

JCS-Pine Hills

A California Public Charter School



TK-12 Countywide Charter Renewal Petition

[And Material Revision for Hemet Facility](#)

Submitted to the Riverside County Board of Education

For the Term:

July 1, 2026 - June 30, 2033

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AFFIRMATIONS AND DECLARATION

JCS – Pine Hills (“JCS,” “JCS-PH,” the “LEA,” or the “School”), operated by Julian Charter School, Inc. (“JCS-Inc.,” the “Network,” or the “Corporation”), 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 47605.6(d)(1)]
- Julian Charter School, Inc. declares that it shall be deemed the exclusive public school employer of the employees of JCS-Pine Hills for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(c)(6)]
- The School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The School shall admit all students who wish to attend the School; unless the School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- The School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- The School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The School shall ensure that teachers in the School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s

certificated assignment. The School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605.6(l)(1)]

- The School shall at all times maintain all necessary and appropriate insurance coverage.
- The School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the School without graduating or completing the school year for any reason, the School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the School within 30 days if the School demonstrates that the pupil had been enrolled in the School. [Ref. Education Code Section 47605.6(e)(3)]
- The School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the School. [Ref. Education Code Section 47605.6(n)]
- The School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]
- The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The School shall, on a regular basis, consult with its parents and teachers regarding the School's educational programs. [Ref. Education Code Section 47605.6(d)(2)]
- The School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

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

Authorized Representative’s Signature: _____

Date: _____

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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 sixteen (16) mandatory items of the Act. The provisions of this charter coincide with the requirements of Section 47605.6 of the Act.

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

Through approval of the initial JCS-Pine Hills charter petition by the Riverside County Board of Education (“RCBOE” or “the Authorizer”) in 2018, the School affirms compliance with *Anderson* and Education Code Sections 47605, 47605.1 and 47612.7, as the Charter School will maintain resource centers within Riverside County. (See the Location Element for more information.)

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FOUNDING

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

- 25 Years of successful operation
- 25 Years of financial audits with no findings
- One initial and four six-year Western Association of Schools and Colleges (“WASC”) accreditations
- 100% SB740 Funding due to hitting the 80/20 targets of which at least 40% includes teachers’ salaries and benefits and up to 80% on direct instruction (not including facilities). 20% of the budget is made up of facilities costs (10%), legal, oversight fees, and other non-educational functions of the School.
- Excellent relationship with our authorizing districts (JUESD, MEUSD, SDBCOE, and RCBOE) 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 -- 25% reserve as a network; 19% for JCS-Pine Hills
- 224 faculty members
- Low student teacher ratio (19:1)

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

The Initial Charter School was established in November 1999 and authorized by Julian Union Elementary School District to meet the needs of students who were underserved by traditional delivery systems of education or for families who had a strong desire to homeschool. In 1999, JUESD established a facility for the School’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. JCS currently serves 1850 students, primarily in three counties. Approximately half of the students currently enrolled in the Initial Charter School are independent study-home study students with the remaining half enrolled in academy programs, a combination of home study and credentialed teacher-led instruction one- to four-days-a-week.

The Initial Charter School’s program, since inception, has been that of a nonclassroom based independent study school. As more of the student population matriculated into the higher grades, many

parents requested a more traditional, but flexible, classroom based hybrid educational option for their older students. Consequently, a two- to three- day-a-week site-based high school academy program was introduced in 2005 to complement the existing home study (K-12), learning center (K-8) program. Since that time, the Initial Charter School expanded the Academy programs to include additional sites for elementary, middle, and high school grade levels based on student need and parental requests. All Academy programs also have home study days incorporated into the curriculum.

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

The School currently holds a six-year WASC accreditation for its TK-12 program which expires in 2028. The high school program offers options that include specialist-designed courses of study, Academy programs, and independent study. The high school program supports multiple paths toward graduation, including a robust offering of A-G approved courses, and options for earning college credit by taking courses through community college agreements.

Table 1. provides 3-year California Assessment of Student Performance and Progress (“CAASPP”) data comparison of JCS-Pine Hills’s results (distance from standard (“DFS”) compared with Riverside County, the state, local LEAs, and other similar charter schools in the area. CAASPP % Met results are pulled from <https://caaspp-elpac.ets.org/caaspp/>. DFS results are pulled from the California School Dashboard (“Dashboard”). The composite results for JCS, Inc. are estimated based on raw data files via Parsec Education.

Table 1. CAASPP Percent Met Standard and Distance from Standard (2022-2025)

ELA	2022-2023		2023-2024		2024-2025	
	% Met	DFS	% Met	DFS	% Met	DFS
California	47%	-13.6	47%	-13.2	49%	-8.1
Riverside County	41%	N/A	42%	N/A	44%	N/A
Riverside County Office of Education (P-Adult)	11%	-154.1	10%	-163.3	15%	-140.7
JCS-Pine Hills (K-12)	53%	8.5	55%	7.8	52%	6
JCS, Inc. (K-12)	54%	14.7	55%	12.5	53%	6.9
Temecula Valley Unified (K-Adult)	63%	24.1	62%	22.6	64%	27.9
Excelsior Corona-Norco (7-12)	45%	-31.2	54%	0.1	37%	-33.9
Audeo Valley Charter (6-12)	34%	-31.2	35%	-18.9	37%	-31.2
River Springs Charter (K-12)	40%	-26	42%	-23.5	42%	-19.5
Imagine Schools Riverside County (P-8)	26%	-57.2	30%	-47.7	36%	-34.6
Pivot Charter School Riverside (K-12)	41%	-13.6	34%	-26.5	33%	-48.1
SCALE Leadership Academy East (K-12)	34%	-38.2	34%	-40.6	36%	-29.4
Santa Rosa Academy (K-12)	58%	7.4	56%	1.3	58%	15.4
MATH	2022-2023		2023-2024		2024-2025	
	% Met	DFS	% Met	DFS	% Met	DFS
California	35%	-49.1	36%	-47.6	37%	-42.4
Riverside County	27%	N/A	28%	N/A	30%	N/A
Riverside County Office of Education (P-Adult)	3%	-191.1	3%	-229.3	4%	-207
JCS-Pine Hills (K-12)	37%	-37.5	37%	-29.2	37%	-32.7
JCS, Inc. (K-12)	43%	-21.6	43%	-15.9	42%	-22.7
Temecula Valley Unified (K-Adult)	47%	-14	49%	-11.3	50%	-7.7
Excelsior Corona-Norco (7-12)	17%	-99.8	19%	-88.2	17%	-117.2
Audeo Valley Charter (6-12)	14%	-106.4	9%	-106.6	12%	-106.4
River Springs Charter (K-12)	25%	-68.6	27%	-64.3	28%	-61.3
Imagine Schools Riverside County (P-8)	13%	-86.5	17%	-75.3	23%	-68.3
Pivot Charter School Riverside (K-12)	25%	-76.6	24%	-84	9%	-137.1
SCALE Leadership Academy East (K-12)	24%	-64.8	24%	-73.5	31%	-56.2
Santa Rosa Academy (K-12)	38%	-37.4	35%	-44.3	42%	-27.4

Across the three years of CAASPP results (2022–2025), JCS-Pine Hills performs consistently near the middle of the comparison group, always meeting or exceeding county and state averages, while generally trailing the highest-performing LEAs such as Temecula Valley Unified and Santa Rosa Academy. JCS-Pine Hills’ performance fluctuates slightly year to year but remains stable overall, showing neither dramatic improvement nor decline.

In English Language Arts, JCS-Pine Hills maintains above-average performance relative to many LEAs, achieving between 52% and 55% meeting standard across the three years. JCS-Pine Hills consistently outperforms agencies such as Audeo Valley Charter, River Springs Charter, Imagine Schools Riverside County, and Pivot Charter, all of which score significantly lower and have more negative Distance From Standard (DFS) values.

While JCS-Pine Hills often meets or exceeds state averages—especially in 2022–2023 and 2023–2024—it remains behind the strongest performers, notably Temecula Valley Unified and Santa Rosa Academy, whose ELA scores are markedly higher (mid-60% and upper-50% range). JCS-Pine Hills’ DFS remains positive but shows slight decline from 2022–2023 (+8.5) to 2024–2025

(+6), suggesting modest erosion in relative performance, though still better than most charters listed.

Importantly, JCS-Pine Hills scores higher than JCS, Inc. (TK-12) in 2024-2025, though JCS, Inc. had slightly stronger DFS values in the earlier two years. JCS-Pine Hills also significantly surpasses countywide adult programs and most alternative charters, demonstrating comparative strength among nontraditional schooling options.

In Math, JCS-Pine Hills performs in the middle range, comparatively, but shows more variability compared to its ELA outcomes. With percentages meeting standard ranging from 33% to 37%, JCS-Pine Hills stays above some charter school peers—such as Audeo Valley, Imagine Schools, Pivot Charter, and River Springs, all of which consistently demonstrate very low achievement and highly negative DFS scores. JCS-Pine Hills' DFS improves slightly over time (from -37.5 to -32.7), indicating slow positive movement even as some peers stagnate or decline.

Compared to statewide and county levels, JCS-Pine Hills' Math performance aligns fairly closely with California's averages and exceeds Riverside County's weak Math outcomes. However, JCS-Pine Hills trails higher-performing LEAs, specifically Temecula Valley Unified and Santa Rosa Academy, which consistently post substantially stronger Math results (generally upper-30% to 50%).

Relative to JCS, Inc., JCS-Pine Hills scores lower across all three years in Math, both in % Met and DFS. This contrast highlights an area where Pine Hills may have more room for targeted improvement compared to its sibling LEAs.

JCS-Pine Hills demonstrates consistency without major shifts. Its ELA performance remains steady and slightly above standard, while Math performance, though less impressive, shows small signs of improvement. JCS-Pine Hills tends to outperform the majority of independent or alternative charters in the comparison set but remains behind traditional public school districts with stronger academic track records.

Overall, JCS-Pine Hills (TK-12) performs as a solid mid-level academic performer among the LEAs listed. It surpasses many charter counterparts while performing near or above standard. JCS-Pine Hills' consistent ELA results and gradual improvement in Math indicate stability and incremental progress.

Table 2 provides a more comprehensive look at JCS-Pine Hills's academic performance, based on grade level and disaggregated by program. The data was collected from Parsec Education, which disaggregates JCS program data based on raw data files.

Table 2. CAASPP Percent Met Standard for JCS-Pine Hills by Program and Grade Level (2023-2025)

Pine Hills Academy									Pine Hills Home Study								
ELA																	
Year	3	4	5	6	7	8	11	All	3	4	5	6	7	8	11	All	
2025	40%	27%	72%	47%	68%	67%	77%	57%	53%	41%	44%	40%	43%	44%	64%	47%	
2024	50%	40%	50%	57%	71%	63%	70%	59%	48%	59%	46%	26%	58%	44%	72%	52%	
2023	38%	33%	46%	30%	71%	77%	79%	57%	44%	41%	45%	54%	35%	38%	79%	48%	
Math																	
Year	3	4	5	6	7	8	11	All	3	4	5	6	7	8	11	All	
2025	67%	27%	33%	37%	36%	25%	43%	36%	47%	36%	31%	33%	22%	41%	42%	37%	
2024	62%	35%	50%	33%	46%	40%	50%	45%	43%	44%	19%	21%	38%	34%	26%	33%	
2023	71%	50%	27%	22%	44%	50%	42%	44%	41%	28%	30%	39%	20%	28%	21%	30%	

The CAASPP results for JCS–Pine Hills from 2023 to 2025 show distinct patterns by program, subject, and grade level. In ELA, Pine Hills Academy consistently outperformed Pine Hills Home Study across most years and grades. Academy ELA proficiency remained relatively stable overall, with the “All” rate holding at 57% in both 2023 and 2025 and peaking at 59% in 2024. Strong performance is especially evident in upper grades (7, 8, and 11), where proficiency frequently exceeded 65–75%, though there are noticeable declines in some lower grades in 2025 (particularly grades 3 and 4). Home Study ELA results were lower overall and more variable, with “All” rates declining from 48% in 2023 to 47% in 2025 after a modest increase in 2024 (52%). While some individual grades showed improvement year to year (notably grade 11), inconsistency across grades suggests uneven ELA achievement in the Home Study program.

In Math, both programs showed lower proficiency rates than in ELA, with a general downward trend over time. Pine Hills Academy math performance declined from an overall 44% in 2023 to 36% in 2025, despite a brief increase to 45% in 2024. Early grades (especially grade 3) remained relatively strong, but sharp drops are evident in grades 4–8, particularly by 2025. Pine Hills Home Study math results were consistently lower than Academy results, with overall proficiency decreasing from 30% in 2023 to 37% in 2025 after a low point in 2024 (33%). Although there were small gains in some grades (such as grades 4 and 8 in 2025), math proficiency across both programs remains a significant area of concern, especially in middle grades.

Overall, the data indicate that ELA is a relative strength compared to Math, Pine Hills Academy generally outperforms Pine Hills Home Study, and Math—particularly in grades 4 through 8—represents the most pressing instructional challenge across both programs.

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LEADERSHIP

JULIAN CHARTER SCHOOL, INC. GOVERNING BOARD

Tanya Rogers, President (2019-2026)

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

Lisa Simmons, Treasurer (2024-2026)

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

Rebecca Van Cleave, Secretary (2018-2026)

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

LiLiAnn Mooneyham, Member (2019-2027)

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

Janet Wilson, SDORI Sole Director (2025-2027)

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

Cristina Martinez Camacho, Member (2025-2027)

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

Kelly Little, Member (2025-2027)

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

KEY JCS NETWORK LEADS

Jennifer Cauzza (1999-2026) Superintendent

Ms. Cauzza attended San Diego State University and obtained her Multiple Subject Teaching Credential with Supplementary Authorization in English and Technology. Ms. Cauzza taught grades K-12, including Gifted and Talented ("GATE") programs, for thirteen years at a small rural school district in San Diego County. In addition to teaching, Ms. Cauzza held various leadership positions at

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

Jillian Tonkin (2012-2026)

Lead Principal, Principal JCS Pine Hills

Ms. Tonkin has been an educator for 18 years, including 14 years with the JCS organization, where she has grown from classroom teacher to Lead Principal. She joined JCS as a fourth grade teacher during the organization's early expansion. She later moved into leadership as a middle school Academy Coordinator and subsequently served as Assistant Director overseeing K-8 academy programs. In 2018, Ms. Tonkin accepted the role of Principal at JCS Pine Hills, the organization's largest charter school serving approximately 750 students in Riverside County. She currently serves as Lead Principal, supporting leadership across JCS's six charter schools while continuing to lead Pine Hills. Ms. Tonkin holds a Bachelor's Degree in Communication, a Multiple Subject Teaching Credential, a Master's Degree in Educational Leadership, and an Administrative Services Credential, all from San Diego State University.

Claire Roush (2008-2026)

Director of Operations

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

Monsanette Jackson (2025-2026)

Director of Special Education

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

with Special Education Information System and the California Longitudinal Pupil Achievement Data System (“CALPADS”). Her leadership has increased parent satisfaction, improved audit outcomes, and a stronger, more inclusive school culture through restorative practices and innovative student support programs. She holds a Bachelor of Arts in Liberal Studies from California State University San Marcos and a Master of Education from the University of Phoenix. She is credentialed in multiple subjects, special education, and administrative services, and holds additional certifications in reading, literacy, and gifted education.

Angie Garcia (2014-2026)

Director of Human Resources

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

Cam Lay (2014-2026)

Financial Controller

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

Hillary Bertran-Harris/Gaddis (2012-2026)

Accountability and Assessment Coordinator

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

Alexis Miranda(2023-2026)

Academic Counselor, San Diego

Ms. Miranda holds a Master of Science in Educational Counseling and a Pupil Personnel Services (“PPS”) credential from National University. She also earned a Bachelor’s degree in Hospitality and Tourism Management, with an emphasis in Meetings and Event Operations, from San Diego State University. Ms. Miranda has a diverse background in education, with experience working across all grade levels as a substitute teacher and supporting students in before and after-school programs.

Currently, she serves as the Academic Counselor for several schools within the JCS network, including JCS-Cedar Cove, JCS LIVE, JCS Manzanita, JCS Mountain Oaks, and JCS-Pine Valley.

Marissa Chavez (2021-2026)

Academic Counselor, Riverside

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

Samantha Nellis (2023-2026)

Principal, JCS Pine Valley

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

Sheryl McKay (1999-2026)

Principal, JCS Manzanita

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

Lori Cummings (2008-2026)

Principal, JCS LIVE

Ms. Cummings has over 30 years of experience working as a teacher, director, and Principal in independent study schools. She has a strong understanding of independent study laws and requirements, and is passionate about reaching all students and helping them achieve their potential. Ms. Cummings joined JCS as an educational facilitator in 2008. She then worked in our INSITE program and became our lead EF, then our associate director of home study. In 2019, Ms.

Cummings started the JCS LIVE online school. Ms. Cummings' experience includes curriculum writing and program development, as well as building a strong home study and online community at JCS. She holds a Bachelor of Science Degree in International Business Administration from the United States International University, a K-12 Multiple Subject Credential with Cross-cultural Language and Academic Development ("CLAD") emphasis from CSU San Marcos, a supplemental credential in Business, and earned a Master's Degree in Educational Technology from San Diego State University and holds an Administrative Credential.

Cari Griesbach(2012-2026)

Principal, JCS-Cedar Cove & JCS-Mountain Oaks

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

POSITIVE PARTNERSHIPS

Over the past 25 years, Julian Charter School has successfully partnered with: JUESD, MEUSD, SDCOE, RCOE, California Charter School Association ("CCSA"), Charter School Development Corporation ("CSDC"), Robert W Baird & Co, Key Charter Associates, Zions Bank, Chase Bank, El Dorado County Charter SELPA, Charter School Management Corporation ("CSMC"), and Charter Tech Services ("CTS").

CHARTER RENEWAL CRITERIA & RECOMMENDATION

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 Dashboard, and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

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

The three performance categories are as follows:

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

The state indicators include the following:

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

Based on the most recent two years of Dashboard data (2024 and 2025 Dashboards), the School is placed into the High Performing category (criterion 2), as determined by law and the CDE, and meets the criterion for charter renewal for a term of five to seven years, as demonstrated below.

DASHBOARD PERFORMANCE RENEWAL CRITERIA

Education Code Section 47607(c) states:

(2)(A) The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

(i) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average...

(E) The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.

(F) A charter that satisfies the criteria in subparagraph (A) shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

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

“Subgroup” means numerically significant pupil subgroups as defined in [paragraph \(1\) of subdivision \(a\) of Section 52052](#). (Education Code Section 47607(c)(4).)

DISTANCE FROM STANDARD AND PERFORMANCE TIERS

When analyzing student outcome data from the CAASPP, the state test for ELA and Math, the preferred measurement of academic performance is average DFS..

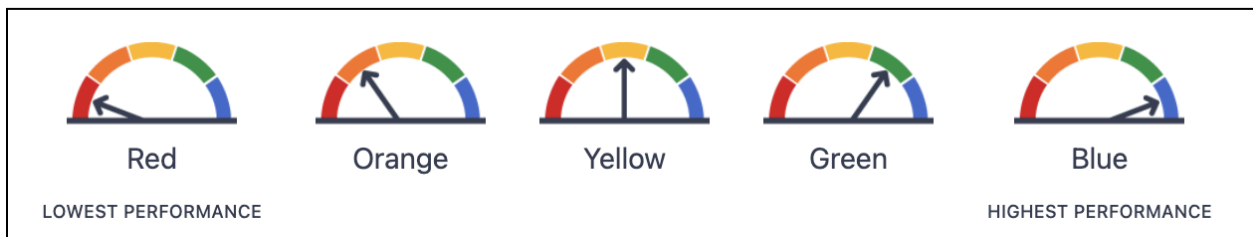
The “standard” is a scaled score that varies by grade level. The student’s DFS is how far his scaled score is from his grade level’s “standard” scale score. If the student’s scaled score is below the standard scaled score, the DFS point value is represented as a negative number. If it is above the standard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

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

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

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

Image 1. CA Dashboard Performance Levels for Evaluation



In order to populate the state indicators on the Dashboard, a school must have data for a minimum of 30 students in the indicator. The School populates all Dashboard indicators except the English Learner Progress indicator. Additionally, subgroups must meet a minimum threshold requirement to earn a colored performance level in the Dashboard Equity Report.

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

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

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

2024 & 2025 DASHBOARD DATA

High Performance Criteria

Based on the 2024 and 2025 California Dashboard Data, JCS-Pine Hills is categorized as a “High performing” charter school. This has been achieved via Criterion #2 (comparison of Status against the statewide average and statewide subgroups) and it is based on the overall status of the academic indicators (i.e., ELA, Mathematics, CCI, and ELPI) with a color, for both the charter school and its student groups, and how they compare with the statewide averages for the two previous Dashboard years. ([See Charter Performance Categories CDE Resource.](#)) To be placed in the High Performing Category, for each academic indicator for each year, the School must have a majority of student groups that underperform the state average scoring higher than the statewide average for their respective student group.

In 2024 and 2025, JCS-Pine Hills received performance colors for three (3) academic indicators: ELA, Math, and College & Career. Table 3 shows JCS-Pine Hills’ status on the academic indicators, compared to the state’s status.

Table 3. Dashboard Status on Academic Indicators for All Students and Student Subgroups¹ (2024 & 2025)
- JCS-Pine Hills and CA State

JCS-PINE HILLS								
High Performing Charter School (Criterion #2, Status)								
ELA	All		Hisp		SED		SwD	
	State	JCS-PH	State	JCS-PH	State	JCS-PH	State	JCS-PH
2024	-13.2	7.8	-39.3	0.9	-40.9	-17.5	-95.6	-62.7
2025	-8.1	6	-33.7	2.8	-35.3	-16.9	-89.4	-60.3
Math	All		Hisp		SED		SwD	
	State	JCS-PH	State	JCS-PH	State	JCS-PH	State	JCS-PH
2024	-47.6	-29.2	-79.2	-38.3	-78.2	-51.5	-124.3	-98.3
2025	-42.4	-32.7	-73.6	-37.6	-72.9	-55.1	-120.7	-98
CCI	All		Hisp		SED		SwD	
	State	JCS-PH	State	JCS-PH	State	JCS-PH	State	JCS-PH
2024	45.30%	51.40%	N/A (Fewer than 30 students)		N/A (Fewer than 30 students)		N/A (Fewer than 30 students)	
2025	51.70%	57.10%						
ELPI	All		Hisp		SED		SwD	
	State	JCS-PH	State	JCS-PH	State	JCS-PH	State	JCS-PH
2024	N/A (Fewer than 30 students)							
2025								
Green Highlight indicates a JCS-PH student group that received a performance color on the Dashboard and the status is higher than the state.								
Red Highlight indicates a JCS-PH student group that received a performance color on the Dashboard and the status is lower than the state.								
N/A indicates a JCS-PH student group with fewer than 30 students; therefore, a performance color is not assigned on the Dashboard.								

Based on this data, JCS-Pine Hills has met the criteria to be categorized as a High performing charter because the overall status and the status for student subgroups that perform lower than the statewide average (and also received a dashboard color) is higher than the state averages for each respective

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

group. As a result, pursuant to Education Code Section 47607(c), the renewal for JCS-Pine Hills is presumed and the Charter is eligible for a five, six, or seven year renewal term.

Additional Dashboard Data

In the last three years, 2023-2025, in addition to the above mentioned academic indicators, JCS-Pine Hills received performance colors for two academic engagement indicators (Chronic Absenteeism and Graduation Rate) and one Condition and Climate Indicator (Suspension Rate).

Table 4 provides a comparative analysis of JCS-Pine Hills’s performance against the California state averages across several key metrics for 2023 through 2025, focusing on ELA, Math, College & Career, Suspension Rate, and Chronic Absenteeism, disaggregated by student subgroups. Only the School’s student groups that met the minimum student count threshold to generate a performance color for status and change have been included. It should also be noted that, in 2023, the CCI indicator was status only (no change) for all schools and the state; therefore, performance colors were not given.

Table 4. Dashboard Performance Levels and Distance from Standard or Rates (%) for All Students and Subgroups (2023-2025) - JCS-Pine Hills and State

ELA	2023		2024		2025	
	CA (State)	JCS-PH	CA (State)	JCS-PH	CA (State)	JCS-PH
All Students	-13.6	8.5	-13.2	7.8	-8.1	6
SED	-42.6	-11.2	-40.9	-17.5	-35.3	-16.9
SwD	-96.3	-53.6	-95.6	-62.7	-89.4	-60.3
White	20.8	14.4	19.2	16.1	23.8	13.8
Hispanic	-40.2	-9.5	-39.3	0.9	-33.7	2.8
2+ Races	24.3	15.4	24.3	3.1	29.4	1.2
Math	2023		2024		2025	
	CA (State)	JCS-PH	CA (State)	JCS-PH	CA (State)	JCS-PH
All Students	-49.1	-37.5	-47.6	-29.2	-42.4	-32.7
SED	-80.8	-61.8	-78.2	-51.5	-72.9	-55.1
SwD	-127.3	-106.9	-124.3	-98.3	-120.7	-98
White	-11.1	-27.5	-10.3	-22.5	-6.2	-23.2
Hispanic	-80.8	-53	-79.2	-38.3	-73.6	-37.6
2+ Races	-7.4	-19.3	-5.3	-31.5	-0.7	23.4
CCI	2023		2024		2025	
	CA (State)	JCS-PH	CA (State)	JCS-PH	CA (State)	JCS-PH
All Students	No Color	No Color	45.3%	51.4%	51.7%	57.1%
Suspension Rate	2023		2024		2025	
	CA (State)	JCS-PH	CA (State)	JCS-PH	CA (State)	JCS-PH
All Students	3.5%	1%	3.2%	0.5%	2.9%	1%
SED	4.5%	0.6%	4%	0.3%	3.6%	1.2%
SwD	5.9%	1.1%	5.4%	1.6%	5%	1.6%
White	2.9%	1%	2.6%	0.3%	2.4%	0.5%
Hispanic	3.8%	0.7%	3.4%	1%	3%	1.6%
2+ Races	3.3%	1%	3%	0%	2.8%	0%
African Am.	8.8%	No Color	8.4%	No Color	7.7%	2.8%

Chronic Absenteeism	2023		2024		2025	
	CA (State)	JCS-PH	CA (State)	JCS-PH	CA (State)	JCS-PH
All Students	24.3%	5.2%	18.6%	5.2%	17.1%	8.1%
SED	29.9%	5.2%	23.4%	7%	21.7%	13%
SwD	33.1%	11.3%	26.3%	6.2%	24.9%	14.8%
White	18.5%	2.7%	13.5%	4.9%	12.2%	4.3%
Hispanic	28.4%	7.7%	21.7%	5.3%	20.1%	12%
2+ Races	21.6%	6.6%	16.2%	4.7%	14.9%	10.3%
Graduation Rate	2023		2024		2025	
	CA (State)	JCS-PH	CA (State)	JCS-PH	CA (State)	JCS-PH
All Students	86.4%	88.9%	86.7%	87.8%	87.8%	92.1%

Overall, JCS-PH consistently outperforms the state in nearly every area, though several subgroup gaps remain and some indicators show troubling trends that warrant attention.

In ELA, JCS-PH maintains scores above the state average across all three years, with generally positive DFS values. While the state remains below standard throughout the period, JCS-PH exceeds standards. Subgroups—especially socioeconomically disadvantaged (“SED”), students with disabilities (“SwD”)—show persistent negative gaps, though JCS-PH still outperforms the state for most of these groups.

In Math, statewide performance remains well below standard, and although JCS-PH students also struggle, their results are consistently higher than the state’s. From 2023 to 2025, JCS-PH showed improvement for nearly all groups, with several subgroups (e.g., Hispanic, 2+ races) showing less severe declines than the state. Still, gaps between high-performing groups (e.g., White students) and historically underserved groups remain notable and stable over time.

The College/Career Indicator (“CCI”) shows one of JCS-PH’s strongest areas. JCS-PH surpasses the state in each reported year, with overall rates climbing to 57.1% in 2025.

Suspension rates at JCS-PH are consistently far below statewide figures, approaching 0–1% in most years. This indicates strong behavioral outcomes and a supportive school climate. Subgroup suspension rates remain low as well, with particularly large advantages for SED and SwD students compared with state averages.

Chronic absenteeism, however, remains a challenge. Although JCS-PH performs better than the state, absenteeism trends rise from 2023 to 2025 in most groups. Statewide rates also increase, but JCS-PH’s upward trend suggests a need for continued interventions—especially for SED students and Hispanic students, who experience some of the highest levels with significant decline resulting in red performance colors in 2025.

Finally, graduation rates at JCS-PH are strong. The school consistently surpasses the state, rising to 92.1% overall by 2025.

Table 5 displays JCS-Pine Hills's performance on the Dashboard Local Indicators for the years 2023-2025.

Table 5. Dashboard Performance on the Local Indicators (2023 - 2025) - JCS-Pine Hills

Indicator	2023	2024	2025
Basics: Teachers, Instr. Materials, Facilities	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met

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

Overall, the data indicates that JCS-Pine Hills demonstrates clear strengths in academic outcomes relative to the state, particularly in ELA growth, college and career readiness, suspension rates, and graduation rates. Persistent subgroup disparities and rising chronic absenteeism, however, indicate areas where targeted support and monitoring remain essential.

Summary of Status Only for Subgroups without Performance Colors (n size 11-29)

While status only data is available on the Dashboard for some student subgroups who have more than 10 students but less than 30 students, the data may be inconsistent and data analysis conclusions may lack validity due to the small sample size. Regardless, the School seeks to recognize, investigate, and address equity gaps, improvement areas, and growth success for all students when data is accessible.

The African American subgroup has an *n* size between 11-15 students from 2023 to 2025 and shows a significant performance decline in ELA and Math. In ELA, the subgroup moved from +8.9 points above standard in 2023 to -11.1 in 2024, then dropped sharply to -57.7 in 2025. The pattern is even more pronounced in Math, where scores decreased from -29.2 in 2023 to -58.2 in 2024, and further to -102.4 in 2025. Overall, the data suggests the African American subgroup is experiencing consistent and accelerating declines in both subjects and, though the subgroup is small, the School should consider targeted interventions for supporting academic growth and mitigating challenges among African American students.

On the College and Career Indicator, status data shows overall improvement with notable gains in college and career readiness for all small subgroups (Hispanic, SED, SwD, and White students) from 2023 to 2025. Graduation rate data also shows generally positive outcomes for small subgroups. The SwD subgroup declined from 81.3% in 2023 (*n*=16) to 73.3% in 2024 (*n*=16), with no data

reported in 2025 (n=7). Overall, the CCI and Graduation Rate indicators suggest strong outcomes for most groups.

For chronic absenteeism, the African American subgroup increased from 5.9% in 2023 (n=17) to 11.8% in 2024 (n=17), but improved to 8.7% in 2025 (n=23), indicating some recovery though still higher than 2023 levels. The Homeless subgroup rose from 7.7% in 2023 (n=13) to 9.1% in 2024 (n=11) with data unavailable in 2025 (n=10).

Like larger subgroups, suspension rate data is very low among small subgroups (mostly 0%) with sporadic increases that are unproportionally weighted due to the small *n* size. In 2023, the only group with suspensions was American Indian students (6.7%), while all other listed groups were at 0%. In 2024, all reported groups had 0% suspensions. In 2025, small increases appeared for African American students (2.8%) and Asian students (6.7%), while American Indian and Homeless students remained at 0%.

CRITERIA FOR 7-YEAR RENEWAL TERM

According to the 2025 Charter Performance Category Data File, released in January 2026, 1,159 charter schools in California were categorized as High, Middle, or Low Performing based on the 2024 and 2025 Dashboards. Among them, 185 (16%) are High Performing, 917 (79%) are Middle Performing, and 57 (5%) are Low Performing. With only 16% of all charter schools across the state being categorized as High Performing, JCS-Pine Hills is proud to be recognized among them for academic status that exceeds the state average for all students and historically low performing subgroups. The teaching/learning practices within JCS-Pine Hills are helping to close equity gaps and promote high standards of achievement for all students.

As such, the Authorizer may consider charter renewal for a term of 5-7 years; therefore, in addition to strong academic outcomes that have categorized the School as high performing, the School implores the Authorizer to renew its charter for seven (7) years based on the following additional criteria: Relationship with Authorizer, Fiscal Sustainability, Contribution to the Community, and Dedication to School Improvement.

Relationship with Authorizer

The School has maintained a strong relationship with the Authorizer, based on transparency and collaboration. The School desires to engage with the Authorizer when important opportunities arise, such as participation in the RCOE Data Professional Learning Network, LCAP Workshop Series and Fast Pass process, and Positive Behavioral Interventions Support (“PBIS”) training. The School values the Authorizer’s ongoing support aligned to school improvement and desires to meet the Authorizer’s expectations, hoping to be a quality example of how a charter school should engage with its authorizer.

The School presents to the Authorizer annually, as is required, seeking to address the critical elements (school happenings, students data, fiscal data, etc.) identified by the Authorizer while celebrating student achievement and growth. The School actively participates in quarterly network and portfolio meetings and welcomes site visits by the Authorizer.

The School supports the RCOE Superintendent's countywide initiatives and, as often as possible, incorporates them into the School's own objectives and improvement plans. The School is dedicated to the RCOE Superintendent's mission to ensure that every student in Riverside County will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. This mission has been incorporated into the School's LCAP and is a driving factor in the School's post-secondary initiatives such as the Bound for Blue program and the expansion of dual/concurrent enrollment opportunities and A-G course expansion. The Literacy by 5th, Financial Literacy, Mental Health, and Competitive Edge initiatives are also closely aligned to JCS improvement plans and actions such as a SEL counsellor, professional development for elementary teachers, culturally responsive A-G curriculum, senior spotlight, etc.

Fiscal Sustainability

JCS-Pine Hills continues to demonstrate fiscal stability, as reflected in S&P Global Ratings' consistent affirmation of a 'B+' rating with a Stable Outlook. The Stable Outlook indicates confidence in the school's ability to maintain steady enrollment, meet non-classroom-based funding requirements, and sustain financial operations within its current rating category. Enrollment has stabilized and shown modest growth, reinforcing revenue predictability and ongoing program demand.

While fiscal year 2025 reflected a temporary operating deficit, projections for fiscal year 2026 indicate a return to surplus operations, alongside strengthening liquidity as short-term obligations are reduced. Cash reserves are improving, and long-term debt continues to amortize without plans for additional borrowing.

As one of the first non- classroom based charter schools to secure a private bond (JCS, Inc), JCS-Pine Hills continues to hold three bond facilities in Riverside County, and the School has met the bond covenant ratio consistently each year. Additionally, the School continues to maintain a rented facility in the desert.

JCS Pine Hills carries the bulk of the reserves required for the bond covenant. As a network, JCS, Inc. must add approximately \$260,000 to its reserves each year. JCS Pine Hills, as the network's largest charter, is the main contributor to the 1:1 bond ratio requirement. Our budgeting goal is to spend each year's funds on the staff and students of the school, with just enough to meet the bond covenant and/or save for facilities projects. Currently, JCS Pine Hills is holding approximately 16% reserve.

Contribution to the Community

The School has solidified an important presence in Riverside County since 2000, when the original JCS charter was authorized by JUESD and Riverside was identified as an adjacent county for serving students within the independent study learning model. Riverside was the home of the first expansive learning center, providing more support to students through onsite classes to support their personalized homeschool paths. As the School accumulated learning resources, it opened its first Resource Center in Riverside County, providing a rich lending library for the community and

making successful homeschooling more attainable for families. Among the network of JCS schools, JCS-Pine Hills is the largest community of learners.

Since 2018 and the county authorization of JCS-Pine Hills, the student population has grown and become more diverse. The School desires to serve a population of students representative of the Riverside community, attracting students of various backgrounds through more flexible and supportive learning environments and opportunities. Prior to Universal Prekindergarten (“UPK”) requirements, the School began serving age-eligible transitional kindergarten students, providing standard-aligned resources and instructional support to families seeking early education opportunities. Additionally, the School has considered and implemented strategies for growing with a larger countywide reach, serving students among the outskirts of the county such as Hemet and Palm Desert. Recognizing that the School’s student population is highly concentrated in Temecula and Menifee due, in part, to the localization of Academy programs and Resource Centers, the School is in the process of acquiring a new facility in Hemet to improve educational opportunities and support for all students within the county. A facility in Hemet will allow the School to establish offices for special education services, EF meetings, and Home Study offerings such as supplemental academic and enrichment classes.

In 2018, upon the School’s initial charter approval, the Authorizer issued a verbal directive to the School that, if it were to be a countywide benefit charter school, it needed to expand beyond high concentration areas and provide supportive enrollment opportunities to all students within Riverside County. A seven-year renewal term would provide the assurance and security needed for the School to successfully expand within Riverside County, reach more remote and diverse communities, and acquire new facilities for providing student support, like the proposed Hemet facility mentioned above.

While the School is an important part of the greater Riverside community, robust and active micro-communities have been established within the School. The Academy communities, for instance, are important in the lives of Riverside residents. Student events such as annual field trips to Calatina for high school students or Camp Cuyamaca for sixth grade students are staples of the JCS experience. The School engages the community through events such as the EPIC awards, family dances, Prom, and full-scale theatre productions. Parent-Teacher organizations have been established within the School to enhance the community and contribute to a greater student-engagement experience for all. The School also participates in Home Study events and fairs within Riverside County, and is a leader among the homeschooling community in Riverside.

Dedication to School Improvement

The School is dedicated to leading the way in independent study education models through long-term improvement and advancement aligned with cutting edge educational research which benefit all students. This is demonstrated through the LCAP process, as the School openly addresses areas for improvement based on academic data, engagement data, and partner input.

Academic growth is at the heart of school improvement. The School measures academic growth primarily through benchmark assessments. (See [Appendix L: JCS Common Assessment Information](#))

[and Windows.](#)) The School's academic intervention program within MTSS is systematic and robust. Referrals to intervention are streamlined within the Beyond SST program, a web-based SST data management tool. Student goals and plans for improvement are actionable and attainable, with short-term (6 weeks) progress monitoring checks. Intervention personnel, including an Intervention Teacher/Coordinator and paraprofessional team, deliver strategic instruction with the support of research-based Tier II curriculum. In 2025, an average of 42% of students receiving Tier II academic intervention were referred back to Tier I instructional support based on intervention success and academic improvement. Additionally, an average of 57% of students receiving academic intervention support in 2025 met their CAASPP growth goal, improving more than 21 scale score points from 2024 to 2025.

In 2018, shortly after the launch of the Dashboard, it became clear that the School needed to increase paths for high school students to graduate with College and Career Readiness and this became a focus for improvement. After some extensive research, school leaders determined that dual and concurrent enrollment opportunities with community colleges was a path that aligned with the values of the School and its student population. The School collaborated with local community colleges such as Golden West College and Grossmont College. Dual enrollment courses were selected based on student interest, availability, and relevance such as Music Appreciation, ASL, Health, and Study Skills. JCS staff members promoted dual enrollment opportunities and supported the accelerated schedule and advanced assignments required by the college so that students could demonstrate success and independence. The accessibility of dual enrollment and the support of the School resulted in increasing the number of students who graduate from the School college and career ready.

Additionally, the School piloted a new program for College and Career Readiness that both informs and encourages students to seek out high level learning opportunities. The Bound for Blue program outlines three paths the School directly supports toward achieving College and Career Readiness, which is celebrated with a blue graduation cord. Milestones along the way serve as reminders and positive reinforcement for students. ([See Appendix T. Bound for Blue Flyer.](#)) Access to dual enrollment and the Bound for Blue program, along with the support of a high school counsellor and increased A-G offerings, have made a significant difference in postsecondary success. They are powerful examples of how the School is dedicated to improvement.

Another noteworthy example of the School's dedication to improvement is the Leader in Me ("LiM") initiative. Post-COVID, academic and engagement data had declined. Parents and educators expressed concerns related to the physical, mental, and social well-being of students, all of which are factors that can contribute to or hinder academic success. After significant research, the School launched the Leader in Me program, based on Stephen Covey's principles of *The 7 Habits of Highly Effective People* in 2023. According to its website, the "Leader in Me is a PK-12 evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with the leadership and life skills needed to thrive in a dynamic world."² Covey's principles and

² Leader in Me by Franklin Covey - <https://www.leaderinme.org/#:~:text=Leader%20in%20Me%20is%20a,thrive%20in%20a%20dynamic%20world.>

“habits” have become ingrained in the School’s culture, lifting student voice and leadership while empowering students to take responsibility for their goals, challenges, successes, and choices. While implementation of LiM is still too early to determine long-term outcomes, the School is beginning to see small but encouraging shifts on the Holistic Student Assessment (“HSA”), a data-driven, self-report tool developed by the PEAR Institute to measure a student's social-emotional development, resiliencies (strengths), and areas for growth in school settings. When comparing 2024 and 2025 HSA data, for example, tier 3 support needs have decreased from 19.7% to 18.9% and the average strengths score increased from 2.8 to 3.1. Notable growth related to the HSA scales is seen in Empathy (+3.89), Relationships with Adults (+3.23), and Relationships with Peers (+2.53). Additionally, challenges decreased in key areas, including Assertiveness (-3.49), Critical Thinking (-1.20), and Academic Motivation (-0.94), reinforcing that students are internalizing the habits and demonstrating measurable SEL growth.

The School is also dedicated to improvement through the growth of its leaders. Investment in leadership development with Phoenix Performance Partners (“PPP”) and the Transformational Leadership program in 2023 and 2024 is an example of this. The PPP Transformational Leadership program helps leaders foster high-performing cultures through transformative, research-backed coaching, focusing on building sustainable organizational, team, and personal growth. After the Transformation Leadership contracted series with PPP, the School has continued to develop leaders internally through book studies, PLCs, conferences, coaching workshops, and quarterly forums.

It is important to note that, while the School has achieved High Performing charter status in 2025 based on academic indicator status for all students and student subgroups performing below the state average, the 2025 Dashboard has highlighted important equity gaps and declining performance for subgroups who have received a red performance color on the Dashboard. This includes Students with Disabilities in Math, Socioeconomically Disadvantaged students in Chronic Absenteeism, and Hispanic students in Chronic Absenteeism. While the status of these groups with red indicators is better than the state averages for the groups, negative change from 2024 to 2025 indicates that intervention is necessary. Intervention actions are considered, determined, and evaluated based on partner input (via survey, focus groups, public forum, etc.) and outcome data. The School stays conservative with budget management in order to retain resources needed to address improvement as it is highlighted. Some powerful actions the school has utilized in previous years to target improvement for subgroups includes program evaluation, professional development for staff, intervention resources and support, tiered reengagement practices, parent communication methods, incentive programs, transportation options, etc.

The ongoing process of identifying growth areas, implementing improvement actions, assessing targeted interventions through progress monitoring and partner input, and celebrating successes, demonstrate the School’s long-term commitment to improvement and are documented in the School’s LCAPs.

RENEWAL RECOMMENDATION

Pursuant to Education Code Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school's placement under the performance categories, which is based on the charter school's performance under the Dashboard. Under this criterion, a charter school is placed into one of the three performance level categories: high, middle, or low. A high performing charter shall be granted presumptive renewal for a term of at least 5-7 years.

As clearly demonstrated by the evidence above, and based on the 2024 and 2025 Dashboards, the School meets renewal criteria to be categorized as a High performing charter school based on strong academic outcomes and equity; therefore, it shall be granted a renewal term of 5-7 years.

Additionally, in consideration of: (1) the School's strong relationship with the Authorizer based on transparency and collaboration; (2) the School's fiscal sustainability and the Corporation's 25 plus years of conservative financial practices that promote solvency, transparency, and stability; (3) the School's commitment to the families of Riverside County and mission to provide supportive educational opportunities that will grow and diversify its student population; and (4) the School's dedication to ongoing improvement that impact student outcomes, the School encourages the County Board to grant a renewal term of seven (7) years, from 2026-2033.

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ELEMENT 1: EDUCATIONAL PROGRAM

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

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

VISION STATEMENT

Empowering Learners with Educational Choice!

CORE VALUES

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

- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.

TARGETED STUDENT POPULATION

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

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

Together as a community, students, parents, and staff work to transform the status quo of a traditional brick and mortar educational system into one that provides a learning environment that requires students to think critically, be creative, and learn the necessary skills to become self-directed learners to survive and succeed in the 21st century. Through Independent Study, the School offers a broad variety of programs to support students in an alternative learning environment.

As of the 2025 CBEDS date, and reflected on the 2025 Dashboard, the demographic data for JCS-Pine Hills shows a diverse student population with significant representation across several groups, as displayed below in Table 6.

Table 6. 2024 Demographics for similar schools serving students in the Riverside County area (Source: Dashboard)

	Afr. Am.	Am. Ind.	Asian	Filipino	Hispanic	2+ Races	Pac Islander	White	EL	Homeless	LI	SwD
JCS-Pine Hills	4.3%	1.7%	1.7%	0.8%	34.9%	11.4%	0.4%	44.3%	0.5%	1.9%	43.6%	19.2%
TVUSD	3.5%	0.6%	6.6%	4.6%	38.5%	9.9%	0.3%	36.1%	5.1%	0.5%	36.2%	16.2%
Excelsior Corona-Norco	6.8%	--	2.3%	--	59.4%	6.8%	0.8%	24.1%	6%	5.3%	51.1%	14.3%
Audeo Valley Charter	13%	0.8%	1.7%	1.3%	64.7%	3.8%	0.8%	13.4%	11.8%	6.3%	76.9%	21.8%
River Springs Charter	5.1%	0.3%	1.2%	1.3%	53.6%	6.2%	0.2%	32%	5.8%	3.7%	59.3%	15.7%
Imagine Schools Riverside County	1.4%	0.3%	0.3%	0.1%	95%	0.8%	--	2.1%	36.5%	--	74.1%	9.9%
Pivot Charter School Riverside	2.9%	--	1.2%	1.8%	41.2%	5.9%	2.9%	43.5%	7.1%	7.6%	62.9%	27.6%
SCALE Leadership Academy East	17%	0.3%	11.5%	0.2%	12.8%	7.1%	0.5%	50.7%	16.2%	3.3%	56.4%	6.4%
Santa Rosa Academy	4.6%	0.4%	2%	4.1%	48.8%	6.5%	0.3%	33.1%	1.9%	1.2%	24.1%	10.6%

The largest racial/ethnic groups at JCS-Pine Hills are White students at 44.3% and Hispanic students at 34.9%, together comprising the majority of the school’s enrollment. Students identifying as two or more races make up 11.4%, while African American (4.3%), Asian (1.7%), American Indian (1.7%), Filipino (0.8%), and Pacific Islander (0.4%) students represent smaller portions of the population. In terms of programmatic and socioeconomic indicators, 0.5% of students are English Learners, 1.9% are identified as homeless, 43.6% are low-income, and 19.2% are students with disabilities. Overall, the data illustrates a predominantly White and Hispanic student body with a notable percentage of low-income and special education students, alongside smaller but meaningful representation from other demographic groups.

While JCS-Pine Hills is open to any TK-12 grade students who reside in Riverside County and its adjacent counties and wish to attend, the School’s student demographics should be reflective of the general population residing within Riverside County as the county of authorization. [Expanding learning centers to support diverse and high needs populations is a goal of the School, and demonstrated in this petition through the proposal of a new learning center in Hemet.](#) Additionally, variance among local schools is, in part, due to patterns of transference among schools, as seen in Table 7.

Table 7. Percentages of Students transferring into the JCS System from other schools

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

California has experienced a consistent decline in K–12 public school enrollment over the past five

years. Projections indicate this trend will persist, with the state anticipating a reduction of over half a million students by the 2031–32 academic year.³ At the same time, there is evidence that in Southern California Riverside County’s population is increasing, and school-age children make up a healthy share of the population.⁴

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

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

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

While specific enrollment data beyond the 2022–23 school year is limited, the upward trend in non-classroom-based charter school enrollment observed in previous years suggests a potential continuation of this growth. Factors contributing to this trend include the flexibility and personalized learning environments these schools offer, which have become increasingly appealing to families seeking alternatives to traditional classroom settings.

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

Enrollment Projections

The following charts provide information about 2025-26 enrollment numbers and projected enrollment for the next seven years (2026-2033), through the maximum Charter Renewal term.

Table 8. 2025/2026 Enrollment Numbers (as of 2025-26 CBEDS date)

	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
JCS-PH	43	53	50	48	47	43	58	47	61	53	47	76	53	72	751

As of Spring 2026, enrollment growth since 2025-26 CBEDS has increased by approximately 20 students. [Additionally, with the approval of the Hemet facility, the School expects an enrollment increase of approximately 80 students in 2026-27.](#) In each subsequent year after 2026-27 and

³ [Public Policy Institute of California](#)

⁴ [World Population Review](#) and [Shape Riverside County](#)

⁵ [CDE Enrollment Data](#)

through the 2032-33 school year, the School projects an enrollment increase of 2% per year. This growth will be attained by 'filling' our existing programs and opening new programs to serve the greater Riverside community.

Table 9: 2025-2033 (7-Year) Projected Enrollment Numbers

	Total Enrollment
2025/2026	771
2026/2027	861
2027/2028	878
2028/2029	896
2029/2030	914
2030/2031	932
2031/2032	951
2032/2033	970

JCS-Pine Hills will design programs and educational opportunities that meet the needs and values of families within Riverside County, the authorizing county. Based on various marketing methods (word-of-mouth, print and online advertisements, community event presence, etc. the School seeks to recruit the students of families who have a strong desire to homeschool or would like to participate in a Home Study hybrid and collegiate learning model with a combination of classroom learning opportunities four-days-a-week and one day at home for independent study. The School will also provide an educational option to students and parents in the community who are unsuccessful with their current educational choice and are seeking a different educational program with academic interventions and have the ability to oversee and monitor their child’s independent study work. Regardless of recruit methods and reasons for selecting the JCS-Pine Hills, the School’s educational program will meet the needs of all students (ex. EL, Students with Disabilities, etc.) through a personalized education plan (as well as an Individualized Education Program for students with disabilities).

INDEPENDENT STUDY ASSURANCES

The School shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51744-51749.3, 47612.5, 47634.2 and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854, and Assembly Bill 130. These laws require, minimally, that the School shall operate pursuant to an adopted Independent Study Board Policy; each student will have a Written Learning Agreement; the School will provide daily synchronous instruction; and the School must file for a funding determination as a condition of funding. The School will maintain written

contemporaneous records that document all student attendance. An annual, independent audit will be conducted by a state-approved certified public accountant. Independent study records shall be made available for audit and inspection. (See [Appendix G. JCS Independent Study Board Policy.](#))

INSTRUCTIONAL MINUTES

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

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

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

The School has designed bell schedules to outline the instructional day within the Academy environment. Instructional minute requirements for Academy students may be met within the bell schedules or in conjunction with instructional time at home, as part of a modified independent study environment.

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 their own unique and diverse educational interests, talents, or abilities; is intrinsically motivated to learn; and is a competent lifelong learner.

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

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

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

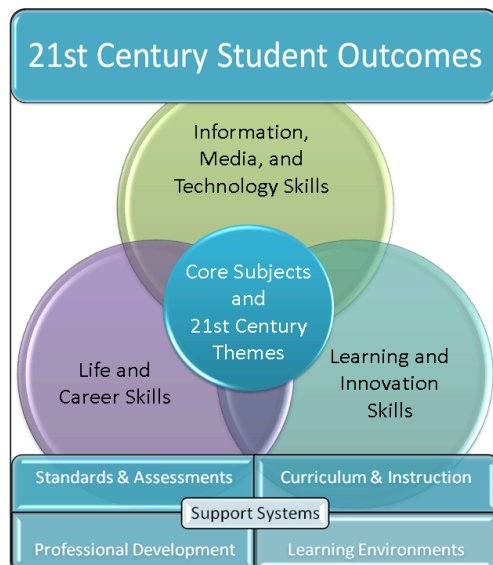
Framework for 21st Century Learning

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

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

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

Image 2. 21st Century Outcomes



Core Subjects and 21st Century Themes

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

mathematics, economics, science, geography, history, government and civics.

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

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

Learning and Innovation Skills

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

- **Critical Thinking and Problem Solving**-*mode of thinking about any subject, content, or problem in which the thinker improves the quality of their 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 Literacy**-*the ability to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society*

Life and Career Skills

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

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

21st Century Support Systems

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

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

LEADER IN ME

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

With the LiM program, JCS intends to develop systems that allow students to lead, teach, and learn from other students in all facets of their learning experience. LiM research shows that these practices, if

implemented with fidelity, will have positive impacts on the culture of our schools and improve academic student outcomes through meaningful goal setting/accomplishment and empowerment.

STUDENT LEARNING OUTCOMES






JCS-Pine Hills has developed Student Learning Outcomes (“SLOs”) based on the School’s Core Values.

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

Image 3. JCS Student Learning Outcomes

STUDENT LEARNING OUTCOMES

ALL STUDENTS WILL

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

HOW LEARNING BEST OCCURS

JCS-Pine Hills believes the best learning occurs when:

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

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

The School will align curriculum, instruction, and evaluation with the State Approved Standards (including, but not limited to, the Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards – herein referred to as the “State Standards”) to ensure student success. 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 SLOs
- 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 and setting personal and academic goals with the support of staff and parents

- Students are provided quality alternative educational options for optimum student learning

INSTRUCTIONAL DESIGN

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

Courses of study will be aligned to the State Standards, rigorous, engaging, and accessible for all students. State Standards are articulated for staff, parents and students through trainings, discussions, and modeling. Hands-on projects that reflect choice, critical thinking, creativity, and innovation will be implemented throughout all programs.

Curriculum design processes will follow backwards-design principles that identify 21st century skills as key outcomes such as *Understanding by Design* (Wiggins and McTighe, 1998), *Universal Design for Learning Science: Reframing Elementary Instruction in Physical Science* (Hanuscin and van Garderen, 2020), and *Backward Planning for Inclusive Classrooms: Inclusion by Design* (Porta, 2026). Additional books and resources used are *Mindset: The New Psychology of Success* (Dweck, 2026), *Mathematical Mindsets* (Boaler, 2015), *Differentiated Instruction* (Tomlinson, 2017), *Make Learning Personal* (Bray and McClaskey, 2015), *Powerful Teaching: Unleash the Science of Learning* (Agarwal and Bain, 2019), *Reading in the Brain: The New Science of How We Read* (Dehaene, 2025), *Culturally Responsive Teaching* (Gay, 2000), *The Seven Habits of Highly Effective People* (Covey, 2004) and Project Based Learning 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 hands-on projects, which will be incorporated into the curriculum both in HS and the academies. Project based learning provides students the opportunity to expand their knowledge and skills by investigating and responding to real-world issues using in depth questioning and problem solving.

Personalized learning curriculum design will provide opportunities to:

- Emphasize core subjects
- Focus on core subjects beyond basic competency to the understanding of core academic content at much higher levels
- Emphasize lifelong learning skills (i.e., information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills)
- Competency-based approach to learning
- Use 21st century tools to develop learning skills

- Use of digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society.

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

SOCIAL EMOTIONAL LEARNING

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

LEARNING ENVIRONMENT

JCS-Pine Hills 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, immigration status, and sexual orientation. The School has adopted and shall implement written policies relating to Independent Study as required by Education Code 51747 et. seq., which are available in [Appendix G](#).

The School offers a transitional kindergarten modified program as described in Education Code Section 48000.

Students at the School will be part of an independent study, personalized learning education model based on current educational research and accessed through a home-based learning program, resource center and/or community-based small group instruction (TK-12). Within these avenues, students benefit from personalized learning experiences and opportunities including, but not limited to, direct instruction, online classes, units of study, book study, home-based learning, hands-on projects and learning activities, community-based learning, community college and/or Career Technical Education (“CTE”) courses, work study, and a full complement of instructional resources as part of an independent study and modified independent study model.

At the high school level (grades 9–12), students engage in a personalized course of study designed in collaboration with credentialed staff, school counselors, and parents to align with graduation requirements and postsecondary goals. All high school students have access to college preparatory coursework, including University of California A-G approved courses, Career Technical Education pathways, and community college opportunities. High school students receive ongoing academic counseling and guidance to support course selection, credit attainment, and preparation for college, career, and other postsecondary pursuits. The School’s structure provides flexibility and choice while ensuring that all high school students meet established academic standards and fulfill graduation requirements.

Students at the School will not be required to attend instruction at a facility, and a significant portion of instruction occurs in the home or online with the support of parent, educational facilitator, academy teacher, and/or a subject area specialist. Parents who enroll their children in the School shall accept a collaborative responsibility for the supervision and support of their child’s learning and are integral partners in the children’s learning program. The School will work with its students and parents by providing them with high quality, appropriate educational resources and an assigned Teacher of Record with access to a team of credentialed education professionals who can provide additional support

services as appropriate. The Teacher of Record, a paid certificated staff member, will be responsible for designing, monitoring and assessing student progress, academic achievement, and the granting of attendance. Students who enroll must meet the admission criteria of the School and complete the admissions process.

Table 10 describes the roles and responsibilities of the JCS Educational Team.

Table 10. JCS Educational Team

Teacher of Record	The Teacher of Record is responsible for the independent study contract (Written Learning Agreement) and the overall success of the student. This could be an EF, an academy teacher, or an Academy Coordinator.
Educational Facilitator	Appropriately credentialed teacher who serves as the Teacher of Record assigns, assesses, and evaluates student’s work on a regular basis. (Minimum of once every twenty days and regular contact by phone, emails, text, or fax.)
Specialist	Single subject credentialed teachers who design the home study high school course to meet A-G requirements, and/or graduation requirements. A Specialist oversees course content, benchmarks, and final exams. Students communicate with Specialists on an as needed basis through in person and online office hours. Specialists also teach and record lessons and upload online to support students in their studies.
Parent	Parents are an integral part of each student’s educational program and success. Since parents know their children well, they collaborate with the school’s credentialed staff to create a personalized educational program in which the student’s success relies on their ability to be or become a self-directed, independent learner.
Academy Teacher	The Academy programs have teachers who teach classes according to their credentials and areas of expertise. Academy Teachers can also serve as the Teacher of Record. In high school academies, the academy teacher may also serve as a specialist for home study students.
Academy Coordinator	The Academy Coordinator is a credentialed Teacher on Special Assignment who has a passion and desire to grow in instructional leadership and is the onsite designee for the program. The coordinator may serve as the Teacher of Record.
MTSS Team	The MTSS team is composed of personnel who serve students through Intervention, Special Education, English Learner, Social-Emotional, and other specialized program support. They include, but are not limited to, paraprofessionals, teachers, coordinators, case managers, counsellors, psychologists, etc.

Assistant Principal	The Assistant Principal is an administrative leader within the school who oversees programs, as assigned by the Principal. The Assistant Principal may coordinate Academy, Virtual, and Home Study programs directly or delegate program coordination to a lead program coordinator or manager. The Assistant Principal may serve as the Teacher of Record.
Principal	The Principal is the administrative leader of the School, including all programs within the School. The Principal may coordinate Academy, Virtual, and Home Study programs directly or delegate program coordination to a lead program coordinator or manager. The Principal may serve as the Teacher or Record.

A Written Learning Agreement for Independent Study shall be signed by the Teacher of Record, the student, and the parent/guardian outlines the curriculum for the student while enrolled with the School. The agreement further describes the manner for submitting assignments and reporting progress and the frequency of meetings. The Written Learning Agreement will describe the student's course(s) of study, the chosen method(s) of ascertaining competence in a designated course(s) of study and, if applicable, the credit(s) the student shall receive upon successfully demonstrating competence and completing the course of study. (See [Appendix H. Written Learning Agreement.](#))

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

JCS-Pine Hills is legally available to TK-12 students in Riverside County and the adjacent counties (San Diego, Imperial, Orange and San Bernadino) and is intended for students seeking a non-traditional, home-based or small learning community-based educational setting. Students in the home-based program benefit from the ability to work independently or strong parental support and guidance. Enrollment is limited by program/facility capacity, need in the community, and availability of credentialed teachers. The adopted school calendar shall meet or exceed the required instructional days and minutes set forth by the State. Credentialed teachers will give assignments to students and students will work independently or in small group instruction to complete their assignments. Attendance is granted through work completion and time on task, versus seat-based attendance. (See [Appendix I. Assignment and Work Record](#) and [Appendix D. ICS School Calendar \[2025/2026\].](#))

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

The School delivers its educational program through two primary instructional pathways: Home Study and Academy.

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. The independent study model comprises the student, parent, Educational Facilitator and other qualified teachers.

In the Home Study Program, a California credentialed teacher referred to as an Educational Facilitator will work closely with parents and students to choose the right combination of learning programs for each individual student. In collaboration with the EF, parents give the daily instructional assistance and oversight to their children. One of the primary objectives of the School is to support and encourage families in the challenging task of educating their children. EFs assign the content each month, using State Standards aligned curriculum and resources. At times, parents, students, and staff work together to select personalized learning materials and opportunities, commonly known as Educational Material Resources (“EMRs”) and Educational Enrichment Partners (“EEPs”), which are provided by the school. 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 State Standards.

Home Study students may participate in facility-based, community-based, and virtual offerings designed to support academic, enrichment, and community-building experiences within the Home Study model. The School may provide small group instruction, grade-level or course-specific classes, workshops, enrichment activities, field trips, and other learning opportunities. These offerings may occur as ongoing, recurring programs or as short-term, specialized experiences developed in response to student interest and program needs. Additionally, the offerings may be facilitated by a qualified staff member or a vetted and approved Educational Enrichment Partner. For example, the School currently offers a once-per-week recurring opportunity at a School facility for elementary students referred to as the Learning Center, which provides opportunities for socialization, enrichment, and support in core academic areas. Instructional activities, whether ongoing or short-term, may be led by credentialed teachers when appropriate for core academic content aligned to State Standards, while enrichment and community-based experiences may also be facilitated by other qualified staff or partners. These offerings supplement Home Study instruction and, through the use of facilities and virtual platforms, the School provides flexible spaces where peers engage and strengthen both academic progress and community belonging.

At the high school level, the Home Study structure incorporates subject-area expertise through appropriately credentialed teachers referred to as Specialists, who oversee coursework in core

academic subjects. In addition to the Educational Facilitator, Specialists provide subject-matter oversight, evaluate student work, and issue final grades for the courses they oversee to ensure alignment with applicable academic standards and expectations. The Educational Facilitator remains responsible for overall student progress and coordination of the student's program, while Specialists serve as part of the instructional team supporting high school students in key content areas.

High school students may also participate in academic support opportunities throughout the week in a space referred to as INSITE. INSITE provides a structured environment for supervised independent work, collaboration, targeted academic assistance, and opportunities for student engagement and connection. Credentialed teachers and other qualified staff may be available to support students in core coursework, answer questions, and provide general academic guidance. Participation in INSITE is optional and is designed to supplement, not replace, the Home Study instructional model.

Academy Program

The Academy program operates as a hybrid instructional format in which students attend classes on campus two, three, or four days per week, with the remainder of coursework completed through independent study at home (home study days). Classes are taught by appropriately credentialed teachers. Consistent with independent study law, students receive direct instruction on campus no more than 80% of the instructional time, and at least 20% of instructional time is completed through assigned work on home study days. Attendance in the Academy program, as with all students enrolled in the School, is accounted for based upon the time value of work produced rather than daily seat-based attendance.

During on-campus days, teachers provide standards-aligned, direct instruction in a classroom setting. On home study days, students complete assigned coursework independently and may utilize an online learning management system to access materials, submit assignments, and communicate with teachers. Parent involvement remains an important component of student success during independent study time.

SCHOOLWIDE RESOURCES

Curriculum

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

Scope and Sequence

The Corporation's certificated teachers will be part of Professional Learning Communities ("PLCs"), or Job Alike Teams. Since the Corporation has been in existence for 25 years, in the 2015 school year, PLCs

developed Scope & Sequences for each grade level in English language arts, math, social studies, and science. The process began by looking at the State Standards and analyzing the key standards to address within each grade and subject area. Both the Academy and Home Study programs will use these Scope and Sequences, based on the state standards, as guiding documents when selecting and implementing the curriculum and instruction through a process of backwards design. (See [Appendix J. JCS TK-12 Scope and Sequences.](#))

Curriculum Adoption Process

When beginning the curriculum adoption process, the School will first look to identify the needs of the different student populations, as stated in [Appendix W. JCS Curriculum Development and Evaluation Policy](#). Unlike a traditional school program, JCS will need to take into account the needs of students within the various program structures, since the needs of the students in the Academy programs and the Home Study program are often different. Next, curriculum adoption teams will look at the school priorities, noting particularly WASC and LCAP. Then, the teams will work with the School's financial department for curriculum adoption monies. Finally, the team will look at which materials have been State adopted to meet State Standards. Staff will also review verified sources (ex. EdReports.org) when looking to adopt ELA, math, and EL curriculum. A subject specialist team will come together to look at materials and guide the decision-making process, including narrowing down the choices based upon alignment to State Standards, school priorities, school scope and sequence documents, and partner input. Administration will be sure to seek input from teachers who will be using the curriculum as well as parent and other partner involvement through the SSC.

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

The School will purchase sufficient resources so students have access to the instructional material, whether onsite or 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 may occur in-person, virtually, or both.

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 Curriculum

Because the School values personalization and choice, JCS students have access to a large set of instructional resources in all required subject areas. Careful consideration is given to the selection of curriculum resources, including the JCS program and learning environment. For example, instructional resources that are successful in a classroom setting, for group collaboration and learning, may not be appropriate in a more individualized Home Study setting. Since all JCS programs include an element of homeschooling, the School must ensure students have support and access to curriculum materials suitable for the homeschooling world.

The School will adopt and promote curriculum in all core subjects which are standards aligned. ELA and Math resources will be aligned to the Common Core Standards. Science will be aligned to the Next Generation Science Standards. Social Studies will be aligned to the History-Social Science Framework for California. Core curriculum may be a combination of school selected textbooks, interactive workbooks, online programs, novels, and teacher-created materials. A large bank of reproducible items, including worksheets and supplemental support, to help parents understand and support their students' learning based on the State Standards will be readily available.

While the School intends for all students to utilize instructional resources that are closely aligned to current state standards, with a level of rigor that allows students to demonstrate mastery, parents with a strong desire to homeschool may hold a different set of learning priorities, and they have the opportunity to exercise choice related to curriculum selection. To help Home Study parents identify resources for instruction, JCS, Inc. has created guides with recommendations for grade level by subject matter ([Appendix K. JCS-Inc. Home Study Recommendations](#)).

In cases when a parent in the Home Study program elects to use instructional resources misaligned to the current state standards (for example, resources adopted prior to the 2015 Common Core adoption), it is the responsibility of the EF to ensure current state standards are being met through scope and sequence alignment and supplementation. The parent-selected curriculum and additional standards-based assignments given by the EF will be documented in the assignment work record ("AWR"), ensuring the student's grade level learning is comprehensive and complete for any given subject. Regardless of adoption, all curriculum and materials must be secular.

Additionally, teachers and parents will utilize ongoing, benchmark assessment to monitor progress and assess mastery of grade-level standards. Strong student outcomes, in response to learning supported by quality instructional resources, are of paramount importance to JCS. Measuring learning and mastery of the standards will be achieved through ongoing assessment and reflection tools such as the "I Can" standards. "I Can" standards are shared with parents as guidelines for assessing student growth and ensuring students are meeting grade level expectations. (See [Appendix I. "I Can" standards](#).) Students identified as needing additional support to meet academic expectations and reach their full potential are referred for academic intervention through the Multi-Tiered System of Supports ("MTSS") program.

The table below identifies some of the most common curricular materials that may be selected for grades TK-8 in core subjects.

Table 11. TK-8 Instructional Materials

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

Additional supplemental online support is available through a variety of online educational programs such as, but not limited to, the following: IXL (reading and math), NewsELA, Reading Eggs, Typing Pal, Discovery Education, Khan Academy, RAZ Kid (Learning A-Z), Mystery Science, Flocabulary, Generation Genius, primary documents, teacher-created inquiry-based activities, labs, lectures, field trips etc.

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

High School (9-12) Curriculum

High school students enrolled in the School have access to the necessary courses for graduation and entrance to California public universities. Similar to their TK-8 colleagues, high school teachers belong to PLCs according to subject area. Each PLC works to create and update their subject-specific Scope and Sequences aligned to State Standards, write course descriptions that meet UC/CSU A-G requirements, and create common final exams to assess mastery aligned to the Standards and course content. The School has complied with all legal requirements for courses, including ethnic studies and personal finance.

Core subject courses meet UC/CSU A-G requirements. Teachers collaborate to create rigorous and relevant curriculum aligned to state standards that meet the specific rigor, content, and analytical requirements for subjects a–g. The school submits these courses for A-G course approval via the University of California A-G Course Management Portal. Instructional resources used to create rigorous and relevant core curriculum include published SBE-adopted textbooks, classic/common novels, primary documents, teacher created materials, inquiry-based activities, lectures, labs, and additional online programs. In addition, highly qualified single-subject credentialed teachers may receive specialized training to teach with methods developed by the CSU systems such as the Expository Reading Writing course.

Many electives meet UC/CSU A-G requirements. Electives are chosen based on graduation requirements, student need, and student interest. When applicable, ELA standards are addressed. Foreign Language, Physical Education (“P.E.”), and Visual and Performing Arts (“VAPA”) courses will address the State Standards for those subjects. (See [Appendix J: JCS TK-12 Scope and Sequences](#), and [Appendix S. High School Electives Course Description](#).)

High school students may take courses through several educational platforms and learning environments at the School. More traditional, in-person, group classes are taught by appropriately credentialed teachers at the Academy. Independent Study courses are also available, to support a more flexible learning model, with asynchronous learning and collaboration supported by JCS teacher evaluation and feedback. To support the distribution and receipt of course assignments, the School uses the Canvas 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.

Formative placement and progress monitoring assessments include a 9th grade math placement test, unit tests, discussions, journals, textual annotation, quick-write activities, etc. JCS final exams are developed by the Department PLCs and/or Job-alike teams to assess student mastery of state-adopted standards. Final exam assessments are proctored, timed and scored according to an Early Placement Test Rubric. High school students come to a JCS campus to take board mandated proctored finals, or (since COVID) finals may be administered virtually within a proctored secure platform.

JCS high school students may also take synchronous and asynchronous online classes with educational partners such as Edgenuity and BYU Online. Additionally, JCS students are able to take classes via dual/concurrent enrollment at local community colleges. These options for instruction at the high school level increase the A-G course catalog offerings accessible to JCS students while supporting paths to achieving College and Career Readiness status. Formative and summative assessment with educational partners are determined by the institution of instruction and aligned to course requirements.

Table 12 identifies some of the most common curricular materials that may be selected for grades 9-12 in core subjects.

Table 12. 9-12 Instructional Materials

Subject	Instructional Materials
ELA	<ul style="list-style-type: none"> ● Common Lit ● Novels and Units of Study ● Expository Reading and Writing Course (ERWC) units ● Teacher created coursework with A-G approval
ELD	<ul style="list-style-type: none"> ● Standards-Based Course designed by ELD Teacher ● Summit K12 Online Curriculum
Math	<ul style="list-style-type: none"> ● Savvas Integrated Math sequence ● Pearson Integrated Math I, II, and III (Volumes 1 and 2) ● Glencoe Mathematics with Business Applications ● Houghton Mifflin Pre-Calculus with Limits ● Pearson Elementary Statistics ● Financial Literacy curriculum, e.g. Dave Ramsey
Social Studies	<ul style="list-style-type: none"> ● Glencoe World Geography ● Pearson World History ● Pearson US History ● Magruder's American Government ● Pearson Economics ● Historical Novels ● McDougal-Littell: The Americans ● Glencoe: United States Government Democracy in Action ● Glencoe Economics Principles and Practices
Science	<ul style="list-style-type: none"> ● Inspire Earth Science ● Glencoe Science: Earth Science Geology, the Environment, and the Universe ● Inspire Biology ● Glencoe Science: Biology the Dynamics of Life ● Prentice Hall Chemistry ● Glencoe Virtual Labs ● Seeley's Anatomy and Physiology ● Supplemental Resources:

Additional supplemental instructional resources are selected by the teacher to support rigorous and relevant course materials and learning activities such as Khan Academy, pHet, TEDed, PBS Nova, BioMath, NewsELA, Crash Course videos, Data Nuggets, National Geographic, Street Law Landmark Cases of the Supreme Court, primary sources, World History for Us All (online), Stanford History Group Reading Like a Historian (online), Opposing Viewpoints in American History Vol 1 and Vol 2, Biology corner, The Buck Institute (Project Based Learning), Discovery Education, Citizen Science and HHMI Biointeractive, Virtual Chemistry and Simulations - American Chemical Society, and ChemCollective, teacher-created inquiry-based activities, labs, lectures, field trips, etc.

Technology

The Charter provides a rich library of learning materials and resources to students in all grade levels. In line with the JCS mission to support personalized learning, various high-quality and standards-aligned curricula are available for all core subjects and all grade levels. For Home Study students, these materials are housed at the JCS Resource Center in Temecula, CA, and shipped directly to students' homes when orders are placed from an internal online catalog. Additionally, the school will provide custom materials that enhance personalized learning opportunities with approval from JCS staff. For Academy students, curriculum materials and resources are aligned to Academy instruction and housed at the Pine Hills Academy programs in Temecula, CA. In compliance with the California Williams Act Settlement legislation, all students have access to required materials in good condition.

Additionally, all JCS students have access to instructional technology, including Chromebooks (1:1 ratio) and, as needed, home internet access via hotspots. All students complete an Acceptable Use Agreement in accordance with the JCS Acceptable Use Policy and Administrative Regulations. All Academy (onsite) students are issued a JCS device for use at the Academy and in the classroom, and with a signed JCS Portable Device Loaner Agreement, devices may be taken home. Academy students are not encouraged to bring personal devices to campus for learning purposes. Parents also acknowledge the school's "Uses of Technology" in the Annual Parent Notifications, which covers the Acceptable Use Policy and requirements for students using school-issued technology devices.

Home Study students have the opportunity to accept a JCS-issued Chromebook for home use. While some Home Study parents may elect to have their student use personal devices and computer equipment, all students who are age or program-eligible for state testing (CAASPP and ELPAC) must check out a JCS-issued device (Chromebook) with the secure testing browser installed or come to a JCS campus for testing with a JCS-issued device. Additionally, students in grades 2-12 participate in JCS benchmark assessments, including NWEA MAP testing, three times a year; therefore, they must also be issued a JCS device with the secure NWEA test browser installed or tested onsite at a JCS Academy with a JCS device. Parents who opt out of the JCS Portable Device program are provided instructions on how they can contact the School if their access status changes and how they can check out LEA-provided equipment.

Digital core curriculum subscriptions are ordered based on projected enrollment numbers to ensure all students have access to the necessary online curriculum. If enrollment actuals result in a need for more subscriptions, the Charter works with the publisher and/or JCS sister schools to acquire additional licenses promptly. Hot spots for home internet use are also purchased by the LEA based on results of the home internet inquiry during registration and provided to students based on need, ensuring all students have on-campus and at-home access to core curriculum instructional materials.

Distribution for LEA-provided devices takes place on campus for Academy students and via online ordering and mail shipment from the JCS Resource Center for Home Study students. Home Study students also have the option to visit the JCS Resource Center in Temecula, CA, or the local JCS

campus, and pick up materials in person. Device distribution occurs in August, prior to the start of school or on the first day of school for Academy students. Continuing Home Study students may also keep JCS-issued devices over the summer, per staff approval and assurance that the device is up to date and functioning properly.

Along with the device(s), students receive technical support and instructions on how to access online materials. Most JCS online subscriptions are accessed via Single Sign-On (SSO) and the Clever platform. Additionally, JCS users can get immediate technical support by starting a help ticket and emailing help@jcs-inc.org.

As needed and required within any student's Individualized Education Program (IEP), the School will provide adaptive technology. The School will collaborate with the SELPA to ensure adaptive technology is appropriate and available.

Ongoing Assessments

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

PROFESSIONAL DEVELOPMENT

Students 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 plan action for professional development for the whole-corporation or school, specific programs, and individual teachers. The goals and means to facilitate professional development are described below.

Professional development goals center on:

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

- Fostering safe and healthy learning and working environments, including developing strategies for improving and monitoring students' social-emotional well being

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

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

STUDENT SUPPORT

JCS-Pine Hills believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. All students will develop a personalized learning path 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. The School currently has agreements in place with two community colleges and their bookstores to pay directly for courses and texts. Students will be guided toward A-G courses and concurrent enrollment courses through our Bound for Blue program, to be considered College & Career Ready and offered opportunities to visit local colleges and universities. (See [Appendix T. Bound for Blue Flyer.](#))

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

STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

In order to directly support low achieving students, the credentialed teacher, parent(s), and student will collaborate to design the optimal personalized learning path. JCS-Pine Hills will implement a tiered RtI program within MTSS to ensure all students receive timely support and intervention as needed. This is part of the overarching SST process within the Charter.

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

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

The Student Success Team will be composed of a general education teacher, parent, intervention staff, program administrator, and any other staff member with knowledge of the student or program. SST will meet to review current data and gather background information from the parent to make an informed decision on Tier 2 interventions. These research-based interventions will be provided

consistently, systematically, and with fidelity, and will include regular progress monitoring. SST will reconvene approximately every eight weeks to review data and monitor progress. If adequate progress is not observed, students will be referred for Tier 3 interventions. These will be more intensive and at this stage assessment for special education or 504 eligibility may be discussed. Increasing intensity of intervention may include a smaller group size, additional sessions or longer time per session, and/or a more intensive intervention curriculum.

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

To assist teachers in implementing this process, the staff has access to job aids and process documents that will detail: the RtI/MTSS process for academic, behavioral and speech concerns; the steps needed to notify the SST team, as well as ongoing staff development on MTSS. Teachers will have online access to strategies in reading (phonemic awareness & phonics, decoding, fluency and comprehension), math (number sense, fluency, problem solving), writing (handwriting & fluency, mechanics, spelling and written expression), and behavior (attention, following directions, off task behavior, attention seeking behavior, hyperactivity & sensory seeking behavior). Also included will be lists of curriculum and supplemental materials, websites, and online resources to support struggling learners.

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

Identification of students who may require intervention

Students who are not acquiring academic skills at the expected rate are identified by staff through ongoing progress reports, placement tests, assessments, standardized test results, and teacher, parent and student observations. As outlined in the [Appendix L. JCS Common Assessment Information and Windows](#), benchmark assessments are used schoolwide as universal screenings to determine which students may require additional support to meet grade level expectations. Benchmark assessments include, but are not limited to:

- Kindergarten Skills Checklist
- mClass w/ DIBELS 8th Edition for K-2 students (reading difficulties screener)
- NWEA MAP Growth Assessments in Reading and Math for students in grades 2-12

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 an online collection shared with JCS staff and 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 are documented through the SST documentation, created by the general education teacher. The general education teacher consults and collaborates with the parent to ensure intervention is provided with fidelity.

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

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

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

STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Identification

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

Parent Notification

The personalized learning paths 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. When grade level acceleration is requested, the School will follow the JCS Board adopted policy for Acceleration and Retention ([Appendix N](#)).

ENGLISH LEARNERS

JCS-Pine Hills will comply with all applicable federal and state laws concerning services and the education of English Learner students, including Long-Term English Learners (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 (“RFEP”), 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 Bilingual Cross-cultural Language and Academic Development (“BCLAD”) teachers. Any teacher who does not have CLAD or BCLAD certification will be required to complete certification.

Identifying English Learners

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

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

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

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

1. Initial Assessment (“IA”) - The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
2. Summative Assessment (“SA”) - ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

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

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

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

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

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

The School will send notification of the results of the assessments within 30 days to all parents/guardians of the pupils assessed, regardless of designation. Notifications shall be written in English and other languages (as applicable and if necessary). Prior to enrollment in EL specific programs, parents/guardians will receive information about the program and opportunities for

involvement as specified by law. This will include that the participation in the EL specific program is voluntary on the part of the parent/guardian. The EL Coordinator and teachers will monitor, review and discuss progress of EL students throughout the school year.

Designated ELD Instruction

Students identified as English Learners will use a state-approved ELD core curriculum. The School may also design a customized core curriculum aligned to ELD standards with the support of a supplemental curriculum, such as SummitK12, and additional instruction with a CLAD (or other CTC authorization) certified teacher. Synchronous instruction opportunities will focus on EL standards, oral language and the collaborative components of the standards providing the teacher an opportunity for authentic assessment. Designated instruction will range from 45-60 min/day and will be incorporated into the Written Learning Agreement that parents complete. The School will offer designated instruction as integrated instruction or as a separate time depending on the learning environment and student needs. Teachers will ensure designated instruction is relevant to instruction that occurs throughout the day.

Integrated ELD Instruction

Teachers will be trained in the ELD standards and appropriate strategies specific to ELs and incorporate them into all content areas. Teachers will receive professional development to continually learn the most effective strategies, like Specially Designed Academic Instruction in English (“SDAIE”) and Guided Language Acquisition Design (“GLAD”), to scaffold content instruction, build vocabulary and academic language, and to assist students in identifying appropriate registers for various contexts.

State and ELD standards will be reviewed with parents, so their support at home is more effective. Home Study parents are given guides and support in selecting appropriate curriculum that incorporates strategies for English language development. As needed, additional personalized support with appropriately trained CLAD (or other CTC authorization) credentialed teachers, will be provided 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, Student Oral Language Observation Matrix (“SOLOM”) and local tools such as MAP are 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 classified as English Learners who are not making progress will be supported through the School's academic intervention program and MTSS system.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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

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

Students who are redesignated will be monitored for a period of four years using CAASPP, MAP Testing and teacher input to ensure they're being successful. Students who do not make progress will be supported through the School's academic intervention program and MTSS system.

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

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

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

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

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

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

Services for Students under the "IDEA"

The following description regarding how special education and related services shall be provided and funded is being proposed by the School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the County Office. 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 County Office upon execution.

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

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

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

Staffing

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

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

Pre-Referral Process

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

Development and Implementation of the IEP

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

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

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

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

study is an appropriate placement and the Least Restrictive Environment for the student to find educational success and confirm the discussion in the notes section of the IEP.

The IEP team will include all of the following members:

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

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

The School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the School will ensure their 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 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 their 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 their 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 their annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

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

Special Education Strategies for Instruction and Services

The School will offer a comprehensive inclusion program that includes push-in, pull-out co-teaching, specialized individual tutoring, extended year, etc. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of the general education classroom, the School will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Students

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

the School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

Professional Development for the School Staff

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

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

Reporting

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

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

- The basis of exit from the School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.)

Procedural Safeguards

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Due Process Hearings

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

Complaint Procedures

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

SELPA Representation

The Network shall represent itself at all SELPA meetings.

Funding

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

Section 504 of the Rehabilitation Act

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be

subjected to discrimination under any program of the School A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon

a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

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

SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

JCS - Pine Hills
GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES
<p>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). A reasonably comprehensive description of the goals, actions, and outcomes, in and aligned with the State Priorities, is provided in the School's LCAP. [See Appendix E. Local Control Accountability Plan (LCAP).]</p> <p>Local Control and Accountability Plan</p> <p>In accordance with Education Code Section 47606.5, the School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. JCS-Pine Hills shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.</p>

MEASUREABLE GOALS OF THE EDUCATIONAL PROGRAM

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

ANNUAL GOALS & PLANNED ACTIONS IN SERVICE OF GOALS

Measurable, specific, and actionable schoolwide goals are outlined in the annual LCAP. This comprehensive plan addresses all eight (8) state priorities and the SLOs listed above. The current LCAP

is on file with the County and is also available as an appendix item. (See [Appendix E. Local Control Accountability Plan \(LCAP\)](#).)

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and 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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B).

DATA ANALYSIS AND REPORTING

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

CHARTER SCHOOL MEASUREABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605.6(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). A reasonably comprehensive description of the goals, actions, and outcomes, in and aligned with the State Priorities, is provided in the School's LCAP, which is attached as [Appendix E](#).

The Goals, Actions, Outcomes, and Measurements shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include "a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics" in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the County on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by the School at the school site.

In accordance with Education Code Section 47605.6(b)(5)(B), the School's pupil outcomes are set related to increases in pupil academic achievement *both* schoolwide and for all numerically significant groups of pupils served by the School, as that term is defined in Education Code Section 52052.

HIGH SCHOOL GRADUATION REQUIREMENTS

High School Graduation Requirements are outlined in the board-approved JCS Graduation Requirements Policy. (See [Appendix O. JCS Graduation Requirements Policy](#)). Additionally, the School uses a Four-Year Graduation Plan ([Appendix R](#)) to support all paths toward meeting graduation requirements.

WASC ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

The School received its initial accreditation from WASC in 2019 and completed a self-study in 2022. As a result, a 6-year accreditation was granted with a mid-cycle progress report and visit in 2025. Accreditation was reaffirmed in Jan. 2025 the next self-study and visit is scheduled for 2028. (See [Appendix U. WASC Accreditation Certification](#).) With WASC accreditation, high school courses offered by the charter may be considered transferable to other public high schools. The School offers courses that meet California State and University of California A-G admission requirements.

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

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

ELEMENT 3: METHODS OF MEASURING STUDENT PROGRESS

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

STUDENT INFORMATION SYSTEM

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

MANDATED STATE ASSESSMENTS

The School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. The School shall submit and maintain up-to-date and accurate CALPADS data.

Please see below for a description of the assessments the School will utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area.

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

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

METHODS OF ASSESSMENT

As established in the previous section, the School will utilize a wide variety of assessments that are aligned with the curriculum and instructional program, and compliant with state expectations. They will be administered according to the assessment cycle below. The School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Table 13. JCS-Pine Hills Assessment Schedule

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

PHYSICAL EDUCATION			
PFT	5, 7, 9	State Mandated	Annually
SOCIAL EMOTIONAL			
Holistic Student Assessment	4-12	State Mandated/Norm Referenced	Annually
COLLEGE AND CAREER READINESS			
Bound for Blue	9-12	Local	TBD

REPORTING OF DATA

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

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

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

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

- **SST Referral:** Includes student profile with performance measures, the nature of the concern, what changes and accommodations have already been attempted, suggestions from the SST/Intervention team, and action items

- **Data Tracker:** Student assessment information from the current and prior years, English proficiency, SED, ethnicity, student course/grade data
- **CERS:** The California Educators Report System tracks historical assessment data for educators to access including summative and interim CAASPP and ELPAC scores.
- **Course Finals and Grades:** Report cards and Transcripts

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

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

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

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

METHODS FOR MEASURING PUPIL PROGRESS TOWARDS OUTCOMES

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

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

At the end of each semester, the Principal, and instructional staff meet to discuss all student academic grades, identify students who have failing grades and are at-promise. The School has established protocols for communicating with students and their families when students are at-promise of failing

and/or not graduating. An academic plan is developed to ensure the student is on track to graduate, which may include online courses.

CALIFORNIA SCHOOLS DASHBOARD, SARC, and LCAP

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

GRADE-LEVEL ACCELERATION & RETENTION

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

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ELEMENT 4: LOCATION

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D).

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

Education Code section 47605, subdivisions (e)(1) and (e)(2)(A), require a charter school to enroll all students who wish to attend and specifically prevent the Charter 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. (Education Code Section 51746, as specifically applied to charter schools by Education Code Section 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], Ch. 1, pg. 1.)

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

The location of each of the Charter School’s facilities is listed below. If approved, the newest resource center will be located in Hemet, CA, at 105 N. Girard Street. The building has previously served as a learning center for another independent study charter school and was designed to host

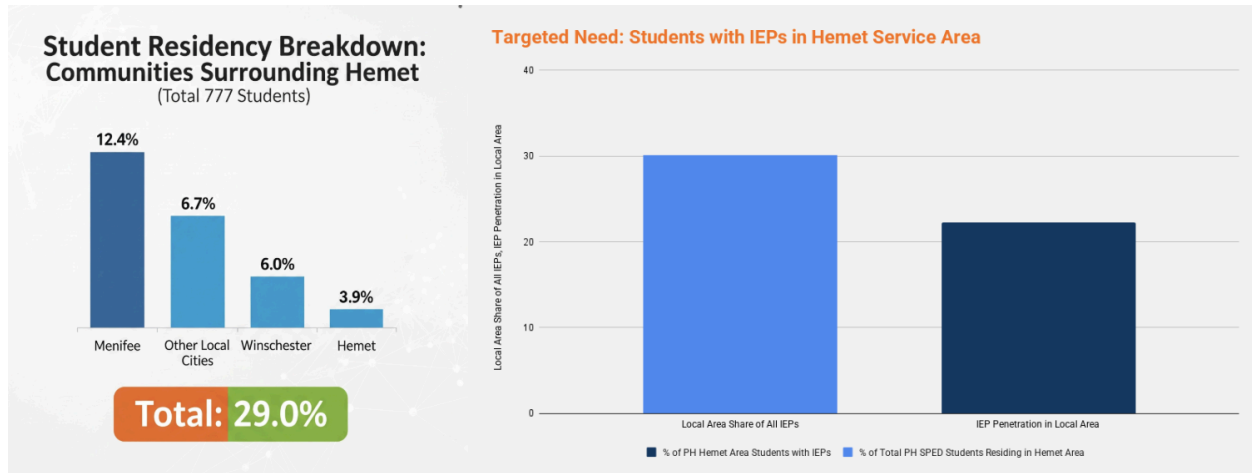
students and families with workshops, classes, and other activities on site.

Table 14. JCS-Pine Hills Academy Facilities

Address	Purpose	Status
27235 Madison Ave., Temecula, CA 92590	<ul style="list-style-type: none"> ● Pine Hills Academy TK-6 ● Home Study Offerings 	Bond Facility
29141 Vallejo Ave Temecula, CA 92592	<ul style="list-style-type: none"> ● Pine Hills Academy 7-12 ● Resource Center ● INSITE ● Home Study Offerings ● EF Meeting Rooms ● Student Services ● Staff Offices 	Bond Facility
39665 Ave. Acacias (A-G) Murrieta, CA 92563	<ul style="list-style-type: none"> ● Sub-leased to Learn4Life 	Bond Facility
72855 Fred Waring Drive (A-B) Palm Desert, 92260	<ul style="list-style-type: none"> ● EF Meeting Rooms ● Student Services ● Home Study Offerings ● Staff Offices 	Leased Facility
105 N Girard Street Hemet, CA 92544	<ul style="list-style-type: none"> ● EF Meeting Rooms ● Student Services ● Home Study Offerings ● Staff Office 	Potential Leased Facility*

*In 2018, upon the School’s initial charter approval, the Authorizer issued a verbal directive to the School that, if it were to be a countywide benefit charter school, it needed to expand beyond high concentration areas, including Temecula, and provide supportive enrollment opportunities to all students within Riverside County. Aligned with this expectation, the School is proposing the acquisition of a new facility in Hemet to support student learning and services for currently enrolled students in the area and potential new students. As shown in Image 4 (below), current enrollment in Hemet and its surrounding communities (within a 20 mile radius) is approximately 80 students. Additionally 30% of all the School’s special education students live in Hemet and its surrounding areas, while 22% of all Hemet area students have IEPs. To more successfully serve these students, the School would like to establish a Home Study Learning Center in Hemet that would include EF meeting rooms, student services (intervention, SPED, etc.), Home Study offerings, and staff offices. As required, the School has delivered a letter of notification to the Hemet Unified School District ([Appendix X. Hemet District Notification](#)).

Image 4. Hemet-related Enrollment and SPED Population



The School’s facilities are compliant with the California Building Standards Code or Field Act in accordance with Education Code Section 47610. If, at any point, the School owns its facility or 3rd-party rentals are within the rights of its lease, the School may rent occasional temporary space for events and activities.

The School 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. The Corporation’s mailing address is P.O. Box 2470, Julian, CA 92036.

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ELEMENT 5: GOVERNANCE STRUCTURE

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

GOVERNANCE

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

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

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

In addition, the School will abide by Section 1090, as set forth in Education Code Section 47604.1. By law, the School is obligated to comply with the requirements of the CPRA, the Brown Act, Section 1090 et seq. and the Political Reform Act. (See [Appendix F. JCS Articles of Incorporation, Bylaws, Conflict of Interest Policy, and Conflict of Interest Code.](#))

BOARD COMPOSITION

The Board of Directors of Julian Charter School, Inc. shall be the Board of Directors of JCS-Pine Hills. 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. The Board of Directors shall exercise final authority on all matters concerning the School. Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The Board complies with all applicable federal, state and local laws. The Board is governed in its

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

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

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

BOARD QUALIFICATIONS

The role of Julian Charter School, Inc.'s Board is to oversee and articulate the mission, vision, and direction of its charter school/s, to help develop strategies for both long and short term goals as well as long and short term budget plans; to work as a whole to have the ultimate accountability for, and authority over, resources, academics, and activities; and to 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. The Board also focuses on what is best for the organization as a whole and not an individual agenda. The Board sets policies, oversees fiscal and academic accountability; assists with Board recruitment; and hires, supervises, and releases the Superintendent.

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

SELECTION AND ELECTION PROCESS

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

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

PROFESSIONAL DEVELOPMENT

All Board members will participate in mandated training per applicable laws, including but limited to training on the Brown Act, Conflict of Interest, and Ethics (AB 2158). The School will post a log and certificates of completion on the website. Board members will be encouraged to attend local association conferences for professional development. Each Board meeting will have time allotted to train Board

members on some aspect of their position.

Additionally, the Charter School explicitly acknowledges the statutory requirement established by Assembly Bill 640 (AB 640) mandating school finance training for charter school officials. This requirement becomes effective April 1, 2027, which falls within the proposed renewal term of the Charter. The Charter School affirms its obligation to comply with AB 640 and commits to ensuring that all applicable charter school officials complete the required school finance training in accordance with the law and any implementing guidance issued by the State.

ROLES AND RESPONSIBILITIES

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

The Board of Directors operates and governs six charter schools:

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

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

Executive Authority

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

- sets and approves the organization's 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 approval, evaluates the

organization's academic success and charter renewal.

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

Board-Executive Relationship

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

Meetings

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

Individual Board Members Responsibilities

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

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

Board President

The Board President will:

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

MEETING SCHEDULE

All meetings of the Board shall comply with the Brown Act, shall take place approximately monthly, except July, and shall be held in accordance with Education Code Section 47604.1(c)(4) within the county where the greatest number of students enrolled in a Network school reside, with the opportunity for parents, community members and educational partners to participate in person at a resource center, or via Zoom or other virtual means. Notices, agendas, and minutes of meetings are recorded and retained in the Corporation's files. These records are accessible for review by the public and Authorizer on the School's website.

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

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

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

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

PARENT INVOLVEMENT

Parents will be encouraged to participate in the School Site Council (SSC) and shall be encouraged to be involved in school activities, fundraising, and advising the Julian Charter School, Inc. Board of Directors on any and all matters related to the strengthening of the JCS-Pine Hills 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 an SSC consisting of the Principal (or designee), Superintendent, parents, employees, students and community members. The SSC provides advice and input to the Board of Directors on vision and mission, policies and procedures, LCAP, and other charter school interests and activities. The Principal will recruit and assure that the number of parent representatives shall be at least as great as the number of employees from the School/Corporation. School Site Council meetings will meet quarterly.

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

Additionally, the Academy programs may have parent organizations that will provide input into the Academy operations and instructional matters. Parent input from the Home Study population will be sought through annual surveys, participation on the SSC, and opportunity to serve on the Corporate Board.

LEGAL STATUS

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

and is not a subsidiary of the County Office or other body. The Corporation currently operates and governs six charter schools, including JCS-Pine Hills.

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

INSURANCE

The bylaws of JCS, Inc. provide for indemnification of its Board, officers, agents, and employees; in addition, JCS, Inc. has purchased general liability insurance, directors' and officers' liability insurance, and a fidelity bond to secure against financial risks. The Authorizer 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 Authorizer and which by the terms of such policies, shall be notified in writing of any change in coverage. Insurance amounts are comparable to schools of similar size, location, student population and type of program.

CONFLICTS OF INTEREST

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

MEMORANDUM OF UNDERSTANDING AND AUTHORIZATION

JCS-Pine Hills expects that the details of the working relationship between the Authorizer and the School shall be delineated in an Memorandum of Understanding ("MOU"). The Corporation retains the right to separately purchase administrative or other services from the Authorizer or any other organization. Any administrative services to be purchased from the Authorizer 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 Authorizer shall be forwarded to the School in a timely fashion. The Authorizer 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 Authorizer 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 JUESD has agreed to provide facilities for the

Corporation's main administrative office located at 1704 Cape Horn Ave, Julian, CA 92036. Mailing address is P.O. Box 2470, Julian, CA 92036.

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

ELEMENT 6: 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 School Principal is the operational and instructional leader at the School and is responsible for helping the School and students achieve the outcomes outlined in this charter petition.

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

Additionally, educators 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 the School's mission and vision
- Be skilled at or willing to be trained in the current and future teaching practices used at the School
- Be knowledgeable about educational psychology and developmentally appropriate practices
- Be able to design and to tailor curriculum for individual students and groups of students
- Enjoy working and being with students
- Be facilitators of learning rather than dispensers of knowledge
- Be committed to making a difference in the quality of the School and in the lives of the students and staff

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

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

BASIC EMPLOYEE QUALIFICATIONS

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

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

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

ESSENTIAL ELEMENTS OF SENIOR LEADERSHIP

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

- Leads by example
- Forges positive and constructive relationships across the organization
- Possesses demonstrated strategic planning leadership and executive decision making abilities
- Tracks progress on objectives
- Has strong project management, communication, conflict management and influencing skills
- Is an excellent problem solver with the ability to executive both “big picture” and fundamental initiatives
- Possesses the ability to formulate metrics and evaluations of performance
- Has demonstrated initiative and self-motivation
- Keeps senior management informed of organizational and environmental changes and trends that may impact the organization
- Leads cross-functional strategic projects, and facilitate an integrated approach to problem solving and strategic planning
- Demonstrates high levels of sound, independent decision making
- Assumes high levels of responsibility for decisions
- Accepts high levels of accountability in the position

- Has both depth and breadth of specialized knowledge and skills to perform the necessary functions
- Maintains a high level of organizational management for day-to-day responsibilities of the department and organization
- Is able and willing to be flexible if it benefits students
- Has experience in school and/or business management

Employee qualifications for the leadership positions listed below can be found as [Appendix Y. Senior Leadership Job Qualifications and Descriptions.](#)

Superintendent

The primary responsibility of the Superintendent is to serve as the Network’s educational leader. The Superintendent serves as liaison with all groups represented in the school community including teachers, parents, community service organizations, Authorizer personnel and the governing board. The Superintendent is charged with creating collegial relationships, facilitating collaborative decision making and developing methods to support diverse learners. The Superintendent reports to Julian Charter School, Inc.’s Governing Board. See [Appendix Z. Role of the Board and Role of the Superintendent Policy.](#)

Director of Operations

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

Principal

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

Director of Human Resources

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

Financial Controller

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

Accountability Coordinator

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

APPROPRIATELY CREDENTIALLED TEACHERS

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

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

The proposed student to teacher ratio within the School is 25:1.

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

- Grow Professionally
 - Stay knowledgeable about current educational best practices through learning, practicing and reflecting in order to remain a lifelong learner.
- Use Best Practices in the Classroom
 - Identify student academic level and learning style. (Analyze)
 - Utilize State Standards and JCS scope and sequence to develop lessons using various digital tools and resources. (Design)
 - Consistently monitor and enforce behavior expectations. (Management)
 - Utilize a classroom schedule and routines to ensure appropriate coverage of all learning targets. (Management)
 - Use different teaching models (group investigation, advanced organizers, cooperative learning, project based learning, Socratic dialogue, inquiry, etc.) to personalize and guide student learning. (Management)

- Create and utilize formative and summative assessments to guide instructional decisions. (Assess)
- Complete necessary requirements and documentation for attendance, learning period reporting and report cards. (Document)
- Use assessment data to seek and find students needing intervention. (Document)
- Participate as an IEP or 504 team members for students on roster. (Document)
- Impact Student Learning
 - Provide evidence to demonstrate student academic growth.
 - Maintain professional communication and interaction with students and parents to influence positive attitudes towards learning.
- Collaborate with Colleagues
 - Actively contribute to and participate in Professional Learning Communities.
 - Work with other teachers on cross-curricular projects.
 - Work with grade level or subject teams to improve student learning and success.
- Contribute to the School Community
 - Be an active member of the school culture.
 - Attend and participate in program activities.
 - Understand and impact the school community.
 - Meet school engagement expectations.
 - Model and embrace the school's philosophy.
 - Actively contribute in staff meetings.
 - Work cooperatively to accomplish supervisor expectations.
 - Maintain high levels of communication with colleagues, supervisors, and administrators.
 - Attend and participate in school wide meetings and events.
- Other duties as needed or required

STAFF RECRUITMENT, SELECTION, DEVELOPMENT, AND EVALUATION PLAN

JCS has developed a comprehensive plan for recruiting, selecting, developing, and evaluating staff and charter school leaders. This begins with a strategic approach to identifying the school's staffing needs. Each year, school leadership reviews enrollment projections, program requirements, and certification mandates to determine the positions that must be filled and the qualifications required. Job descriptions are written clearly to reflect essential responsibilities, required credentials, preferred experience, and alignment with the School's mission and values. Recruitment efforts are comprehensive and intentional, utilizing education-focused job boards, professional networks, and community outreach to attract a diverse pool of qualified candidates. When possible, establishing a

recruitment timeline—ideally beginning several months before the next school year—ensures access to strong candidates and supports the development of a consistent talent pipeline.

Once applications are received, the selection process follows a structured, multi-step approach designed to evaluate each candidate’s fit and effectiveness. Initial screening includes reviewing resumes for qualifications and conducting interviews to gauge communication skills and alignment with instructional philosophy. Promising candidates may then participate in formal interviews with school leaders and staff using structured, behavior-based questions. Performance tasks, such as demonstration lessons for teacher applicants or problem-solving scenarios for leadership candidates, provide insight into practical skills and professional judgment. Reference checks with previous supervisors and required background screenings help confirm the candidate’s suitability for employment. After considering all evidence, the hiring committee makes a final decision and issues an offer pending the completion of all documentation.

Once hired, staff and school leaders engage in a purposeful onboarding process that introduces them to the school’s mission, instructional expectations, operational procedures, and culture. Ongoing professional development occurs throughout the year, aligned to both school goals and individual growth needs. All teachers benefit from regular training in curriculum implementation, data-driven instruction, differentiated teaching strategies, and classroom management. Leaders receive coaching in staff supervision, school culture, strategic planning, and compliance. Instructional coaching, including observations, feedback cycles, and goal-setting sessions, plays a central role in supporting continuous improvement for all staff members. New teachers and leaders who possess preliminary credentials are enrolled in LEA-sponsored induction programs which provide professional support, coaching, and the opportunity to clear their credential. JCS believes that establishing clear career pathways further encourages long-term engagement by giving employees opportunities to grow into roles such as teacher leaders, instructional coaches, or administrators.

Evaluation of staff and school leaders is outlined in the STAR evaluation ([Appendix P](#)) and designed to be consistent, transparent, and tied to measurable criteria. Teacher evaluations may include formal observations based on a research-based rubric, analysis of student learning outcomes, and review of professional responsibilities such as collaboration, communication, and contribution to school culture. Leaders are evaluated on schoolwide academic performance, staff development, operational effectiveness, and the quality of school climate and culture. The evaluation cycle begins with goal-setting at the start of the year, followed by mid-year reviews, routine feedback, and a summative end-of-year evaluation. When performance concerns arise, individualized improvement plans with targeted coaching and defined timelines support employees in meeting expectations.

Finally, retention is strengthened by fostering a positive school culture that values staff voice, supports work-life balance, and celebrates achievements. Recognition programs, consistent communication, collaborative practices, and intentional efforts to build community contribute to a workplace where staff feel respected, supported, and motivated to remain part of the school’s mission. Together, these strategies create a cohesive, sustainable approach to staffing that supports high-quality instruction, strong leadership, and long-term organizational success.

ELEMENT 7: HEALTH AND SAFETY PROCEDURES

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G).*

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

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

PROCEDURES FOR BACKGROUND CHECKS

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

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

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

IMMUNIZATIONS

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

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

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

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

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

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

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

MEDICATION IN SCHOOL

The School will adhere to Education Code Section 49423 regarding administration of medication in school. The School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall

comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

VISION, HEARING, AND SCOLIOSIS

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

DIABETES

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

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

SUICIDE PREVENTION POLICY

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

STUDENT IDENTIFICATION CARDS

The Charter School acknowledges and affirms its obligation to comply with California school safety requirements for student identification cards as set forth in Education Code section 215.1, as amended by Assembly Bill 727 (AB 727). The Charter School recognizes that, effective July 1, 2025, all newly issued student identification cards for students in grades 7–12 must include the National Domestic Violence Hotline, the 988 Suicide and Crisis Lifeline, and The Trevor Project's LGBTQ+ suicide prevention hotline, including both the phone number and text line. The Charter School commits to ensuring that all applicable student identification cards issued on or after the effective date fully comply with Education Code section 215.1 and AB 727, as part of its comprehensive approach to school safety, suicide prevention, and student well-being.

PREVENTION OF HUMAN TRAFFICKING

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

ALL GENDER RESTROOMS

On or before July 1, 2026, the School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

SCHOOL MEALS

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

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

RECESS

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

CALIFORNIA HEALTHY YOUTH ACT

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

MENTAL HEALTH EDUCATION

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

MENTAL HEALTH INFORMATION

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

SCHOOL SAFETY PLAN

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

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

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

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

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

WORKPLACE VIOLENCE PREVENTION PLAN

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

MENSTRUAL PRODUCTS

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

BLOOD-BORNE PATHOGENS

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

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

DRUG, ALCOHOL, AND SMOKE FREE ENVIRONMENT

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

FACILITY SAFETY

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

COMPREHENSIVE ANTI-DISCRIMINATION AND HARRASSMENT POLICIES AND PROCEDURES

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

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

BULLYING PREVENTION

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

SUPPORTING LGBTQ+ STUDENTS

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

SAFETY ACT

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

HOMICIDE THREATS

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

GUN SAFETY NOTICE

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

ATHLETIC PROGRAMS

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

TRANSPORTATION SERVICES

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

EXTREME WEATHER POLICY

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

ELEMENT 8: STUDENT POPULATION BALANCE

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

- Development of promotional and informational material that appeals to the racial and ethnic, special education, and EL groups represented in the County
- 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.
- Contact local private elementary, middle and high schools to inform them about the School
- Host tours and informational meetings onsite during the school year.
- Utilize social media and online marketing strategies.
- Ensure the enrollment process timeline allows for a broad-based recruitment and application process.

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

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

TARGETED OUTREACH

Based on the demographics of the County, JCS-Pine Hills will work on outreach efforts to meet the School's goals for establishing a diverse student enrollment reflective of the County. This may include: print and online public advertisements, word-of-mouth, establishing new resource centers in geographical areas where diverse student populations reside, etc.

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ELEMENT 9: 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 the Julian Charter School, 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.

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

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

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

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

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

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ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

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

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination

notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

Suspension and Expulsion Procedures for the School are reasonably comprehensively described in the Board-approved JCS Suspension and Expulsion Policy. (See [Appendix O. JCS Suspension and Expulsion Policy](#).)

ELEMENT 11: EMPLOYEE RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the charter 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 Julian Charter School, Inc. who work at the School must participate in the State Teachers' Retirement System ("STRS"), Public Employees' Retirement System ("PERS"), or Social Security, depending upon each individual's eligibility.

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

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

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

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ELEMENT 12: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L)

DISPUTES BETWEEN THE SCHOOL AND THE AUTHORIZER

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

The School and the Authorizer 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 Authorizer, the School and the Authorizer agree to first frame the issue in written format ("dispute statement") and to refer the issue to the Charter Office and JCS Superintendent, 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 Authorizer's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

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

If this joint meeting fails to resolve the dispute, the County Superintendent and JCS Superintendent, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and JCS Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the 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 Authorizer and the School.

INTERNAL DISPUTES

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

ELEMENT 13: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(M)

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

The 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. As such, the School will be open to any TK-12 grade students who wish to attend.

The School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Each year, the Board shall establish the maximum capacity of the School, in accordance with Education Code Section 47605.6(e)(2)(B). The School shall admit all students who wish to attend the School. No test or assessment shall be administered to students prior to acceptance and enrollment into the School. The School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3.

In accordance with Education Code Section 47605.6(e)(4)(A), the School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the School shall not encourage a pupil currently attending the School to disenroll from the School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the School shall post a notice developed by the CDE on the School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

Admission to the School requires a commitment from both students and parents to the goals and vision of the Julian Charter School, Inc. All prospective students and their parents or guardians must complete an enrollment application before admission.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records⁶

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 currently enrolled students in the School; (2) Employees’ children; (3) Students in the Network; (4) Siblings of students in the Network; (5) Residents of the County.

In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. The School and the authorizer agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(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 Superintendent or designee). 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.

⁶ In accordance with Education Code Section 47605(e)(4)(B), the School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The 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 at least two weeks 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 with students accepted for enrollment on the basis of available capacity. Waitlists will be maintained for the current enrollment year only. Waitlists will not carry over to the following year and those applicants on the waitlist must re-apply the following year.

In accordance with Education Code Section 47605.6(e)(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 School shall comply with all laws establishing minimum and maximum age for public school attendance.

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ELEMENT 14: 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)

Pursuant to Education Code Section 47605.6(c)(5)(L), the Charter School shall provide a description of the public school attendance alternatives available to pupils residing within the county who choose not to attend the Charter School. Pupils who elect not to enroll in the Charter School, or who later choose to withdraw, may attend other public schools within the county of residence in accordance with applicable state and local enrollment requirements.

These alternatives include, but are not limited to, traditional district-operated public schools, other charter schools authorized within the county, and any additional public school programs or settings for which the pupil is eligible. Enrollment in these alternatives is subject to space availability, district policies, and applicable provisions of state law.

Information regarding public school attendance options is made available to parents, guardians, and pupils upon request, ensuring families are fully informed of their rights and choices within the public education system. The Charter School does not limit or restrict a pupil's ability to seek enrollment in other public school programs and affirms that families retain access to all public school options provided by law.

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ELEMENT 15: RETURN RIGHTS OF EMPLOYEES

Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O)

Persons employed by the School are not considered employees of the County Office for any purpose whatsoever. No public school district employee shall be required to work at the School. Employees of the County Office who choose to leave the employment of the Authorizer to work at the School shall have no automatic rights of return to the County Office after employment by Julian Charter School, Inc. unless specifically granted by the Authorizer 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 Authorizer to work for JCS, Inc. at the School as the Authorizer determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit within Riverside County school or any other school district will not be transferred to JCS-Pine Hills for use, but will be collected for retirement credit.

Additionally, a JCS employee's sick and/or vacation leave may only be transferred to and from a charter within the JCS Family of schools. When employment with JCS ends, an employee's sick and/or vacation leave may not be transferred to an LEA outside of the JCS Family.

All JCS staff are at-will employees. JCS employees do not earn service credit (tenure).

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ELEMENT 16: CLOSURE PROCEDURES

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

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 Authorizer with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The School will store original records of School students at the JCS Central Office. All student records of the School shall be transferred to the JCS Central Office upon School closure.

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

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

reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

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

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

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

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

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

JCS, Inc. will comply with all requirements related to the transference and maintenance of personnel records. In California charter schools, personnel records must be maintained and transferred in a way that protects privacy and complies with state and federal laws. Schools are required to keep accurate, organized personnel files that include documents such as applications, credentials, evaluations, and employment agreements, while storing sensitive items like medical information and I-9 forms in separate, confidential files. Employees have the legal right to review and obtain copies of their personnel records, and the school must provide access within 30 days of a written request. These records must be stored securely—either in locked cabinets or in protected digital systems—with access limited to authorized staff.

When employment ends, JCS, Inc. will keep personnel records for at least three years, and comply with the retention requirement of additional documents, such as payroll or immigration forms. If the Corporation closes, personnel records will be transferred to the authorizer or another designated entity as part of the required closure procedures, ensuring they remain intact and confidential. Records will never be shared with outside employers without the employee's written consent. When it is legally appropriate to dispose of records, the School will use secure methods such as shredding or encrypted deletion. Overall, the goal is to protect employee privacy while ensuring that records remain accessible, accurate, and compliant with California law.

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MISCELLANEOUS CHARTER PROVISIONS

BUDGETING AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

The School's 3 Year Budget Projections and Cash Flow is available as [Appendix B](#).

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

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

In addition, JCS, Inc. shall adhere to the County's reporting requirements including, but not limited to, CBEDS, Average Daily Attendance, 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.

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

ADMINISTRATIVE SERVICES

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

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

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

At any time, the School may discuss the possibility of purchasing administrative services from the County Office. 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 Authorizer and subject to the Authorizer's availability and willingness to provide such services.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code 47605.6(h).

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

Pursuant to Education Code Section 47604(d), any entity that grants a charter to a charter school operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the entity has complied with all oversight responsibilities required by law. As such, JCS, Inc. shall work diligently to assist the Authorizer 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.

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

INDEMNIFICATION AND HOLD HARMLESS

With respect to its operations under this Charter, the Authorizer and the 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.

MATERIAL REVISIONS

Material revisions to the charter shall be made pursuant to the standards, criteria and timelines in Education Code Sections 47605.6 and 47607.

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

SEVERABILITY

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

COMMUNICATIONS

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

Corporation/School

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

Authorizer

Riverside County Office of Education
3939 Thirteenth Street
Riverside, California 92501

TERM AND RENEWAL

By approving this charter petition, the Riverside 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, Julian Charter School, Inc. shall work cooperatively with the Authorizer to answer any questions regarding the School or this charter.

Julian Charter School, Inc. requests that the Authorizer grant a charter to operate the School for a seven-year term commencing July 1, 2026, and expiring on June 30, 2033.

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

REVOCATION

The Authorizer 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

CHARTER APPENDICES

- A. [Summary of Bond](#)
- B. [3 Year Budget Projections and Cash Flow](#)
- C. [JCS Organizational Chart](#)
- D. [JCS Calendar \(2025/2026\)](#)
- E. [Local Control Accountability Plan \(LCAP\)](#)
- F. [JCS Articles of Incorporation](#), [Bylaws](#), [Conflict of Interest Policy](#), and [Conflict of Interest Code](#)
- G. [JCS Independent Study Policy](#)
- H. [JCS Written Learning Agreement](#)
- I. [JCS Assignment and Work Record](#) & [“I Can” Standards](#)
- J. [JCS TK-12 Scope and Sequences](#).
- K. [JCS-Inc. Home Study Recommendations](#)
- L. [JCS Common Assessment Information and Windows](#)
- M. [JCS Admission Policy](#)
- N. [JCS Acceleration and Retention Policy](#)
- O. [JCS Suspension and Expulsion Policy](#)
- P. [STAR Teacher Cover Sheet & Rubric](#)
- Q. [JCS Graduation Requirements Policy](#)
- R. [JCS Four-Year Graduation Plan](#)
- S. [High School Electives Course Description](#)
- T. [Bound for Blue Flyer](#)
- U. [WASC Accreditation Certification](#)
- V. [El Dorado County Charter SELPA Governance Information](#)
- W. [JCS Curriculum Development and Evaluation Policy](#)
- X. [Hemet District Notification Material Revision](#)
- Y. [Senior Leadership Job Qualifications and Descriptions](#)
- Z. [Role of the Board and Role of the Superintendent Policy](#)

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

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SUMMARY OF CHARTER REVISIONS/UPDATED FOR RENEWAL SUBMISSION

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

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

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

Language Changes, present throughout the Charter document:

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

Additional Changes:

- Updated Education Code 47605 to 47605.6, which governs the petition, approval, and operation of countywide charter schools.
- Added "Charter Renewal Criteria" section after "Leadership" section.
- Added narrative about enrollment trends in CA public schools taken from [Public Policy Institute of California](#) and [CDE Enrollment Data](#). (Element 1, Targeted Student Population)
- Updated projected enrollment data by school instead of by program and grade level. (Element 1, Enrollment Projections)
- Added Master Bell Schedule. (Element 1, Instructional Minutes)
- Added "Leader in Me" section. (Element 1)
- Added information about the charter's approach to Social-Emotional Learning instructional design. (Element 1, Instructional Design)
- Added Assistant Principal and Principal roles to the Educational Team. (Element 1, Educational Team)
- Add Immigration Status as a group for which the School will not charge tuition and will not discriminate against (Element 1, Program Overview)

- Updated Academy address, campus description, and grade levels served due to new facility as of 2022 and program changes. (Element 1, Program Overview, Academy Program)
- Removed Math Coach and Athletics program. (Element 1, Instructional Resources)
 - Note - Due to funding and staffing changes, these positions have been eliminated. As additional funding becomes available (and as the need is demonstrated), these resources will be prioritized and reflected in our LCAP.
- Update curriculum due to new adoption and discontinuation/abandonment. (Element 1, Curriculum)
- Added that, Post-COVID, some High School Finals will be administered virtually within a proctored and secure platform. (Element 1, 9-12 Home Study Curriculum)
- Added Technology section. (Element 1, Schoolwide Resources)
- Added Reading Difficulties Screener. (Element 1, Identification of Students Who May Require Intervention)
- Updated WASC Accreditation information to include initial accreditation (2019), self-study and renewal (2022), and mid-cycle progress report and visit (2025). (Element 2)
- Added note about the school's approach and timing for testing high school students in Science (CAST). (Element 3)
- Updated Assessment Schedule to include SEL survey and Reading Difficulties Screener. (Element 3)
- Added California Schools Dashboard as public accountability website for reporting data. For other Data Report Methods, replaced Student Profile Report with Data Tracker and added CERS. (Element 3, Reporting of Data)
- Added "Conflict of Interest and Ethics Training" to the Professional Development section. (Element 4, Professional Development)
- Added Element 4: Location section.
- Updated the BOD's scope of authorization and governance from three (3) to six (6) JCS charter schools. (Element 5)
- Updated the boarding meeting schedule and the minimum number of board meetings from four to ten meetings per year. (Element 5)
- Added "CPR Certified" as a qualification for Staff Members. (Element 6)
- Removed, Added, and Replaced Positions based on New Org Chart. (For Example: Removed Chief Academic Officer, Added Principal, and Replaced Chief Operations Officer with Director of Operations) (Element 6)
- Added Student to Teacher Ratio. (Element 6)
- Added Staff Recruitment, Selection, Development, and Evaluation Plan section. (Element 6)
- The following sections were added to Element 6: Prevention of Human Trafficking, All Gender Restrooms, School Meals, Recess, California Healthy Youth Act, Mental Health Education, Mental Health Information, School Safety Plan, Safety Act, Workplace Violence Prevention Plan, Menstrual Products (replaced Feminine Hygiene Products), Bully Prevention, Supporting LGBTQ+ Students, Homicide Threats, Gun Safety Notice, Athletic Programs, Transportation Services, Extreme Weather Policy. (Element 7)
- Add text about AB 1651 (2023) and the storage of emergency epinephrine auto-injectors (Element 7, Medication in School)
- Added Social Media as a recruitment strategy (Element 8)

- Changed language to say employees **must** participate in state retirement systems, instead of **shall**. (Element 11)
- Added language to explicitly state that JCS is an at-will employer; therefore, the school does not participate in collective bargaining, does not transfer sick/vacation leave, and employees do not earn service credit (tenure). (Element 15)
- Added language to address the process for transferring/maintaining personnel records upon closure. (Element 16)
- Added text to distinguish between Corporation and LEA closers: “If the Corporation closes, the authorizer will maintain the records. If the school closes and the non-profit is still active, the Corporation maintains the records.” (Element 16)
- Added information about funding sources. (Miscellaneous Charter Provisions, Budgeting and Financial Reporting)
- Added resources that outline HR processes, payroll, leaves, risk management, etc. (Miscellaneous Charter Provisions, Administrative Services)
- Added information about CMO/Back Office Provider (Miscellaneous Charter Provisions, Administrative Services)

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