in accordance with generally accepted accounting principles applicable to JCS as published in the State Controller's K-12 Audit Guide.

The Audit Committee oversees any audit exceptions or deficiencies, the recommendations for resolving them and approves the school's financial affairs. The audit, at a minimum, verifies the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examines JCS's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

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

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

Reporting Requirements

The Charter School adheres to the District's reporting requirements including, but not limited to, CBEDS, ADA, SARC, annual audits and all financial reports and data as contained in the District's Administrative Regulations on Charter Schools and Education Code Section 47604.33.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. [California Education Code Section 47605(g)]

The Charter School has procured its own administrative services, including financial management, accounting, personnel transactions, payroll, benefits, and instructional program development.

Facilities

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

The Charter School's administrative offices are located on the campus of JUSD at 1704 Cape Horn, Julian, CA 92036. Furthermore, the School operates learning centers and academies in San Diego County, Orange County and Riverside County as needed to support program development and student achievement. Facilities meet Education Code Section 47605.1(c) requirements for student access and completion of assignments, teacher meetings, and testing and are California Building Standards Code or Field Act compliant facilities in accordance with Education Code Section 47610.

In addition, the School rents occasional temporary space for events and activities. Special education offices are located at the Avenida Acacias location and at 6126 Adelaide, San Diego, CA 92195.

JCS has established student learning centers/academies to support program need and student achievement:

San Diego County

- San Diego Academy – 6104 Adelaide, San Diego, CA 92195
- San Diego Academy of Performing Arts – 4579 Mission George Place, San Diego, CA 92120
- San Diego Learning Center – 6112 Lorca Drive, San Diego, CA 92115
- Phoenix Learning Center – 539 Encinitas Blvd, Encinitas, CA 92024
- Innovation Centre Encinitas – 777 Santa Fe Drive, Encinitas, CA 92024
- Innovation Center La Mesa – 5300 Jackson Drive, La Mesa, CA 91942
- Pine Valley Academy – 28825 and 28876 Old Hwy. 80/28914 Old Hwy. 80 #105, Pine Valley, CA 91962
- Alpine Academy – 1832 Alpine Boulevard, Alpine, CA 91901

Riverside County

- Innovation Centre Temecula – 27235 Madison Avenue, Temecula, CA 92590
- Murrieta Middle and High School Academies, SPED, Meeting Center – 29141 Vallejo Avenue, Temecula, CA 92592
- Murrieta Meeting and Resource Center – 39665 Avenida Acacias, Murrieta, CA 92563

Orange County

- Orange County Resource Center – 604 N Eckhoff Street, Orange, 92868

JCS affirms that its resource centers are (1) used exclusively for the educational support of students who are enrolled in JCS' nonclassroom-based independent study program, and (2) JCS provides its primary educational services in, and a majority of the pupils it serves are residents of, San Diego County.

Should JCS wish to add, change, or remove learning center locations, it will enter into and/or revise a separately-executed memorandum of understanding with the district, which shall state that such changes require notice to the district and no material revision of the JCS charter.

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

Notifications

Once the charter renewal is granted, Julian Charter School will provide written notice of the approval and a copy of the approved charter to the San Diego County Office of Education (SDCOE) and the California Department of Education (CDE).

Transportation

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

Closure Protocol

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

Closure of JCS will be documented by official action of the JCS Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

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

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

As applicable, JCS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. JCS will ask the District to store original records of JCS students. All student records of JCS shall be transferred to the District upon JCS's closure. If the District will not or cannot store the records, JCS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, JCS will prepare final financial records. JCS will also have an independent audit completed within six months after closure. JCS will pay for the final audit. The

audit will be prepared by a qualified Certified Public Accountant selected by JCS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to JCS.

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

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

On closure, JCS shall remain solely responsible for all liabilities arising from the operation of JCS.

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

JCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. [California Education Code Section 47605(g)]

Intent

This statement is intended to fulfill the terms of Education Code 47605(g) and provide information regarding the proposed operation of JCS and its potential effects upon the District.

Civil Liability

The School is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). In accordance with the Charter Schools Act, California Education Code Section 47600, et seq., one of

the objectives of the corporation is to provide public education for residents of the State of California.

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

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

The School has purchased general liability insurance and fidelity bonding to secure against financial risks with the District named an additional insured on the general liability insurance of the School. Insurance amounts are determined by recommendation of the School's insurance company for schools of similar size, location, student population and type of program.

Indemnification and Hold Harmless

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

The District shall be named as an additional insured under all insurance carried on behalf of the Charter School. Each party shall hold the other party harmless and immune from liability for acts or omissions of the party, its employees or agents. Each party shall indemnify the other for any loss damage, liability, claim demand or penalty that may be sustained by reasons of its failure to comply with this provision. School shall maintain liability insurance as defined in the charter.

IX. Miscellaneous Clauses

Amendments

Any modifications or amendments to this charter shall be made only with the approval of the Charter School Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria and timelines as provided by Education Code Section 47605.

The Charter School's Board of Directors may request the District governing board for an approval of a material revision of the Charter, or for a renewal of the Charter at any time prior to expiration. The District governing board agrees to hear and render a renewal decision pursuant to the timelines and processes as specified in Education Code Section 47605 (b) and the appeal process contained in Education Code Section 47605.

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

Severability

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

Communications

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

Charter School

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

District

Julian Union School District
P.O. Box 337
Julian, CA 92036

X. Term, Renewal and Revocation

Term and Renewal

By approving this charter renewal, the Julian Union School District is fulfilling the intent of the Charter Schools Act to increase learning opportunities for all pupils, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. To this end, JCS pledges to continue to work cooperatively with the Julian Union School District to answer any questions regarding this Charter School or the chartering document.

Julian Charter School is requesting a charter renewal for a five-year term. The term of this charter shall begin on July 1, 2016, and expire June 30, 2021 in accordance with Education Code Section 47607.

Revocation

The District may revoke this Charter in accordance with Education Code Section 47607 and its implementing regulations. Revocation of the Charter shall be based upon a written finding that the Charter School did any of the following:

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