

---

# Julian Charter School

A California Public Charter School

---

Petition for Charter Renewal  
Submitted to Julian  
Union School District

---

Renewal Term:

July 1, 2011 – June 30, 2016

---

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

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

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

*Assembly Bill (AB) 1994 (Reyes), Chapter 1058/02, made significant revisions to charter school law regarding charter petitions and approvals, financial reporting, and the location of charter school operations. The provisions of this charter reflect these changes in charter law.*

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

- 1) *Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years*
- 2) *Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years*
- 3) *Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years*
- 4) *The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.*

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

**Table of Contents**

---

**Affirmations/Assurances .....5**

**I. Founding.....7**

**II. Educational Philosophy and Program.....7**

Mission Statement..... 7

Vision Statement..... 7

Core Values ..... 7

Educational Program .....8

    Curriculum, Instruction, Learning Environment and Staff Development .....9

        Curriculum, Resources, and Instructional Design .....9

        Optimal Learning Environment..... 10

        Professional Development..... 10

    Students Who Are Academically Low Achieving..... 11

    Students Who Are Academically High Achieving..... 11

    English Learners ..... 11

    Students with Disabilities..... 11

    Section 504 Plans..... 12

Educational Philosophy ..... 12

**III. Measurable Student Outcomes and Other Uses of Data..... 14**

Measurable Student Outcomes ..... 14

Academic Performance/Academic Performance Index ..... 15

Methods of Assessment ..... 15

Reporting of Data ..... 16

Use of Achievement Data to Monitor and Improve the School’s Educational Program ..... 16

**IV. Governance Structure ..... 17**

Legal Status ..... 17

Insurance..... 17

Conflict of Interest ..... 17

Governance ..... 17

    Board of Directors ..... 17

    Advisory Council ..... 18

    Board of Directors Meetings ..... 18

Memorandum of Understanding (MOU) ..... 18

Administrative Services ..... 18

**V. Human Resources..... 19**

Qualifications of School Employees..... 19

Benefits .....	20
Employee Representation .....	20
Rights of School District Employees .....	20
Health and Safety .....	21
Dispute Resolution .....	21
<b>VI. Student Admissions, Attendance, and Suspension/Expulsion Policies .....</b>	<b>22</b>
Student Admission Policies and Procedures .....	22
Non-discrimination.....	23
Public School Attendance Alternatives.....	23
Suspension/Expulsion Procedures.....	23
<b>VII. Financial Planning, Reporting, and Accountability .....</b>	<b>24</b>
Budget, Financial Reporting, and Audits .....	24
Reporting Requirements .....	25
Administrative Services .....	25
Facilities .....	25
Notifications .....	25
Transportation.....	25
Closure Protocol.....	26
<b>VIII. Impact on the Charter Authorizer.....</b>	<b>27</b>
Intent .....	27
Civil Liability.....	27
Indemnification and Hold Harmless .....	28
<b>IX. Miscellaneous Clauses.....</b>	<b>28</b>
Amendments.....	28
Severability.....	28
Communications.....	29
<b>X. Term, Renewal and Revocation .....</b>	<b>29</b>
Term and Renewal.....	29
Revocation.....	29
<b>Appendix.....</b>	<b>31</b>
Julian Charter School Independent/Personalized Learning Education Model .....	33
Enrollment.....	33
Framework for 21st Century Learning (ESLRs).....	34
Academic Performance/Academic Performance Index Data .....	36
Organizational Chart 2010-2011 .....	37
Facilities .....	38

## Affirmations/Assurances

---

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

- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Education Code Section 47605(d)(1)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the afore-mentioned characteristics). [Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- Shall meet all statewide standards and conduct the student assessments pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Education Code Section 47605(c)(1)]
- Shall ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility is given to non-core, non-college preparatory teachers. [California Education Code Section 47605(l)]
- Shall require its teachers of core academic subjects to satisfy applicable “highly qualified” requirements in accordance with the No Child Left Behind Act.
- Shall comply with Education Code Section 44237 and 45725.1.
- Shall be deemed the exclusive public school employer of the employees of Julian Charter School for purposes of the Educational Employment Relations Act. [Education Code Section 47605 (b)(5)(O)]
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Title 5 California Code of Regulations Section 11967.5.1(f)(5)]
- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D) and meet or exceed the legally required minimum of school days.
- Shall, if a pupil is expelled or leaves the School without graduating or completing the school year for any reason, notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [California Education Code Section 47605(d)(3)]
- Shall follow any and all other federal, state, and local laws and regulations that apply to the School including, but not limited to:
  - Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - Shall on a regular basis consult with its parents and teachers regarding the School's educational programs.
  - Shall comply with any applicable jurisdictional limitations to locations of its facilities.
  - Shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - Shall serve students with disabilities in the same manner as such students are served in other public schools.
  - Shall comply with nonclassroom-based instruction funding determination requirements
  - Shall comply with all applicable portions of the No Child Left Behind Act.
  - Shall comply with the Public Records Act.
  - Shall comply with the Family Educational Rights and Privacy Act (FERPA).
  - Shall comply with the Ralph M. Brown Act.
  - Shall meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System.
  - Shall, as required by Education Code Section 47612.5, meet the requirements of Education Code Section 51745, et. seq., related to independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code Section 51745(e) pursuant to Section 11705 of the California Code of Regulations.
  - Shall identify and report to the Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through non-classroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education.
  - Shall comply with the Education Code Section 47610 and 47610.5 as applicable to the facilities operated by the School.
  - Shall adhere to reporting requirements including, but not limited to, CBEDS, ADA, SARC, annual audits and all financial reports and data and promptly respond to all reasonable inquiries from the District, the county office of education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.

Authorized Representative's Signature \_\_\_\_\_

Date: \_\_\_\_\_

## I. Founding

---

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

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

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

## II. Educational Philosophy and Program

---

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

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

### Mission Statement

---

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

### Vision Statement

---

JCS—the right choice for personalized learning.

### 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.

## **Educational Program – Students to be Served**

---

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

Parents who enroll their children in JCS accept primary responsibility for their children’s education and are integral partners in the children’s learning program. The School works with its students and parents/parent-teachers by providing them with high quality appropriate educational resources, an assigned Teacher of Record – an educational facilitator (EF or “facilitator”), academy coordinator or homeroom teacher – and access to a team of education professionals who can provide additional support services as appropriate. The Teacher of Record, a paid certificated staff member, is responsible for regular, periodic evaluation of student progress and academic achievement. Students who enroll must meet the admission criteria of JCS and complete the admissions process.

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

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

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

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

Julian Charter School is accredited by the Western Association of Schools and Colleges (WASC) through June 30, 2016. Therefore, all secondary courses are transferable to other public high schools and eligible to meet college entrance requirements. In addition, JCS offers courses approved by the University of California and the California State University which are creditable under the “a” to “g” admissions criteria. This information about secondary courses is provided to parents through the Teacher of Record, Academic Counselor(s), the Parent Handbook, information mailed to families, and the JCS web site. All Teachers of Record assigned high school students are trained in the requirements of a-g coursework and high school graduation policies and procedures.

### *Curriculum, Resources, and Instructional Design – How Learning Best Occurs*

---

Departmental and curricular teams select the core and ancillary instructional materials most frequently utilized at JCS. In addition to standards-aligned core curriculum choices, JCS instructional design frequently blends at-home study with onsite classes and online programs of high quality. *21st Century Skills Maps* and *Information and Communication Technology (ICT) Literacy Maps* (Partnership for 21st Century Skills, 2004-2010) illustrate the intersection between 21st century skills and literacies and core academic subjects, while demonstrating how to make the teaching and learning of core subjects more relevant to the demands of the 21st century. The fusion of the three Rs and four Cs (critical thinking and problem solving; communication; collaboration; and creativity and innovation) provides for enhanced curriculum design, supports 21st century teaching and learning, and offers a variety of learning environments (e.g., JCS Online, problem-based learning (PBL), independent study, collaborative study, symposia, Service Learning, Elluminate, etc.).

Students have a variety of avenues to pursue their education including online learning, personalized assignments, direct instruction, classroom instruction, community college coursework, ROP classes, service learning, Work Experience Education (WEE), a large selection of community-based instruction (VCI), and a full complement of instructional resources. Courses of study are standards-aligned, rigorous, engaging, and accessible for all students. Standards are articulated for staff, parent-teachers and students through the use of “Friendly Standards” in K-8 and by “unpacking” the standards in 9-12. The skills, knowledge and expertise students must master are articulated in the *Framework for 21st Century Learning* (Expected Schoolwide Learning Results, page 14). Curriculum design processes follow backwards-design principles (e.g., *Understanding by Design*, Wiggins and McTighe, 1998) that identify 21st century skills as key outcomes.

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

Personalized learning curriculum design provides opportunities to:

- Emphasize core subjects
  - Focus on core subjects beyond basic competency to the understanding of core academic content at much higher levels
- Emphasize lifelong learning skills (i.e., information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills)
  - Application of skills across content areas while implementing aspects of a 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
- Teach and learn 21st century content in a 21st century context using interdisciplinary themes
  - Learn academic content through real-world examples, applications and experiences both inside and outside of school that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills

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

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

### *Optimal Learning Environment*

---

- Offers flexible units of time that enable interdisciplinary project-based teaching and learning
- Responds to best understanding of developmentally appropriate practices for supporting the whole child (e.g., time of day, length of instructional blocks, sequence of learning activities, physical and emotional safety, full engagement with school and community, etc.)
- Provides appropriate infrastructure/tools to support student acquisition of 21st century skills
- Provides structures that are flexible and adaptable, enables collaborative group work and encourages engagement with the surrounding community
- Provides every student with a personal learning plan that articulates the various partners' roles in supporting student mastery of core academic content and 21st century skills

### *Professional Development*

---

Students benefit from instruction from parent-teachers and instructional staff members who have ongoing professional development that promotes and supports JCS's vision. The professional development plan, including Professional Learning Communities (PLCs) and a corollary parent-teacher program, plus the Beginning Teacher Support and Assessment (BTSA) program, was developed to meet the needs of parent-teachers (PTs), instructional and support staff, as well as the needs of the school. Typical elements include:

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

Professional development goals center on:

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

## **Students Who Are Academically Low Achieving**

---

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

All students who are academically low achieving or otherwise having issues that are impacting student success are assisted and monitored as part of the Safety Net (SN) student support process. The program administrator and the Teacher of Record meet with a team of support personnel (e.g., reading specialist, counselor, experienced teacher(s), RSP teacher) to clarify problems and concerns, assist the teacher and parent/parent-teacher (and perhaps the student directly) with strategies to correct the issue(s) being observed, organize recommended resources, and assist and counsel the parent, teacher and student. The Safety Net process is an intervention requisite to sending students to the Student Study Team (SST) and is a general education function.

## **Students Who Are Academically High Achieving**

---

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

## **English Learners**

---

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

The School administers the Home Language Survey upon a student's initial enrollment. Students who indicate that their home language is other than English are assessed using the California English Language Development Test (CELDT) within thirty days of initial enrollment. After the initial CELDT assessment, all EL students continue with annual CELDT testing until re-designated as Fluent English Proficient (R-REP).

## **Students with Disabilities**

---

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

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

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

As allowed in Title 5, California Code of Regulations, Division 1, Chapter 14, Subchapter 7.5, Article 1, 15420, the District serves as the Local Education Agency (LEA) on behalf of the Charter, for purposes of special education only, in a special education local plan (SELPA) approved by the State Board of Education.

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

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

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

### **Section 504 Plans**

---

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

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

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

### **Educational Philosophy**

---

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

To develop into these educated and contributing 21st century citizens, students must have the skills, knowledge and expertise needed to succeed in work and life based on the blend of content knowledge, specific skills, expertise and literacies outlined in the *Julian Charter School Expected School-wide Learning Results* (full ESLR text is located in the appendix). 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. Exhibit a range of functional and critical thinking skills in the technology and media-driven environment of the 21st century such as: information literacy, media literacy, information, communication, and technology literacy
3. Able to navigate complex life and work environments in the globally competitive information age with life and career skills that include: flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership, character and responsibility

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

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

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

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

- Students perform and achieve as well or better than students in traditional public schools
- Students achieve competency in basic academic skills, meet California academic content standards, and progress satisfactorily on the Expected Schoolwide Learning Outcomes (ESLRs) continuum
- Students are provided quality alternative educational options for optimum student learning

- Students learn to recognize and use their strongest skills and abilities and to compensate and improve in the areas where they are weaker
- Students are intrinsically motivated and attain confidence and competency via interesting and meaningful learning opportunities that stimulate the interests of each individual student, including service learning activities
- Students are active participants in their personalized learning plan with the support of staff and parents
- Students are enabled to become self-motivated, competent, lifelong learners.

### III. Measurable Student Outcomes and Other Uses of Data

---

Governing Law: The extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. [California Education Code 47605 (b)(5)(B)]

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. [California Education Code Section 47605(b)(5)(C)]

#### Measurable Student Outcomes

---

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

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

##### Core Subject Competency

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

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

8. Students are able to apply skills in critical thinking, decision making, problem solving, effective communication and collaboration, and imaginative thinking to both real world and hypothetical problems

9. Students demonstrate lifelong learning skills through the effective use of study skills, ICT literacy, inquiry methods, and project completion, including reflection and evaluation
10. Students are independent learners who have a mastery of the necessary tools or skills to pursue knowledge, create products, move confidently to their next stage of education or vocation, and participate effectively, creatively, and responsibly in a changing world
11. Students demonstrate strong leadership and citizenship skills by planning and implementing service learning projects

### **Academic Performance/Academic Performance Index**

---

Students participate in state-mandated testing programs [i.e., Statewide Testing and Reporting (STAR) program, the California High School Exit Examination (CAHSEE), the California English Language Development Test (CELDT), and the physical performance test (PFT)] and meet performance objectives which are consistent with state accountability targets as defined by the California Academic Performance Index (API).

We expect that students will attain:

- STAR Basic, Proficient or Advanced levels in grades 2-11
  - Progress toward Proficient or Advanced levels in regularly administered current schoolwide standards-based assessments
- Passing status on the California High School Exit Examination (CAHSEE)
  - Progress toward meeting graduation requirements

### **Methods of Assessment**

---

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

Additionally, student progress is assessed through a balanced system of multiple assessments which measure student mastery of 21st century content and skills and emphasize useful feedback on student performance that is embedded into everyday learning. Assessments tools for improved teaching and learning are aligned to state content standards and curriculum frameworks and represent a clear relationship between desired student outcomes and the means used to assess it.

Assessment approaches include:

- Monthly review of contracted academic work as outlined in the Master Agreement
- Student work samples
- Student self-evaluation
- Staff/parent observations, student interviews and parent/student conferences
- Schoolwide standards-based assessments
- Formative and summative (high school/proctored) assessments
- Teacher-created assessments
- Curricula-embedded assessments
- Performance-based/authentic assessments
- Screening tests, checklists (running records, fluency, etc.), journals, profiles (e.g., COIN3)
- Norm-referenced assessments (i.e., Measures of Academic Progress—MAP, Baby Star, CORE)
- Portfolios of student work that demonstrate growth and mastery of 21st century skills
- Rubric-assessed tasks, performances, exhibits, demonstrations, capstone projects, etc.
- Student SMART goals, grades and credits
- Other relevant student records or data

## Reporting of Data

---

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

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

- Use of learning management systems, JCS Online (home study) and TeacherEase (6-12 academies), to report progress and communicate with high school parents and students
- Use of Student or Parent Portal to access transcripts and other information system data
- Review of state-mandated test scores (e.g., CSTs and CAHSEE and other test reports such as PSAT, MAP) at family meetings (home study) or conferences (academies) and, when appropriate, directly mailed to parents/guardians
- Progress reports and/or report cards
- Monthly meetings/conferences
  - As required in each student's Master Student Agreement, monthly meetings are scheduled between the educational facilitator and home-based learning families. Student work, progress, and results data are reviewed and students and parents are provided with assignments for the next learning period at these meetings.
  - Site-based homeroom teachers and/or the teacher of record meet with parents and students regularly to discuss student strengths, needs, progress, and to identify learning goals and other factors that may impact student learning.
- School Accountability Report Card (SARC)
- WASC self study

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

- Concern Report: Includes student profile with performance measures, the nature of the concern, what changes and accommodations have already been attempted, suggestions from the Safety Net team, and action items
- High School CAHSEE Intervention Form: In-house form records all scores and interventions for students who have not passed the CAHSEE by the end of grade 10
- Profile Report: Student assessment information from the current and prior years, mobility data, English proficiency, SED, ethnicity, student course/grade data and CAHSEE results
- Course Finals and Grades Report

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

---

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

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

## **IV. Governance Structure**

---

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

### **Legal Status**

---

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

### **Insurance**

---

The corporate bylaws of the School provide for indemnification of the School's Board of Directors, officers, agents, and employees, and the School has purchased general liability insurance and Director's and Officer's insurance to secure against financial risks. In addition, the Charter School, at its expense, maintains, and shall maintain in effect at all times during the term of this agreement, workers' compensation, unemployment insurance and other necessary insurance with insurers and under forms of policies satisfactory to the Julian Union School District and who by the terms of said policy or policies, shall be notified in writing of any change in coverage. Insurance amounts are based upon insurer recommendation based upon comparable schools of similar size, location, student population and type of program.

### **Conflict of Interest**

---

A Conflict of Interest policy has been developed that complies with the Political Reform Act, Government Code Section 87100 et. seq. and nonprofit corporation law that applies to all board members and employees. Board members shall reveal any conflict of interest as it arises in the course of school business and shall not participate in any discussion and/or vote on any matter(s) where such a conflict exists. Annual disclosure statements are required.

### **Governance**

---

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

### **Board of Directors**

---

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

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

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

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

---

### **Advisory Council**

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

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

---

### **Board of Directors Meetings**

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

---

### **Memorandum of Understanding (MOU)**

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

---

### **Administrative Services**

The School receives funding pursuant to Education Code Section 47613.5 and its successors and opts to receive its funding directly from the state. Any funds due to the School that flow through the District shall be forwarded to the School in a timely fashion. The District and School shall negotiate in good faith on a regular basis and have developed a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

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

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

## V. Human Resources

---

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

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.... It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses. [Education Code 47605(l)]

### Qualifications of School Employees

---

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

All JCS teachers (i.e., educational facilitators, specialists, teachers of record, and site-based teachers) must hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As per No Child Left Behind (NCLB) and state charter guidelines, core and college preparatory classes are taught by appropriately credentialed, highly qualified teachers. Core classes are defined to include English-language arts, mathematics, science, and history-social science. As allowed by statute, flexibility is given to non-core, non-college preparatory teachers.

A teacher of a core academic subject must demonstrate core academic subject matter competency. Additionally, educators (i.e., educational facilitators, specialists, site-based teachers, coordinators) employed by the school must:

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

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

Temporary or short-term personnel may be employed by Julian Charter School. The qualifications and educational experiences for these positions are determined by the school's Executive Director and administrative teams. All staff must have the necessary qualifications, experience, expertise, and/or credentials appropriate for the position being filled.

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

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

## Benefits

---

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

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

JCS makes all employer contributions required by STRS, PERS and Social Security, as applicable to the position. JCS also makes the employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits.

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

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

## Employee Representation

---

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). [Education Code Section 47605(b)(5)(O)]

JCS is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.

## Rights of School District Employees

---

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

Persons employed by the School are not considered employees of the District for any purpose whatsoever.

## Health and Safety

---

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

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

- A policy outlining the health and safety screenings, requirements, and annual parent notifications provided by the School
- A requirement that all entering students provide records documenting legally required immunizations pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075
- A policy stating the School adheres to Education Code Section 49423 regarding administration of medication in school
- A requirement that faculty and staff are screened for tuberculosis every four (4) years and that employee candidates are tested prior to commencing employment and working with students as required by Education Code Section 49406
- A policy establishing that the School functions as a drug, alcohol, and tobacco free workplace
- Training in and materials for emergency procedures and preparedness for site-based staff
- Training for staff relating to preventing contact with blood-borne pathogens
- A requirement that all facilities will comply with Local Zoning and Fire Safety Code requirements as required by Education Code section 47610 and that facilities utilized are assessable in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act
- A requirement that all staff are mandated child abuse reporters and comply with all applicable reporting laws
- A policy to provide and maintain an employment and an educational environment free of sexual harassment
- A requirement that each person employed by the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Sections 44237, as well as a requirement to seek a criminal background check of vendors as required by Education Code Section 45125.1
- A policy that all volunteers must be professional in their conduct and all confidential items are only to be handled by certificated or classified personnel
- A technology acceptable use agreement

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

## Dispute Resolution

---

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

The JCS Board of Directors has adopted policies and processes for airing and resolving internal and external disputes. The District shall refer all complaints regarding operations of JCS to the Executive

Director for resolution in accordance with JCS's adopted policies. In the event that the policies and processes adopted by JCS fail to resolve the dispute, the District will not intervene in the dispute without the consent of the School's Board of Directors unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked (see page 29).

In the event that any dispute arises relating to this Charter, the parties agree to attempt to settle such dispute by meeting and conferring with each other in a good faith attempt to resolve the dispute. In the event that the parties are unable to resolve any dispute by meeting and conferring, the parties shall then submit any such dispute to binding arbitration before a mutually approved neutral arbitrator, with the costs of conducting the mediation to be shared equally between the District and the Charter School.

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

---

### **Student Admission Policies and Procedures**

---

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

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

Each year the Board of Directors establishes the maximum capacity of the School, in accordance with Ed Code Section 47605(d)(2)(B). Preference for enrollment is given to employees' children, then siblings of current students, students who reside within the District, and students from San Diego County. Students who are currently enrolled in a JCS program trying to get into an impacted JCS program should have been enrolled in the school at least three learning periods before transferring into an impacted program.

Students selected through the lottery process have thirty (30 days) to sign a commitment letter to indicate that the pupil will attend the school. If the signed commitment letter is not returned within the allotted period of time, the School will proceed to offer enrollment to the next student on the waiting list created through the lottery process. After the school year has begun, applications for enrollment continue to be accepted and date/time stamped on a rolling basis, with students accepted for enrollment on the basis of available capacity. In accordance with Education Code Section 47605 (d)(2)(C), the School makes every reasonable attempt to accommodate all the students who wish to attend.

JCS is secular in its programs, admission policies, employment practices, and all other operations, and does not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability or any other characteristic described in Education Code Section 220. In addition, except as required by Education Code Section 47605(d)(2) , admission to this charter is not determined according to the place of residence of the pupils, or of their parents or guardians, as long as it is within San Diego County or contiguous counties as required by Education Code Section 51747.3. No individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, unless his or her individualized education program (IEP) specifically provides for that participation [EC 51745(c)].

JCS complies with all laws establishing minimum and maximum age for public school attendance.

## Non-discrimination

---

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

JCS attempts to achieve a racial and ethnic balance of students that reflects the general population of the District. This is accomplished through an open enrollment policy and active outreach activities and recruitment of underrepresented minorities. Recruitment includes:

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

## Public School Attendance Alternatives

---

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

The School is intended as a public alternative to other schools. Students who opt not to attend this Charter School may attend within their district of residence in accord with existing district enrollment and transfer policies.

## Suspension/Expulsion Procedures

---

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

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

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

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

## VII. Financial Planning, Reporting, and Accountability

---

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

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

### Budget, Financial Reporting, and Audits

---

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

1. On or before July 1, a preliminary budget for the current fiscal year
2. On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31
  - a. 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
3. On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31
4. On or before September 15, a final unaudited report for the full prior year
  - a. The report submitted to the San Diego County Office of Education includes an annual statement of the receipts and expenditures for the preceding fiscal year

JCS plans and manages its own budget for all applicable state and federal categorical funds, lottery funds, discretionary funds, additional ADA monies generated, grants, donations, fundraisers and gifts. The Charter Board, as the Audit Committee, selects and oversees an auditor with education audit experience who is on the State Controller's approved list of auditing firms. The audit is conducted in accordance with generally accepted accounting principles applicable to JCS and the State Controller's adopted K12 audit guide as applicable to charter schools.

The Audit Committee oversees any audit exceptions or deficiencies, the recommendations for resolving them and approves the school's financial affairs. The audit, at a minimum, verifies the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examines JCS's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the Julian Union School District, the County Superintendent of Schools, the State Controller and to the CDE by December 15 of each year.

The Executive Director reviews any audit exceptions or deficiencies and reports to the Board of Directors the necessary actions the School needs to take to correct any program inconsistencies. Audit exceptions and deficiencies shall be resolved to the satisfaction of JUSD. Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process contained in this Charter.

## Reporting Requirements

---

The Charter School adheres to the District's reporting requirements including, but not limited to, CBEDS, ADA, SARC, annual audits and all financial reports and data as contained in the District's Administrative Regulations<sup>1</sup> on Charter Schools and Education Code Section 47604.33.

## Administrative Services

---

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

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

## Facilities

---

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

The Charter School's administrative offices are located on the campus of JUSD at 1704 Cape Horn, Julian, CA 92036. Furthermore, the School operates resource centers in San Diego County and Riverside County as needed to support program development and student achievement. Facilities meet Education Code Section 47605.1(c) requirements for student access and completion of assignments, teacher meetings, and testing and are California Building Standards Code or Field Act compliant facilities in accordance with Education Code Section 47610. In addition, the School maintains a resource center at 39665 Avenida Acacias, Ste. G., Murrieta, CA 92563 and rents occasional temporary space for events and activities. Special education offices are located at the Avenida Acacias location and at 6126 Adelaide, San Diego, CA 92195.

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

## Notifications

---

Once the charter renewal is granted, Julian Union School District will provide written notice of the approval and a copy of the approved charter will be sent to the San Diego County Office of Education (SDCOE) and the State Board of Education (SBE).

## Transportation

---

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

---

<sup>1</sup> To the extent such Administrative Regulations comply with the laws applicable to charter schools and to the extent any changes to the Administrative Regulations are shared with the Charter School prior to adoption by the District.

## Closure Protocol

---

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

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

The Board of Directors will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter 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 Board will ensure that the notification to the parents and students of the Charter 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 Charter School.

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

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

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

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

## **VIII. Impact on the Charter Authorizer**

---

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

### **Intent**

---

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

### **Civil Liability**

---

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

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

obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

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

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

### **Indemnification and Hold Harmless**

---

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

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

## **IX. Miscellaneous Clauses**

---

### **Amendments**

---

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

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

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

### **Severability**

---

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

## Communications

---

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

<b>Charter School</b>	<b>District</b>
Julian Charter School P.O. Box 2470 Julian, CA 92036	Julian Union School District P.O. Box 337 Julian, CA 92036

## X. Term, Renewal and Revocation

---

### Term and Renewal

---

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

Julian Charter School is requesting a charter renewal for a five-year term. The term of this charter shall begin on July 1, 2011, and expire June 30, 2016. It is the intent of the applicants to apply for a renewal of the charter effective July 1, 2016, and continue with an annual renewal of a 5-year term of authorization in accordance with Education Code Section 47607 and governed by the applicable standards and criteria set forth by Education Code at the time renewal is requested. JCS shall initiate a subsequent renewal of the charter at least six (6) months prior to expiration of the charter term.

### Revocation

---

The District may revoke this Charter by a majority vote of the Governing Board of the District. Revocation of the Charter shall be based upon Education Code Section 47607 and its implementing regulations.







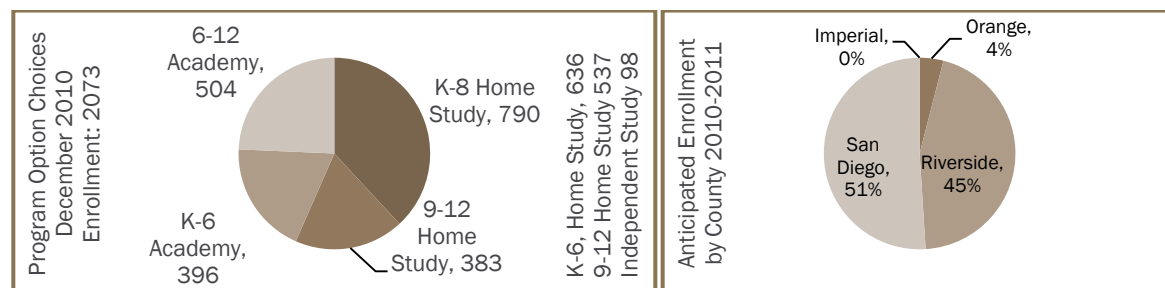
## Julian Charter School Independent/Personalized Learning Education Model

Variations: home study, a combination of home study and learning center or community-based classes (K-8), or a combination of home study and academy classes (K-12)

Programs include: individualized learning plans; online classes; supplemental learning projects and opportunities; tutoring, IS or other support structures; CC or ROP courses; and/or site-based programs



## Enrollment



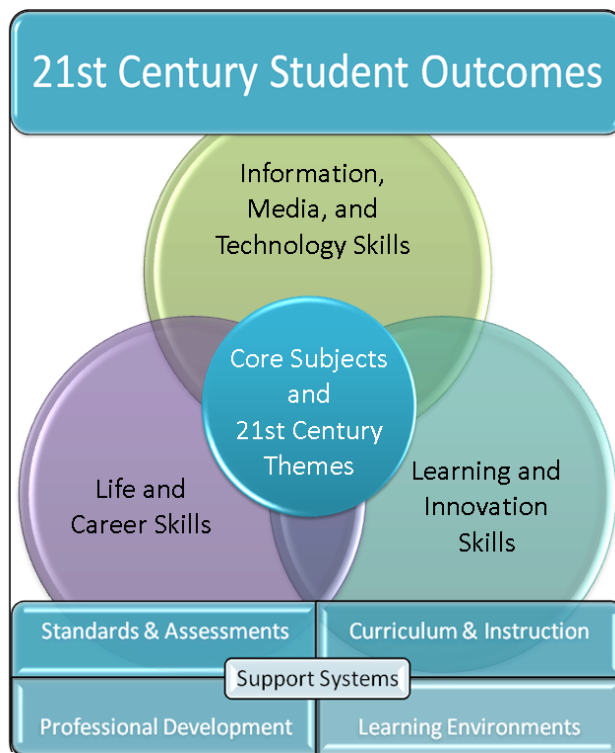
# Framework for 21st Century Learning (ESLRs)

As part of the Western Association of Schools and Colleges accreditation process, Julian Charter School stakeholders evaluated and revised our Expected Schoolwide Learning Results (ESLRs) in the fall of 2009. The ESLRs are the skills we, as a school, want each of our students to possess.

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

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

## 21st Century Expected Schoolwide Learning Results and Support Systems



## 21ST CENTURY STUDENT OUTCOMES

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

Adapted from materials available at [www.21stcenturyskills.org](http://www.21stcenturyskills.org)

## Core Subjects and 21st Century Themes

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

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

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

### ESLR #1 Learning and Innovation Skills

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

- Critical Thinking and Problem Solving
- Communication and Collaboration
- Creativity and Innovation

### ESLR #2 Information, Media and Technology Skills

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

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

### ESLR #3 Life and Career Skills

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

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

## 21ST CENTURY SUPPORT SYSTEMS

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

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

Outcomes Close-up	
Learning/Innovation Skills	<ul style="list-style-type: none"> <li>• Reason Effectively</li> <li>• Use Systems Thinking</li> <li>• Make Judgments/Decisions</li> <li>• Solve Problems</li> <li>• Communicate Clearly</li> <li>• Collaborate with Others</li> <li>• Think Creatively</li> <li>• Work Creatively with Others</li> <li>• Implement Innovation</li> </ul>
	<ul style="list-style-type: none"> <li>• Access and Evaluate Information</li> <li>• Use and Manage Information</li> <li>• Analyze Media</li> <li>• Create Media Products</li> <li>• Apply Technology Effectively</li> </ul>
IMT Skills	<ul style="list-style-type: none"> <li>• Manage Projects</li> <li>• Produce Results</li> <li>• Guide and Lead Others</li> <li>• Be Responsible to Others</li> <li>• Model Good Character Traits</li> <li>• Adapt to Change</li> <li>• Be Flexible</li> <li>• Manage Goals and Time</li> <li>• Work Independently</li> <li>• Be Self-directed Learners</li> <li>• Interact Effectively with Others</li> <li>• Work Effectively in Diverse Teams</li> </ul>
	<ul style="list-style-type: none"> <li>• Manage Projects</li> <li>• Produce Results</li> <li>• Guide and Lead Others</li> <li>• Be Responsible to Others</li> <li>• Model Good Character Traits</li> <li>• Adapt to Change</li> <li>• Be Flexible</li> <li>• Manage Goals and Time</li> <li>• Work Independently</li> <li>• Be Self-directed Learners</li> <li>• Interact Effectively with Others</li> <li>• Work Effectively in Diverse Teams</li> </ul>
Life and Career Skills	<ul style="list-style-type: none"> <li>• Manage Projects</li> <li>• Produce Results</li> <li>• Guide and Lead Others</li> <li>• Be Responsible to Others</li> <li>• Model Good Character Traits</li> <li>• Adapt to Change</li> <li>• Be Flexible</li> <li>• Manage Goals and Time</li> <li>• Work Independently</li> <li>• Be Self-directed Learners</li> <li>• Interact Effectively with Others</li> <li>• Work Effectively in Diverse Teams</li> </ul>
	<ul style="list-style-type: none"> <li>• Manage Projects</li> <li>• Produce Results</li> <li>• Guide and Lead Others</li> <li>• Be Responsible to Others</li> <li>• Model Good Character Traits</li> <li>• Adapt to Change</li> <li>• Be Flexible</li> <li>• Manage Goals and Time</li> <li>• Work Independently</li> <li>• Be Self-directed Learners</li> <li>• Interact Effectively with Others</li> <li>• Work Effectively in Diverse Teams</li> </ul>
Outcomes Examples	
	<p>OUTCOME: Frame, analyze and synthesize information to solve problems and answer questions.</p> <p>(Grade Eight) EXAMPLE: After writing an informative or persuasive piece, create a “word cloud” of the writing with a tool like wordle.com to represent the frequency of word use: the more frequent the word, the larger it is displayed. As the writer reads the selection aloud with the word cloud in view, Elluminate groups analyze the visual representation and evaluate the match between the prominent words and the writer’s intention.</p> <p>OUTCOME: Demonstrate creativity and share new ideas/perspectives by incorporating work in H/SS with technology, to invent products such as plays, games, dances, puzzles, models, writings, and speeches.</p> <p>(Grade Twelve) EXAMPLE: Study FDR’s Fireside Chats, and then script and record one which follows the last of the real ones (6/12/44) for any date between 6/12/44, and 4/12/45, when Roosevelt died. Make the recording available for download.</p>

## Academic Performance/Academic Performance Index Data

Table 1: Schoolwide Academic Performance Index (API)

Year	API Score (Growth)	Statewide Rank	Similar Schools Rank	Required API Score for Next Year (Actual Score)	Met API Target? (+/- target)	
2008	764	8	10	734	Yes	+30
2009	770	4	8	768	Yes	+2
2010	791	TBD	TBD	775	Yes	+16

Table 2: Percent of Students Scoring Proficient or Above on California Standards Tests

2010 Proficient and Advanced	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	EOC
English-language Arts	56%	55%	68%	71%	72%	71%	67%	61%	48%	43%	-
Math	63%	60%	60%	53%	52%	46%	-	-	-	-	-
General Math	-	-	-	-	-	-	28%	18%	-	-	24%
Algebra I	-	-	-	-	-	-	36%	23%	20%	11%	25%
Geometry	-	-	-	-	-	-	-	-	9%	0%	6%
Algebra II	-	-	-	-	-	-	-	-	19%	7%	16%

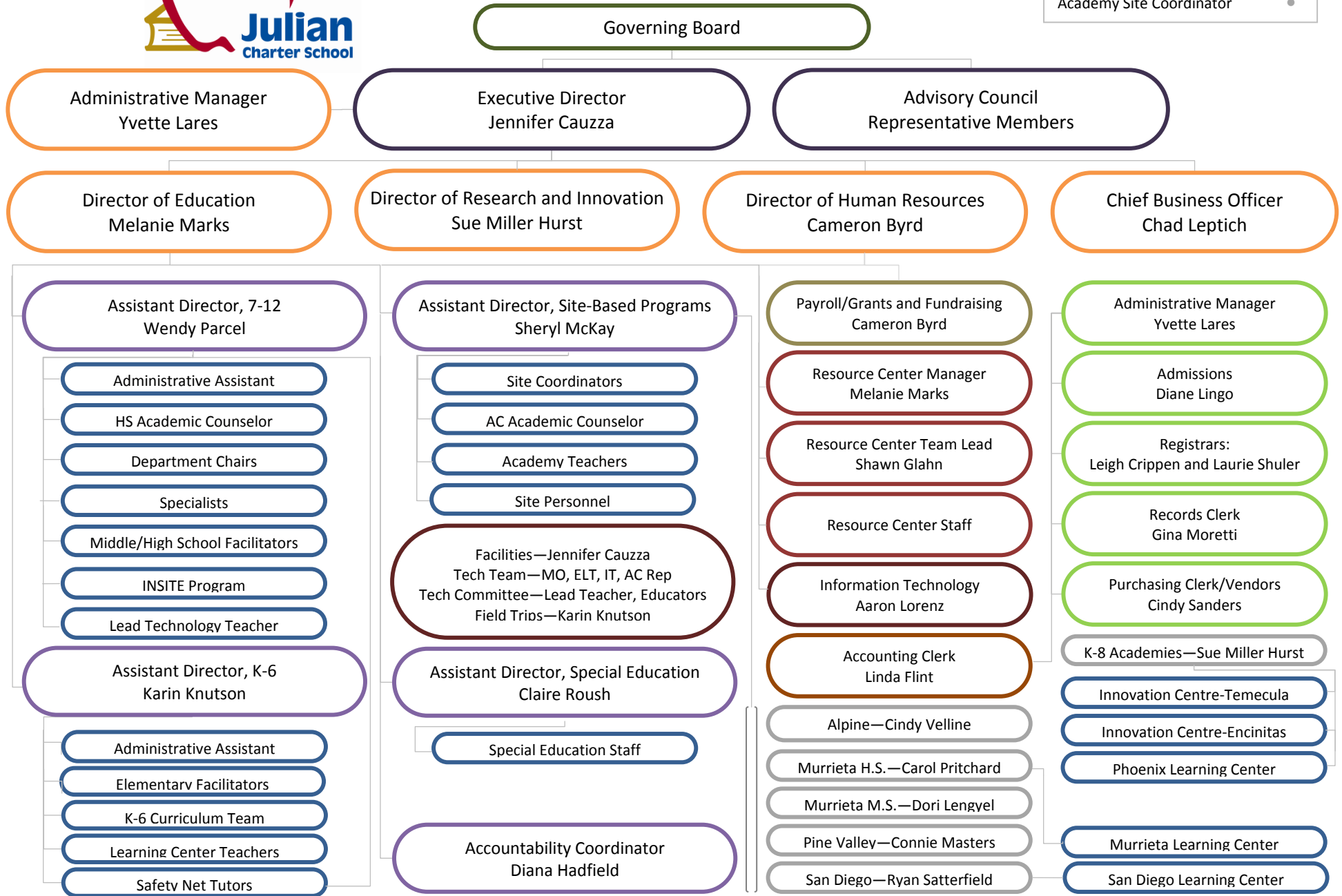
Table 3: CAHSEE Graduating Class (Grade 12) Summary

Graduating Class	ELA Percent Passed	Math Percent Passed
2008	96%	91%
2009	97%	96%
2010	96%	93%



# Organizational Chart 2010-2011

Cabinet	•
Educational Leadership Team	•
Additional Leads/Teams	•
Academy Site Coordinator	•



## Facilities

---

### *Administrative:*

---

- JCS Main Office, 1704 Cape Horn, Julian, CA 92036

### *Resource Center:*

---

- Murrieta Resource Center, 39665 Avenida Acacias, Ste. G., Murrieta, CA 92563

### *Special Education Offices:*

---

- Murrieta Special Education Office, 39665 Avenida Acacias, Ste. E. Murrieta, CA 92563
- San Diego Special Education Office: 6126 Adelaide, San Diego, CA 92195

### *Student Learning Centers/Academies:*

---

- San Diego Academy, 6104 Adelaide, San Diego, CA 92195
- San Diego Learning Center, 6112 Lorca Drive, San Diego, CA 92115
- Innovation Center—Temecula, 27235 Madison Avenue, Temecula, CA 92590
- Phoenix Learning Center, 777 Santa Fe Drive, Encinitas, CA 92024
- Innovation Center—Encinitas, 777 Santa Fe Drive, Encinitas, CA 92024
- Murrieta Academy, 29141 Vallejo Avenue, Temecula, CA 92592
- Pine Valley Academy, 28876 Old Hwy. 80/28914 Old Hwy. 80 #105, Pine Valley, CA 91962
- Alpine Academy, 1832 Alpine Boulevard, Alpine, CA 91901