

JCS Manzanita

A California Public Charter School



TK-12 Charter Petition Renewal

Submitted to San Diego County
Board of Education

Term:
July 1, 2021 – June 30, 2026

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******Appendices will be updated as necessary throughout the term of the charter to be current with law, procedure & policy. *****

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AFFIRMATIONS AND DECLARATION

As the authorized petitioners, we, the Board of Directors (the “Board”) of Julian Charter School, Inc., a California nonprofit public benefit corporation (the “Corporation”), hereby certifies that the information submitted in this petition to the San Diego County Board of Education (the “SDBOE”) to continue the establishment of a California public charter school named JCS Manzanita (the “School”) is true to the best of its knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the School will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

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

- The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The School shall ensure that teachers in the School hold the Commission on Teacher Credentialing certificate, permit or other documents required for the teacher's certificate assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificate assignment.
- The School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law.
- The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credential, as necessary. [Title 5 California Code of Regulations Section 11967.1(f)(5)(C)]
- The School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D) and meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The School shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil is expelled or leaves the School without graduating or completing the school year for any reason, the School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the School within 30 days if the School demonstrates that the pupil had been enrolled in the School. [Ref. Education Code Section 47605(d)(3)]
- The School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the School. [Ref. Education Code Section 47605(n)]
- The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- Shall adhere to the requirements of Ed. Code §49010 and its mandate prohibiting unlawful pupil fees and complaint policy procedures.
- The School shall comply with the Public Records Act.
- The School shall comply with the Family Educational Rights and Privacy Act.
- The School shall comply with the Ralph M. Brown Act.
- The School shall comply with the Political Reform Act.
- The School shall comply with Government Code 1090.
- The School shall serve students with disabilities in the same manner as such students are served in other public schools.
- The School shall comply with nonclassroom-based instruction funding determination requirements.
- The School shall meet the requirements of Education Code 47611 regarding the State Teachers’ Retirement System.
- The School shall meet the requirements of Education Code Section 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 complying with state laws related to independent study as set forth in Education Code 47612.5 and SB 740.
- The School shall identify and report to the Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education.
- The School shall comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the School is located, unless the facility complies with the Field Act or is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code.
- The School shall adhere to reporting requirements including, but not limited to, CBEDS, ADA, SARC, LCAP, annual audits and all financial reports and data, and promptly responding to all reasonable inquiries from the District, County Office of Education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.

- The School shall comply with Government Code 1090.

Authorized Representative's Signature: *Jennifer Cauzza*

Date: *January 19, 2021*

BACKGROUND

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

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

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

This charter renewal is submitted to the San Diego County Board of Education to maintain compliance with the court decision in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal. App. 5th 262 (“*Anderson*”). As background, in October of 2016, the Third District Court of Appeal held that the geographic restrictions in Education Code sections 47605(a) and 47605.1(d) apply to non-classroom-based charter schools operating out-of-district, in-county (“ODIC”) resource centers. Thus, in order to ensure compliance with this court opinion, all charter school resource centers must operate within the boundaries of its authorizing school district, unless one or more exceptions apply.

Prior to *Anderson*, Julian Charter School operated as one school under the non-profit organization, JCS, Inc. with multiple resource centers throughout San Diego County and adjacent counties. As a result of the ruling, JCS, Inc. sought approval of separate charter schools to continue supporting the students in the areas that had been in operation since 1999.

JCS Manzanita was approved by San Diego County Board of Education on September 27, 2018 on appeal from the La Mesa/Spring Valley School District. Upon approval, JCS Manzanita immediately began operations under the new authorizer on September 28, 2018 bringing it into compliance with *Anderson*.

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

JCS, Inc. purchased four facilities in 2015 through a Private Bond. Three of these facilities are part of the JCS Pine Hills charter (sponsored by RCOE), and one with JCS Mountain Oaks (sponsored by JUSD).

FOUNDING

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

- 21 years of successful operation
- 21 years of audits with no findings
- Multiple WASC accreditations for our various charters
- 100% SB740 Funding due to hitting the 80/20 targets of which at least 40% includes teachers’ salaries and benefits and up to 80% on direct instruction (not including facilities). 20% of the budget is made up of facilities costs, legal, oversight fees, and other non-educational functions of the school.
- Excellent relationship with our sponsoring districts (SDCOE, RCOE, MEUSD, and JUSD) and several educational partners
- High parent and student satisfaction rates
- One of the first nonclassroom based schools to secure a private bond to finance facilities through California Municipal Finance Authority
- Fiscally sound
- 200 staff members
- Low student teacher ratio

JCS, Inc’s current organizational structure is described in Section D and shown in Appendix A of this charter.

The Initial Charter School was established in November 1999 and authorized by Julian Union School District (JUSD) to meet the needs of students who were underserved by traditional delivery systems of education or for families who had a strong desire to homeschool. In 1999, JUSD established a facility for the charter’s business office and meeting space on the District’s Junior High School campus. Enrollment was approximately 400 students at the end of the 1999-2000 school year and the Initial Charter School currently serves 120 students virtually in three counties. The JCS, Inc, network of all six charter schools currently serves approximately 1900 students. .

The Initial Charter School’s program, since inception, has been that of a nonclassroom based independent study school. As more of the student population matriculated into the higher grades, many parents requested a more traditional, but flexible, classroom based hybrid educational option for their older students. Consequently, a two- to three- day-a-week site-based high school academy program was introduced in 2005 to complement the existing home study (K-12), and learning center (K-8) program. Since that time, the school expanded the academy program to include additional sites for elementary, middle, and high school grade levels based on student need and parental requests. All academy programs also had home study days incorporated into the curriculum.

Students at the Initial Charter School were part of an independent study/personalized learning education model and were educated through 1) home study, a combination of home study and online learning, eClasses, 2) a combination of home study and learning center classes (K-8), or 3) a combination of home study and academy classes (K-12).

The Initial Charter School held six WASC accreditations for its K-12 program. The high school program offered high school classes at two levels of instruction: college prep (CP),-and foundational (non-diploma bound). The Initial Charter School did not offer Honors or AP classes. Students were able to earn college credit by taking courses at community colleges or by registering for the AP exams proctored by a JCS teacher.

JCS Manzanita was established in September 2018 to comply with the *Anderson* ruling and to continue to serve the students who were adversely affected by the court decision. The school began with a small enrollment of three academy programs, K-5, 6-8, and 9-12.

In the first year, JCS Manzanita had a late start due to a delayed charter approval at the end of September. The School immediately applied for WASC accreditation and submitted courses to the UC Regents for a-g approval of their courses. The first day of school was September 28, 2018, and there were 56 students enrolled spanning Kindergarten to 11th grade. The school had lost 60% of its student population during the transition from Julian Charter School to the new charter. It was decided to keep the enrollment low in the first year, reduce costs and work toward building enrollment for the 2019-2020 school year. As a result, no home study students were enrolled, elementary classes were combined into a K-1, 2-3, and 4-5 classes, and the middle and high school teachers were shared with a sister school. Over that first year, the School received its initial WASC accreditation and approval of its course submissions to UC. The School also gained more students, and ended the year with double the enrollment of 113 students and rosters nearly full in the K-5 academy for the coming school year.

The second year of operation was impacted, as all schools, by the COVID-19 pandemic. JCS-Manzanita had increased enrollment to 290 students by the end of the year. This included the three academy programs and home study. In March, all in-person instruction at the academies moved to virtual learning. Staff and students adapted to online learning using Zoom within a week and JCS Manzanita ended the year successfully with the anticipation of increased enrollment in the next school year.

The third year began with additional challenges. JCS Manzanita had 339 students enrolled with waitlists in the K-5 Academy, but due to funding changes (hold-harmless and growth cap for NCB charters), the school only received funding based on ADA from the previous year. This substantially impacted the original budget and required reductions in staff and services. JCS Manzanita was forced to halt enrollment and did not replace openings when students withdrew. The school has offered both virtual and hybrid learning at the academies in response to student needs and the health requirements due to COVID 19.

JCS Manzanita is known for offering education that is personalized. Its community of learners enrolls because of small classes and a safe learning environment at the academies and because of individualized assignments and support for home study students. The middle and high school students are challenged by a rigorous curriculum called Summit Learning, a research based curriculum grounded in decades of research. It is used by over 80,000 students, 4000 educators and close to 400 schools throughout the United States. Students develop habits of success as they

become self-directed learners and develop critical thinking skills while learning the content in a mastery-based platform.

Despite the ongoing changes in enrollment, JCS Manzanita students have demonstrated growth and are continuing to progress in their learning and social skills.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b)
(middle tier)

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

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

JCS-Manzanita fits into the middle tier as determined by the California Department of Education, and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of 5 years, as demonstrated below.

Dashboard Performance

Education Code Section 47607.2(b) states:

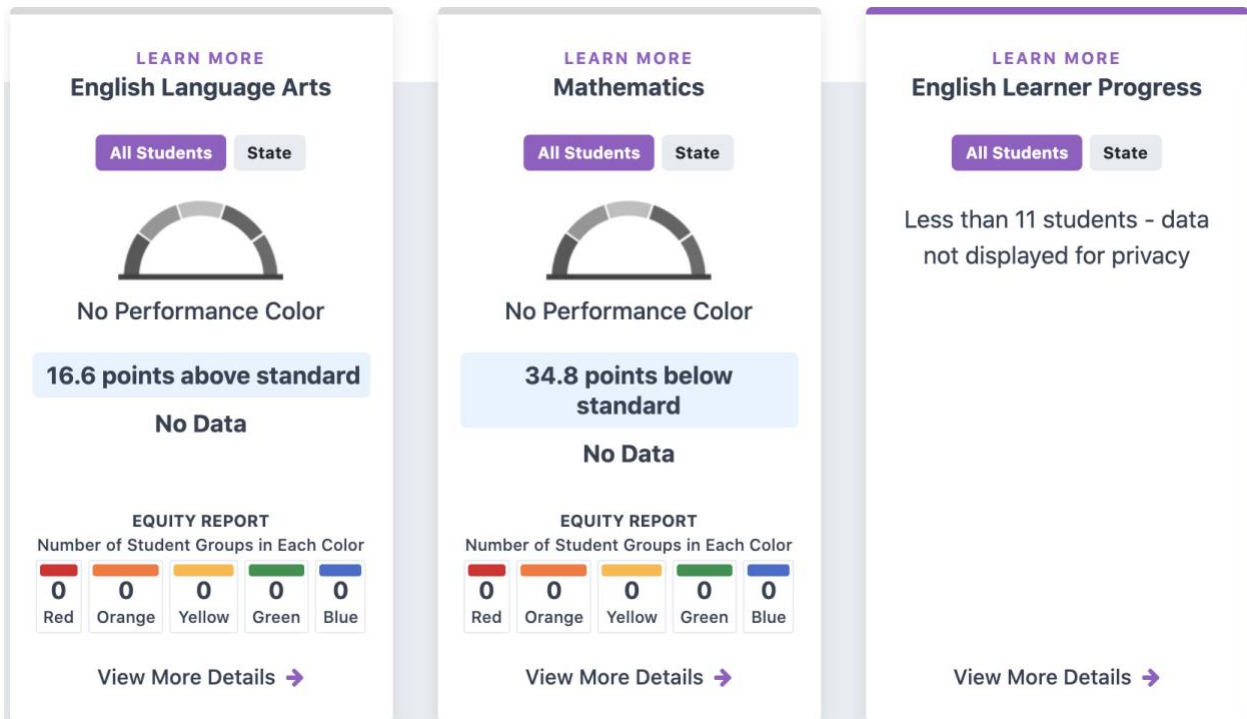
(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

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

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor

system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

The following reflects JCS Manzanita’s academic performance. The 2018-2019 data only reports overall ELA and Mathematics scores for 2019. The enrollment was too small to account for any sub-groups. As a result of COVID-19 statewide school closures in Spring 2020, the CAASPP assessments were not administered. Since the Governor suspended all state-mandated assessments in Spring 2020, state indicators will not be reported for the Fall 2020 Dashboard for any school in the state of California. Therefore no growth data is documented on the Dashboard.



JCS-Manzanita’s Dashboard Local Indicators, 2019

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met

Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

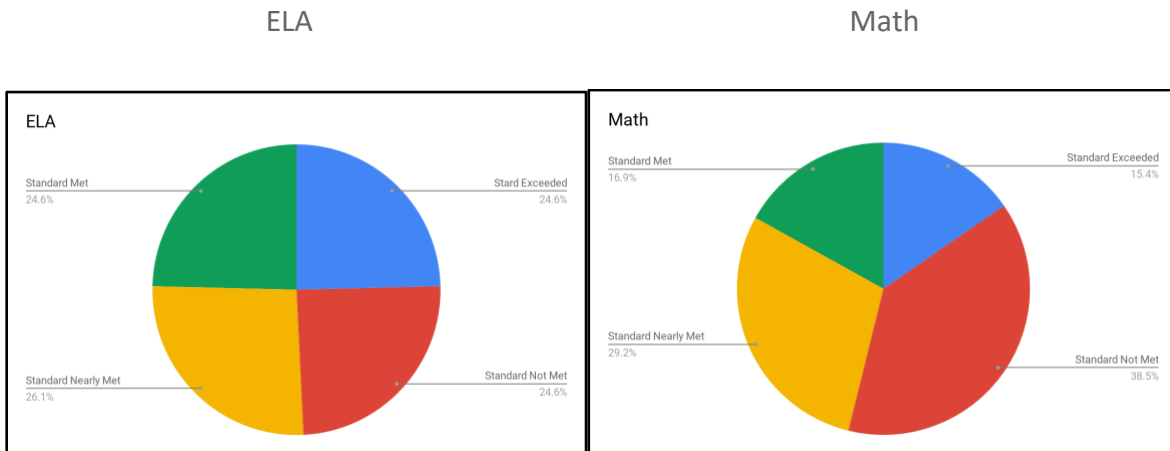
Student Achievement

The following chart provides the one year of CAASPP data comparison of JCS Manzanita’s results compared with San Diego County, the state, local school districts, and other similar charter schools.

Students Who Met/Exceeded Standards in 2018-2019

2018-2019 CAASPP	ELA	Math
California	51.1%	39.73%
San Diego County	56.76%	45.05%
JCS Manzanita (K-12)	49.24%	32.3%
La Mesa-Spring Valley (K-8)	53.18%	41.75%
Grossmont Union (9-12)	56.07%	32.72%
Dimensions Collaborative (K-12)	49.59%	25.83%
Learning Choice Academy (K-12)	52.14%	27.31%

JCS Manzanita California Assessment of Student Performance and Progress (2019)



A total of 32 students took the CAASPP in 2019. With such a small number of students it is difficult to make any viable analysis.

JCS-Manzanita did not have any foster, homeless or migrant students at the time of CAASPP testing in 2018-2019. Students in specific race/ethnicity categories not listed in the following chart were not represented in large enough numbers at JCS-Manzanita to provide statistically significant data.

CAASPP Data for Subgroups at JCS-Manzanita

Subgroup	Met or Exceeded ELA	Met or Exceeded Math
504	71.4%	78.6%
IEP	31.8%	18.1%
Ever ELs	77.7%	66.6%
SED	60%	60%
Hispanic/Latino	59.4%	50%
Asian	80%	90%
2 or More Races	85.2%	81.5%

JCS Manzanita's scores only provided a baseline from which to grow and the school was ready for the challenge. Its primary focus would be on MTSS and increasing support to students with IEPs.

JCS Manzanita MAP Data

In addition to CAASPP, JCS-Manzanita uses NWEA MAP as an additional tool for measuring student progress, and it is typically administered 2-3 times per year. With the cancellation of CAASPP for the 2019-2020 school year, the school relied on this MAP data to measure academic progress.

% of Students At or Above Mean				
	Spring 2019	Fall 2019	Winter 2020	Fall 2020
Reading	63%	72%	65%	73%
Math	41%	56%	60%	61%

2018-2019

Since 2018-2019 was JCS-Manzanita's first year as an independent school, it began with a small population (56) and grew moderately throughout the year to 113. The middle and high school academy students (grades 6-11) were the only students who took MAP in both fall and spring, although there were no 7th graders in the fall and only 1 in spring. Students in grades 2-5 took MAP in spring only. The chart above shows the overall percentages of students at or above mean during the Spring 2019 MAP administration.

MAP uses a RIT score as to measure performance. The RIT scale is consistent, just like a ruler. One inch is always one inch, and one RIT is always one RIT. A student who grows from 165 to 170 shows the same amount of instructional growth as a student who goes from a 280 to 285 — 5 RIT points of growth. Each RIT score is used to place a student in a percentile rank as well as identifying performance at Low, Low Average, Average, High Average, and High

There were only 19 students who took the MAP in both the fall and spring. 13 of those students grew in their RIT Score and increased or maintained their percentile standing in Reading over the course of the year and 11 of 19 students increased or maintained the percentile in Math.

2019-2020

In the 2019-2020 school year the school began with 242 students and ended with 291 students. All students in grades 2-11 took MAP in both fall and winter - there were only 8 more students in the fall than in winter. (Spring is not included due to the significant impact from COVID.) The chart above shows the overall percentage of students at or above mean during the Winter 2020 administration.

There was a noticeable decrease in Reading scores overall, but 50% of the grade levels showed students moving from Low to Low Average which demonstrated that interventions were beginning to have an effect on the lowest achieving students. In addition, Math scores improved overall with 80% of grade levels moving to Average or Above.

2020-2021

The year began in the middle of the pandemic, but the school was still able to administer MAP virtually to the student population. JCS Manzanita wanted to measure student performance after 3 months of online instruction and a summer of sheltering in place.

There was evidence of overall growth in both Reading and Math. Furthermore, 70% of returning students either maintained or grew in Reading, and 61% maintained or grew in Math which

provided evidence that distance learning during the pandemic had not had as serious of a negative impact as expected at JCS Manzanita.

See Appendix B for additional achievement analysis by grade level.

LEADERSHIP

JCS, INC. GOVERNING BOARD

TANYA ROGERS, PRESIDENT, COMMUNITY MEMBER (2019-2021)

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

NANCY YOUNCE, SECRETARY, COMMUNITY MEMBER (2019-2021)

Ms Younce has been serving students for thirty years. Nine years as a paraprofessional and then earning her credential through Cal State Hayward, became a teacher at Julian Union Elementary School for nineteen years. Ms. Younce retired from JUSD in 2019 but is not finished working with students! She has proposed to JUSD a Character Education Program and was hired through JUSD's Pathways Program to lead the project. Ms. Younce would like to give back to the community by serving on the JCS Corporate Board to learn a new aspect of education. She is married and has three adult children. Seated on September 13, 2019.

KEVIN OGDEN, MEMBER, COMMUNITY MEMBER (2000-2021)

Mr. Ogden holds a Bachelor of Arts degree in Psychology and a Master's degree in Educational Administration, both from Point Loma Nazarene University. His professional career includes being an elementary teacher from 1978 through 1982. Mr. Ogden served as Vice Principal for the Julian Union Elementary School District (JUSD) from 1982 through 1985. At that time, he also served in the position of Superintendent for the Julian Union Elementary School District. In 1990, Mr. Ogden moved to a Principal position at Painted Rock Elementary School in the Poway Unified School District. In 1995, he returned to JUSD where he served the rest of his career as Superintendent, earning the honor of longest sitting Superintendent in San Diego County. He brings years of educational experience to the Julian Charter School, Inc. Governing board. Mr. Ogden has been an adjunct professor at Point Loma Nazarene University in the field of administrative leadership. Currently he is a liaison between a charter school and its four small school authorizers and he volunteers time with his wife's non-profit, Soul Effects, teaching leadership skills to high school students.

WENDY SCHROETER, SECRETARY, PARENT (2018-2022)

Ms. Schroeter has been an involved parent and volunteer at her children's school, JCS Mountain Oaks, for the past ten years. Ms. Schroeter has a BA in Communications from UC Santa Barbara and her professional background includes marketing, promotions, and public relations. She

served on her school's PTO Board for five years, including two as co-chair, and was a parent representative on the JCS Advisory Council for two years prior to joining the JCS Corporate Governing Board. Ms. Schroeter lives in North County, San Diego with her husband and two beautiful children.

REBECCA VAN CLEAVE, MEMBER, PARENT (2018-2022)

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

CYNTHIA ASBURY, MEMBER, COMMUNITY MEMBER (2020-2022)

Ms. Asbury comes to us with a wealth of knowledge as a retired public and private school teacher for over 25 years. She ended her professional career as a principal of a private school in San Diego. After her retirement, she moved to Julian, CA. and has been volunteering in her grandson's classroom and substituting at JUSD. We welcome Ms. Asbury to the board and appreciate her desire to give back to the education community. On behalf of the JCS Corporate Board, Ms. Asbury currently serves as the Sole Director of SDORI Charter School Properties, LLC.

GARY BRANNON, MEMBER, MEUSD REPRESENTATIVE (2020-2022)

Mr. Brannon is currently a principal at Pine Valley Middle School in the Mountain Empire Unified School District and has held that position for the past 5 years. Prior to that he was a middle school math and science teacher. He is a newcomer to education as he spent 20 years previous in the retail and construction industries. In his free time, he is an avid outdoorsman camping and fishing and enjoys all sports. He is a native San Diegan and spends his time with his wife, Andrea, and is most proud of his daughter, Kelsey, who is pursuing her own career in education as a teacher.

KEY ACADEMIC AND PROGRAM LEADS

JCS, INC.

JENNIFER CAUZZA (1999-2021)

EXECUTIVE DIRECTOR

Ms. Cauzza attended San Diego State University and obtained her Multiple Subject Teaching Credential with Supplementary Authorization in English and Technology. Ms. Cauzza taught grades K-12, including GATE programs, for thirteen years at a small rural school district in San Diego County. In addition to teaching, Ms. Cauzza held various leadership positions at that school, including: Union President, Mentor Teacher, and served as Friends of the Library Chairperson. In 1999, Ms. Cauzza accepted the position of Program Director at Julian Charter School, moving from the classroom to the administration side of education. Ms. Cauzza received her Master's Degree in Educational Leadership from Point Loma Nazarene University in 2004. In the summer of 2005, Ms. Cauzza completed a Charter School Leadership course through Harvard University. During the past 19 years, Ms. Cauzza has expanded upon her passion in educating children through building personalized learning programs for students in San Diego, Riverside, and Orange Counties.

SHERYL MCKAY (1999-2021)

PRINCIPAL, JCS MANZANITA TK-12

Ms. McKay has worked with students since 1985 when she first received a Multiple Subjects teaching credential and a supplemental authorization in mathematics. She will earn her Tier 2 administrative services credential in June 2020. She has taught in both private and public schools, working with elementary, middle and high school students. Ms. McKay has worked for Julian Charter School, Inc. since its inception in 2000, as an educational facilitator, classroom teacher, learning center and academy coordinator, and assistant director. Her passion for learning and belief in personalized education led her to homeschool her three sons through Julian Charter School. Her goal is to inspire and empower students to embrace a growth mindset, particularly in the area of math. Ms. McKay spearheaded a partnership between JCS and Summit Learning and has participated as a Summit Learning Fellow providing training to schools new to Summit Learning.

MIRANDA SHIELDS (2017-2021)

DIRECTOR OF STUDENT SERVICES

Dr. Miranda Shields has 24 years experience in traditional public schools, initially as a School Psychologist, and then as Program Specialist and Director of Special Education. She holds Pupil Personnel credentials in School Psychology and School Counseling, as well as an Administrative Credential. Her education includes a Doctorate in Educational Psychology and post-doctoral certification in Clinical Neuropsychology. Dr. Shields joined Julian Charter School, Inc. in January 2017.

CLAIRE ROUSH (2008-2021)

ASSESSMENT, ACCOUNTABILITY & COMPLIANCE COORDINATOR/EL COORDINATOR/FOSTER & HOMELESS YOUTH LIAISON

Ms. Roush holds a Bachelor's Degree in History (1997) from University of California San Diego, teaching credentials in Social Studies (1999) from San Diego State University (SDSU) and Special Education (2003) from California State University San Marcos (CSUSM). Ms. Roush obtained her Master's Degrees in Special Education (2004) from CSUSM and Educational Technology (2006)

from SDSU. She began her career in education as a teacher's assistant in special education, which led to teaching, peer coaching, and administration in special education at the high school level in a large school district for 7 years. Ms. Roush received her Administrative Services credential in 2007, and in 2008 she joined Julian Charter School, Inc. as the Assistant Director of Special Education. Over the course of nine years Ms. Roush has worked in various administrative roles at JCS to best serve students, parents and staff using her varied skills and interests.

LISA SIMMONS (2002-2021)

ACADEMIC COUNSELOR

Ms. Simmons holds a Bachelor's degree in Human Development and a Multiple Subject Teaching credential. She earned her degree and credential from San Diego Christian College. After working with Julian Charter School for four years she continued her education at National University, earning her Master's degree in School Counseling with a Pupil Personnel credential. She has worked with Julian Charter School, Inc. since 2002, first as an education facilitator before moving into the academic counselor position.

KEY CLASSIFIED PROGRAM LEADS

JCS, INC.

CAM LAY (2014-2021)

ASSOCIATE FINANCE DIRECTOR

Ms. Lay earned her BA in Accounting at the University of South Australia and travelled the world as a Navy wife. She moved to Julian and began working for JCS in 2014 as Accounts Payable and Receivable. From there she progressed to backup to the CBO. Currently she is the Associate Finance Director for Julian Charter School, Inc. and has received her CBO certificate through SDCOE CBO training course.

AARON LORENZ (2002-2021)

DIRECTOR OF TECHNOLOGY & TRAINING

Mr. Lorenz has worked with Julian Charter School, Inc. since 2002. He is an experienced professional with a demonstrated history of success in the e-learning industry. He is skilled in design, training development, databases, educational technology and management. He is in charge of training the staff in the use of technology tools and participates in teaching classes in JCS high school programs on: ethics, fencing, programming, and introduction to computers. He has an Ethics degree from Boston University and worked several years in the security systems industry.

ANGELA GARCIA (2014-2021)

ASSOCIATE DIRECTOR HUMAN RESOURCES

Ms. Garcia joined Julian Charter School, Inc. in October of 2014. She was hired as the Human Resource Generalist and has recently moved to the position of Associate Director of Human Resources. In this position, she maintains and enhances JCS's HR programs and policies as they apply to employee relations, compensation, benefits, performance, and staffing levels. She also serves as a member of the Administrative Leadership Team and assists in the support of the Executive Director. Ms. Garcia has a military background, serving 14 years in the United States Navy. She earned her Master's Degree in Human Resource Management and holds a certificate for Professional in Human Resources (PHR).

POSITIVE PARTNERSHIPS (1999-2021)

Over the past 20 years in operation, Julian Charter School, Inc. has successfully partnered with: Julian Union School District (JUSD), California Charter School Association (CCSA), Charter School Development Corporation (CSDC), Robert W Baird & Co, San Diego County Office of Education (SDCOE), Center for Teacher Innovation (RCOE), Torrey Pines Bank, Zions Bank, Wells Fargo Bank, Charter School Management Corporation (CSMC), Charter Asset Management (CAM), and Key Charter Advisors.

ELEMENT A: EDUCATIONAL PROGRAM AND PHILOSOPHY

***Governing Law:** The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learner. Education Code Section 47605.6(b)(5)(A)(i).*

***Governing Law:** The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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. Education Code Section 47605.6(b)(5)(A)(ii).*

***Governing Law:** If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii).*

***Governing Law:** If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv).*

MISSION STATEMENT

JCS Manzanita partners with students, families, and the community in a personalized learning program that embraces innovative educational opportunities, practices habits of success, and builds a confident culture of lifelong learning.

VISION STATEMENT

JCS Manzanita values the individual, guiding each learner along an educational journey toward a meaningful life.

CORE VALUES

- | | |
|----------------------------|---|
| Creativity and Innovation: | Envision and explore rich teaching and learning opportunities. |
| Integrity and Compassion: | Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding. |
| Commitment: | Educate each student to their full potential and uphold the greater good of the school. |
| Choice: | Empower individual paths and goals through personalized learning. |

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

TARGETED STUDENT POPULATION

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

Parents who enroll their child/ren in JCS Manzanita, through specific enrollment and curriculum agreements, play a major role in their children's education while being overseen and assisted by California credentialed teachers. The School supports its students and parents with a number of educational resources and with a team of credentialed subject area teachers. The School's home study educational facilitators and specialists along with credential classroom teachers work with the parents and students to design a personalized educational program, oversee assignments, proctor assessments, as evidence of learning to grant appropriate attendance.

Together as a community, students, parents, and staff work to transform the status quo of a traditional educational system into one that provides a learning environment that requires students to think critically, use creativity, and practice the necessary skills to become self-directed learners to thrive in the 21st century. Through the legal definition of Independent Study, the School offers a broad variety of programs to support students in an independent study learning environment. Parents can choose different programs which include educating their child 100% in a home study program or taking a class or two through a learning center. In contrast, a student may also enroll in an academy program where approximately 75% of the instruction is given through a classroom setting by a credentialed teacher with the remaining instruction taking place at home with parental oversight.

The demographics of the targeted student population currently served through JCS Manzanita are displayed in the following chart. Additionally, 32% of our population identify as Hispanic.

Since its inception in September 2018, the school has strived to mirror the local school district. It has seen steady growth in its racial diversity while the number of students who typically qualify for the Free and Reduced lunch program has increased to 50%, closely resembling the district numbers and is actually higher than the nearest elementary school in the district.

The school's students with special education needs has increased to 18% which is evidence that parents of students with special needs are seeking the personalized program that JCS-Manzanita

offers, and that they appreciate the care and support they receive from both the general education and special education staff.

Our English Learner population continues to remain at approximately 2% which allows us to provide targeted support. In this past year, four students were reclassified.

Student Demographics

Race	ACADEMY PROGRAM		HOME STUDY PROGRAM		JCS MANZANITA OVERALL	
	Student Count	Percent	Student Count	Percent	Student Count	Percent
American Indian or Alaska Native	6	2.6%	3	3.2%	9	2.9%
Asian	2	0.9%	0	0%	2	0.6%
Black or African American	14	6.1%	13	14.0%	27	8.6%
Declined to State	2	0.9%	3	3.2%	5	1.6%
Filipino	4	1.8%	1	1.1%	5	1.6%
Hawaiian	1	0.4%	0	0%	1	0.3%
Hispanic or Latino	28	12.3%	11	11.8%	39	12.4%
Japanese	2	0.9%	0	0%	2	0.6%
Mexican American	22	9.6%	5	5.4%	27	8.3%
Middle Eastern	2	0.9%	0	0%	2	0.6%
Other Asian	1	0.4%	0	0%	1	0.3%
Puerto Rican	1	0.4%	0	0%	1	0.3%
Salvadoran	1	0.4%	0	0%	1	0.3%
Spaniard	1	0.4%	0	0%	1	0.3%
Vietnamese	1	0.4%	0	0%	1	0.3%
White	141	61.8%	56	60.2%	191	60.8%
Total:	228	100.0%	93	100%	314	100%

The percent of the students transferring into JCS Manzanita come from:

Schools	Percentage
Traditional Public Schools	69%
Private Schools	4%
Other Charter Schools	5%
R4 Affidavit	2%
Students who have never been in another school (entered school for the first time in Julian Charter or JCS-Manzanita)	20%

The chart below shows the district of residence of our students by percentage of our population.

District of Residence	Percentage
Escondido	<1%
Mountain Empire Unified	<1%
South Bay Union	<1%
Sweetwater Union High	<1%
Dehesa Elementary	1%
National Elementary	1%
Ramona Unified	1%
Jamul-Dulzura Union Elementary	2%
San Ysidro Elementary	2%
Lemon Grove	2%
Chula Vista Elementary	3%
Lakeside Union Elementary	7%
Santee	8%
Grossmont Union	9%
Cajon Valley	15%
La Mesa-Spring Valley	20%
San Diego Unified	27%

Clearly, there is a need for alternative educational models in San Diego County as there are students currently on waitlists to get into impacted charter schools around the County including JCS Manzanita.

As such, the School is open to any TK-12 grade student who wishes to attend. The School student demographics will be reflective of the general population residing within the District. The following charts provide the 3-year projected enrollment. The enrollment projections below are based on the assumption that funding will be restored based on current student enrollment.

Enrollment Projections

- Academies: K-12 : 210
- Home Study: TK-12 : 115

The following is the *projected* enrollment by program and grade level for 2021-2022.

	TK	K	1	2	3	4	5	6	7	8	9	10	11	12
Academy	0	25	25	25	25	25	25	20	20	20	0	0	0	0
Home Study	5	5	10	10	10	10	10	5	5	5	10	10	10	10
Total: 325														

3-YEAR PROJECTED ENROLLMENT: JCS Manzanita														
	TK-K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
2021-22	35	35	35	35	35	35	25	25	25	10	10	10	10	325
2022-23	35	35	35	35	35	35	30	30	30	10	10	10	10	340
2023-24	35	35	35	35	35	35	30	30	30	15	15	15	10	355

Total Projected enrollment by 2024 : 355

Estimated total number of students with disabilities: approximately 59 or 18%

Estimated total number of English Learners: 10: <3%

JCS Manzanita will provide an educational option to students and parents in the community who are disenchanting with their current educational choice. Parents are seeking a different educational program that provides academic interventions with the ability to oversee and monitor their child's independent study work.

Although the School is active on social media and advertises in local venues, it anticipates that most new students will attend the School because of word-of-mouth from current JCS families. The School's educational program will meet the needs of all students (ex. EL, Students with Disabilities, etc.) through a personalized education plan.

INDEPENDENT STUDY ASSURANCES

The Charter School shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 et seq., 47612.5, 47634.2 and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require that the School shall operate pursuant to an adopted Independent Study Board Policy; each student will have a master agreement; and the School must file for a funding determination as a condition of funding. The School will maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

INSTRUCTIONAL MINUTES

The adopted school calendar shall meet or exceed the required instructional days and minutes set forth by the State. See Appendix C for the 2020-2021 School Calendar. Credentialed teachers will give assignments to students and students will work independently or in small group instruction to complete their assignments. Attendance is granted through work completion and time on task, versus seat-based attendance.

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

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

AN EDUCATED PERSON IN THE 21ST CENTURY

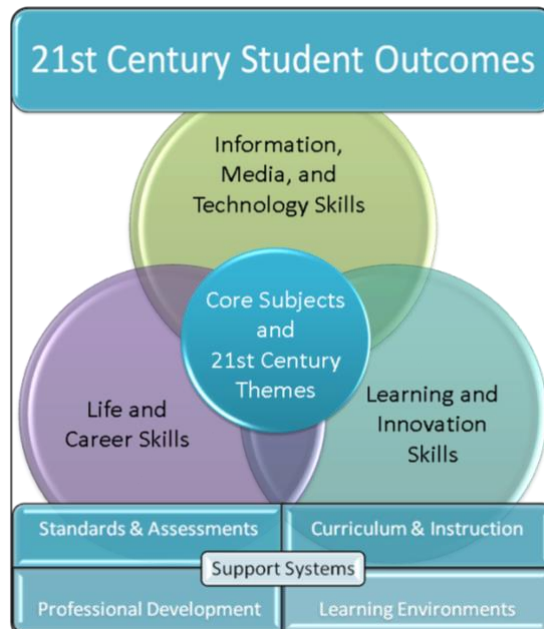
An educated person in the twenty-first century is one who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind, has an understanding of the political process, has an ability to solve mathematical problems and to think scientifically,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

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

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

Framework for 21st Century Learning

Content Knowledge • Skills • Expertise • Literacy • Multidimensional Abilities



The 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

- Core Subjects and 21st Century Themes (global awareness, financial literacy, and so forth)
- 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)

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.

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

- **Global Awareness**-*knowledge of global and cultural perspectives*
- **Financial, Economic, Business and Entrepreneurial Literacy**-*the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being*
- **Civic Literacy**-*the knowledge of how to actively participate and initiate change in the community and greater society*

- **Health Literacy**-the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions
- **Service Learning**-teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience

Learning and Innovation Skills

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

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

Information, Media and Technology Skills

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

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

Life and Career Skills

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

- **Flexibility and Adaptability**-the world of work is changing at an ever increasing pace so employers actively seek out graduates who can adapt to changing circumstances and environments, and embrace new idea who are enterprising, resourceful, and adaptable
- **Initiative and Self-Direction**-the first step towards action. Doing something on your own, without having to be told to do it
- **Social and Cross-Cultural Skills**-respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Responding open-mindedly to different ideas and values
- **Productivity and Accountability**-the ability to create a product using these skills: setting and meeting goals, prioritizing needs, managing time, working ethically, and collaborating and cooperating with others
- **Leadership, Character and Responsibility**-leaders interact with and have responsibility for multiple stakeholders using strong personal and professional character traits

21ST CENTURY SUPPORT SYSTEMS

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

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

STUDENT LEARNING OUTCOMES

JCS Manzanita has developed student learning outcomes based on the School's Core Values.

STUDENT LEARNING OUTCOMES

ALL STUDENTS WILL



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



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



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



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



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

HOW LEARNING BEST OCCURS

JCS Manzanita believes that the best learning occurs when:

- Curriculum and educational delivery methods are tailored for each individual student taking into account learning styles, environment, interests, prior knowledge, skill level, pacing, and level of parental support.

- Personalized, one-to-one teaching through curriculum tailored to student needs is the primary method with a variety of support, small group instruction, and enrichment opportunities provided as needed or as additional educational resource options
- As appropriate, the learning plan may include small group instruction or online instruction; independent, interest-generated learning; collaborative projects; the appropriate use of technology; field trips; participation in programs and competitions tied to State Standards; and integrated, cross-curricular projects
- Real life, context-based learning is emphasized
- Parents, teachers, administrators, students and the community work together as a team
- Professional development for staff is actively provided
- Time for teacher mentoring of parents and students is allotted
- A positive, safe, and educationally conducive environment exists
- Schooling is viewed as one aspect of an education
- Students are held to high expectations and are expected and encouraged to learn
- The entire community serves as the school campus

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

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

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

INSTRUCTIONAL DESIGN

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

Courses of study will be aligned to the Common Core State Standards, rigorous, engaging, and accessible for all students. Common Core State Standards are articulated for staff, parents and students through training, discussions, and modeling. PBL and backwards design principles will be implemented throughout all programs.

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

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

In addition, the middle school academy has partnered with Summit Learning, a research-based approach to education that prepares students for life beyond the classroom through engagement, learning outcomes, and student-teacher relationships. With Summit Learning, students gain mastery of core subjects, while also carefully developing the skills and habits of lifelong learners.

Personalized learning curriculum design will provide opportunities to:

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

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

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

future education and career options open; the School has implemented the Mathematics Placement Policy to assure students have access to appropriate course work.

LEARNING ENVIRONMENT

JCS Manzanita believes the optimal learning environment:

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

PROGRAM OVERVIEW

The School shall be a school of choice where the community is the classroom. The School is open to all students in grades TK-12 and is nonsectarian in its programs, admission policies, employment practices, and all other operations. The School shall specifically target and educate students seeking a non-traditional educational setting. The School will not charge tuition and will not discriminate against any pupil on the basis of ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, and sexual orientation. The School has adopted and shall implement written policies relating to Independent Study as required by Education Code 51747 et. seq., which are available in Appendix D.

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

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

the granting of attendance. Students who enroll must meet the admission criteria of the School and complete the admissions process.

Educational Team

Teacher of Record	The Teacher of Record is responsible for the independent study contract and the overall success of the student. This could be an EF, a K-8 academy teacher, or an academy coordinator.
Educational Facilitator (EF)	Appropriately credentialed teacher who serves as the Teacher of Record for home study students, assigns, assesses, and evaluates student's work on a regular basis. (Minimum of once every twenty days and regular contact by phone, emails, text, or fax.)
Specialist	Single subject credentialed teachers who design the high school course to meet a-g requirements, and/or graduation requirements. Each high school student or middle school student taking high school level coursework will be assigned a Specialist who oversees course content, benchmarks, and final exams. Students communicate with Specialists on an as needed basis through in person and online office hours. Specialists also teach and record and upload online lessons to support students in their studies. Specialists may also be Educational Facilitators or Academy Teachers. If needed, Specialists will be hired part time from one of the sister schools in the network.
Parent	Parents are an integral part of each student's educational program and success. Since parents know their children well, they collaborate with the school's credentialed staff to create a personalized educational program in which the student's success relies on his/her ability to be or become a self-directed, independent learner.
Academy Teacher	The Academy programs have teachers who teach classes according to their credential and areas of expertise. K-5 teachers also serve as the Teacher of Record. In the middle school academy, the academy teacher may also serve as a Specialist for home study students.
Academy Coordinator	The Academy Coordinator is a credentialed Teacher on Special Assignment who has a passion and desire to grow in school leadership and is the onsite designee for the program. In some academies, the coordinator serves as the Teacher of Record.

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

copy of the current Master Agreement.

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

JCS Manzanita is legally available to TK-12 students in San Diego County and the contiguous counties (Imperial, Riverside and Orange) and is intended for students seeking a non- traditional, home-based or small learning community-based educational setting. Students in the home-based program should have the ability to work independently or have strong parental support and guidance. Enrollment is limited by program/facility capacity, need in the community, and availability of credentialed teachers. The adopted school calendar shall meet or exceed the required instructional days and minutes set forth by the State. Credentialed teachers will give assignments to students and students will work independently or in small group instruction to complete their assignments. Attendance is granted through work completion and time on task, verses seat-based attendance. See Appendix F for a sample Assignment and Work Record and Appendix C for the 2020- 2021 School Calendar.

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

HOME STUDY PROGRAM

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

HOME STUDY PROGRAM: TK-8

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

Learning Center classes may be offered once a week depending on student need and teacher availability. Parents are encouraged to bring their children to these classes taught by credentialed teachers, for additional support and instruction. In addition, enrichment classes in the arts, STEM and physical education may be offered. K-8 students may also take online classes, or elect to use Educational Enrichment Partners for instruction from one of the School's approved community based instructors.

HOME STUDY PROGRAM: 9-12

At the high school level, specialists who are highly qualified teachers (HQT) work with students via a learning management system. The HQT is also an Educational Facilitator for high school students, an academy teacher or a part time teacher from one of the sister schools in the network. These HQT design the course, adhering to CA content standards, NGSS, and CCSS utilizing a variety of instructional materials and resources. Students complete daily work at home and submit benchmark assignments and assessments to their specialist for evaluation. The EF reviews the daily assignments and issues a grade for daily work while the specialist is responsible for the grading and providing feedback on benchmarks. The bulk of the grade issued is derived from the work turned in to the HQT.

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

ACADEMY PROGRAM

The Academy program is a hybrid independent study format where students attend classes two to four days a week with the rest of the coursework completed through independent study at home. Classes are designed and taught by credentialed teachers. Aligning with independent study law, students are on campus receiving direct instruction no more than 76% of the time. Credentialed teachers assign work to be completed with parent support at home for at least 24% of the time. Student attendance in the academy program, like all students enrolled with the Charter School, is accounted for based upon the time value of work produced, and not daily attendance at a facility.

In the future, our academy programs will only be offered for K-8 students. As the need and demand arises, we will expand to include TK and high school classes at our academies.

JCS-Manzanita Elementary (K-5)

5300 Jackson Drive, La Mesa, CA 91942

Website: <https://manzanita.jcs-inc.org/k-5-academy/>

JCS Manzanita Elementary is designed to meet the needs of the whole child in a positive and nurturing environment. Our elementary students attend academy classes Monday-Thursday, with Friday as a home study day. We believe a close connection between home and school is crucial to student success. Our teachers focus on innovative, researched based ways to educate students. Using a personalized learning approach, we build student confidence and encourage academic achievement.

Students receive instruction from highly-qualified credentialed teachers. Our teachers encourage students to become inquisitive, life-long learners working to reach their full potential. Teachers and

staff make it their mission to come to know each child's special talents, learning styles, strengths, and needs. Because of our small school environment, students and families have a true sense of community. We are dedicated to finding a better way for students to learn and thrive.

JCS-Middle School Academy (6-8)

5300 Jackson Drive, La Mesa, CA 91942

Website: <https://manzanita.jcs-inc.org/6-12-academy/>

Our middle school students attend classes with direct instruction at least two days a week. On the other two days, students may complete home study assignments at home OR, they are encouraged to attend the academy for personalized learning time (PLT). This allows them a structured environment to complete their home study assignments with an available teacher to answer questions as well as an opportunity to collaborate with other students.

JCS Manzanita partners with Summit Learning to engage students in meaningful learning while fostering strong teacher relationships that prepare students for life after graduation. We use a customizable curriculum, a large bank of resources, and technology tools to empower students in taking control of their education. With the support from a caring mentor, and our innovative curriculum from Summit Learning, our students are able to Learn More, Live More and Be More.

Learn More

Our focus is on the student and his/her role in the learning community. We nourish this community by emphasizing the importance of individualized instruction. We hold our students to a high academic standard and provide the support that extends beyond class time.

Live More

With a more flexible schedule, students have more time to explore their passions and participate in extracurricular activities. Our focus is to teach students the skills, knowledge, and expertise they need to master in order to succeed in high school and life.

Be More

Every student is unique and, therefore, the approach to each one is unique. Our teachers encourage students to take charge of their education and guide them to become independent lifelong learners as they accomplish their goals.

NETWORK-WIDE RESOURCES

MATH COACH

To respond to an identified area in need of significant improvement, the Math Coach position was created to serve all schools and programs within the Network. The Math Coach maintains a website with resources for families and teachers. In addition, the coach provides online webinars and in person training to support teachers and home study parents. The math coach ensures that all math assessments are aligned with the CCSS and develops and maintains intervention materials for student success at all levels. The math coach works alongside teachers to analyze state testing scores, curriculum assessments, and universal benchmark assessments. The coach partners with teachers to plan for their specific students based on the results.

ACADEMIC COUNSELOR

The academic counselor reviews each student's goals and determines the appropriate 4-year plan needed to accomplish his/her goals. The counselor checks transcripts to ensure each student is on

track for graduation; oversees the Work Experience Education, organizes PSAT and AP exams, and supports students in the college application process and post high school endeavors.

EL COORDINATOR

JCS Manzanita utilizes the services and expertise of the EL Coordinator to assist in ELPAC testing, curriculum support, and teacher training for the English Learners of the school. The current coordinator is also the Network's Assessment, Accountability and Compliance Coordinator and the Networks Foster and Homeless Youth Liaison.

ATHLETICS

JCS Manzanita understands that health and wellness contributes to student success in academics and life long positive habits. As a result, students are encouraged to participate in a co-ed intramural sports program organized by the JCS Health and Wellness Coordinator. All JCS schools and programs are invited to participate and the games are open to other personalized learning schools.

504 COORDINATOR

JCS Manzanita has a shared 504 Coordinator position with other schools in the network. The 504 Coordinator schedules and oversees all Section 504 meetings and documentation ensuring that qualified students receive the necessary accommodations and services in their education. In addition, the 504 Coordinator ensures all Health Plans are in place and followed.

CURRICULUM

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

Curriculum Adoption Process

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

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

Once a decision has been made, the School will follow California EC Section 240 that requires “Governing board of school districts shall adopt instructional materials in accordance with the provisions of Section 60040.” The School will purchase sufficient resources so that students have access to the instructional material at the academies, as well as at home. Finally, a rollout and implementation plan will be created. This will involve professional development for teachers as well as opportunities for parents. Professional development will happen both in-person as well as online.

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

TK-8 Home Study Curriculum

Unlike the Academy programs that may use one or two core resource materials for instruction, home study students have access to a larger set of resources. Textbooks that are successful in a classroom setting are not always appropriate in a home study setting; therefore, careful consideration is given to the materials we adopt to ensure that a parent can use the materials at home successfully. Parents elect to homeschool because they are looking for something different than what a traditional classroom offers. JCS Manzanita adopts material that is CCSS aligned. When a curriculum is chosen by a parent that may not be adopted, it is the job of the EF to make certain that CCSS are being met. The EF ensures that supplemental assignments are provided to meet CCSS and Additionally, each time a student is administered our universal screeners, the EF, parent and student are able to see which standards the student has mastered and which still need work.

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

Supplemental online support is available through the following: IXL (reading and math), Reading Eggs, Spelling City, Typing Pal, Discovery Education, Khan Academy, RAZ Kids (Learning A-Z), ST Math, Newsela.

Students who are identified as EL are provided with approved materials appropriate to their level and that support core content instruction designed to promote high levels of English language proficiency. The JCS Family of Schools uses the ELA/ELD Framework to guide administrators and staff, and teachers have access to each student's ELPAC score report. Students in grades TK-12 are provided designated English Language instruction five days per week for 15-30 minutes a day depending on the grade level, with a combination of online instruction and face-to-face instruction. Integrated English language support is provided throughout classes. The JCS resource center provides a selection of appropriate supplemental materials to personalize the specific needs of an EL/ELD student in order to help them increase fluency and proficiency in the English language. Materials and support for EL/ELD students are additionally available online in order to allow ongoing monitoring of progress and assistance to students who are being taught at home.

Elementary Home Study

English Language Arts curriculum choices are standards aligned. ELA curriculum has also been written by curriculum teams in Professional Learning Communities (PLC), which meet the CA standards. The following are a list of curricular materials commonly used for grades TK-5:

- McGraw-Hill *Reading Wonders (comprehensive English Language Arts_*
- Guided Reading Bundles
- Core Literature
- Explode the Code or SRA Corrective Reading (phonics)
- Assorted supplemental Grammar programs
- Assorted supplemental Spelling programs
- Assorted Handwriting programs
- Formal and informal writing packets

Math Curriculum choices are standards aligned. The following are a list of curricular materials commonly used with grades K-5.

- Zearn
- Go Math!
- Houghton Mifflin CA Math

Social Studies Curriculum is standards aligned, with thematic units. The following are a list of curricular materials commonly used for grades K-5.

- Thematic Units (TK-Kindergarten)
- Weekly Studies *California Studies Weekly – Social Studies*
- Discovery Education Online Techbook

Science Curriculum will be standards aligned, with thematic units. The following are a list of curricular materials commonly used for grades K-5.

- Studies Weekly *Science Weekly*
- Discovery Education Online Techbook

Science courses will be aligned with the NGSS standards for all grade levels. Home study families will be given copies of all of the standards for each grade level. A large bank of reproducible items, including worksheets and supplemental support, to help parents understand and support their students' learning based on the CCSS will be readily available.

6-8 Home Study

English Language Arts (ELA) Curriculum will be standards-aligned, with thematic units. The following are a list of curricular materials that may be selected for grades 6-8.

- McGraw-Hill StudySync
- JCS Curriculum Maps
- Core novels and writing units

Math Curriculum will be standards-aligned, with thematic units. The following are a list of

curricular materials that may be selected for grades 6-8:

- Pearson Digits
- Houghton Mifflin Go Math!

Science Curriculum will be standards-aligned, with thematic units. The following are a list of curricular materials that may be selected for grades 6-8:

- Accelerate Learning STEMscopes
- Discovery Education: *Science Techbook for California NGSS*
- Prentice Hall CA Earth Science
- Prentice Hall – Life Science
- Prentice Hall – Physical Science

Social Studies/History Curriculum will be standards-aligned, with thematic units. The following are a list of curricular materials that may be selected for grades 6-8:

- Studies Weekly
- Discovery Education *Social Science Techbook*

K-5 Academy Curriculum

JCS Manzanita will have one elementary academy program.

ELA/ELD

A balanced literacy approach is the focus of the academy English Language Arts program. Teachers use the CCSS to plan their reading and writing workshops. While students are in a reading workshop, centers are utilized for the teacher to be able to pull small groups for guided reading based on student levels. Centers are planned by the teacher and designed to practice skills explicitly taught in shared or guided reading. Teachers in grades K-3 use Okapi *Flying Start to Literacy* for guided reading. Through running record assessments teachers identify the needs of the students. Teachers use the Okapi *Flying Start to Literacy* scope and sequence to select guided texts, depending on the Guided Reading groups' ability levels. See Appendix I for Okapi Scope and Sequence. These guided reading texts are designed in nonfiction and fiction pairs to address the strands of nonfiction and fiction of the CCSS. To deepen our students' skills in understanding informational texts, the academies will use the Okapi *Explorations* program in whole group and small group structures, targeted to the reading level and skills of the 3rd - 5th grade student.

In addition, elementary teachers use Fountas and Pinnell classroom resources including Interactive Read Alouds; Shared Reading; Comprehensive Phonics, Spelling and Word Study Guide as part of whole group instruction.

Ongoing professional development was provided in 2019-2020 to ensure all teachers had the skills and common understanding of assessments and standards to implement balanced literacy in reading workshops.

For writing, a writing workshop model is consistently practiced. For direction on writing workshop, teachers are provided with Lucy Calkins' Units of Study for Teaching Writing series and professional development support. The Units of Study series aligns to common core and ELD standards. See Appendix I for Calkins' Units of Study for Teaching Writing Standards Alignment.

Math

Zearn or Eureka Math, a Common Core Math curriculum, is used in all grades. Teachers use the modules as the primary instructional component. For supplemental instruction and practice, ST Math, IXL, and Prodigy are used.

Ongoing math assessments based on CCSS and created by the Math Coach are administered to all students 2-3 times per year. The Math Coach analyzes the data, creates reports for administration, and suggests strategies and areas of focus for instruction and intervention. The math coach also provides regular observation, coaching, modeling, and counsel on instructional strategies and curriculum implementation to individual teachers.

Social Studies

Studies Weekly, a state board approved program, is used in all grades. As a supplement, using the ELA common core standards as a lens, teachers will create lessons based on the History-Social Science Framework, adopted by the CDE in 2016. In addition to providing the instruction necessary for students to learn the framework, teachers use Social Science as a vehicle to reinforce English Language Arts standards, to create engaging projects, and to develop 21st century skills such as collaboration, creativity, critical thinking, and problem solving.

Science

Science Weekly, Mystery Science and Discovery Education are provided for our teachers to plan science instruction that is NGSS-aligned and correlated to the Common Core. These choices are based on recommendations from our science teachers who have attended NGSS workshops and seminars. In the coming year, JCS Manzanita will begin the process of adopting a new science curriculum.

6-8 Academy Curriculum

JCS Manzanita has one middle school program. This academy utilizes curriculum aligned with CCSS and developed in partnership with Summit Learning. Students engage in multi-week projects culminating in final products that are scored on Cognitive Skills and students direct their own learning through playlists of content, and take on-demand assessments to demonstrate their competency and mastery of Focus Areas. See Appendix I for Summit Standards Alignment.

Humanities (ELA/ELD & Social Studies)

The Humanities curriculum is a combination of ELA and Social Studies materials. The credentialed teacher combines projects from a selection of ELA and Social Studies projects.

Grade	Summit Learning Curriculum: https://www.summitlearning.org/guest/courses
6	<ul style="list-style-type: none">● 5 ELA projects and 12 Power Focus Areas● 6 Ancient Civilization projects and 9 Power Focus Areas
7	<ul style="list-style-type: none">● 6 ELA projects and 10 Power Focus Areas● 6 Medieval History projects and 10 Power Focus Areas
8	<ul style="list-style-type: none">● 6 ELA projects and 11 Power Focus Areas● 6 U.S. History projects and 10 Power Focus Areas

Math

The middle school math curriculum uses *Illustrative Mathematics 6-8*, a comprehensive CCSS-aligned inquiry and problem based curriculum that creates an enjoyment of math through real world contexts and developing connections between concepts and procedures.

Grade	Summit Learning Curriculum: https://www.summitlearning.org/guest/courses
6	● 7 Math Units with Portfolio Problems and 8 Power Focus Areas
7	● 8 Math Units with Portfolio Problems and 8 Power Focus Areas
8	● 8 Math Units with Portfolio Problems and 8 Power Focus Areas

Science

NGSS offers teachers a choice regarding implementation of the topics: earth, life and physical, for middle school. The middle school has chosen to offer a disciplinary science approach with a focus in each grade, 6th (Earth Science Focus), 7th (Life Science Focus), and 8th (Physical Science Focus)

The credentialed teacher meets NGSS through inquiry-based activities and labs through Summit Learning supplemented with additional resources from Accelerated Learning Stemscores. These activities require the students to use the areas of practice defined by the NGSS standards such as, asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematical and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating and communication information.

Grade	Summit Learning Curriculum: https://www.summitlearning.org/guest/courses
6	● 6 Earth Science projects and 10 Power Focus Areas
7	● 6 Life Science projects and 10 Power Focus Areas
8	● 6 Physical Science projects and 7 Power Focus Areas

9-12 Home Study Curriculum

JCS Manzanita high school students have access to the necessary courses for graduation and entrance to California public universities. High school teachers belong to professional learning communities within the network according to subject area. Each PLC works to create and update the Scope and Sequences aligned to CCSS, write course descriptions that meet UC/CSU a-g requirements, and create common final exams to assess the Standards and course content.

The curriculum is designed by a highly qualified teacher (Specialist) for ELA, math, science, social studies, foreign language, and VAPA courses and overseen by an educational facilitator in conjunction with the parent. The Specialists write and revise CCSS aligned assignments yearly and make modifications to the assignments over the year based on student need.

JCS Manzanita uses Canvas as our Learning Management System. High school students upload completed specialist assignments, including benchmark assessments, in Canvas, view additional resources such as instructional videos, and participate in discussion boards.

High school students come into the nearest academy location to take board mandated proctored finals. These final exams may be taken on paper or online using school Chromebooks. English finals often include an essay.

High school students are also able to take classes via Edgenuity and BYU Online. Partnering with Edgenuity and BYU Online allows students to take classes that the School does not otherwise offer. High school students may also elect to take one or two classes at a local community college via dual enrollment.

English

English teachers use the Scope and Sequence and UC Course Description as a planning guide and map using textbooks, novels, teacher created materials, and additional online resources to create a rigorous and relevant curriculum. McGraw-Hill StudySync is the chosen curriculum. In addition, English teachers are trained to teach the Expository Reading Writing course (ERWC) developed by the CSU system. These units are infused into all grade level courses and are the core foundation of the 12th grade course.

Final exams, developed by the 9-12 English Department PLC, assess students on CCSS standards in Writing and Literary/Expository Analysis. Assessments are proctored, timed and scored according to a rubric. Informal Assessments include discussions, journals, textual annotation, and quick-write activities.

Math

Pearson *Integrated Mathematics* is CCSS and adopted by the State Board of Education. Teachers use supplemental online and teacher created resources to differentiate for student learning.

A 9th-grade math placement test is used for all entering 9th grade students. Students are assessed with formative and summative assessments throughout the course and complete a final exam at the end of each semester.

The math coach analyzes the data from the math placement test, creates reports for administration, and suggests strategies and areas of focus for instruction and intervention. The math coach also provides regular observation, coaching, modeling, and counsel on instructional strategies and curriculum implementation to individual teachers. In addition, the math coach works closely with the high school math teachers to ensure adequate matriculation from the middle school grades

Social Studies

Social Studies teachers collaborate within a Social Studies Professional Learning Community to create and update the Scope and Sequence which is based on California History-Social Science Framework. Teachers supplement the curriculum with additional resources including primary documents, supplemental texts, and online websites.

Students are assessed with formative and summative assessments throughout the course and

complete a final exam at the end of each semester.

Science

Science teachers use Accelerated Learning Stemscores as a basis for information acquisition to meet NGSS through inquiry-based activities, teacher created lectures, labs, and online interactive programs. These activities require the students to use the areas of practice defined by the NGSS standards such as, asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematical and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating and communication information.

Next Generation Science Standards Implementation in High School

NGSS is addressed throughout the science courses using written work, labs and fieldwork experiences. Questions and assignments include items that focus on real-world experiences (phenomena), modeling real-world objects or events (ex: 3-2-1 assessments), discussions to explain ideas (ex: discussion boards), and designs to solve problems. Coursework shall include the integration and application of all of the sciences. Field methods and problem-solving shall be emphasized throughout the courses.

Students are assessed with formative and summative assessments throughout the course and complete a final exam at the end of each semester.

Other Courses

Most electives meet UC/CSU a-g requirements. Electives are chosen based on graduation requirements, student need, and student interest. When applicable, CCSS ELA standards are addressed. Foreign Language, P.E. and VAPA courses will be taught by HQT and address the standards for those subjects. See Appendix J for UC approved courses, Appendix K for a comprehensive list of high school courses, and Appendix I for sample Assignment Work Records, instructional materials, and sample final exams.

HIGH SCHOOL GRADUATION REQUIREMENTS

JCS Manzanita provides its students with two graduation plans in preparation for post-secondary education.

- UC/CSU College Bound 4-Year Plan
- Vocational/Community College: 4-Year Plan

In order to graduate, students must complete 220 credits in grades 9-12 which will include the following courses.

- English (4 years)
- Writing (1 semester)
- Math (3 years - 1 year must be Integrated Math I or higher)
- Social Studies (3 years)
- Science (1 year physical/earth science and 1 year life science)
- Physical Education (2 years)
- VAPA and/or Foreign Language (2 years)
- Health (1 semester)

- Life Skills (1 semester)

Additionally, pursuant to Education Code Section 51225.8, JCS-Manzanita will ensure that each of its students receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the student enters grade 12. Information may be disseminated through in-class instruction, existing JCS-Manzanita programs, family information sessions, or group or individual sessions with school staff, among other methods.

WASC Accreditation, Transferability of Courses, Notice to Parents

JCS - Manzanita currently holds initial accreditation through the Western Association of Schools and Colleges (WASC). Our self-study is scheduled for the 2021-2022 school year. High school courses offered by the charter are considered transferable to other public high schools. JCS - Manzanita offers a college prep program that meets California State and University of California a-g admissions requirements. See Appendix G for WASC accreditation and Appendix J for UC course list.

The JCS Manzanita high school Four-Year Plan, to be completed yearly by all high school students in conjunction with the high school counselor, and signed by the student and parent, will detail the list of courses each year, the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Parents are notified about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, both during the completing and signing of the four year plan, as well as in the Annual Notifications to Parents that go out to all parents at the beginning of each school year. All Teachers of Record assigned high school students are trained in the requirements of a-g coursework and high school graduation policies and procedures.



Julian Charter School
Four-Year College Bound
High School - Four-Year Graduation Plan

UC	CSU	Other
Name:		
Exp. Grad Date:		
EF/Coordinator:		
Date Submitted to Counselor:		
Last Revision Date:		

Courses accredited by WASC may be considered transferable to other public high schools and courses approved by the University of California or the California State University as creditable under the a-g admissions criteria may be considered to meet college entrance requirements.

Subject Graduation Requirements	9th Grade		10th Grade		11th Grade		12th Grade	
	Subject	(Credits)	Subject	(Credits)	Subject	(Credits)	Subject	(Credits)
CP English (4 Years-40 Credits) (Writing-5 Credits)	English I Writing	(10) (5)	English II	(10)	English III	(10)	Expository Reading & Writing	(10)
CP Math (3 Years-30 Credits) 30 credits must be Integrated I or higher	Integrated Math I	(10)	Integrated Math II	(10)	Integrated Math III	(10)	Calculus or Statistics	(10)
CP Social Studies (3 Years-30 Credits)			World History	(10)	US History	(10)	American Government Economics	(5) (5)
CP Science (2 Years-20 Credits) (1 year Physical Science) (1 year Life Science)	Earth Science <small>(Meets Physical Science requirement for CSU and College Prep Elective requirement for UC)</small>	(10)	Biology	(10)	One year Physical Science W/Lab (UC): Chemistry Physics	(10) (10)		
Physical Education (2 Years-20 Credits)	P.E.	(10)	P.E.	(10)				
CP VAPA & CP Foreign Language (CP VAPA: 1 Year-10 Credits) (LOTE: 2 Years-20 Credits)	Spanish I	(10)	Spanish II	(10)			V.A.P.A. <small>(See JCS Course List for CP courses)</small>	(10)
Health/Life Skills (1 Year-10 Credits)	Health Life Skills <small>(See JCS Course List)</small>	(5) (5)						
Electives (45 total credits)	Elective	(10)	Elective	(10)	College Prep Elective Elective	(10) (10)	Elective	(10)
Total Credits to Graduate (220 Credits)	Credits	9th Cumulative	Credits	9th-10th Cumulative	Credits	9th-11th Cumulative	Credits	9th-12th Cumulative
	60	60	60	120	60	180	40	220

College Preparatory Requirements (C or better required to meet a-g) <small>(See JCS Course List for approved courses)</small>	English	Math Through Integrated Math III	U.S. History	World History	Science (w/Lab)	Foreign Language (2 Years of Same Language)	CP Visual & Performing Arts	CP Electives	Student Signature
CSU—California State University (4 th year of math recommended)	4	3	1	1	2	2	1	1	_____
UC—University of California (UC Recommended)	4	3 (4)	1	1	2 (3)	2 (3)	1	1	Parent Signature
									Academic Counselor Signature

last revised 8/15/17 LGC



Julian Charter School
Vocational/Community College
High School - Four-Year Graduation Plan

UC	CSU	Other
Name:		
Exp. Grad Date:		
EF/Coordinator:		
Date Submitted to Counselor:		
Last Revision Date:		

Courses accredited by WASC may be considered transferable to other public high schools and courses approved by the University of California or the California State University as creditable under the a-g admissions criteria may be considered to meet college entrance requirements.

Subject Graduation Requirements	9th Grade		10th Grade		11th Grade		12th Grade	
	Subject	(Credits)	Subject	(Credits)	Subject	(Credits)	Subject	(Credits)
English (4 Years-40 Credits) (Writing-5 Credits)	English I Writing	(10) (5)	English II	(10)	English III	(10)	Expository Reading & Writing	(10)
Math (3 Years-30 Credits) 10 credits must be Integrated I or higher (Alg. 1/Geom)	Transitional Math or Integrated IA or Integrated I (10)		Geometry or Alg II (2016) Integrated Math I, IB or II (2017)	(10)	Geometry, Alg II (16/17) Int Math II or III (2018)	(10) (10)		
Social Studies (3 Years-30 Credits)			World History	(10)	US History	(10)	American Government Economics	(5) (5)
Science (2 Years-20 Credits)	Earth Science <small>(May also be taken in 11th grade)</small>	(10)	Biology	(10)				
Physical Education (2 Years-20 Credits)	P.E.	(10)	P.E.	(10)				
Foreign Language or Fine Arts (2 years - 20 credits)					V.A.P.A.	(10)	V.A.P.A.	(10)
Health/Life Skills (1 Year-10 Credits)	Health Life Skills (See JCS Course List)	(5) (5)						
Electives (45 total credits)	Elective	(10)	Elective	(10)	College Prep Elective Elective	(10) (10)	Elective	(10)
Total Credits to Graduate (220 Credits)	Credits	9th Cumulative	Credits	9th-10th Cumulative	Credits	9th-11th Cumulative	Credits	9th-12th Cumulative
	60	60	60	120	60	180	40	220

College Preparatory Requirements (C or better required to meet a-g) <small>(See JCS Course List for approved courses)</small>	English	Math Through Algebra II/ Integrated Math III	U.S. History	World History	Science (w/Lab)	Foreign Language (2 Years of Same Language)	CP Visual & Performing Arts	CP Electives	Student Signature
CSU—California State University (4 th year of math recommended)	4	3	1	1	2	2	1	1	Parent Signature
UC—University of California (UC Recommended)	4	3 (4)	1	1	2 (3)	2 (3)	1	1	Academic Counselor Signature

last revised 5/20/2016 LGC

PROFESSIONAL DEVELOPMENT

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

Professional development goals center on:

- Highlighting ways to seize opportunities for integrating learning skills, tools and teaching strategies into teaching practices and how a deeper understanding of subject matter can

enhance 21st Century Learning and Innovation Skills like problem-solving and critical thinking

- Understanding the kinds of teaching/learning that best promote standards-aligned skill and knowledge acquisition, with a focus on student engagement and empowerment
- Cultivating ability to identify students' particular learning styles, intelligences, strengths and weaknesses, and implementing the MTSS structure
- Improving student outcomes for unduplicated student groups, such as English Learners
- Developing ability to use various strategies (such as formative assessments/instructional methodologies) to reach students and create environments that support teaching and learning and supports the continuous evaluation of students' skills development aligned with state standards
- Fostering safe and healthy learning and working environments, including developing strategies for improving and monitoring students' social-emotional well being
- Understanding the impact of systemic racism on education and addressing issues of equity so that all students, including historically underserved students, have access to opportunities and supports that lead to success in school.

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

Forums- Whole corporation training will take place through JCS Forums that happen a minimum of three times per year. Training will be provided to the whole corporation to facilitate implementation of a Multi-Tiered System of Supports (MTSS) structure and Equity training. Examples from previous years include MTSS Mini-Conference (SDCOE), Trauma Informed Care, Focus on Foundational Skills (SDCOE), Balanced Literacy (Crouch), Addressing Cultural Bias (National Literacy), and Math Intervention through the Georgia Numeracy Project.

Professional Learning Communities: All of our teachers belong to a Corporate-wide professional learning community (PLC). PLCs meet by grade level at the elementary level, and by subject area at the middle and high school level. PLCs will focus on tasks such as updating scope and sequences, common assessments, grade norming, and data analysis. PLCs will also attend county workshops offered for the various content areas, MTSS training, EL workshops, etc.

School and Program Specific- Academies and programs hold training each year focusing on use of best practices, independent study updates, as well as training in the effective use and implementation of chosen instructional materials and assessments. Academy teachers attended professional development hosted by Summit Learning, and received coaching from a balanced literacy expert. In addition, all teachers are participating in an online course (*Developing the Innovator's Mindset* by George Couros) and reading and discussing a book (*This Book is Anti-Racist* by Tiffany Jewell).

Online- Mandated and yearly or ongoing training, such as mandated reporter training, bullying/harassment training, blood borne pathogens, etc. is conducted via online courses where teachers earn a certificate after completing the courses and taking an exam.

Math Coaching- The JCS Family of Charter Schools math coach completes coaching cycles with math teachers. The math coach offers professional development usually focused on implementing the math standards and using effectively the chosen instructional materials. These sessions are offered to classroom teachers, EFs, and parents.

Individual New Teacher Training- A Teacher Induction Program is provided for new teachers. New teachers, in the academy and home study programs, also receive job specific training on an individual basis from administration. Additionally, many job aides and handbooks will be housed online as a guide for new teachers.

Individual Teachers SMART Goals- Each teacher will identify an area of growth from the Corporation's STAR rubric and create SMART (Specific, Measurable, Attainable, Relevant, and Timely) goals as part of their Professional Improvement Plan. There are five overarching domains important for being a STAR Teacher: Grow Professionally, Use Best Practices, Impact Student Learning, Collaborate with Colleagues, and Contribute to the School Community. While all five of the domains are important, the two most relevant when looking at curriculum and assessment are Use Best Practices and Impact Student Learning. Teachers will be expected to provide evidence of each of the domains, housing their evidence in Google Drive, on personal blogs, on websites, or in digital portfolios. To assist teachers who struggle with organizing and selecting appropriate artifacts, the Corporation has created the STAR Evidence Template. See Appendix P for a sample of the STAR Rubric.

STUDENT SUPPORT

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

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

High school students enrolled in the School will be challenged through access to a-g courses and concurrent enrollment and/or dual enrollment at local community colleges. Students are informed by the EF/counselor of all available community college courses that will meet their needs. A process is in place for reimbursement of fees incurred by the student for community college classes and materials, upon successful completion of the courses. The School will proctor AP exams for students who feel they can pass due to the rigor of their independent study coursework. Students will be guided toward college preparatory courses and offered opportunities to visit local colleges and universities.

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

STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

In order to directly support low achieving students, the credentialed teacher, parent(s), and student will collaborate to design the optimal personalized learning plan. JCS Manzanita will implement a tiered Response to Intervention program (RtI) within a Multi-Tiered Systems of Support (MTSS) to ensure all students receive timely support and intervention as needed.

JCS Manzanita will implement a comprehensive plan to identify students needing support. Teachers will create student folders on Google Drive containing student profiles and sub-folders for math and ELA work samples. Students with IEPs or 504s, struggling English Learners and other students with identified needs will have additional folders where assessments and other documents will be shared with the support team.

Teachers will maintain student folders throughout the year, including benchmark assessment data. When an area of concern is identified, teachers will implement and document various best practice Tier 1 instructional/behavioral strategies to address the concerns within the general education program. Tier 1 interventions will be implemented consistently for six to eight weeks. If Tier 1 interventions do not result in adequate progress, the teacher will refer the student to the Student Success Team (SST) by creating a Concern Report and sharing it with SST members. The Concern Report will include material from the student folders and will document Tier 1 interventions and results.

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

In line with the MTSS model, staff will be identified across the school with the specific skills to help target the student's individual needs, rather than categorizing students under labels. (NOTE: Students whose IEPs deem services outside the general education setting will continue to receive services in accordance with their IEP. However, when possible, students with similar needs or instructional goals will be grouped together to ensure access to their peers and appropriate, standard-aligned curriculum and instruction.) Student progress will continue to be monitored either through SST/RtI or the 504 and IEP processes.

To assist teachers in implementing this process, the staff portal will include jobs aids and process documents that will detail: the RtI/MTSS process for academic, behavioral and speech concerns; the steps needed to create and update a Concern Report; and the process of transferring a concern report to another teacher as well as ongoing staff development on MTSS.

In the staff portal, a PowerPoint called Supporting Struggling Learners, will give teachers access to a list of research-based strategies in reading (phonemic awareness & phonics, decoding, fluency and comprehension), math (number sense, fluency, problem solving), writing (handwriting & fluency,

mechanics, spelling and written expression), and behavior (attention, following directions, off task behavior, attention seeking behavior, hyperactivity & sensory seeking behavior). Also included will be lists of curriculum and supplemental materials, websites, and online resources to support struggling learners.

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

Identification of students who may require intervention:

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

1. Kindergarten Skills Checklist. Administered to kindergarten students in September, February and May.
2. Core Phonics administered to first grade students in September and as needed.
3. DIBELS DORF (Reading Fluency). Administered to first through sixth graders in September, February and May.
4. DIBELS DAZE (Reading Comprehension). Administered to third through sixth graders in September, February and May.
5. Ongoing Math Assessment. Standards-based math assessment administered to grades kindergarten through eighth grade in February and May.
6. MAP: NWEA assessment in Reading and Math administered to 2nd - 12th grade up to three times in September, February, and May.

Following September assessments, teachers provide Tier 1 interventions to students who score below benchmark on reading or math universal screenings. Tier 1 intervention materials and resources are housed in a collection in the JCS Knowledge Base and are delivered within the general education program. Tier 1 interventions are provided with consistency for up to 10 weeks before Tier 2 intervention is considered. Tier 1 and Tier 2 interventions are an intensive system of support that complements (not replaces) core instruction with sufficient flexibility to adapt to the needs of students. Intervention and progress is documented through the Concern Report, created by the general education teacher. The general education teacher consults and collaborates with the parent to ensure intervention is provided with fidelity.

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

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

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

STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Identification

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

Parent Notification

The personalized learning plans of high achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Since students, parents, and teachers work on the personalized plans together, parents are informed from the beginning about their child's abilities and the best way to support them. Some parents would like acceleration, while the school's philosophy tends towards allowing the child to go deeper into the concept and become an expert versus pushing through curriculum simply for completion.

ENGLISH LEARNERS

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

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

The School will make it a priority to hire CLAD and BCLAD teachers.

Identifying English Learners

Upon enrollment, parents fill out a home language survey (HLS) which is used to determine the primary language of the student and is kept in the student’s cumulative folder. The EL Coordinator is notified if a student has a language other than English on the HLS. All students have a HLS on file, submitted by the student’s parent/guardian.

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

The EL Coordinator will maintain all data on EL and RFEP students, in addition to monitoring progress and administration of the ELPAC for annual progress monitoring. Annual progress is scored on four proficiency levels (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed). Scores from the initial assessment are used in the determination of the student as either an English Learner (EL) or the basis for re-designation to Initially Fluent English Proficient (IFEP). The assessments will be conducted by trained assessors. Tests results will be disseminated to teachers and parents and maintained in the cumulative file and in the Student Information System.

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results in order to measure how well they are progressing with English development in each of the four

domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper-pencil assessments administered in seven grade spans—K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

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

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

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

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

Designated and Integrated ELD Instruction

Academies

Designated ELD Instruction:

Academy students use a combination of online curriculum such as Cengage (K-12) or Middelbury (4-12), state approved curriculum, and face to face instruction with a CLAD certified teacher utilizing state approved EL curriculum. Face to face instruction focuses on EL standards, oral language and the collaborative components of the standards providing the teacher an opportunity for authentic assessment. Designated instruction ranges from 15-45 min/day depending on the grade level and needs of the student. Each academy offers designated instruction either within the

classroom or as a separate time depending on the needs and number of students, but teachers ensure that designated instruction is relevant to instruction that occurs throughout the day.

Integrated ELD Instruction:

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

Home Study

Designated ELD Instruction:

Home study students are provided with a Chromebook in order to access online curriculum such as: Cengage (TK-12) or Middelbury (4-12) and face to face or virtual instruction with a CLAD certified teacher. Online curriculum is aligned with the current ELD standards. Face to face instruction focuses on oral language and the collaborative components of the standards, which are not easily addressed online. Designated instruction ranges from 15-45 min/day depending on the grade level and needs of the student and is incorporated into the master agreement that parents complete. Student progress and work completion online is monitored to ensure students are receiving an average of 15-45 minutes per day at home.

Integrated ELD Instruction:

Common Core standards and ELD standards will be reviewed with parents. Parents are given guides and support in selecting appropriate curriculum that incorporates strategies for English language development. Additional personalized intervention, with appropriately trained CLAD credentialed teachers, will be provided as needed for support and to ensure adequate progress is being made.

Monitoring Progress for "Ever-ELs"

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

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

- Growth of one or more levels on ELPAC (or from low intermediate to high intermediate)
- Growth of one or more bands within a performance level on CAASPP
- Growth of one or more levels on MAP
- Growth of 3 points on the SOLOM

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

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

Students are redesignated as Fluent English Proficient if they achieve all of the following:

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

Students who are redesignated will be monitored for a period of four years using CAASPP, MAP Testing and teacher input to ensure they're being successful. Students who do not make progress will be identified through a Concern Report and will be brought forward for a Student Study Team to create an individualized plan for success similar to current English Learners and, as appropriate, may receive English language development instruction or other interventions.

Long Term English Learners

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

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

STUDENTS WITH DISABILITIES

Overview

The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and any civil rights laws enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the School will comply with SELPA guidelines and all California laws pertaining to students with disabilities.

The School was approved as its own local educational agency ("LEA") and has been a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") since July 1, 2020, in

conformity with Education Code Section 47641(a). Evidence of membership can be confirmed by the El Dorado SELPA. As an LEA member of the SELPA, the School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

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

The charter school may seek resources and services (e.g. Speech-Language services, Occupational Therapy, Adaptive PE, Nursing, and Transportation by contracting with credentialed or licensed providers through Non Public Agencies, using SELPA approved Master Contracts and Individual Services Agreements (ISAs).

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

Services for Students under the "IDEA"

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

The Charter School shall be responsible for the full continuum of special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The School is in its first year as an LEA with El Dorado Charter SELPA.

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

Staffing

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

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

limitation, speech-language pathologists, occupational therapists, behavioral specialists, and psychologists.

Pre-Referral Process

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

Development and Implementation of the IEP

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

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

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

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

The IEP team will include all of the following members:

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

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

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

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;

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

IEP Review

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

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

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

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

Special Education Strategies for Instruction and Services

The School will offer a comprehensive inclusion program built around the student's unique needs that may include push-in support, pull-out support, co-teaching, specialized academic instruction, extended year, etc. Each student's IEP will include individualized accommodations and modifications for instruction and services. If a student's IEP team determines that the student requires placement outside of the general education classroom, the School will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by qualified personnel

Interim and Initial Placements of New Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed

thirty (30) days, by which time the School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

Professional Development for the School Staff

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

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

Reporting

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

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

Procedural Safeguards

Parents or guardians of students with IEPs at the School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in

placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Due Process Hearings

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

Complaint Procedures

The School shall maintain policies for responding to parental concerns or complaints related to special education services. The School shall receive any concerns raised by parents/guardians regarding related services and rights. The School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

SELPA Representation

The School shall represent itself at all El Dorado Charter SELPA meetings.

Funding

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations of services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In

developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

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

SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

JCS – Manzanita

GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). The goals and actions are described below, and the outcomes are described in Element 2.

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. JCS Manzanita shall submit the LCAP to the District Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Measurable Goals of the Educational Program

Accomplishments for each of the goals and outcomes below directly support our mission to provide every student with an equitable, nurturing, and effective learning environment that promotes the development of 21st century skills. The School will continue to examine and refine the list of students outcomes over time to reflect the School’s mission and any changes to state or local standards that support the mission.

Student Learning Outcomes

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

Annual Goals were established for the 2019-2020 LCAP in 2019. Due to the pandemic, the LCAP was replaced with the Learning CAP which focused on learning mitigation, distance learning, and health and wellness. The Learning CAP was submitted to SDCOE in September 2020. As a result, the annual goals remain the same from 2019-2020. While JCS Manzanita has made progress on many of the action items for each goal, the need still exists to continue a focus on some. The School has begun the process of writing the 2021-2022 LCAP.

ANNUAL GOALS

Goal 1: Academic Achievement and Support								
State Priorities	1	2	3	4	5	6	7	8
	X	X	X	X	X		X	
Student Learning Outcomes	1	2	3	4	5			
	X	X	X	X	X			
Actions	<ul style="list-style-type: none"> ● For current teachers without a CLAD certificate, assist teachers in finding coursework or assessment. <i>(Priority 1, 2)</i> ● All new teacher candidates will be screened and required to hold a CLAD certificate before employment is offered. <i>(Priority 1, 2)</i> ● Provide EL coordinator to identify, track and coordinate related services such as: <ul style="list-style-type: none"> ○ Implementation of designated ELD instruction ○ Training for teachers with EL students ○ Additional training to all staff in relation to ELD standards/curriculum and now to implement it in conjunction with CCSS. ● Assess and provide Tier 1 and Tier 2 intervention for all students who score below grade level expectations based on school and statewide assessments. <i>(Priority 4, 8)</i> ● Identify and purchase additional Tier 2 assessments to use in Tier 2 intervention. ● Provide .50 FTE for Safety Net intervention teacher to: <ul style="list-style-type: none"> ○ Implement Tier 2 intervention ○ Assist and train teachers in analyzing data from universal assessments ○ Complete additional assessments as needed for Tier 2 and Tier 3 intervention. ● Provide ongoing professional development to Safety Net and SPED staff in Tier 2 and Tier 3 intervention curriculums. ● Purchase literacy intervention curriculum for students grades 4-12. ● Purchase math intervention curriculum for struggling high school students. ● Provide ongoing professional development for all teachers in Common Core Mathematics and ELA instruction and targeted training in Math and ELA intervention. ● Provide Math Coach to: <ul style="list-style-type: none"> ○ Monitor the use of adopted curriculum and assessments ○ Train/support new TK-5 teachers and begin coaching cycles with current TK-8 teachers ○ Assist in the creation of at least one workshop for home study parents on math instruction 							

	<ul style="list-style-type: none"> ○ Assist teachers in analyzing data of common assessments implemented twice a year. <i>(Priority 1, 2, 4)</i> ● Ensure that any new teachers complete years 1-2 of their Induction Program by funding the induction plan and providing continuous support through Reflective Coaches. <i>(Priority 1, 2, 4)</i> ● Continue ST Math with K-5 academy students and purchase for home study students as a daily resource . Monitor progress on CAASPP scores as an indicator of success. <i>(Priority 4)</i> ● Establish weekly office hours for high school home study students to receive support and tutoring from their specialists and teachers. Four specialists in Math, English, Science, and History. <i>(Priority 4, 5)</i> ● Provide weekly learning center classes in Math and ELA support for home study students. <i>(Priority 4)</i> ● Replenish Common Core Math materials, including new selections, to ensure all students are using CCSS- aligned math curriculum. <i>(Priority 2)</i> ● Purchase a state adopted CCSS aligned ELA curriculum for home study, grades K-12 - McGraw Hill Wonders, and StudySync. <i>(Priority 2)</i> ● Provide parent training on Summit Learning platforms for grades 6-12 to increase parent access to resources, assignments, and scores to support student learning at home <i>(Priority 3)</i> ● Provide parent training in Canvas, the Portal and ParentSquare to increase parent access to resources, assignments, and scores to support student learning at home. <i>(Priority 3)</i> ● Collaborate with the SELPA to ensure progress towards LCAP goals, actions and services. <i>(Priority 7)</i> ● Attend professional development opportunities and other learning activities provided by the SELPA which may include, but are not limited to: <ul style="list-style-type: none"> ○ Disproportionality (i.e. disproportionate representation of specific groups identified as having a disability, or being suspended, etc.) ○ Response to Intervention ○ Instructional strategies ○ Serving students in independent study ○ Performance Indicator Process <i>(Priority 7)</i>
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Goal 2: College and Career Readiness

State Priorities	1	2	3	4	5	6	7	8
				X	X	X		X
Student Learning Outcomes	1	2	3	4	5			
	X	X	X	X	X			
Actions	<ul style="list-style-type: none"> ● Fund services to support college/career readiness in grades 8 and higher: <ul style="list-style-type: none"> ○ Materials for Dual Enrollment courses. ○ Materials/online subscriptions for a-g. ○ CTE curriculum ○ Membership to NACAC and WACAC for academic counselor ○ Participation in PSAT for all 8th graders along with any 9th grader who didn't take it in 8th grade <i>(Priority 4, 7)</i> ● Explore at least one CTE path next year and potential of hiring a part time teacher. <i>(Priority 7)</i> ● Provide a high school counselor to create curriculum and assessments, offer high school guidance, and coordinate other supports and services for college/career readiness including: <ul style="list-style-type: none"> ○ Assist in maintaining and updating the 4-year Plan to ensure graduation and achievement of post-secondary college or career goals ○ Identifying possible Dual Enrollment options both online within the network of JCS Schools and also locally ○ Assisting in school-sponsored tours with transportation to local colleges and college fairs. ○ Maintaining a college & career webpage on the JCS site ○ Training/assisting teachers to support 8th and 9th grade students in creating a College Board account linked to Khan Academy account with a personalized SAT prep plan. ○ Work with teachers in Identifying a CTE pathway and available courses/curriculum. <i>(Priority 1, 3, 4)</i> ● Guide all students to be active participants in their education and to become self-directed lifelong learners with parental support by: <ul style="list-style-type: none"> ○ Assisting students in creating and following a Personalized Learning Plan with personal and academic goals. ○ Provide Educational Units (EUs) in home study for students to take classes and/or purchase curriculum/materials related to 							

	<p>their master agreement, assignment and work records and Personalized Learning Plan. <i>(Priority 3, 5, 8)</i></p> <ul style="list-style-type: none"> ● Provide student centered College and Technical Education at all levels by: <ul style="list-style-type: none"> ○ Identifying CTE skills, assessments and resources to be used by all teachers ○ Embedding CTE skills into all grade levels. <i>(Priority 4, 7)</i>
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Goal 3: Health, Wellness and Safety								
State Priorities	1	2	3	4	5	6	7	8
	X	X	X	X	X	X	X	X
Student Learning Outcomes	1	2	3	4	5			
	X	X	X	X	X			
Actions	<ul style="list-style-type: none"> ● Provide ongoing social-emotional learning for K-12 students and training to staff on recognition, prevention and intervention in bullying, sexual harassment, and suicide ideation. <i>(Priority 6, 8)</i> ● Implement character education in grades K-5 using Sanford Harmony or another organization. <i>(Priority 6, 8)</i> ● Ensure a safe and conducive learning environment for all students by: <ul style="list-style-type: none"> ○ Providing Active Shooter Training for all staff ○ Purchasing Lock Blocks to be used on all classroom doors <i>(Priority 1)</i> ● Provide Health and Wellness Coordinator to: <ul style="list-style-type: none"> ○ Oversee Physical Education courses in both home study and academy ○ Oversee Fitnessgram testing and reporting ○ Organize, promote and oversee the sports program ○ Track and encourage greater participation in sports ○ Design and implement wellness breaks for 6-12 academy students throughout the school day ○ Revise the health course and participate in the California Healthy Youth Act team ○ Provide Hands Only CPR training for all high school seniors to meet graduation requirements ○ Purchase high school health and fitness textbooks. <i>(Priority 7, 8)</i> 							

- Develop a culture of inclusivity so that all students are served by:
 - Purchasing and using a common communication tool ParentSquare for all programs
 - Advertising and encouraging participation in sports programs for all students academy and home study
 - Design a flexible schedule that allows and encourages home study students to participate in academy classes.
 - Organize two school wide events at the beginning and end of the school year for all students
 - Include home study families in field trips and assemblies planned by academies *(Priority 3, 6, 8)*
- Explore the possibility of sending 20 high school students on an 11-day trip to a Colorado ranch through Pathways in Education. *(Priority 6, 8)*
- Implement a free and reduced meal program designed to serve all students a healthy breakfast. *(Priority 2, 8)*
- Explore viable options for a school counselor to provide consultation to staff and counseling/mental health support to all students with an emphasis on 6-8. *(Priority 6, 8)*
- Provide Foster/Homeless Youth Liaison who will:
 - Identify and support F/HY and provide resources/training to all staff as needed.
 - Maintain in the Knowledge Base an ongoing list of community resources for parents/guardians with an emphasis on Foster/Homeless Youth, Low Income and At Risk students. *(Priority 5, 6, 8)*
- Create a Multi-Tiered System of Support (MTSS) to identify and track LI, FHY, SwD and other at risk students to ensure access to available academic and socio- emotional supports, as needed, including:
 - Tutoring & academic enrichment programs
 - Academic Counseling
 - Positive Behavior Interventions and Supports
 - Mental Health Services
 - Sports and other extracurricular activities
 - Career pathways *(Priority 4, 6, 8)*
- Ensure all teachers understand the process and have the resources to communicate concerns about EL and F/HY when they identify a need. *(Priority 1, 8)*

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all 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. Education Code Section 47605.6(b)(5)(B).

Data Analysis and Reporting

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

The measurable student outcomes listed in the following table are connected to the LCAP goals from 2019-2020 and reflect the State Priorities and Annual Goals listed in Element A. Goal progress to date is documented as well.

Charter School Measurable Outcomes That Align with the Eight State Priorities

JCS – MANZANITA	
CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). The student outcomes and methods of measurement are addressed below.</p> <p>The Goals, Actions, Outcomes, and Measurements as listed below and in the table in Element 1 shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by the Charter School at the school site.</p> <p>In accordance with Education Code Section 47605.6(b)(5)(B), the Charter School’s pupil outcomes are set related to increases in pupil academic achievement <i>both</i> 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. As such:</p> <ul style="list-style-type: none"> ● “Overall and for all numerically significant subgroups” specifically means that the goal is held for students overall and for each subgroup as detailed above. ● In the case where a goal is specific to a subgroup, as is the case in developing English fluency for English Learners, only the specific subgroup is listed. <p>The fact that the Charter School holds the same goal for its subgroups as it does for the overall student population should in no way be interpreted as not having goals for each subgroup.</p>	
<u>GOAL 1: ACADEMIC ACHIEVEMENT AND SUPPORT</u>	
METRIC/INDICATOR	PROGRESS TO GOALS
<p>1. CAASPP: The percentage of students who have met/exceeded standard will be 61% for ELA and 50% for Math. Baseline ELA 57% Baseline Math 46%</p>	<p>CAASPP was cancelled for 2020 due to COVID-19, but MAP scores for Fall 2020 showed the percentage of students at or above/mean had increased to 73% for ELA from 72% (Fall 2019) and 60% for Math from 56% (Fall 2019)</p>
<p>2. CAASPP: The percentage of Students with Disabilities (SwD) who have met/exceeded standard for both ELA and Math will be 2% over 2018-2019 baseline data. Baseline ELA 31.8% Baseline Math 18.1%</p>	<p>CAASPP was cancelled due to COVID-19, but MAP scores for Fall 2020 showed the percentage of SwD at or above/mean had increased to 42% for ELA from 39% (Fall 2019) and 44% for Math from 26% (Fall 2019).</p>

3. 75% or more of students being served in Tier 1 and Tier 2 will successfully meet benchmark goals will be	Of the 36 students placed in Tier 2 intervention at the start of Fall 2020, 30% have exited and are working at grade level expectations.
4. 50% or more of students in each grade 3-8 will master Common Core math standards addressed on aligned benchmark assessments.	At the start of Fall 2020, 52% of students overall in grades 3-8 have mastered Common Core math standards at or above the mean. Two grades were below 50% 3rd: 54%, 4th: 68%, 5th: 53%, 6th: 33%, 7th: 39%, 8th: 50%
5. 100% of all credentialed teachers have a CLAD certificate.	On May 2020, four teachers completed the necessary course work and received a CLAD certificate making 100% of all teachers CLAD certified.

GOAL 2: COLLEGE AND CAREER READINESS

MEASURABLE OUTCOME	PROGRESS TO GOALS
1. Percent of students successfully completing "a-g" requirements will be 2% increase over 2018-2019 baseline data of 31% of seniors	Percent of seniors successfully completing "a-g" requirements in 2019-2020 was 11%. There were only 9 seniors in the 2019-2020 school year.
2. 100% of 8th grade students will take the PSAT, establish a College Board account, and receive a personalized SAT preparation plan through Khan Academy.	71% of 8th grade students participated in the PSAT. Although all students were offered the opportunity and the School paid for the exam, some home study families opted out.
3. Establish a baseline percentage of high school students successfully completing a Dual Enrollment semester course.	Despite attempts to develop a CCAP with the local community colleges and to partner with another charter school, the School was unsuccessful at establishing dual enrollment for its high school students. A small percentage of students have taken classes at community colleges, but during 2019-2020 school year this was interrupted by the pandemic.
4. 2% increase of 11th grade students Conditionally Ready or Ready for college in ELA and Math on the Early Assessment Program. 2018-2019 Baseline: ELA: 62.5%, Math: 0%	In 2018-2019, there were only eight 11th grade students. five were conditionally ready in ELA, but no students were conditionally ready. CAASPP was cancelled during 2019-2020.
5. 2% increase of graduates considered "Prepared" for college/career on the LCFF indicator.	In 2018-2019, JCS Manzanita did not have any graduates. With COVID-19 in 2019-2020, it is uncertain there will be any data on the LCFF indicator. JCS Manzanita is still trying to establish a baseline.
6. 100% 9th grade students enrolled in Transitional Math will receive a grade of 70% or greater.	In 2019-2020, there were seven 9th grade students enrolled in Transitional Math. 57% received a grade of 70% or higher.

7. 50% of students will have a Personalized Learning Plan.	No real progress has been made on this goal. The School purchased Naviance, but has not yet implemented it to its full potential.
GOAL 3: HEALTH, WELLNESS, & SAFETY	
MEASURABLE OUTCOME	PROGRESS TO GOALS
1. 20% of families will complete the annual parent/family surveys.	In 2019-2020, during the Pandemic, most surveys centered around a virtual learning and in 2020, surveys were about safe re-opening. 29% of families responded to a Virtual Learning survey in Spring 2020. 65% responded to the re-opening survey in the Fall of 2020 and 80% responded two months later.
2. 100% of students will respond positively on a School Connectedness/Safety survey.	In 2019-2020, no survey was administered due to COVID-19. The Holistic Student Assessment was chosen and will be administered this year.
3. 100% of students will have access to physical fitness courses aligned to CCSS.	Although new Physical Education textbooks were purchased for the high school academy program, this only impacted 50% of the high school population. The Health and Wellness Coordinator has offered classes for all K-10 academy students.
4. 2% of grade 6-12 students participating on an intramural sports team.	The baseline was to be set in 2019-2020, but the pandemic limited team sports.
5. 2% increase from 2018-2019 baseline of students in the Healthy Fitness Zone (HFZ) for 5/6 standards or greater on PFT.	The number of students tested in each grade level was 10 or less students. The baseline for 2018-2019 was 5th grade = 30%, 7th grade = 0%, 9th grade = 60%. The PFT was cancelled in 2019-2020 indefinitely. When it returns, the school will establish a new baseline.
6. % of students identified as at risk through MTSS making progress using benchmark data points.	The baseline was to be set in 2019-2020, but little progress was made on this goal.
7. Maintain high school dropout rate for all students, numerically significant subgroups and unduplicated students. (<10%)	The 2019-2020 dropout rate was 1.6% for students in grades 9-12.
8. High school graduation rate for all students, numerically significant subgroups and unduplicated students for continuously enrolled students.	The school has not been existence long enough to establish a baseline for a 4-year cohort. The graduation rate for 2019-2020 was 100%.

ELEMENT C: METHODS OF MEASURING STUDENT PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C).

Student Information System

The Charter School will use School Pathways as its Student Information System (SIS) where all student information will be housed.

Mandated State Assessments

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

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

School-wide and student subgroup progress is objectively measured by state-mandated annual assessments within the California Assessment of Student Performance and Progress (CAASPP) administered to our students in grades 3-8 and 11, in ELA/Math, California Alternate Assessment – where applicable, California Science Test (CAST) in (Grade 5,8, 12), Physical Fitness Test (“PFT”) grade 5,7, 9, and the ELPAC for all English Learners.

Methods of Assessment

The Charter School shall adhere to all state testing requirements, including provisions of AB 484 (2012) and any revisions of the Education Code that are applicable to charter schools. As established in the previous section, the School will utilize a wide variety of assessments that are aligned with the curriculum and instructional program, and compliant with state expectations. They will be administered according to the assessment cycle below. The School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.



JCS Assessment Schedule

English Language Arts

Assessment	Grade(s)	Type of Assessment	Schedule
CAASPP	3-8	State Mandated	Annually
CAASPP (EAP)	11	State Mandated	Annually
Basic Skills	K	Local	1-3 times/year
MAP Reading	2-11	Norm-Referenced	2-3 times/year
DIBELS Reading	2-6	Criterion-Referenced	1-3 times/year
DRA/F&P Reading	K-8	Local	Varies
Running Records	1-3	Local	Varies
CORE Phonics Survey	K-3	Criterion-Referenced	Varies
Formative Assessments	K-12	Local	Daily
Benchmark Assessments	K-12	Local	Varies
Final Exams	9-12	Local	2 times/year

Math

Assessment	Grade(s)	Type of Assessment	Schedule
CAASPP	3-8	State Mandated	Annually
CAASPP (EAP)	11	State Mandated	Annually
Basic Skills	K	Local	1-3 times/year
Georgia Numeracy Project	K-8	Local	1-3 times/year
MAP Math	2-11	Norm-Referenced	2-3 times/year
Formative Assessments	K-12	Local	Daily
Benchmark Assessments	K-12	Local	Varies
Math Placement	8	Local	Once
Final Exams	8-12	Local	2 times/year

Science

Assessment	Grade(s)	Type of Assessment	Schedule
CAST	5, 8, HS	State Mandated	Annually
Formative Assessments	K-12	Local	Daily
Benchmark Assessments	K-12	Local	Varies

Final Exams	9-12	Local	2 times/year
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Social Studies

Formative Assessments	K-12	Local	Daily
Benchmark Assessments	K-12	Local	Varies
Final Exams	9-12	Local	2 times/year

Foreign Language

Assessment	Grade(s)	Type of Assessment	Schedule
Formative Assessments	K-12	Local	Daily
Benchmark Assessments	K-12	Local	Varies
Final Exams	9-12	Local	2 times/year

English Language Development

Assessment	Grade(s)	Type of Assessment	Schedule
ELPAC	K-12	State Mandated	Annually
Formative Assessments	K-12	Local	Daily
Benchmark Assessments	K-12	Local	Varies

Physical Education

Assessment	Grade(s)	Type of Assessment	Schedule
PFT	5, 7, 9	State Mandated	Annually

Social/Emotional

Assessment	Grade(s)	Type of Assessment	Schedule
Health/Wellness Survey	K-12	Local	Annually
Interest Inventory	9-12	Local	Annually

College & Career Readiness

Assessment	Grade(s)	Type of Assessment	Schedule
TBD	9-12	Local	TBD

Reporting of Data

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

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

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

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

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

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

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

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

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

METHODS FOR MEASURING PUPIL PROGRESS TOWARDS OUTCOMES

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

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

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

SARC REPORT

JCS – Manzanita shall comply with state mandated requirements applicable to charter schools regarding the School Accountability Report Card (SARC) and the Local Control and Accountability Plan (LCAP).

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Accelerating a student to a higher grade or holding a student back a grade is a rare occurrence. We do not encourage grade acceleration or retention, but understand that they may be appropriate for some students, while enrolled with JCS. The following requirements must be met in order to make a request for acceleration, or retention may be requested one time.

Procedure:

1. The EF or academy coordinator will submit written requests for acceleration or retention on the Grade Level Change Consent Form to the principal.
2. The EF or Coordinator will submit supporting documents, including formal and informal assessment results, letter from parent(s), observations by the teacher, report card grades, work samples, etc.
3. The parent or guardian will sign the consent form prior to submitting to the principal.
4. The teacher will sign the consent form prior to submitting to the principal.
5. The principal will present the request and supporting evidence to the Leadership Team for review.
 - a. The EF or advisor and parent or guardian will have the opportunity to attend the meeting to review the request. The principal will coordinate this opportunity upon receiving the request.
6. A Continuance Agreement Form is required to be signed and dated by the parent/guardian upon a decision to retain a student in kindergarten. The date the parent/guardian consented to the continuance must be also listed on the form (see Admission and

Continuance Policy).

7. The principal or designee will email the Acceleration and Retention Letter to the family detailing the team's decision. EF or academy coordinator will contact the family and provide the letter.
8. The registrar will update the grade level designation in the Student Information System and document the retention or acceleration.
9. The principal will retain a copy of the request.

Guidelines

It is the responsibility of the Corporation's Educational Leadership Team to address each retention and acceleration request on an individual basis. However, the School has adopted specific guidelines that should be used when determining the appropriateness of the request. The reviewing team will follow these guidelines:

Retention

Retention will be considered only after intervention efforts have been exhausted. The School Safety Net and Student Success Teams will be created to provide intervention and support for students at risk. Specific criteria have been established for the grade levels listed below per Education Code Section 48070.5:

- Between Kindergarten and first grade:
 - Kindergarten Continuance Agreement completed
 - Emphasis should be on early reading skills
- Between first and second grade:
 - Emphasis should be on early reading skills
- Between second and third grade:
 - Emphasis should be on proficiency in reading
 - In addition to exhausting the school intervention efforts, at least two measures of reading proficiency should demonstrate a significant deficit (at least one full grade level below)
- Between third and fourth grade:
 - Emphasis should be on proficiency in reading
 - In addition to exhausting the school intervention efforts, at least ~~2~~ two measures of reading proficiency should demonstrate a significant deficit (at least one full grade level below)
- Between fourth and fifth grade:
 - Emphasis should include proficiency in reading, language arts and mathematics.
 - In addition to exhausting the school intervention efforts, a majority of measures should demonstrate a significant deficit (at least one full grade level below)
- Between fifth and sixth grade:
 - Emphasis should include proficiency in reading, language arts, and mathematics.
 - In addition to exhausting the school intervention efforts, a majority of measures should demonstrate a significant deficit (at least one full grade level below)
- Between eighth and ninth grade
 - Emphasis should expand to include proficiency in reading, language arts, and mathematics.

- In addition to exhausting the school intervention efforts, a majority of measures should demonstrate a significant deficit (at least one full grade level below)

Other factors such as social, emotional, physical maturity and age will also be considered. Additional grade levels may be considered for retention based on similar criteria to the above established guidelines.

Promotion

Promotion requests will be reviewed and approvals will be based on sufficient evidence (grades, work samples, assessment scores, anecdotal records) to demonstrate that the student has the prerequisite knowledge for success at the next grade level. Other factors such as social, emotional, physical maturity and age will also be considered. A proctored writing prompt examination may be required.

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ELEMENT D: GOVERNANCE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)

Governance and Legal Status

The Charter School is operated by the JCS, Inc./Corporation, which is a California nonprofit public benefit corporation and is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, as subsequently amended from time to time, which are consistent with the terms of this charter. JCS, Inc. is tax-exempt under Internal Revenue Code Section 501(c)(3) and is not a subsidiary of the County or other body. The Corporation currently operates and governs six charter schools including JCS-Manzanita. The School is authorized by the governing board of San Diego County Office of Education. Upon approval of this charter renewal for JCS-Manzanita, the JCS Corporation will continue to operate as a multi-school network organized as a single nonprofit corporation, as described herein.

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. See Articles of Incorporation in Appendix L.

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

In addition, the School will abide by Government Code Section 1090. By the terms of this Charter, the School is obligated to comply with the requirements of the Public Records Act, the Brown Act, Government Code Section 1090 et seq. and the Political Reform Act to the same extent as if the Charter School were a non-charter California public school district, regardless of any arguments regarding the applicability generally of those laws to California charter schools. In the event that the laws/rules/provisions of Government Code Section 1090 et seq. and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the County and the School/Corporation agree to comply with the updated law or decision.

See Appendix M for a copy of the Corporation's Bylaws. In 2019, the Bylaws were revised to show compliance with Government Code 1090.

Board Composition

The Board of Directors of JCS, Inc. (Corporation) shall be the Board of Directors of JCS Manzanita (School). The authorized number of directors shall be no less than three (3) and no more than seven (7). Board members shall be members of one of the following two groups: parents or community members. The Board will strive to have a complement of parents and community members on the Board. Board members must reside within the School's service boundary lines

where the School's students are served or its adjacent counties. In accordance with Education Code Section 47604(b), the County may appoint a representative to sit on the Board of Directors. The Board of Directors shall exercise final authority on all matters concerning the School. Currently, JCS Manzanita has a parent representative on the corporation board.

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

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

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

Board Qualifications

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

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

Selection and Election Process

All Board members will be required to fill out a Board Application. The current members of the Board will review the applicants, interview, and appoint Board members during a scheduled Board meeting and in accordance with the bylaws. The Board will start looking for a new member when a director leaves due to death, disability, or resignation. The Board or designee will seek out community members with a specific background or expertise that meets Corporate needs. Parent Board members will hopefully come from the School Site Council applications, and each of the Schools the Corporation oversees may have a parent represented on the Board, if there is room. .

Professional Development

All Board members will participate in Brown Act Training and will be included in local association conferences for professional development. Each Board meeting will have time allotted to train Board members on some aspect of their position.

Roles and Responsibilities

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

A: Executive Authority

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

- sets and approves the organizations Mission, Vision, and Direction.
- operates under the organization's Bylaws, Articles of Incorporation, Conflict of Interest Code policy, and Charter documents.
- sets and approves policies and procedures for the organization as a whole.
- is responsible for the establishment, oversight, transparency, and accountability of the budget and reserve.
- approves all hiring and firing decisions as well as outside contract approvals.
- evaluates the organization's academic success and charter renewal.
- offers suggestions to the school management/is a sounding board.
- is the final arbitrator of serious student discipline cases.
- hires, supervises, and releases the executive officer.
- represents various stakeholders (i.e. teachers, community, members, parents, students).
- establishes and operates committees.
- assists with board recruitment when a vacancy arises.

B: Board-Executive Relationship

The Board conducts the broad oversight of the organization and delegates the day-to-day operations to the Executive Director or designee.

The Executive Director is expected to keep the Board up-to-date on issues regarding the organization on a regular basis.

Individual Board members communicate with the Executive Director on an individual basis, as needed.

C: Board Process

1) Meetings

- Occur monthly except for July; special Board meetings will be called on occasion for time sensitive matters and in accordance with the Brown Act;
- Materials related to the agenda will be given to the Board members with adequate lead time for review and preparation;
- Only those issues which are within the Board’s area of responsibility shall occupy Board time;
- Members are obligated to prepare for meetings and to participate productively in discussions.

2) Individual Board Members Responsibilities

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

3) Board President

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

Meeting Schedule

All meetings of the Board shall comply with the 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 around the fiscal reporting schedule, and shall be held within San Diego County or the immediately adjacent counties with the opportunity for parents, community members and stakeholders to participate via Zoom or other virtual means. Notices, agendas, and minutes of meetings are recorded and retained in the Organization’s files .These records are accessible for review by the public and County on the School’s website.

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

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

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

- Recognize, track, and expend revenues generated by “unduplicated” pupils under the Local Control Funding Formula at the School level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such students generate.
- Generate financial statements at the School level that enable us to submit GAAP-aligned forms to request a “determination of funding” under the laws governing nonclassroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

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

Parent Involvement

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

The School shall have a School Site Council (SSC) consisting of the Executive Director, principal, parents, employees, students and community members. The School Site Council (SSC) provides advice and input to the Board of Directors on vision and mission, policies and procedures, LCAP, and other charter school interests and activities. The principal will recruit and ensure parents, students, and staff are represented on the SSC. School Site Council meetings will meet quarterly approximately a month before the Corporate Governing Board Meetings.

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

Additionally, each Academy program will have a parent organization that will provide input into the Academy program’s operation and instructional matters. Parent input from the Home Study

population will be sought through annual surveys, participation on the School Site Council, and opportunity to serve on the Corporate Board.

Insurance

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

Conflicts of Interest

JCS, Inc. maintains a Conflicts of Interests policy that complies with the Political Reform Act, Government Code Sections 87000 and 1090, and the California Nonprofit Public Benefit Corporations Law that applies to all Board members and employees. Annual Form 700 financial interest disclosure statements shall be required of all Board members and C-level Administrative staff. For the complete Conflict of Interest Code, see Appendix N. JCS, Inc. will abide by Government Code Section 1090 and has adjusted its Bylaws to include adherence to the Political Reform Act.

Memorandum of Understanding (MOU) and County Authorization

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

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

The County shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated for the implementation of this charter for an oversight fee that does not exceed one percent (1%) of all state and federal revenues received by the Corporation for the School in exchange for oversight duties pursuant to the terms of the Act. The School and Corporation will comply with all requests the SDCOE has in their role as authorizer. The County may inspect or observe any part of the School at any time.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

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

Teachers (i.e., educational facilitators, specialists, teachers of record, and academy teachers) must hold the Commission on Teacher Credentialing certificate, permit or other documents required for the teacher's certificate assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificate assignment.

Additionally, educators employed by the School must:

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

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

Temporary or short-term personnel may be employed by the Corporation to work at the School. The qualifications and educational experiences for these positions are determined by the School's Executive Director and administrative teams.

Qualifications for School positions (the Corporation's Organizational Chart (see attached Appendix A) further delineates supervisory roles and oversight responsibilities) and for additional employees are outlined in job descriptions. These job descriptions and supporting documentation are subject to periodic inspection by the County and available upon request.

Administrative Positions:

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference check
- Degrees or credentials appropriate to the position
- Administrative credential and/or Master's degree preferred

Instructional Positions:

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference check
- Hold the Commission on Teacher Credentialing certificate, permit or other documents required for the teacher's certificate assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificate assignment.

Instructional Support Positions:

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference check
- Satisfactory performance on general skills testing, such as technology, writing, spelling, grammar, and math abilities, depending on the position

Non-Instructional Support Positions:

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference check
- Depending on the level of the position, specific degrees and/or certifications may be required
- Satisfactory performance on general skills testing, such as technology, writing, spelling, grammar, and math abilities, depending on the position

Key Senior Level Positions of the Julian Charter School, Inc. – Essential Elements of Senior Leadership

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

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

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

Executive Director

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

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference check
- BA/BS required. Master's Degree in education related field
- Teaching credential, preferred
- Administrative credential, preferred
- Experience in top-level school management, required

Principal

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

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference check
- BA/BS, required
- Master's Degree in Education
- Administration Credential, required
- Experience in upper school management, required

Director of Student Services

The Director of Student Services will be supervised by the Executive Director and will plan, organize, and manage human and material resources, services, and operational functions for special education and intervention programs within the School consistent with the School's vision and mission.

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- BA/BS degree, required
- Master's Degree in education related field, required
- Teaching, PPS or Special Education credential required
- Administrative credential, required
- Experience in top-level school management, required

Associate Director of Human Resources

The Associate Director of Human Resources reports to the Executive Director and manages the School's human resource program, including: recruitment, employment, compensation, payroll, classification, performance management, labor relations, training, and employer-sponsored benefits programs. The School shall recruit qualified teachers using established teacher credentialing services (e.g., EDJOIN), charter school employment fairs, and other generally acceptable recruitment strategies. Some HR tasks may be outsourced to a third-party management company/vendor.

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- BA/BS degree, required
- Master's Degree in Human Resource Management, preferred
- PHR-CA or SPHR-CA, preferred
- Experience in Upper-level school management

Associate Director of Finance

The Associate Director of Finance reports to the Executive Director and is responsible for planning, organizing, implementing, and controlling the fiscal services for the school; including, but not limited to: LCAP compliance, budget, audit, and interim reports, etc. This position may be outsourced to a management company.

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- BA/BS degree, required
- Master's Degree or CBO training, preferred
- Experience in upper-level school management, preferred

Assessment, Accountability and Compliance Coordinator

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

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- BA/BS degree, required
- Master's Degree, preferred

Director of Technology

The Director of Technology reports to the Executive Director, oversees and plans, organizes, and directs the activities and operations of the Information Technology Department; evaluates, develops, modifies and implements Information Technology and procedures; supervises and evaluates the performance of assigned personnel; facilitates communication with staff, departments and vendor agencies as needed.

- One (1) year supervisory experience preferred
- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- BA/BS degree in information technology, computer science, data processing or equivalent.

Academic Counselor

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

- Valid College Counseling Certificate preferred
- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- Master's Degree in Counseling or equivalent with PPS Credential

Academy Coordinator

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

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking

- BA/BS Degree
- Valid CA Teaching Credential, preferred

APPROPRIATELY CREDENTIALLED TEACHERS

The Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code Section 47605.6(1). As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.

The School's teachers will meet all requirements for employment set forth in Education Code Section 47605.6(1), including holding the Commission on Teacher Credentialing certificate, permit or other documents required for the teacher's certificate assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificate assignment. These documents shall be maintained on file at the School and are subject to periodic inspection by the County. Teachers shall also meet the requirements of Board-adopted personnel policies for the hiring of appropriately skilled educators that are committed to education and the mission of the School.

Responsibilities include:

Grow Professionally: Stay knowledgeable about current educational best practices through learning, practicing and reflecting in order to remain a lifelong learner

Use Best Practices in the Classroom

1. Analyze
 - Identify student academic level and learning style.
2. Design
 - Utilize Common Core State Standards and JCS scope and sequence to develop lessons using various digital tools and resources.
3. Management
 - Consistently monitor and enforce behavior expectations.
 - Utilize a classroom schedule and routines to ensure appropriate coverage of all learning targets.
 - Use different teaching models (group investigation, advanced organizers, cooperative learning, project based learning, Socratic dialogue, inquiry, etc.) to personalize and guide student learning.
4. Assess
 - Create and utilize formative and summative assessments to guide instructional decisions.
5. Document
 - Complete necessary requirements and documentation for attendance, learning period reporting and report cards.
 - Use assessment data to seek and find students needing intervention.
 - Participate as an IEP or 504 team members for students on roster.

Impact Student Learning

1. Provide evidence to demonstrate student academic growth.
2. Maintain professional communication and interaction with students and parents to influence positive attitudes towards learning.

Collaborate with Colleagues

1. Actively contribute to and participate in Professional Learning Communities.
2. Work with other teachers on cross-curricular projects.
3. Work with grade level or subject teams to improve student learning and success.

Contribute to the School Community

1. Be an active member of the school culture.
 - Attend and participate in program activities.
 - Understand and impact the program community.
2. Meet program expectations.
 - Model and embrace the program philosophy.
 - Actively contribute in staff meetings.
 - Work cooperatively to accomplish Principal/Coordinator expectations.
3. Maintain high levels of communication with colleagues, supervisors, and administrators.
4. Attend and participate in school wide meetings and events.

Other duties as needed or required

Credentialed General Education Positions

TK-8 Educational Facilitator

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

High School Educational Facilitator

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

High School Specialist

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

Academy Teacher/Teacher of Record

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

Academy Coordinator

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

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605.6(b)(5)(G)

JCS, Inc. maintains and implements a set of health, safety, and risk management policies and procedures. A copy of the Comprehensive Safety Plan is reviewed and updated by March 1 and provided to the county office annually. These policies are incorporated, as appropriate, into parent and staff handbooks and reviewed and updated on an ongoing basis. The School shall ensure that staff is trained annually on the health and safety policies.

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

Procedures for Background Checks

Employees and contractors of the School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Emergency Preparedness

The Charter School shall adhere to a Comprehensive School Safety Plan drafted specifically to the needs of the facilities in conjunction with law enforcement and the fire marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster Procedures

All rooms at JCS Manzanita locations contain an Emergency Flip Chart that addresses disaster and emergency procedures. Teachers and staff are instructed annually on when and how to use the flip charts in the case of an emergency. Lockdown procedures are in place and discussed with staff. Fire drills are conducted monthly and an Earthquake drill happens at least once a year. Both drills involve students and staff practicing evacuating the building following ingress and egress routes. Earthquake drills include protective measures taken before, during and following an earthquake.

All buildings are leased and require pre-approval by each landlord to allow a public agency to use a facility during disasters or emergencies.

Suspension and Expulsion

The Charter School has established an extensive policy for pupils who commit a serious act that would lead to suspension, expulsion, or mandatory recommendations. Procedures are in place to notify teachers of dangerous pupils. For more details, refer to Element J of this petition.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing an environment that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the School's anti-discrimination and harassment policies.

Schoolwide Dress Code

At this point in time, JCS Manzanita has not had any issue with gang-related dress and has not adopted a dress code prohibiting students from wearing gang-related apparel. However, the school has adopted a dress code that encourages attire conducive to learning and respect and is detailed in the Comprehensive Safety Plan.

Safe Ingress and Egress

The Comprehensive Safety Plan details procedures and diagrams for safe ingress and egress of pupils, parents, and school employees to and from school.

Environment Conducive to Learning

The Comprehensive Safety Plan includes an explanation of the social emotional surveys and programs used by the School to ensure a safe, orderly, and positive school climate.

Tuberculosis Risk Assessment and Examination

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

Immunizations

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

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

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

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

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

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

Medication in School

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

Vision, Hearing, and Scoliosis

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

Diabetes

The School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, if applicable to the School pursuant to Education Code Section 35292.6.

Blood Borne Pathogens

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

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

Drug, Alcohol, and Smoke Free Environment

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

Facility Safety

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

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605.6(b)(5)(H)

RECRUITMENT METHODS

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

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

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

TARGETED OUTREACH

JCS Manzanita will work on outreach efforts to meet the School's goals for a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the County. This may include: advertisement in libraries, word-of-mouth, establishing new resource centers in geographical areas where diverse student populations reside, etc.

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ELEMENT H: ADMISSION POLICIES AND PROCEDURES

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

Admission to the Charter School 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. The Charter School shall actively recruit a diverse student population who understands and values the School's mission and are committed to its instructional and operational philosophy. The Charter School will not discourage students from enrolling for any reason including, but not limited to academic performance disability, socio-economical position, nationality, race, ethnicity, or sexual orientation. In addition, the Charter School shall not request a pupil's records or require a parent/guardian or student to provide the student's records before enrollment in the Charter School.

Each year the Board shall establish the maximum capacity of the Charter School, in accordance with Education Code Section 47605(d)(2)(B). The School shall admit all students 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 students who wish to attend the program/facility exceeds capacity, the program shall 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. In the event of a lottery, admission preference is given to students in the following order: (1) siblings of students admitted to or attending the School; (2) employee's children; (3) students in other JCS Schools; and (4) residents of the local District.

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. The School and the Corporation agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. In the event of a lottery, spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email prior to the lottery date.

Students selected through the lottery process have thirty (30) days to enroll. The Charter School shall 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 until it is determined the program is full for the year.

The Charter School shall be secular in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and does not discriminate against any student 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, or any other characteristic contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. The Charter School shall comply with all laws establishing minimum and maximum age for public school attendance.

If a student is expelled or leaves the Charter School without graduating, the Charter School shall notify the district superintendent of the student's last known address within 30 days and provide a copy of the cumulative record upon request.

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I)

An annual independent financial audit of the books and records of JCS, Inc. with respect to the School shall be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Corporation shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit shall employ generally accepted accounting procedures.

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

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

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

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

The independent financial audit of JCS, Inc. is a public record to be provided to the public upon request. See Appendix O for the 3 Year Budget Projections and Cash Flow.

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ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

(III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605.6(b)(5)(j)

(Policy - updated May 2020)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the School. In creating this policy, the JCS-Manzanita has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* JCS-Manzanita is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the JCS-Manzanita's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. JCS-Manzanita maintains a comprehensive set of student discipline policies. The Rules for Student Discipline for the 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 Director/Principal 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 after due process and upon the recommendation of the Director/Principal. JCS-Manzanita shall comply with any County expulsion notification requirements and includes suspension and expulsion data in its annual School Accountability Report Card (SARC).

JCS-Manzanita shall fully comply with the Gun Free Schools Act.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

JCS-Manzanita administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. JCS-Manzanita will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by JCS-Manzanita for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions longer than 10 days, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions longer than 10 days, the student shall remain enrolled and shall not be removed until JCS-Manzanita issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but

does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offense

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil has:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - 1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code

Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which

are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic

events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially

similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing," means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct,

including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal/Director or the designee with the student and his or her parents and, whenever practical, the teacher, supervisor or School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the neutral and impartial School Board of Directors following a hearing before it or by the School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a

teacher of the pupil nor a member of the School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing

present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In

the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the School as the School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general

education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- A. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- B. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may

request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the School agree otherwise.

In accordance with 20 USC 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: EMPLOYEE RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K)

Employees of JCS, Inc. that work at the School shall participate in STRS, PERS, or Social Security depending upon each individual's eligibility.

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

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

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

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ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N)

The Charter School is intended as a public alternative to other schools. As such, no student may be required to attend the School. Students who opt not to attend the 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 School shall be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the School, except to the extent that such a right is extended by the local education agency.

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ELEMENT M: RETURN RIGHTS OF EMPLOYEES

Governing Law: The rights of an employee of the school district, upon leaving the employment of the school district, to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605.6(b)(5)(M)

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

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ELEMENT N: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(N)

Disputes Between the School and the County Office of Education

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the County.

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

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

In the event of a dispute between the School and the County, the School and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Director, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County'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 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 County and the School. If mediation does not resolve the dispute either party may pursue any other remedy

available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the School.

Internal Disputes

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

ELEMENT O: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(O).

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

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

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

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

As applicable, the School will provide parents, students and the County 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, Inc./Corporation will store original records of School students. If cannot store the records, the School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

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

On closure of the School, all assets of JCS-Manzanita, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of state and federal law. Any assets acquired from the County or County property will be promptly returned upon School closure to the County. 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, the Corporation shall remain solely responsible for all liabilities arising from the operation of the School.

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

As specified by the Budget in Appendix O the School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budget and Financial Reporting

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. Education Code Section 47605.6(g).

Attached, as Appendix O please find the School's budget, cash flow and financial projections for the next 3 years of operation.

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

1. On or before July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605.6(g) will satisfy this requirement.
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 County includes an annual statement of the receipts and expenditures for the preceding fiscal year.

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

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

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

JCS Manzanita plans and manages its own budgets for all applicable state and federal funds, lottery funds, discretionary funds, additional ADA monies generated, grants, donations, fundraisers and gifts with the assistance of the Corporation and a third party vendor.

B. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(g)

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

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

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

C. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605.6(g)

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

Additionally, any charter school offering independent study must provide appropriate existing services and resources to enable pupils to complete the independent study successfully, including resource centers and study areas. (§ 51746, as specifically applied to charter schools by § 47612.5, subd. (b).) These facilities allow a nonclassroom-based independent study charter school to provide a space for classes, meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions. Access to such supporting services is necessary to help fulfill the legislative goal that "the independent study option is expected to be equal or superior in quality to classroom instruction." (California Department of Education Independent Study Manual [2000 Edition, revised as of

2015], Chp. 1, pg. 1.)

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

JCS Manzanita Academy Programs

Manzanita Elementary K-5	5300 Jackson Drive La Mesa CA 91942	Elementary School Instruction Learning Center on Friday	Leased Facility
Manzanita Middle 6-8	5300 Jackson Drive La Mesa CA 91942	Middle School Instruction Learning Center on Friday SPED Services	Leased Facility
Additional Location	To Be Determined (Proposed)within the La Mesa/Spring Valley boundary lines	SPED Services Resource Center Meeting Space	Leased Facility

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

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

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

D. Transportation

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

E. Potential Civil Liability Effects

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

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

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

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

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

F. Indemnification and Hold Harmless

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

G. Amendments

Any modifications or amendments to this Charter shall be made only with the approval of the Board. Material revisions and amendments shall be made pursuant to the standards, criteria and timelines as provided by Education Code Section 47607.

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

H. 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 County Board of Education and JCS Corporation.

I. Communications

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

Corporation/School

JCS, Inc.
P.O. Box 2470
Julian, CA 92036

County

San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111-7319

J. Term and Renewal

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

The JCS Corporation requests that the County approve the renewal of this charter to operate the School for a five-year term commencing July 1, 2021, and expiring June 30, 2026.

Charter renewal shall be governed by Education Code Section 47607 and its implementing regulations.

K. Revocation

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

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

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APPENDICES

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