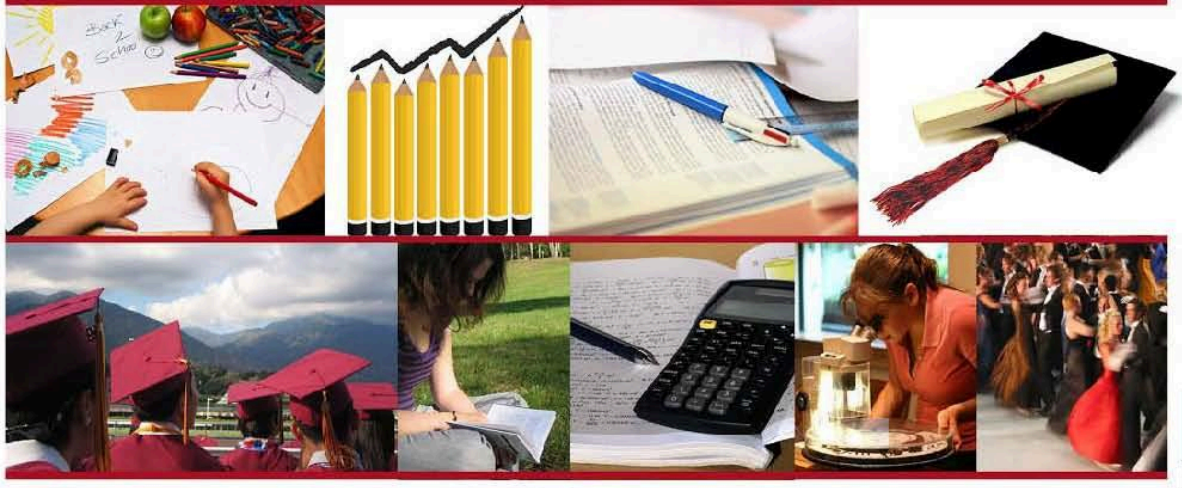




**JCS FAMILY**

20 YEARS OF EMPOWERING LEARNERS

# Home Study Parent Handbook TK-12



*Empowering learners with educational choice for 20 years!*

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## Letter from the Executive Director

Welcome to the start of the 2021-2022 school year with JCS home study. The beginning of another school year is always exciting, as our favorite time is when our students are back! We continually strive to improve existing practices and programs and bring in new requested options. Sometimes this entails changing staff and routines, but we ask you to trust us as you always have and know that we always put students in the forefront of our decisions. We all choose to work and learn in an environment where we strive to personalize learning for your child—an exciting, challenging and rewarding endeavor, and we love it! We know you will, too.

JCS is well on the way to reaching many school-wide goals identified in our LCAP, WASC (accreditation) and strategic plans. We continue to work on: promoting cutting edge curriculum and instruction; strengthening our infrastructure; improving communication, and strengthening our math and language arts instruction and support in a student centered, legally compliant and fiscally sound manner.

As part of our JCS family, we hope you will take time during the year to share concerns and celebrations that are a part of parenting and independent study. Please do not hesitate to contact me, your principal, or your educational facilitator at any time. We are committed to doing our part to provide you with whatever assistance you may need, and we welcome feedback to help strengthen our program.

There are few more gratifying things in life than guiding children on their individual paths of learning. To do this—to inspire and engage a child—is a worthwhile endeavor that takes every member of our community. I am proud that our school has the staff, knowledge, resources, curriculum choices, and program options to equip you with the tools you need to provide an enriching education for your child. We stand, as always, ready to help, and hope this will be a memorable and rewarding year for you at JCS home study.

Your Sincerely,



Jennifer Cauzza  
Executive Director  
JCS-Inc. Family of Charter Schools  
[jcauzza@jcs-inc.org](mailto:jcauzza@jcs-inc.org)

# History of the School

JCS home study is available at 6 of the JCS-Inc. Schools: Cedar Cove (TK-12), Manzanita (TK-12), Mountain Oaks (TK-8), Pine Hills (K-12), and Pine Valley (TK-12). We serve students in San Diego County and three contiguous counties: Orange, Riverside, and Imperial (JCS Pine Hills also serves San Bernardino county). In addition, JCS-LIVE (TK-12) offers virtual independent home study. Our mission statement is “empowering learners with educational choice.”

The school employs highly qualified, state-credentialed teachers to work with parents and students to design and implement an individualized instructional plan that fits the students’ learning styles, educational goals, and academic needs. Student instructional programs are designed to prepare the student to continue his/her education at a college of choice or to enter the workforce.

Each home study high school has accreditation from The Western Association of Schools and Colleges (WASC). Please refer to each charter’s WASC plan. As a publicly funded and fully accredited school, JCS grants high school diplomas.

During the early years, JCS was entirely a home-based independent study program. During the 2002-2003 school year, the school opened its first learning center in the Temecula Valley area. Since then, JCS has established learning centers in San Diego and Riverside counties.

Learning centers offer students in grades K-12 enrichment through small group instruction to supplement the home study program. These sessions are taught by highly qualified and credentialed staff and in the various academic fields.

An additional program addition, beginning during the 2005-06 school year, is the academy program. Currently, six programs offer an all-inclusive program for middle and high schoolers and four programs offer an elementary academy program. Academy programs are located in San Diego, Pine Valley, Alpine, Encinitas, Murrieta, and Temecula. Students in the academy program generally take classes two or more days a week, and complete the rest of their work as independent study at home. Courses, requirements, and daily schedules vary among the different locations.

As an integral part of the academic program, we use a web-based learning management system and online enrichment tools such as Discovery Education, Spelling City, Typing Pal, Raz Kids, IXL, and more. We think that you will find that JCS home study is the right choice for personalized learning of the highest caliber.

## JCS-Inc.'s Home Study Vision

JCS home study's mission is to provide an exemplary personalized learning program in a supportive, resource-rich learning environment. We are dedicated to excellence and committed to nurturing passionate lifelong learners. Each of the six JCS schools also has their individual strategic plan and mission and goals.

## Mission Statement

Empowering learners with educational choice.

### Core Values

**Creativity and Innovation:**

Envision and explore rich teaching and learning opportunities.

**Commitment:**

Educate all students 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.

**Integrity and Compassion:**

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

## JCS-Inc, Home Study Program

The home study program is designed for students whose parents are actively involved in their education. The parents have a strong sense of what they want their children to study and are actively involved in the lesson planning, instructing, and correcting of assignments for their children. Home study students, as well as their parents, have face-to-face meetings with their educational facilitator at least once every 20 school days for a minimum of one hour, per student, per meeting. During the monthly meetings, the facilitator reviews ALL assignments, collects samples to include in the required monthly paperwork, discusses any problems or areas of concern that may have occurred during the month, and assigns, with parental input, the next month's assignments. The meeting dates are decided upon during the completion of the master agreement each year.

## Getting Started

Enrollment:

- Enrollment is completed online and forms are uploaded to the JCS Portal.
- Acknowledgement and Testing forms are signed online.

At the initial meeting:

- A Master Agreement is signed and sent by the EF to the main office in Julian.
- Classes and coursework are determined.
- Semester and/or yearly LP meetings are set up with EF.

## Simultaneous Enrollment

Students may not be simultaneously enrolled with JCS home study and another K-12 institution of any kind. If you are paying student tuition to a private school or if your student is enrolled with a traditional public school, the student may not enroll with us.

It is imperative that you are certain you have withdrawn your child from any other public or private school prior to officially enrolling with a JCS school. Falsifying information is grounds for immediate withdrawal from our program.

Students may be enrolled in enrichment sessions or programs where no ADA is being collected.

# Expectations of Students, Parents and the School

In order to ensure a meaningful partnership that gives every child the best possible chance of success, the partners need to be clear about what each can reasonably expect of the others. If each of the partners—parents, staff, and students—commit themselves to these expectations then the year will be a positive one and students will achieve their potential.

## What Can I Expect of the School?

For students the school will:

- Provide a personalized learning path, along with the necessary curriculum, resources, and materials. For high school students, this will be based on the 4-year plan.
- Ensure that every family is provided a highly qualified facilitator, and for high school, highly qualified subject area specialists.
- Monitor and assess learning; hold family meetings at regular intervals.
- Ensure that each family is aware of the school's opportunities and expectations.
- Provide a range of curricular and extracurricular activities.
- Provide ways for the parent or parent-teacher to grow as an educator.

## Role of the Educational Facilitator

The EF is responsible for reviewing and creating assignments for each student on a monthly basis and does so in partnership with the parent and program objectives. For parents who take part in curriculum choices, the EF needs to be in agreement with the direction the parent wishes to go and must make sure it covers an appropriate amount of material and aligns with the Common Core Standards. For parents who select their own curriculum, the parent writes the lesson plans in advance of the meetings and the EF reviews the lessons to ensure they are meeting standards. It is recommended that parents share a Google Document or other electronic format of lessons plans with the EF before each learning period begins.

When planning the semester and school year, the parent and EF need to discuss the student's goals and instructional needs, including learning center sessions or online classes and possible vendor course instruction. The EF will place requests for educational materials that are appropriate for the student's personalized learning plan within a few days of the initial meeting. Because we are a public school, all items requested must be non-sectarian in nature.

Accountability is an important component of the JCS program. As such, each EF has access to assessment tools to assess the abilities of each student in the areas of language arts and math at the beginning of the year and again at the end of the year. Other assessments will be given periodically to

help gauge student progress and as a tool to guide instruction. Some assessments will be brief, testing a condensed number of skills, while others will be more in depth. And, of course, the type and breadth of assessments chosen will vary with the grade level of the student and the courses being taken.

The EF will be available to the family via email or phone during pre-arranged office hours throughout the month to support the educational program of the student and will keep families informed about upcoming field trips, classes, clubs, contests, events, and other opportunities available to students.

### **What Should the School Expect of the Parent?**

Parents will support their child's learning by:

- Showing, through day-to-day activities, the value placed on learning.
- Setting high standards for teaching and student learning.
- Adhering, as a general rule, to a daily “school” routine.
- Helping to maintain a balance between schoolwork and leisure time activities.
- Partnering with the school in meeting responsibilities for the academic program.
- Ensuring that the educational facilitator is fully informed of anything that may affect student progress.
- Returning educational materials in a timely manner

### **Role of the JCS Parent**

The parent or legal guardian is responsible for:

- Following the master agreement.
- Helping to plan the academic year with the educational facilitator.
- Working with the EF (and Special Education Case Manager, when applicable) to choose the curriculum and course of study (TK-8 and electives).
- Overseeing that daily work is understood and/or that assistance is provided.
- Correcting student work daily so skills are practiced correctly.
- Helping the student organize his/her work, both for daily accountability and for meetings with the educational facilitator or other staff member.
- Attending all required meetings on time and prepared.
- Making sure the student attends all required meetings.
- Making sure the student attends all special education services (when applicable)
- Making sure all of the assigned work is completed.
- Showing **ALL** of the work assigned during the learning period to the EF.
- Taking responsibility for contacting school staff with questions, comments, and concerns.
- Keeping the EF informed regarding any VCI changes.
- Contact the appropriate school official if there are miscommunications with a school staff member.

- Understanding that although there is flexibility on when and where your child does his work, this is still school. It will require your time and your child's time. Non-school activities need to be scheduled around school.
- Providing transportation to and from school activities such as state-mandated testing, learning sessions, field trips, tutoring, special education services, and so forth, when applicable.
- Expecting the academic best of your child. (This does not mean that you should expect straight A's all the time. It means that you should expect that your child consistently does his or her personal best).
- Providing necessary documentation for enrollment; maintaining logs and records as requested or required; helping to take appropriate care of the educational resources provided by JCS to the student.
- Participating in mandated state testing programs to ensure that JCS meets the guidelines set forth by the state for charter renewal and for state and federal academic and participation rates.
- Attending parent/staff development trainings provided by the school to learn new skills and develop additional strategies for working with your child.
- Returning all educational resources in good condition when finished using them.

### **Parents at Learning Centers**

Any concerns that a parent may have with a child other than their own must be brought to the attention of a teacher, administrator or office staff. Parents may not speak to another child regarding a discipline concern or an incident between their child and another student. By approaching a child at the learning center, you violate his/her rights to be safe and secure and open yourself up to possible criminal charges of assault. Since parents have no authority over other parents or children, you must address your concerns through school officials who do have the necessary authority and responsibility for seeing that issues are properly addressed.

### **Learning Center/Resource Center Visitations**

Parents, guardians, and community members are welcome to visit the school. If you desire to meet with an administrator or staff member, please call ahead for an appointment, as most drop-in requests are difficult to accommodate. Visitations require a 24-hour advance notice to ensure that someone will be available to accompany you. All visitors must check-in at the front desk and show a current photo ID. We guard our learning time intensely; therefore, it is important not to disturb teachers and students during learning session time. In order to maintain a safe and orderly learning environment, students' friends or visitors without specific school business are not allowed at the learning center at any time during learning center hours.

### **What Does the School Expect of My Child?**

JCS home study expects that students will:

- Focus attention on learning during “school time,” actively complete work, and pursue educational goals, while taking responsibility for his own learning.
- Ask for help as needed.
- Aim for the highest standards in quality of work.
- Take part in some of the extra opportunities/activities provided by the school.

### **Transitional Kindergarten (TK)**

Transitional Kindergarten (TK) is for children who turn five between September 2 and December 2 and is the first year of a two year kindergarten program that uses age-appropriate curricula aligned to the Common Core State Standards. TK curriculum is different than Kindergarten curriculum. Curriculum is centered on hands-on activities and enrichment experiences to encourage children to be lifelong learners from a young age. TK students will enter Kindergarten the following year. TK students receive the same educational unit allotments as other K-8 students.

JCS also offers TK, second semester, for students who turn five between December 3 through the enrollment cut off date. These students may enroll in the second semester as long as they are 5 years old. So, for example, if the student turns five on February 7, 2017, they may enroll on February 7, 2017 (birthdate is Feb. 7, 2012). Specific TK curriculum will be available for all TK students.

### **Coursework/Classes**

The course of study for each grade 1-8 student includes language arts, math, science, social studies, visual and performing arts, and PE/health. TK-Kindergarteners follow the same course of study; however, PE is optional. (See High School Section for information on students in grades 9-12).

### **Choosing Curriculum**

Part of the appeal of JCS home study is that TK-8 home study families have a choice of curriculum. The EF, in collaboration with the parent, selects curriculum that is appropriate for the student, taking into consideration the student’s learning style, grade level and other relevant factors. For middle school students wishing to take high school level mathematics, a highly qualified teacher or Specialist is assigned to work with the student. The Specialist is responsible for 70% of the grade, which includes assessments such as quick checks, benchmarks, and a mandatory proctored final examination. The EF and parent are responsible for 30% of the grade, which is based on work completion and EF projects.

High school home study students have less flexibility with curriculum choices, most notably in the core content areas and with college prep coursework. For core content areas, two standards-based options of study are available: 1) curriculum created by the highly qualified teachers, or 2) a portfolio option. Both require standards-based final exams.

Home study families will notice during the curriculum discussion time with your EF that the school has a list of popular selections for each grade level. The school seeks to provide quality curricula aligned with the Common Core Standards and that work well for home study students.

[JCS Recommendations and What to Pick Up Forms](#) (TK-5, 6-8, 9-12) are available on the Parent Portal. For convenience, the online resource center catalog can also be used to review available curriculum options (the link for the online catalog, [Destiny](#), is found on the Parent Portal).

Before deciding on long-term educational goals, your EF will want to assess your student. Options for assessment/evaluation might include:

- NWEA MAP testing for reading and mathematics
- CORE Reading Assessments for TK-8
- Use of past report cards
- Alternative assessments or placement tests for high school level math courses

Most of these types of assessments are available from, and will be conducted by, your facilitator. Throughout the course of the year, however, ongoing informal and formal assessments of your child's progress as well as reviewing and analyzing the results of chapter tests or other assessments should guide and direct lesson planning and day-to-day teaching.

## Special Education

Here is the link to the [SPED Guidelines for Parents](#).

### 504 Plans

[Section 504 Accommodations](#) plans at JCS are managed by a representative of the general education staff. These plans are available to students who have documented disabilities.

Refer to [Annual Notifications](#) for more information.

## Monthly Meetings

- At least one face-to-face meeting, which includes the EF, the parent, and the student, every twenty school days for at least one hour per student is required.
  - An additional meeting may be required if work is not completed.
- If you need assistance between meetings, please feel free to contact your EF during pre-arranged office hours.

### **Prior to each meeting, the family and the EF need to do the following:**

- Review grades/progress in “core” and other assignments, so progress can be discussed and support needs can be determined, if necessary.
- Review emails, flyers, or other notes for deadlines that pertain to the student.
- Review the website for opportunities that are available to the student. Be sure to make a note if there is an activity that your child would like to participate in so that the EF can indicate it on the assignment sheet.

### **At the meetings:**

- The EF, the parent and the student discuss the progress of the student.
- The EF reviews daily work assignments and is provided with ALL student work since the last meeting.
- Questions and concerns are addressed.
- Attendance is reviewed based on the learning log completed by the parent/student
- The EF reviews the previous learning period by evaluating and assigning a grade for completed work for subjects he/she supervises.
- The EF assigns work.
- The EF collects one assignment per subject to submit four times a year as a work sample.
  - Be sure the student’s first and last name and the date is included on each sample. These items must be **written in the student’s handwriting**. This is a California mandate, not just a JCS requirement.
  - Check to make sure that the date on each sample corresponds with the current learning period dates.
- Receive materials, if applicable.
- Review and create orders for materials or EEPs, if applicable. (**Note: the EF will place all orders**)
- Review next meeting date, time and place.
- Discuss how well VCI are going.

## Assigning Work

When completing the master agreement, the EF and the family have already determined how often, where, and when specifically, they will meet. There will be some inconsistencies in the actual number of school days between meetings due to school vacations and holidays. (The maximum number is twenty (20) school days, with the meeting on the twentieth day).

When assigning work, the EF will take into account: the student's grade, the student's level, any special circumstances, the number of school days during the work period, and the type of curriculum or option of study being used.

Assignments are given according to how long it takes your child to complete an assignment, but the following minimum time allotments may assist you in the planning of your school day.

- ★ TK/Kindergarten: 3-4 hours per day
- ★ Grades 1-3: 4-5 hours per day
- ★ Grades 4-8: 5-6 hours per day
- ★ Grades 9 - 12: 6+ hours per day

## Correcting/Grading Work

Although the TK-8 parent-teacher corrects the majority of the work, the EF is responsible for the evaluation of the work and the assignment of an overall grade for the work completed during the learning period.

For home study high school students, the parent is responsible for the grading of daily assignments and the EF is responsible for the evaluation of the daily work (core content and electives) and the assignment of an overall grade for the completion and comprehension of daily assignments (30% in core content areas/100% for electives).

## Assignments/Assignment Sheet/AWR

NOTE: The EF is required to make sure assignments are given in each course, each learning period, before the learning period begins.

JCS suggests that if you already know exactly what direction you would like the learning period to take, primarily for a TK-8 student, simply type the overall learning plan and have it ready for review at your meeting with your EF (e-mailing it in advance is preferred). Often the EF will not need to make any adjustments to your lesson plans; however, the EF does need to review the plans to assure that pacing is appropriate, and that the standards are being adequately addressed. Please be aware that if the

educational facilitator does not feel the lesson planning is appropriate, the EF, as part of his/her professional responsibilities, will have to adjust the lesson plan.

**All Work Must Be Assigned Prior To the Learning Period:** If you plan on creating lesson plans, but are unable to prepare them before the meeting, the EF is not allowed to wait to receive them after the meeting concludes. Work must be assigned during the face-to-face meeting and not after according to California law. Standards are not assignments.

High school students should expect to spend at least 50 minutes per day per course. During each monthly meeting, all non-core course work is assigned. Core course assignments are provided by the subject area specialist. The EF will evaluate and assign grades for all non-core course work.

The assignment sheet must list enough work to justify the number of school days in the learning period; however, the assignments are given according to how long it takes your student to complete an assignment and are not just a generic assignment directed toward any student.

### Assignment Correlation with Common Core Standards

As a California public school, JCS is required to show that the standards are being met and mastered. Fortunately, there are many paths to this goal.

The assignments provided by your EF are designed to move the student towards mastery of the Common Core Standards. However, you may find that your child is intrigued with a topic that is only a small segment of the assignments given, and you feel it would be beneficial to spend more time on that topic. In cases like these, primarily for TK-8 students, notify the EF that you feel an adjustment to the work assigned is necessary. You and the EF can then determine if any other assignments need to be adjusted to accommodate the change.

The most important thing to remember in circumstances like these is that the **proper documentation** is **critical!** Be sure to **contact your EF** in the event a change of assignments is desired.

## Reviewing Work

During meetings, the EF will look at the **entire** previous learning period's worth of work. This is important so that, for the next learning period, he/she can:

- Help determine the appropriate pacing.
- Help instruct/tutor the student on concepts showing lack of comprehension.
- Reassign work or readdress concepts if mastery was not attained.

## Work Samples

Original work samples for each subject are required, and must align with the AWR. Photocopies of student work are not acceptable.

## Learning Log

The learning log is formal documentation for which the parent/student is responsible. The purpose of this is to aid JCS with the task of accurately documenting attendance, main subject studied for each day, and what concepts were studied. The learning log is found through the Student Portal, and is an electronic form that should be filled out each week for each student.

Here is a video explaining how to access and fill out learning logs: [Learning Log Video Screencast](#)

## Rescheduling Meetings

If your family has a legitimate emergency, you may reschedule your monthly meeting. The rescheduled meeting must take place as soon as possible, and the EF must assign work for the interim. This must be **extremely** rare. Failure on the parent's part to reschedule a meeting will result in a strike report. If a meeting needs to be rescheduled, the EF must submit a written explanation to the AD as to why the original meeting date differs from the actual meeting date. Due to the many obligations of the EF, the parent may need to drive to a different location to meet the EF during the interim following the change of meeting time/date. The necessity to constantly reschedule meetings may lead to the determination that this is not the best program for the student.

## Request for Transfer within JCS

If you would like to transfer to another placement within JCS, including to another EF or teacher, please communicate with your current teacher so he/she can help you with the process. Your EF/teacher will assist you in making a smooth transition.

## The Master Agreement/Amending the Master Agreement

The master agreement is a **year-long contract** between the EF, the parent, the student, and JCS home study and it identifies the responsibilities of each party. There will be times when amendments to the master agreement are necessary. Your educational facilitator will amend the master agreement if any of the below situations arise.

Circumstances include:

- Change of curriculum
- Transfer of a student from one EF to another or from one program to another
- Change of course
- Change of meeting dates

## What about Physical Education?

Physical education is required of all students in grades 1-8. There are numerous options for completing the PE requirement, including various activities and/or curriculum options. EFs are required to assign student work in PE, set goals for students, and assess their progress. Goals should be SMART (Specific | Measurable | Attainable | Realistic | Timely).

### Physical Education Requirements for JCS Students:

- 100 minutes per week is required of students in 1-5
- 200 minutes per week is required of students in 6-10

### State-Mandated Physical Education Assessment

In addition to the required weekly minutes for physical education, California also requires a physical education assessment for students in grades 5, 7, 9 called the FITNESSGRAM®. This physical education assessment is conducted once a year in the winter/spring. The FITNESSGRAM® is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity.

The complete FITNESSGRAM® test battery measures student performance in the following areas:

- Aerobic capacity
- Body composition
- Muscular strength, endurance and flexibility

Students will be prepared to do their best on the test through ongoing instruction and appropriate practice in the skills and abilities that are tested. Students should be provided appropriate practice as part of regular physical education (PE) assignments throughout the year. Students are tested during the second semester.

Your EF will provide more information while making PE assignments and as the time for testing draws nearer.

### Physical Education Assignments

#### Samples of acceptable assignments:

- Participate in a minimum of 20/40 minutes of physical activity on a daily basis.
- Practice and perform two dances each week focusing on skill development.
- Do 30 push-ups every other day in increments of 10 repetitions per set for 3 sets.
- Run two miles each week keeping track of the minutes per mile.
- Dribble the basketball for two minutes using the left hand, then the right hand.

#### Work samples for physical fitness include:

- A daily log of physical activity.
- A picture or video of the student participating in the activity.
- A written report or paragraph about PE: what the student gained, investigation of a particular fitness claim, research of a sport, history of physical fitness research/report, or description of what they did for the month and how they have improved.
- A flyer from the performance or testing WITH a written comment from the student explaining the event. (Appropriate for dance, karate, bowling tournament, etc.)

### Student Behavior/Strike Reports

All students are subject to disciplinary action for designated acts. Parents are required to sign the Acknowledgement Form during the enrollment process indicating that they are familiar with school policies.

#### Strike Report

The Strike Report documents failure to comply with the terms of the master agreement. This includes:

- Failure to complete at least 80% of assignments
- Failure to turn in Specialist assignments
- Failure to attend State testing (without submitting a waiver request)
- Failure to attend a scheduled meeting, including an LP meeting and SPED services
- Failure to maintain school or academy expectations
- Failure to comply with “Rules of Student Discipline” including committing plagiarism

## Academic Honesty

JCS takes matters of academic honesty very seriously. We believe that academic honesty and personal integrity are fundamental components of a student's education and character development. Please help your child understand issues such as cheating or plagiarism.

## Grading System

The grade given in any course represents the work completed by the student and the credentialed teacher's judgment of the quality of the student's work and the student's degree of mastery within the course objectives. For home study, the educational facilitator may consult with the parent in order to obtain additional insight into the quality and mastery of the work considered; however, if there is a large discrepancy of opinion, the discussion needs to be brought to the appropriate assistant director. Students (or their parents) should know what their monthly grades are after meeting with the EF.

For grades TK-3, the following grading system is used:

- O (Outstanding in the 90% to 100% range)
- G (Good 80 - 90% range)
- S (Satisfactory 70-79% range)
- N (Needs Improvement 60-69%)
- U (Unsatisfactory - same as failing or 59% or less)

For students in grades 4-12, the following grading system is used:

- A (Exemplary work/work in the 90%-100% range)
- B (Above average work/work in the 80%-89% range)
- C (Average work/work in the 70%-79% range)
- D (Below average work/work in the 60%-69% range)
- F (Failing work/work scoring 59% or less)
- I (Only available for 2 weeks after the semester ends, then changes to an F)

## Report Cards

JCS requires report cards to be completed for all students each semester. (We are required to issue progress reports for any student who has been with our program for fifteen (15) school days or more).

## Promotion/Retention

Promotion and retention are a rare occurrence in JCS home study programs. We have a clear policy on file for both cases. If you feel that your child would qualify either to move up a grade (promotion) or be retained, your EF will assist you in complying with the proper procedures in submitting your request.

Note: Promotion and retention require the Leadership Team's approval.

### Local Assessments

EFs are required to assess their students often. Assessments will primarily be scheduled within your monthly meetings and will include a variety of informal and formal assessments.

The EF/LC or Academy Teacher may also Assess Learning by:

- Asking the student what he/she has learned over the last learning period.
- Choosing problems from a work sample and asking the student to demonstrate how to complete the problems.
- Asking a primary-age student to identify a letter, a number, or a color.
- Listening while the student plays a piece from his/her assigned work. (This is a valid assessment for the performing arts).
- Listening to the student give an oral report or read an essay he/she has written.
- Other similar performance-based or alternative assessments.

### Understanding Different Types of Assessments

Assessments can be placed in two categories: alternative assessments and traditional assessments. Alternative assessments include observations, performance assessments, student self-assessments, and portfolios. Traditional assessments include both standardized and achievement tests with predominantly selection-type questions.

In order to provide valid and usable information, assessments need to be given in a variety of ways, using both traditional and alternative methods. In other words, student achievements such as the memorization of multiplication facts are best measured by assessment methods such as a traditional paper-and-pencil achievement test. With other modes of learning, alternative assessment methods provide better information. For instance a writing product can be assessed through the use of a scoring rubric, likely providing more valid information for both instructional and accountability purposes than a multiple choice test would.

JCS expects all teachers to employ a wide array of assessment methods, including benchmark assessments, depending on the purpose of the assessment, what is being assessed, and how the assessment results will be used.

## Mandated Assessments

It is important to note that tests mandated by the State of California are only one way to measure the growth of a student. We want each student to learn how to take tests and for the information provided by testing to inform instruction. At JCS we try to make this a positive learning experience.

- The following tests are required by the State of California:
  - CELDT (Grades K-12) - Fall Administration for English Language Learners who are new to the public school system or new to the United States.
  - ELPAC (Grades K-12) - Spring Administration for English Language Learners who are continuing students in the public school system.
  - CAASPP (Grades 3-8 and 11) - Spring Administration
    - As appropriate, CAA for students with IEPs
  - Physical Fitness Testing (Grades 5, 7, 9) —Winter/Spring Test Administrations

The following exams are mandated by JCS:

- Proctored JCS high school final exams (end of each semester)
- NWEA MAP early first semester (Sept/Oct) and early second semester (Jan/Feb) (grades K-9)
- NWEA MAP testing in March/April for students who do not take state testing

## Project Week

As a school wide community we will provide the opportunity for students across programs (academy and home study) to synthesize information and skills they have learned into a real world application. Note that project week outlines change each school year. Each student will choose one project to work on during the last week of Fall Semester. They will choose from a math, science, social studies, or community service project. Or they can propose their own project. Each project will have an English/Language Arts component. No other assignments will be given during Project Week.

The information contained in this Handbook will be from the previous year's project week. Refer to the current calendar for the current year's project week dates. Information is updated, generally, in November. All students are expected to participate in Project Week.

**FAQs:** Learn more about Project Week and the EPIC Awards here: [FAQs](#)

**Project Week Website:** [www.tinyurl.com/JCS-Project-Week](http://www.tinyurl.com/JCS-Project-Week)

## Family Educational Rights and Privacy Act (FERPA)

(copied from: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTO bulletin, student handbook, or newspaper article) is left to the discretion of each school.

# Materials and Services

## Resource Center

The [JCS Resource Center \(RC\)](#), housed in Temecula, contains materials for every grade level that we serve. Resources include textbooks and supplemental materials such as literature, workbooks, videos, DVDs and manipulatives. You can review online resource information here: [Online Resources](#)

Parents are welcome to visit the RC and browse the available resources. Visits can be of the drop-in variety or, during the busy seasons, an appointment can be made in advance. Besides obtaining resources directly from the RC, online access to an inventory of our resources is available from the [Parent Portal/Resource Center/Destiny](#).

Children and students under the age of 18 are allowed into the resource center under the supervision of a parent or educational facilitator. In addition, all the standard rules for student discipline must be followed.

All educational materials are processed through the Resource Center for inventory and check out. Each student has a 50-item limit at one time, which includes items checked out from the RC and any items received from special EMR orders (home study students only). All resources must be returned or renewed by your EF by May 15 of the current school year. Resources that are lost or damaged must be replaced; contact your EF for more information.

## EMR (Educational Materials Request)

Educational materials requests are an option for home study families to request approved materials from approved EEPs in cases where the materials are not available in the RC. Speak with your EF regarding needs.

The California Constitution, Article IX, Section 8 states:

- No public money SHALL ever be appropriated for the support of any sectarian or denominational school, or any school not under the exclusive control of the officers of the public schools; nor SHALL any sectarian or denominational doctrine be taught, or instruction thereon be permitted, directly or indirectly, in any of the common schools of this State.
- Therefore, no religious materials may be assigned as a part of independent study, and students cannot use religious materials to complete independent study assignments. Attendance cannot be taken and the LEA cannot claim apportionment credit for work using religious materials, with the following exception:

- The study of religion—and a comparison of materials from various religions—may be appropriate in some English and history-social science units. For additional guidance on this topic, see Appendix C of the [History–Social Science Framework for California Public Schools](#) (PDF).
- However, parents/guardians/caregivers can have their students read and use religious materials to supplement independent study assignments, as long as no apportionment credit is claimed.

## EEP (Educational Enrichment Partner Course Instruction)

JCS home study has an extensive list of approved EEP instructions. All EEPs must be fingerprinted and cleared through the proper agencies. EEP services include group instruction in activities such as martial arts, dance, art, music, horseback riding, etc., as well as tutoring for academic subjects. If you choose to enroll your child in one of the classes, it is your responsibility to make sure there is room in the class and to make the initial contact with the EEP **before** requesting services with your EF. Your EF will place orders for all EEP requests.

Please keep your EF informed about the quality of the instruction and your satisfaction with the EEP. Should you cancel the class, for any reason, please notify your EF immediately. If you do not cancel, JCS must pay them.

## Learning Centers

Learning Centers are enrichment-based small group instruction offered to home study students. JCS currently has three learning centers. Learning Centers have small group instruction on Fridays. These sessions are a great way for your child to receive enrichment in areas of interest, and meet other home study students in their grade level. Refer to the schedules for more information and Sign Me Up instructions.

★ [Manzanita Elementary \(TK-5\)](#)

★ [Temecula](#) (TK-8)

★ Coming soon: Encinitas

## 6-12 Academy Classes

Home study students in grades 6-12 interested in taking either core elective classes can do so at some of the academies. Academies have varied schedules and students attend 2-4 days per week depending on

the school. Students taking an academy class receive all instruction, assignments, and grades from the academy teacher.

- ★ Manzanita Middle/High (6-12)

## Field Trips

Field trips are offered on a monthly basis for students in grades TK-8, and at least once per semester for students in grades 9-12. Registration is on a first come, first served basis, and a student may sign up for three field trips per semester. From the Parent Portal, go to [Sign Me Up](#) to register for field trips.

### Field Trip Registration/Guidelines

Go to: <http://signmeup.jcs-inc.org/>

1. **Registration:** Prior to clicking on “Sign Me Up,” click on the event name and carefully read the field trip details. Register each individual student separately. Do not register JCS enrolled students as “guests.” Register one adult per family, unless otherwise indicated in the field trip details on the website. Prior to clicking on “Sign Me Up,” click on the event name and carefully read the field trip details.
2. **Cancellations:** To avoid cancellations, please check your calendar for prior appointments before signing up for field trips. In the event a reservation must be cancelled, please contact the Field Trip Coordinator at 619-269-8703 or email [alyons@jcs-inc.org](mailto:alyons@jcs-inc.org) so another person can participate.
3. **Refunds:** JCS field trips are paid in advance. A refund request cannot be granted once the initial field trip registration deadline has expired.
4. **Wait List:** Students will be put on the waitlist if 1) the field trip’s capacity is full, and/or 2) the registration has not been completed properly. Wait list students will be notified via email with the option to participate on a first come, first serve basis.
5. **Field Trip Allowances Per Semester:** the number of field trips per student is limited to three a semester. If a field trip is not full two weeks prior, an “all call” will be placed on our website and any student may sign up to attend, regardless of the number of field trips attended to date.
6. **Grade Level Recommendation:** Most JCS field trips will have a grade level recommendation and siblings in other grade levels are welcome to attend.
7. **Specific Grade Levels:** Some venues or programs will only allow specific grade levels and will not allow other grade levels or siblings to attend.

8. **Parent Attendance:** Some venues limit parent attendance to one parent. We are not in favor of this type of policy, but must enforce the venue restrictions.
9. **Field Trip Etiquette:** JCS discipline and behavior rules are in the Parent Handbook. Students and participants are expected to adhere to behavior and age guidelines for field trips and venue rules pertaining to etiquette, food and drink consumption.
10. **Rain or Shine:** Field trips will occur rain or shine. Participants are expected to prepare appropriately for weather conditions.

Note: You must use the email address JCS has on file for registration. If you are unsure which email is on file, your EF can look up this information, or you can place a Help Ticket.

1. Emergency Contact: List name/phone number of a person not attending the field trip.
2. Confirmation: Confirmations are a two-step procedure.
  - a. Registration receipt confirmation from the field trip automated system.
  - b. Post-processing registration confirmation after registration approval and fees paid with field trip and venue details from the Field Trip Coordinator.

Here is a video tutorial on how to sign up for a field trip: [JCS Field Trips Video 2016](#)

# High School Section

## *Letter from the High School Counselor*

Greetings High School Families,

At JCS we strive to do everything possible to meet the individual needs of each student. The Parent Handbook is one avenue we use to provide families with the most current high school information. The following pages will offer valuable information about expectations, testing, course selection, high school planning, and much more.

Navigating high school can be challenging even for the best prepared family. Unlike middle school, the choices one makes in high school will follow the student throughout their academic career. There are several paths a student can take to meet high school graduation requirements and his or her own post high school goals. As stated above, the handbook is one avenue provided to help the student determine which path is best. To help support the individual student even further JCS has an Academic Counselor, Lisa Simmons, to help guide students with all aspects of high school preparation and planning. Meetings with me can be by phone, email or face-to-face.

Another avenue provided for JCS high school support is the Academic Counselor page on the JCS website. It is located under the Academic. Students will find information on high school planning, college and career planning, as well as many other resources for the high school student.

I have been with JCS for many years and have a great understanding of high school requirements, high school to college process, and high school to career training process. I highly recommend taking the time to look through the handbook and come to me with any questions you may have regarding high school, college and career. If I don't know the answer to your questions I will do everything possible to find the answer.

The most valuable recommendation I have for the high school student is, do not procrastinate! Contact me early in your high school career, preferably prior to entering ninth grade. By doing this you can be assured an easy transition from middle school to high school and high school to college or career.

Sincerely,

Lisa Simmons

(619) 772-7743

lsimmons@jcs-inc.org

## High School Requirements

JCS home study programs are accredited public high schools chartered by the State of California to offer programs of courses through Independent Study. If you have had students enrolled in JCS in elementary and middle school, you will find that there are some differences between the TK-8 and high school programs. If you are transferring in from a traditional school, you will also find that home study, online learning, or independent study offers some interesting challenges. This section of the handbook will help you through the maze of differences and will guide you in helping your child make the most of his/her high school years.

JCS keeps a record of the courses a student takes and records them on a transcript which is a permanent record of courses, credits, and grades. For college-bound students, a copy of the high school transcript (grades 9-12) is required when applying. In addition, if a high school student transfers to another high school, the transcript will follow. Upon transferring to JCS from another school, we request the transcript from that school and convert the coursework listed into JCS credits.

Prior to high school, students had much freedom in what was studied in each course each year. However, once in high school, and as students receive credit for coursework, a much stricter course of study must be followed. This course of study is based on a specific course description. When credits are awarded for a course, it implicitly means that a student has covered a certain body of material. Consequently, our integrity and credibility are at stake, and the additional accountability for coursework in high school must be taken seriously. As questions about transcripts, courses, matriculation, or four-year plans arise, please feel free to contact your counselor.

For high school students, grade level is determined by the number of credits, not the age of the student or number of years enrolled in high school, as follows:

9 <sup>th</sup> grade:	0 to 60 credits
10 <sup>th</sup> grade:	60 – 120 credits
11 <sup>th</sup> grade:	120-180 credits
12 <sup>th</sup> grade:	180-220 credits

Students who are credit deficient will work with their EF and Academic Counselor to determine the best course of study to make up units, if possible. Students who have completed grade specific coursework along with other criteria may be allowed to enroll in the next grade level. The Academic Counselor will make this determination.

## **Role of the EF specific to High School Students**

For high school students, the EF is responsible for reviewing the 4-year academic plan with the student and parent. The 4-year plan determines the path the student will take both during and post-high school. Parents, students, EF, and the Academic Counselor work together to ensure that each student is following the 4-year plan, either for matriculating to a 4-year university, a community college, vocational school, military, or into the workforce. Meeting with the high school Academic Counselor is highly advised.

EFs, together with Specialists (Highly Qualified Teachers) assign work each month, and partner with the student and parent to ensure that standards are being met. When planning the semester and school year, the parent and EF need to discuss the student's goals and instructional needs, including Academy or online classes and possible EEP course instruction. The EF will work with incoming students and parents to ensure the best course of study and program within JCS. EFs provide instruction on the use of our online platform, and follow up with students regarding mandatory due dates, tests, assignments, etc.

The EF and Specialists are available to the family via email or phone during pre-arranged office hours throughout the month to support the educational program of the student. EFs inform families about upcoming opportunities available to students.

## **High School Portfolio Students**

While most of our high school students elect to take their core courses with the subject area specialists, some parents would like more input into how standards requirements are met. If you are interested in learning more, please visit the [High School Portfolio page](#) on the portal.

## **High School Direct Support Team: EF and Specialists**

California mandates that students be overseen by a highly qualified teacher. At the high school level, most teachers are credentialed in one or two subject areas, such as Earth Science or English, but are not highly qualified in all core subjects. To provide your child with the best support possible, and to stay compliant with state mandates, JCS assigns an educational facilitator (EF) to your child as well as a small cadre of subject-area specialists in the core content areas. Your EF will meet with you on a regular, ongoing basis for course placement, assignment of curriculum, and other types of school wide support. Your specialists will maintain an online platform with curriculum handouts and other learning material, send weekly messages with assignment reminders, and provide ongoing in-person or online workshops aligned with the weekly course assignments. In addition, the specialists are available for student tutoring and should also be used as a resource in helping you facilitate your child's learning.

## How Much Time Should Be Spent Studying Each Day?

Home Study is an alternative to a traditional school. It is not an easy way out of high school or a way to get credit for courses without working. A student should expect to spend at least the **equivalent of a fifty-minute course period every weekday for each course** taken. Your educational facilitator and specialists will assign work equal to that.

According to the master agreement, at least 80% of the assignments for any learning period must be completed or a student will receive a Strike Report documenting that all of the assignments have not been completed. If a student receives three of these, he/she will be dismissed from the school due to lack of success in the independent study environment.

**NOTE:** Students who are taking courses at one of the academies should still expect to spend the fifty minutes per course for each course they are taking and that may be in addition to the time spent in the course.

## Course Load

Unless a student is a senior, he/she must take at least 30 credits per semester (generally six courses). Four of these courses must be taken with JCS home study and the rest may come from community college coursework, CTE, or other accepted ways to gain credit. For instance, a student may take four courses with JCS and one community college course (30 credits). If a student is taking two community college courses and four courses with JCS that constitutes a course load of forty credits. Note that seniors may take only four courses if that will fulfill their graduation requirements.

Course loads over forty credits will require special permission from the principal. Talk to your EF about the process and he/she will seek the necessary approval.

## Grading in High School

The grade at each level represents the degree to which the student has mastered the content and standards being presented. For home study high school students, the parent is responsible for the grading of daily assignments and the EF is responsible for the evaluation of the daily work (core content and electives) and the assignment of an overall grade for the completion and comprehension of daily assignments (30% in core content areas/100% for electives).

For courses where the grade is quantifiable, the following scale applies:

A = 90-100% mastery of content presented

- B = 80-89% mastery of content presented
- C = 70-79% mastery of content presented
- D = 60-69% mastery of content presented
- F = Failure to master at least 60% of the content presented

For courses where a rubric is a better method of evaluation, the following applies:\*

- A = Excellent work in this course
- B = Good work in this course
- C = Acceptable work in this course
- D = Less than acceptable work in this course
- F = Unacceptable work in this course

\* Method of evaluation is appropriate for items such as English compositions, electives, and other courses where the primary content consists of skills being acquired and courses which have no list of specific content items to be mastered.

Your EF and specialists/teachers evaluate each month's work plus give a final exam or other final assessment. The evaluation of the work is written on the monthly or weekly assignment sheets. The student's final grades are based on these monthly evaluations and the final assessment.

### **Grace Period for High School Assignments**

There is a two week grace period given to all students to turn in their specialist assignments. Items such as benchmarks and quick checks are given this two week period to accommodate students who may need extra time due to illness, their IEP, or coming in late to a course. It is always recommended that students turn in their work by the first due date; however, the grace period is available to those who may need it. **If a student requires additional time past the two week grace period to turn in an assignment, the student must request an extension from the home study specialist via Canvas, e-mail or telephone, clearly explaining the need for an extension. This email must be received within one week of a missed final due date.** A Strike Report is issued for missed specialist assignments when a student is in jeopardy of failing a course due to too many missing assignments in one course or more.

Discussion boards receive no grace period, and must be completed when due, no exceptions.

## High School Grading/Report Cards for Core Content Areas

As stated earlier, 30% of a student’s grade will be assigned by the EF\*. This grade is for the completion and comprehension of daily assignments. The other 70% of a student’s grade is assigned by the Specialist and is determined using scores on standards-based assessments that include quick checks (short checks for understanding), benchmarks (more in-depth assessments), projects and the final exam. All assignments are listed on the Daily Assignment Sheet (aka Assignment Work record (AWR)), with the assignments to be turned in to the specialists clearly marked. While the daily work turned in to the EF is important (30% of the grade), it should be viewed as preparing the students to do well on the standards-based assessments turned in to the specialists (70% of the grade). Submission of Specialist assignments is mandatory for course success. All students must take proctored final exams in core content areas.

Daily Assignment (EF Grade)	Assessments (Turned into Specialist)	Final
30%	50% - 60%	10% – 20%

\*Exception: Writing course specialists give one hundred percent of the grade.

## Alternatives to a High School Diploma

To receive a high school diploma, a student must complete and pass the required coursework of 220 credits, including Algebra I or higher. If a student fails to meet those requirements, he/she may receive:

- **Certificate of Educational Achievement.** A student will receive a Certificate of Educational Achievement if the student receives special education services and has not met all requirements to receive a diploma, but has completed goals related to his/her Individualized Education Plan (IEP). This is determined via an IEP team decision. Note: The student is still eligible to participate in all graduation activities.

There are two options for students seeking the equivalency of a high school diploma, the GED and CHSPE.

1. **GED.** The [GED Tests](#) make it possible for qualified individuals to earn a high school credential. The General Education Development Tests (GED Tests) include five tests and one essay: language arts/writing, social studies, science, reading and math. Students with a GED are not precluded from going to college.
2. **CHSPE.** Passing the California High School Proficiency Examination ([CHSPE](#)) allows a student to earn the legal equivalent of a high school diploma, a Certificate of Proficiency. The CHSPE consists of an English-language arts section and a mathematics section. Most persons and institutions that require a high school diploma accept the certificate as satisfying the

requirement—military service policies, however, do vary. For enrollment at a university or college, verify entrance requirements.

### **College Prep (P) High School Coursework (AKA a-g)**

JCS home study offers high school courses at two levels of instruction: college prep (CP), and foundational. For additional details or exceptions, please contact the Academic Counselor.

Students planning on entering a four-year public college/university or competitive college must be enrolled in college prep (a-g) or UC/CSU approved courses at a community college that fulfill the a-g requirements. Contact your academic counselor yearly for a-g course planning. Both the University of California (UC) and the California State University (CSU) systems want to know that the courses students take in high school are rigorous to prepare the students for college. To assure this, the University of California keeps a list of our a-g (CP) approved courses. To get our courses on this list, called the a-g list, we must submit a detailed course description to the University of California, and it must be approved by the university system.

JCS has a full list of courses on the a-g list. We also refer to these as “college prep” courses. Each course description has specific objectives and goals that students must study and accomplish in order to get credit for those courses. Students who want to go to a University of California, Cal State University, or any competitive college must complete the UC/CSU a-g requirements. These requirements consist of a specific path of 15 college prep courses. The more difficult the course of study, the more options your child will have for college. Taking more of the higher level electives also increases the choices of colleges from which your child will be able to choose.

<https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

**NOTE:** At least 7 of the 15 college prep courses must be taken in the last two years of high school.

\*\*\*It is imperative that students planning to go to college take college prep courses or UC/CSU-approved coursework. \*\*\*

### **Keeping Options Open (a-g Notification)**

JCS offers different courses of study, but only the college prep track keeps open the option for a student to attend a UC, CSU and some private universities directly out of high school. Because limiting a student’s options for after high school is a major decision, JCS requires parents to sign the Acknowledgement Form indicating that the parent and student understand the ramifications of not selecting a college prep course of study.

### **University of California’s Eligibility in Local Context (ELC)**

JCS participates in the UC ELC program. JCS provides UC the names of upcoming seniors who are in the top 15% of the class and are on the path to meet UC admission eligibility. If you want to opt out of ELC, please contact the Academic Counselor.

### **Mandatory Ninth Grade Writing Course**

To ensure all high school students have the tools to be successful in writing and subsequent high school courses, a writing course (divided into two 2.5 credit sections) must be taken as part of the ninth grade course of study unless: 1) a student demonstrated proficiency on a proctored writing test as part of a test-out option), or 2) the student took and passed the course in grade eight. The ninth grade writing course is in addition to the English I requirement. Transfer students should discuss options with the assistant director or counselor.

### **Four-Year Plan for High School Students**

Educational facilitators will develop a four-year plan for each high school student in conjunction with the first master agreement of the school year. The plan will be reviewed by the home study academic counselor and revisited yearly.

- ★ [Four Year Plan \(UC-College Bound\)](#)
- ★ [Four Year Plan \(Vocational/CC\)](#)

NOTE: Four-year plans can be adjusted to meet the changing needs of the student. However, to ensure the student is meeting graduation and college (if applicable) entrance requirements, this plan is reviewed annually.

## **Courses Needed for Graduation\*\*\***

**Here are the general requirements for graduation:**

English / Writing	Social Studies	Math	Science	Foreign Language / Arts	PE	Life Skills / Health	Electives
4 Yrs. English/ 1 Semester writing	3 Yrs.	3 Yrs.	2 Yrs.	2 Yrs.	2 Yrs.	1 Semester each	45/As needed*
*220 Credits Required to Graduate							

**\*\*\* additional requirements are required to meet the UC/CSU a-g requirements. Please contact the Academic Counselor for advice**

[High School Course Catalog \(with course descriptions\).](#)

### Residency Requirement for Graduation

Students must be enrolled in JCS home study for at least one entire semester in order to be allowed to receive a diploma from the school.

### AP Courses

JCS home study does not offer AP courses, however AP courses may be available through one of our online vendors. Contact the Academic Counselor for more information regarding AP courses.

**AP Courses and Testing:** Students desiring to take an AP course from an online vendor or take an AP exam must contact the Academic Counselor early in the fall semester.

### Community College Courses

Students may earn college credit by taking courses at a community college. Students are advised to contact the university they plan on attending for any exceptions to the below. The Academic Counselor is available for further assistance.

- In order to receive college credit, the course must be transferable to a university, and the student must receive a grade of A, B, or C.
- Only courses level 100 or higher will meet college prep high school requirements and satisfy the UC a-g requirements. (unless stated otherwise)
- Non-transferable courses, level 50 or higher, meet graduation requirements. (unless stated otherwise)

### Community College Coursework

We are very fortunate in California to have a Community College system that allows high school students the opportunity to take college courses and possibly earn both high school and college credit. JCS encourages students to take advantage of the many opportunities community colleges offer.

Students interested in taking college courses must have a high school GPA of at least 2.5. Links to the concurrent enrollment policies for each college can be found on the JCS website.

<https://www.jcs-inc.org/academic-counseling/>

As a JCS home study student, a student must be enrolled in four high school courses at the same time they are enrolled in any community college courses.

- Students may take no more than two courses each semester at a community college.
- Students must get prior approval prior to enrolling in community college courses.

Each community college has a concurrent enrollment form for high school students, which students need to obtain from the community college directly. Links for these forms can be found at

<https://www.jcs-inc.org/academic-counseling/>. In addition to the community college form, [JCS has a](#)

[form](#) that your EF needs to submit. All forms need to be submitted to the JCS academic counselor or principal two weeks prior to enrolling in courses.

Students who satisfactorily complete community college courses, including pre-approval, JCS home study will reimburse for costs directly associated with the course.

### Reimbursement for Community College Courses

A request for reimbursement for tuition and required coursework materials (or the difference in purchase price and sale price when textbooks are sold) must be submitted within sixty (60) days after the end of the semester the courses was taken provided that the **student completed the required coursework satisfactorily, returned all non-consumable materials unable to be sold to the resource center, and has submitted a transcript for the coursework** to JCS. Original receipts are required for tuition and materials reimbursement. All non-consumable curricular materials, upon reimbursement, become the property of the school.

1. Notify your EF of intent to enroll in community college course(s) and have the EF sign the JCS eligibility for enrollment form. Mail the form to the main office. Reimbursement will not be made unless this form is in the main office.
2. Submit permit (college concurrent enrollment form) and application to the community college.
3. Send Minor's Permit to the JCS main office to be approved and signed by the academic counselor and/or executive director.
4. Register for the course(s) and purchase needed books and materials (if the courseware materials are not available in the resource center) using personal funds.
  - a. Please check with your EF to confirm that the materials to be purchased qualify for reimbursement and are not on the "No Purchase" list.
  - b. When possible, purchase used books or rent books.
  - c. Save all documentation and receipt(s).
5. Print the "Request for Educational Materials Reimbursement" form (Parent Portal).
6. Complete the "Request for Educational Materials Reimbursement" form in its entirety. Remember to sign and date the request. Unsigned forms are returned for a signature.
7. Make a copy of completed form/receipt(s) for your records (some original receipts fade).
8. Upon conclusion of the course, check with the college bookstore to see if the textbook qualifies for a sell-back program. When possible, sell the textbook back.
9. At the end of the semester or within sixty (60) days following the end of the semester, submit the Request for Reimbursement form, receipts, any supporting ancillary documentation, and proof of passing grades to your EF for reimbursement. Give all non-sold and non-consumable materials to your EF or the resource center.
10. Your EF will submit a requisition for reimbursement through our online portal.
11. Obtain a copy of the transcript and submit it to the Academic Counselor.

JCS will grant high school credit for the satisfactory completion of a community college course. For graduating seniors, diplomas will not be released until grades for any community college coursework have been received in the main office. Complete instructions will be provided by your facilitator.

### **Transcripts for College**

Please be aware it is the responsibility of the student/parent to request official transcripts for college admission from the main office. JCS does not automatically send transcripts to students or colleges without a request from the student/parent. Always be aware of transcript deadlines when applying to a college and know when your chosen college requires your final transcript.

### **Other Ways to Earn High School Credits**

There are many opportunities among our EEPs and in the community for home study and independent study students to learn and to take courses.

- The CTE (Career and Technical Education) located in each county offers the opportunity to take career-oriented courses. Look for information online from your County Department of Education about how to sign up.
- The University of California (Riverside, Irvine, and San Diego) allows advanced high school students to take summer school courses which are regular university classes. JCS does not pay for the summer courses, but they offer an excellent opportunity for advanced students to study and earn extra credits towards graduation.
- High school credit can also be received for those things that a child does as part of their specialty—tennis camp, golf camp, performing arts workshops, etc.
- JCS does not require community service as a graduation requirement, but with special assignments given, a student can turn community service into credits. Note, however, that universities look more favorably at volunteer community service and service learning experiences.
- Students can receive academic credit for work completed during the summer or outside of school time. Talk to your facilitator to learn more about this.

### **Optional Tests for High School Students**

The PSAT, PSAT 10, PSAT 8/9, SAT I, ACT, AP are all optional exams for high school students.

JCS administers the PSAT (Grades 10-11), PSAT 10 (Grade 10), PSAT 8/9 (Grades 8-9). These exams prepare students for mandatory college exams. For more information about these exams go to [www.collegeboard.org](http://www.collegeboard.org).

JCS does not administer the SAT I (Grades 11-12), and ACT (Grades 11-12).

SAT Registration: [www.collegeboard.org](http://www.collegeboard.org)

ACT registration: [www.actstudent.org](http://www.actstudent.org)

Please note that some universities also require students to take the SAT Subject Tests. These Subject Tests should be taken in the year a particular course is studied. For example, in the spring of the year a student studies Biology, he/she should take the Subject Test in Biology. Students are advised to contact the university or one of the JCS academic counselors for testing information.

The Advanced Placement Program, abbreviated as AP, is a program that offers college level courses at high schools. However, students from schools such as JCS that do not offer AP courses may take the examination without participating in the course(s). JCS students desiring to take an Advanced Placement test must contact the counselor in the fall semester as testing materials need to be ordered. In addition, the College Level Examination Program (CLEP) may provide an opportunity for high school students to earn college credit in subject areas where no AP exams are available, such as business or sociology. More information is available at: [www.collegeboard.com/testing/](http://www.collegeboard.com/testing/).

## Student Opportunities

### Work Permits

The information that a student needs to get a work permit can be found [here](#). Once you've downloaded the application for a permit, it needs to be completed by the student, the parent, and the employer. Scan and email the completed Intent to Employ document to the Academic Counselor, currently [lsimmons@jcs-inc.org](mailto:lsimmons@jcs-inc.org). Once received the Academic Counselor will complete the permit, electronically sign and email back to the student. In most cases the permit will be issued the same day received, however please allow 48 hours for processing.

Please note: To be eligible for a work permit, a child must have a 2.0 or better GPA, no F's, and satisfactory attendance and be at least fourteen years old. There are restrictions on the hours and types of jobs that he/she may work. Students not meeting minimum grade requirements may have their permits revoked by the EF or other school representatives.

### Work Experience Education (WEE)

In order for a student to receive high school credit for working, the student must be enrolled in the Work Experience Education (WEE) program and must register before the fifth week of the semester. In this program, the student will be required to complete one hour of academic course work per week, work at least five hours per week. WEE is a self paced CANVAS course.

A student may earn a maximum of forty credits in WEE while in high school. The student must be at least sixteen years old and be a junior or senior. Contact the Academic Counselor to enroll in WEE.

### JCS Google Accounts

Upon enrollment in JCS all students are issued a JCS Google Account, including a JCS G-mail address. This account should be used for all communication while enrolled in JCS. Please plan ahead if you are

graduating or withdrawing from JCS. Accounts are disabled upon withdrawal. Students wishing to save their work should copy it over to a personal Google Account well before they leave JCS. Work with your EF to copy your files prior to exiting JCS (note: be sure to COPY not share your files).

### **CTE**

The Career Technical Education Program offers students career training or the opportunity to gain job skills. Courses are available for high school students, out-of-school youths, and adults. Look for information online from your County Department of Education about how to sign up.

- Training is available for business, health, industrial, agricultural, or other job fields.
- Courses are located countywide, operated by local high school and community college districts.
- Learn job skills, using industry-standard equipment.
- Learn from credentialed instructors with years of experience in their career specialty.

### **Driver's Education**

JCS home study offers two ways to get a Learner's Permit, online with one of our approved EEPs or through our in-house driver's education textbook-based course. An online course can be taken during the regular semester and JCS will pay for the classroom portion of the training with an EEP from the JCS-approved EEP list as long as adequate funds are available. The online course is worth 2.5 credits. For our textbook-based course, a student completes all the modules assigned and then must pass the final exam with a grade of 80% or better. The textbook-based course is worth 5 credits. (A student may not receive academic credit nor will JCS pay for behind-the-wheel training.)

Once a student has passed our course and the final exam and the appropriate paperwork has been given to the teacher or Educational Facilitator of record, the student will receive documentation by USPS mail to take to the Department of Motor Vehicles to obtain a permit. To obtain the paperwork needed from an outside EEP or online course, you will need to check with them for their procedures.

### **Something Not Working?**

We are committed to ensuring that your child is successful. High school facilitators and specialists are available to provide support and accountability for your child's high school education. If you have any questions or concerns about your child's assignments, assessments or grades, please contact your child's EF and Specialist/Teacher first. If after speaking to the EF and Specialist/Teacher, you are still in need of assistance, please contact the home study principal at your school.

## Links to commonly used forms/information

Please log onto the Parent Portal for additional forms, policies, and general home study information. The Parent Portal contains numerous resources, including teacher’s editions for some core materials. To open links within this document, log on to the Parent Portal with the username and password you used for registration at JCS. If you cannot find a document or information on the Portal, please contact your EF.

### [Parent Portal](#)

<ul style="list-style-type: none"> <li>★ <a href="#">a-g descriptions of courses</a> (each school as its own a-g courses - search by school name).</li> </ul>	<ul style="list-style-type: none"> <li>★ <a href="#">Home Study Academic Calendar</a> (Google)</li> <li>★ Link to printable calendar (all updates are made on Google Calendar).</li> </ul>
<ul style="list-style-type: none"> <li>★ <a href="#">Annual Notifications</a></li> </ul>	<p>Learning Center Schedules</p> <ul style="list-style-type: none"> <li>★ Manzanita Elementary</li> <li>★ Pine Hills (Temecula)</li> <li>★ Encinitas</li> </ul>
<ul style="list-style-type: none"> <li>★ <a href="#">Concurrent Enrollment form</a> for Community College and <a href="#">Reimbursement Form</a></li> </ul>	<ul style="list-style-type: none"> <li>★ <a href="#">Physical Education Log Sample</a> (written form)</li> <li>★ <a href="#">Directions for completing</a> Learning and PE Logs Online (preferred)</li> </ul>
<p>Curriculum Recommendations</p> <ul style="list-style-type: none"> <li>★ <a href="#">Elementary Recommendations grades K-5</a></li> <li>★ <a href="#">Middle School Recommendations grades 6-8</a></li> <li>★ <a href="#">What to Pick Up for High School</a> (curriculum for high school)</li> <li>★ <a href="#">Online Materials Catalog</a></li> <li>★ To access instructional materials/TEs, navigate to the <a href="#">Parent Portal</a> and click on “Instructional Materials” from the menu on the left side of your screen. Here is a quick <a href="#">video tutorial</a>.</li> </ul>	<ul style="list-style-type: none"> <li>★ <a href="#">Monthly Grade Sheet</a> (TK-8)</li> <li>★ <a href="#">Monthly “To Do” List</a> (outline)</li> </ul>
	<p><a href="#">Online Resources</a> (list of available online resources)</p>

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<ul style="list-style-type: none"><li>★ <a href="#">Four Year Plan (UC-College Bound)</a></li><li>★ <a href="#">Four Year Plan (Vocational/CC)</a></li><li>★ <a href="#">High School Portfolio</a> FAQs and form</li><li>★ <a href="#">High School Portfolio Information</a></li></ul>	<ul style="list-style-type: none"><li>★ <a href="#">Work permits and directions for submission</a></li></ul>