

SDCOE Charter Renewal Petition Staff Report

**Regarding the Renewal Charter Petition
Presented to the San Diego County
Board of Education by
JCS - Manzanita**

**Presented to the San Diego County
Board of Education on
November 4, 2026**

CONTENTS

Background Information	3
Legal Standards and Criteria for Evaluation	3
Renewal Tier Analysis	3
Additional Guidance for Middle Performing Charter Schools	4
Review and Analysis	6
California School Dashboard Summary	6
Has the Charter School Presented a Sound Educational Program?	7
California School Dashboard Performance	8
Verified Data Provided by the Charter School	17
Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?.....	22
California School Dashboard: Academic Engagement Indicators.....	22
California School Dashboard: Conditions and Climate	25
Enrollment Demographics	29
Financial Condition	31
Governance	37
Notices of Concern and/or Notices of Violation	39
Monitoring Conditions of Initial Approval, or Last Renewal.....	39
Is the Petition Reasonably Comprehensive?	39
Renewal Petition Updated Legal Requirements	41
Is the Charter School Serving All Pupils Who Wish to Attend?	42
State-Provided Enrollment Data	42
Substantiated Complaints Related to Noncompliance with Suspension/Expulsion Requirements	46
Conclusion	47
Appendix	48
NWEA MAP Student Growth Summary Reports	48

BACKGROUND INFORMATION

On August 6, 2026, the San Diego County Board of Education (“Board” or “County Board”) received a renewal petition (“Charter Renewal Petition” or “Renewal Petition”) for the renewal of JCS-Manzanita (“Charter School”) for a five (5) year term beginning July 1, 2027 through June 30, 2032.

JCS-Manzanita is a nonclassroom-based charter school serving students in transitional kindergarten through grade 12 through two primary instructional pathways: a home study program and a hybrid academy program combining campus-based instruction with independent study. The school serves families seeking a personalized, flexible alternative to a traditional school setting, including students who prefer smaller learning environments, desire a homeschool or collegiate learning model, participate extensively in activities such as athletics, acting, or travel, or have not thrived in a large setting school. Its mission is to partner with students, families, and the community to provide innovative, personalized learning that develops habits of success and lifelong learners, while its vision emphasizes valuing each individual and guiding every learner toward a meaningful life. These commitments are grounded in the core values of creativity and innovation, integrity and compassion, commitment, choice, and excellence.

The County Board held a public hearing on Oct. 8, 2026 to consider the terms of the Charter Renewal Petition and the level of support for the proposed Charter School by teachers employed by the school district, other employees of the school district, and parents. The Board is required to grant, deny, or take no action on the Renewal Petition within ninety (90) days of receipt of the petition, unless the parties agree to a 30-day extension. Board action is scheduled to take place at the County Board meeting on Nov. 4, 2026. San Diego County Superintendent of School’s staff and legal counsel (“Review Team”) reviewed the Renewal Petition and developed proposed findings of fact for consideration by the Board.

LEGAL STANDARDS AND CRITERIA FOR EVALUATION

A charter school authorized by the County Board of Education may submit a Charter Renewal Petition prior to the end of its approved charter term. The legal standards and criteria that apply to a renewal petition are set forth in Education Code (EC) sections 47605, 47607 and 47607.2. Renewal is determined by the following:

1. Has the Charter School presented a sound educational program?
2. Is the Charter School demonstrably likely to successfully implement the proposed education program?
3. Is the Charter Renewal Petition reasonably comprehensive?
4. Is the Charter School serving all students who wish to attend?

Renewal Tier Analysis

EC sections 47607 and 47607.2 identify three performance categories for charter school renewals: Low Performing, Middle Performing and High Performing. Charter schools who are Dashboard Alternative Schools (DASS), are not assigned a performance category. Annually, the California Department of Education (CDE) will publish the Charter School Performance

Category Data File which will contain a list of non-DASS charter schools and their respective performance categories.

Charter schools are placed into a performance category based on two sets of criteria:

1. Criterion 1
 - a. High Performing: All California School Dashboard (“Dashboard”) schoolwide performance indicators are either blue or green
 - b. Low Performing: All Dashboard schoolwide performance indicators are either red or orange
 - c. If none of the criteria is met in criterion 1, evaluate criterion 2
2. Criterion 2
 - a. High Performing: All academic performance levels schoolwide that are the same or higher than the state average, **and** student group performance levels are higher than the state average for a majority of student groups that, statewide, perform below the state average
 - b. Low Performing: All academic performance levels schoolwide are the same or below the state average, **and** student groups’ performance levels are below the state average for a majority of student groups that, statewide, performed below the state average

If the Charter School does not meet any of the criteria listed above, the Charter School is placed in the middle performing category.

In CDE’s most recent published Charter School Performance Category data file (released April 2, 2026), JCS-Manzanita is listed in the middle performing category.

Additional Guidance for Middle Performing Charter Schools

Renewal Charter Term	May only be renewed for a five (5) year term
Petition Updates	The Charter Renewal Petition must contain a reasonably comprehensive description of any new requirement enacted into law after the charter was originally granted or last renewed

Additional Renewal Conditions	May only be denied upon making written findings that: 1. The Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND 2. The closure is in the best interest of pupils; AND 3. The decision provided greater weight to performance and measurements of academic performance May also be denied with a written finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either: 1. Substantial fiscal or governance concerns; or 2. The Charter School is not serving all pupils who wish to attend, as documented by data provided by the CDE or by substantiated complaints that the Charter School has not complied with suspension and/or expulsion procedures A chartering authority may only deny for either of the two reasons listed above only after it has provided at least 30 days' notice to the Charter School of the alleged violation and provided the Charter School with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the Charter School. The chartering authority may deny renewal only by making either of the following findings: 1. The corrective action proposed by the Charter School has been unsuccessful; or 2. The violations are sufficiently severe and pervasive as to render a corrective action plan unviable
Verified Data (optional)	If the Charter School chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either: 1. The Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or 2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

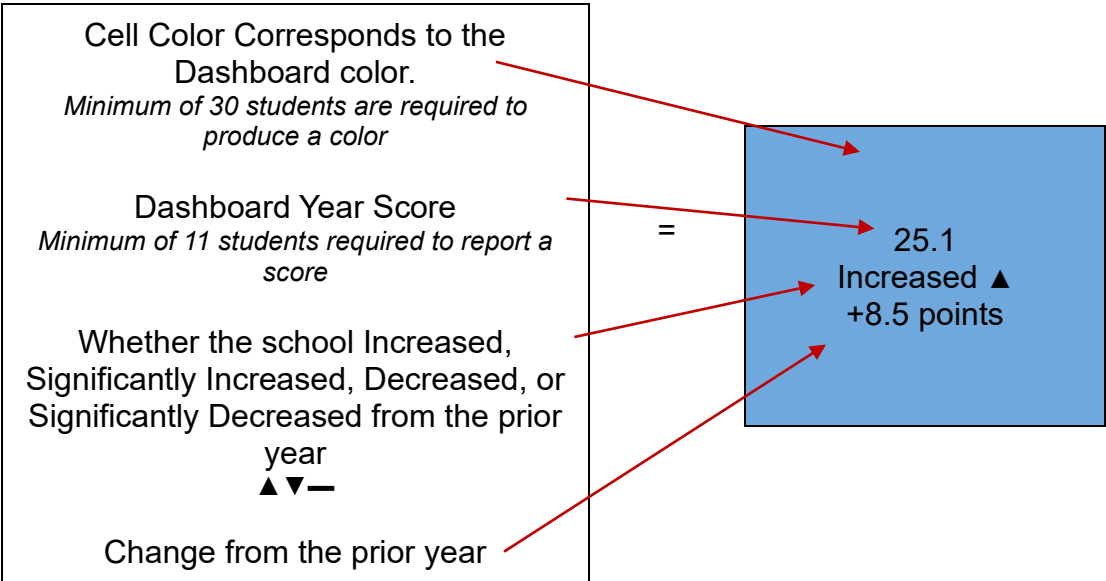
Oversight Agency and Appeal	If the County Board of Education grants the renewal of a charter school, the County Board continues as the chartering authority and oversight agency If a County Board of Education denies renewal of a charter school, the Charter School may appeal to the State Board of Education (EC Section 47605(k))
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REVIEW AND ANALYSIS

The San Diego County Office of Education’s (SDCOE) Charter School Services staff has reviewed the Charter School’s performance on the Dashboard, and the Charter Renewal Petition in the areas below. These analyses and findings are not intended to be exhaustive and should not be interpreted to suggest or imply approval of any aspect of the Renewal Petition not specifically addressed.

California School Dashboard Summary

Below provides a summary of the Charter School’s performance schoolwide on the Dashboard over the charter term. The data below is displayed in the following format:



The most recent Dashboard available is 2025, representing performance from the 2024-25 school year.

Dashboard Indicator	2021-22 [†]	2022-23	2023-24	2024-25	Δ 2021-22 to 2024-25 [‡]
English Language Arts (ELA)	14.7 No Change Level	-20.8 Decreased Significantly ▼ -35.6 Points	-6.4 Increased ▲ +14.5 Points	-20.9 Decreased ▼ -14.5 Points	-35.6 Decreased ▼
Math	-29.8 No Change Level	-38.5 Decreased ▼ -8.7 Points	-33.3 Increased ▲ +5.2 Points	-57.4 Decreased Significantly ▼ -24.1 Points	-27.6 Decreased ▼
English Learner Progress*	No Data	No Data	No Data	No Data	No Data
College / Career Readiness*	No Data	No Data	No Data	No Data	No Data
Chronic Absenteeism	14.9% No Change Level	15.2% Maintained — +0.3%	13.1% Declined ▼ -2.1%	6.5% Declined Significantly ▼ -6.5%	-8.4% Increased ▲
Suspension Rate	0.0% No Change Level	0.4% Increased ▲ +0.4%	0.0% Decreased ▼ -0.4%	0.0% Maintained — 0.0%	0.0% Maintained —
Graduation Rate**	58.3% No Change Level	No Data	No Data	No Data	No Data

[†]No color or change level available in 2021-22 because of COVID-19 pandemic

[‡]College/Career Readiness was not reported until 2022-23. Change is based on 2022-23 to 2024-25.

No Data indicates no data was reported by CDE.

*English Learner Progress and College/Career Readiness data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

**Graduation Rate change was unable to be calculated because the student group was fewer than 11 students after 2022 and did not generate a score.

Has the Charter School Presented a Sound Educational Program?

When considering renewal of middle performing charter petition, the chartering authority shall:

1. Consider the schoolwide performance and performance of all student groups of pupils served by the Charter School on both the state and local indicators on the Dashboard;
2. Provide greater weight to the performance on measurements of academic performance on the Dashboard;
3. If the Charter School has submitted verified data, consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

- a. The Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
- b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

California School Dashboard Performance

Based on Dashboard data from 2021-22 through 2024-25, JCS-Manzanita demonstrated variable academic performance in English Language Arts (ELA) and mathematics. Performance in both indicators improved in 2023-24 but declined to the orange performance level in 2024-25, while statewide results improved. Although several student groups made gains during portions of the charter term, the most recent results reflect broad declines, particularly in mathematics. Overall, the data demonstrates the Charter School's capacity to produce meaningful academic growth; however, improvements have not been consistently sustained across years or student groups.

The following sections provide additional detail and analysis of the academic indicators on the Dashboard.

English Language Arts (ELA)

Dashboard performance in ELA is reflective of students who tested and were enrolled as of Census Day (first Wednesday in October). The Dashboard does not display data for indicators with fewer than 11 students and does not generate an indicator's color for fewer than 30 students. There is no color available in 2021-22 due to the COVID-19 pandemic.

The Dashboard ELA data shows significant year-to-year variability in JCS- Manzanita's performance, with notable gains for several student groups but declines in 2024-25 for the overall student population and some groups. Overall, ELA performance declined from -6.4 points in 2023-24 to -20.9 points in 2024-25, moving from the yellow performance level to orange. This decline contrasts with the state, which improved from -13.2 to -8.1 points and moved from orange to yellow.

Among significant student groups, Students with disabilities demonstrated substantial improvement over the charter term, increasing from -93.0 points in 2022-23 to -54.1 points in 2024-25. Although their performance remains below standard, socioeconomically disadvantaged students had similar improvements from -62.4 to -33.2 points over the same period. English learner data was only available in 2023-24 and 2024-25 due to prior years have student groups less than 11. English learner performance declined from -32.4 points in 2023-24 to -43.2 points in 2024-25.

Performance by ethnicity also demonstrates considerable variability. Hispanic or Latino students experienced a significant increase from -37.2 points in 2022-23 to -18.8 points in 2023-24, followed by a decline to -33.4 points in 2024-25. White students showed a similar pattern, improving substantially to 16.6 points in 2023-24 before declining to -14.4 points in

2024-25. These recent declines are of note because the state generally maintained or improved performance for the same student groups.

CA School Dashboard ELA Performance Schoolwide				
	2021-22	2022-23	2023-24	2024-25
Charter School	14.7 No Change Level	-20.8 Decreased Significantly ▼ -35.6 Points	-6.4 Increased ▲ +14.5 Points	-20.9 Decreased ▼ -14.5 Points
State	-12.2 No Change Level	-13.6 Maintained — -1.4 Points	-13.2 Maintained — +0.4 Points	-8.1 Increased ▲ +5.1 Points

CA School Dashboard ELA Performance by Student Group				
	2021-22	2022-23	2023-24	2024-25
English Learners				
Charter School	No Data	No Data	-32.4 No Change Level	-43.2 Decreased ▼ -10.8 Points
State	-61.2 No Change Level	-67.7 Decreased ▼ -6.5 Points	-67.6 Maintained — +0.2 Points	-59.9 Increased ▲ +7.6 Points
Students with Disabilities				
Charter School	-50.8 No Change Level	-93.0 Decreased Significantly ▼ -37.9 Points	-65.3 Increased Significantly ▲ +27.7 Points	-54.1 Increased ▲ +11.1 Points
State	-97.3 No Change Level	-96.3 Maintained — +1.8 Points	-95.6 Maintained — +0.7 Points	-89.4 Increased ▲ +6.2 Points
Socioeconomically Disadvantaged				
Charter School	-8.7 No Change Level	-62.4 Decreased Significantly ▼ -53.7 Points	-39.6 Increased Significantly ▲ +22.8 Points	-33.2 Increased ▲ +6.4 Points
State	-41.4 No Change Level	-42.6 Maintained — -1.2 Points	-40.9 Maintained — +1.8 Points	-35.3 Increased ▲ +5.5 Points

Foster Youth and Homeless Youth data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

		CA Dashboard ELA Performance by Student Ethnicity			
		2021-22	2022-23	2023-24	2024-25
Hispanic or Latino					
Charter School	3.2 No Change Level	-37.2 Decreased Significantly ▼ -40.4 Points	-18.8 Increased Significantly ▲ +18.3 Points	-33.4 Decreased ▼ -14.5 Points	
State	-38.6 No Change Level	-40.2 Maintained — -1.7 Points	-39.3 Maintained — +0.9 Points	-33.7 Increased ▲ +5.7 Points	
White					
Charter School	41.1 No Change Level	-0.6 Decreased Significantly ▼ -41.7 Points	16.6 Increased Significantly ▲ +17.2 Points	-14.4 Decreased Significantly ▼ -31.0 Points	
State	21.9 No Change Level	20.8 Maintained — -1.2 Points	19.2 Maintained — -1.6 Points	23.8 Increased ▲ +4.7 Points	
Two or More Races					
Charter School	-48.2 No Change Level	-40.2 Increased ▲ +8.0 Points	No Data	19.0 No Change Level	
State	25.1 No Change Level	24.3 Maintained — -0.8 Points	24.3 Maintained — 0.0 Points	29.4 Increased ▲ +5.1 Points	

African American, American Indian or Alaska Native, Asian, Filipino and Pacific Islander data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Mathematics

Dashboard performance in mathematics is reflective of students who tested and were enrolled as of Census Day. The Dashboard does not display data for indicators with fewer than 11 students and does not generate an indicator color for fewer than 30 students.

The California School Dashboard math data for JCS-Manzanita also indicates significant variability in performance over the charter term, with a notable decline in 2024-25. Schoolwide performance improved from -38.5 points in 2022-23 to -33.3 points in 2023-24 but declined significantly to -57.4 points in 2024-25, moving the school from the yellow to orange performance level. This contrasts with statewide performance, which improved from -47.6 to -42.4 points and moved from orange to yellow.

Among significant student groups, Students with disabilities and socioeconomically disadvantaged students experienced substantial fluctuations. Students with disabilities improved significantly in 2023-24 to -77.2 but declined significantly in 2024-25 to -106.9 points. Socioeconomically disadvantage students similarly improved to -55.8 points in 2023-

24 before declining to -75.6 points in 2024-25. English learner performance also declined significantly, from -60.6 points in 2023-24 to -86.5 points in 2024-25. These declines are concerning because the corresponding statewide student groups generally demonstrated improvement during the same period.

Performance by ethnicity reflects the same pattern of substantial gains followed by significant declines in 2024-25. Hispanic or Latino students improved from -57.9 points in 2022-23 to -50.8 points in 2023-24 but declined significantly to -85.3 points in 2024-25. White students demonstrated a similar trend, improving from -21.3 points to -11.3 points in 2023-24 before declining significantly to -36.3 points in 2024-25. In contrast, statewide performance for these groups improved in 2024-25. Overall, the data suggest that while the school has demonstrated an ability to produce meaningful gains in math—as evidenced by improvements among Socioeconomically disadvantage students, students with disabilities, and several student groups in 2023-24—the widespread and significant declines in 2024-25 indicate that those gains were not sustained.

CA Dashboard Math Performance Schoolwide				
	2021-22	2022-23	2023-24	2024-25
Charter School	-29.8 No Change Level	-38.5 Decreased ▼ -8.7 Points	-33.3 Increased ▲ +5.2 Points	-57.4 Decreased Significantly ▼ -24.1 Points
State	-51.7 No Change Level	-49.1 Maintained — +2.6 Points	-47.6 Maintained — +1.5 Points	-42.4 Increased ▲ +5.2 Points

CA Dashboard Math Performance by Student Group				
	2021-22	2022-23	2023-24	2024-25
English Learners				
Charter School	No Data	No Data	-60.6 No Change Level	-86.5 Decreased Significantly ▼ -25.9 Points
State	-92.0 No Change Level	Orange -93.4 Maintained — -1.4 Points	Orange -93.4 Maintained — 0.0 Points	Yellow -86.1 Increased ▲ +7.3 Points
Students with Disabilities				
Charter School	-70.4 No Change Level	-111.7 Decreased Significantly ▼ -33.4 Points	-77.2 Increased Significantly ▲ +34.5 Points	-106.9 Decreased Significantly ▼ -29.8 Points

CA Dashboard Math Performance by Student Group				
	2021-22	2022-23	2023-24	2024-25
State	-130.8 No Change Level	-127.3 Increased ▲ +5.5 Points	-124.3 Maintained — +2.9 Points	-120.7 Increased ▲ +3.6 Points
Socioeconomically Disadvantaged				
Charter School	-57.4 No Change Level	-75.2 Decreased Significantly ▼ -17.8 Points	-55.8 Increased Significantly ▲ +19.3 Points	-75.6 Decreased Significantly ▼ -19.8 Points
State	-84.0 No Change Level	-80.8 Increased ▲ +3.2 Points	-78.2 Maintained — +2.6 Points	-72.9 Increased ▲ +5.3 Points

Foster Youth and Homeless Youth data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

CA Dashboard Math Performance by Student Ethnicity				
	2021-22	2022-23	2023-24	2024-25
Hispanic or Latino				
Charter School	-48.4 No Change Level	-57.9 Decreased ▼ -9.5 Points	-50.8 Increased ▲ +7.1 Points	-85.3 Decreased Significantly ▼ -34.5 Points
State	-83.4 No Change Level	-80.8 Maintained — +2.6 Points	-79.2 Maintained — +1.6 Points	-73.6 Increased ▲ +5.6 Points
White				
Charter School	-2.9 No Change Level	-21.3 Decreased Significantly ▼ -18.5 Points	-11.3 Increased ▲ +10.0 Points	-36.3 Decreased Significantly ▼ -25.0 Points
State	-13.4 No Change Level	-11.1 Maintained — +2.3 Points	-10.3 Maintained — +0.7 Points	-6.2 Increased ▲ +4.2 Points
Two or More Races				
Charter School	-66.7 No Change Level	-42.8 Increased Significantly ▲ +23.9 Points	No Data	-17.7 No Change Level
State	-9.9 No Change Level	-7.4 Maintained — +2.5 Points	-5.3 Maintained — +2.1 Points	-0.7 Increased ▲ +4.6 Points

African American, American Indian or Alaska Native, Asian, Filipino and Pacific Islander data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Growth Model

The Growth Model is a way of measuring how students' academic scores change between the current year assessment scores and the previous year assessment scores. An individual growth score looks at the difference between the students' expected test score and their actual test score. The Growth Model looks at students in grades four through eight across California on ELA and math assessments. While the Growth Model on the 2025 Dashboard is available for informational purposes, the State Board of Education has allowed for its consideration during charter school renewal.

Growth Model Definitions:

1. **Growth Categories:** Measure the difference between the students' expected score and the students' actual score.

Status Level	Status Cut Score
1 – Minimal	-20.1 points or fewer
2 – Moderate	-20 points to -4.9 points
3 – Average	-5.0 points to 4.9 points
4 – Accelerated	5.0 points to 19.9 points
5 – Exceptional	20.0 points or greater

2. **Status Score:** Average growth among students.
3. **Number of Students with Improved Scores:** Number of students who improved their score, by any amount, from 2023-24 to 2024-25.
4. **Percentage of Students with Improved Scores:** Number of Students with Improved Scores divided by the Total Number of Students Tested

Positive Status Score	Indicates that a schoolwide or a student group growth was more than their expected growth
Negative Status Score	Does not indicate a regression, rather it shows that schoolwide or a student group growth was lower their expected growth

ELA Growth Schoolwide Average Growth Status Score: 0 Students Improved: 66.7%

Math Growth Schoolwide Moderate Growth Status Score: -6 Students Improved: 55.2%
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In ELA, 66.7% of students at JCS-Manzanita improved their scores from 2023-24 to 2024-25 in alignment with their expected growth.

In math, 55.2% of students at JCS-Manzanita improved their scores from 2023-24 to 2024-25 by an average of 6 points lower than their expected growth.

Based on the growth categories this places the Charter School in average growth for ELA and moderate growth for math. The following charts show growth for all major student groups.

English Language Arts Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
Socioeconomically Disadvantaged	45	0	Average Growth	28	62.2%
Students with Disabilities	29	-2	Average Growth	20	69%

English Learners, Foster Youth, Homeless Youth, data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

English Language Arts Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
Hispanic or Latino	42	8	Accelerated Growth	30	71.4%
White	33	2	Average Growth	20	60.6%

African American, American Indian or Alaska Native, Asian, Filipino, Pacific Islander, Two or More Races and Not Reported data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Math Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
Socioeconomically Disadvantaged	45	-10	Moderate Growth	25	55.6%

Math Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
Students with Disabilities	29	-12	Moderate Growth	15	51.7%

Englis Learners, Foster Youth, Homeless Youth data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Math Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
Hispanic or Latino	42	-1	Average Growth	25	59.5%
White	33	-1	Average Growth	18	54.5%

African American, American Indian or Alaska Native, Asian, Filipino, Pacific Islander, Two or More Races and Not Reported data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

College and Career Readiness Measures

While the Charter School serves students in grades nine through twelve, fewer than eleven students in each of the years from 2021-22 through 2024-25 were reported. As a result, there is no data available for the College and Career Readiness indicator.

	CA Dashboard CCI Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	No Data	No Data	No Data	No Data
State	No Data	43.9% No Change Level	45.3% Maintained — +1.4%	51.7% Increased ▲ +3.1%

College and Career Readiness data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

English Learner Progress

The California School Dashboard English learner (EL) progress data show limited measurable progress for the Charter School over the charter term. An English Learner Progress Indicator (ELPI) performance color is assigned to schools, districts, and county offices of education (COEs) that have 30 or more EL students with Summative English Language Proficiency Assessments for California (ELPAC) or Summative Alternate ELPAC results in the current and prior year and 30 or more EL students with Summative ELPAC or Summative Alternate

ELPAC results in the prior year and preceding year. The Charter School should continue to monitor English learner progress at the individual student level and ensure that English learners receive consistent, targeted language-development support and access to interventions designed to accelerate progress toward English proficiency and reclassification.

CA Dashboard English Learner Progress				
	2021-22	2022-23	2023-24	2024-25
Charter School	No Data	No Data	45.5% No Change Level	No Data
State	50.3% No Change Level	48.7% Maintained — -1.6%	45.7% Decreased ▼ -3.0%	46.4% Maintained — +0.7%

Local Indicators: Implementation of Academic Standards

Local Indicator	Status
Implementation of Academic Standards Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to their local governing board at a regularly scheduled meeting and report to educational partners and the public through the Dashboard.	Standard Met

Verified Data Provided by the Charter School

As mentioned above, if a charter school provides verified data, EC requires the authorizing agency to also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

1. The Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

On Nov. 4, 2020, the State Board of Education approved the criteria to define verified data, and the list of valid and reliable assessments and measures of postsecondary outcomes. For a verified data source to be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome), must include the results of at least 95 percent of eligible students. In the case of academic progress information, the Charter School must demonstrate that it has administered the assessment to and included the results of at least 95 percent of pupils for whom the assessment is appropriate.

JCS-Manzanita has provided data from Northwest Evaluation Association MAP (NWEA Map). This assessment was approved by the State Board of Education as reliable for use as verified data in charter school renewals.

Northwest Evaluation Association MAP

Included in the Renewal Petition was a summary of schoolwide growth results for JCS-Manzanita from NWEA MAP as displayed in the graphs below.



NWEA MAP Data for JCS-Manzanita, Fall to Spring Cohort (4 years, 2023-2026)

In November 2020, the SBE adopted guidance in evaluating one year's growth based on each assessment publisher. For NWEA MAP the metric associated in measuring one year's growth is the Conditional Growth Index (CGI). In May 2023, the SBE adopted guidance in evaluating one year's growth based on each assessment publisher, including NWEA MAP. For NWEA MAP a CGI of -0.2 or greater would reflect one year's growth in a subject.

The tables below are results from the NWEA MAP Student Growth Summary Report for Reading and Math in 2023-24, 2024-25 and 2025-26. JCS-Manzanita administers the NWEA MAP assessment in grades two through twelve. NWEA MAP suppresses data for student groups with fewer than 10 students. In the case of JCS-Manzanita, there are not enough students in grades nine, ten, eleven and twelve, to produce a result. The full NWEA MAP Student Growth Summary Reports can be found in the [Appendix](#).

Reading

The NWEA MAP Student Growth Summary Reports indicate variability in student growth outcomes across grade levels over the three-year period. In 2023-24, all seven grade levels with sufficient student enrollment to generate a score (grades 2 through 8) achieved a CGI above -0.20 . CGI values ranged from -0.10 in grade 8 to 1.69 in third grade, indicating that each reported grade level met the benchmark for one year's academic growth.

2023-24 Reading Student Growth Summary Report			
Grade	Number of Students	School CGI	One Year's Progress Met (CGI -0.20 or better)
2	18	1.11	Met
3	17	1.69	Met
4	18	1.07	Met
5	13	0.59	Met
6	19	1.44	Met
7	13	0.88	Met
8	16	-0.10	Met
9	7	No Data	-
10	2	No Data	-
11	5	No Data	-
12	4	No Data	-

In 2024-25, a majority of grade levels achieved at least one year's progress. Six of the seven reported grade levels (grades 2, 3, 4, 6, 7, and 8) achieved a CGI of -0.20 or higher, while fifth grade recorded a CGI of -0.42 and did not meet the benchmark for one year's growth.

2024-25 Reading Student Growth Summary Report			
Grade	Number of Students	School CGI	One Year's Progress Met (CGI -0.20 or better)
2	24	0.15	Met
3	23	0.51	Met
4	16	1.59	Met
5	13	-0.42	Not Met
6	16	1.01	Met
7	23	0.15	Met
8	11	0.42	Met
9	1	No Data	-
10	4	No Data	-
11	1	No Data	-
12	3	No Data	-

In 2025-26, growth outcomes similar when compared with the prior year. Six of the seven reported grade levels achieved a CGI above -0.20. Grade 5 was the only grade level with a negative CGI (-0.30) and did not meet the benchmark for one year's growth.

2025-26 Reading Student Growth Summary Report			
Grade	Number of Students	School CGI	One Year's Progress Met (CGI -0.20 or better)
2	20	0.00	Met
3	27	0.62	Met
4	26	0.80	Met
5	15	-0.30	Not Met
6	14	0.39	Met
7	19	0.50	Met
8	25	0.40	Met
9	1	No Data	-
10	1	No Data	-
11	5	No Data	-
12	1	No Data	-

Across the three years, a majority of grade levels consistently met the benchmark for one year's growth. Grade 5 showed the greatest variability, meeting the benchmark in 2023-24 but falling below the benchmark in both 2024-25 and 2025-26. Due to NWEA MAP reporting rules, grades 9 through 12 did not have sufficient student enrollment to generate reportable growth results, limiting analysis of student growth at the high school level.

Overall, the NWEA MAP Student Growth Summary Reports for Reading show that almost all grade levels with reportable data met the benchmark for one year's academic growth during the three-year review period. The results indicate generally positive growth outcomes across most elementary and all middle school grade levels, with variation among fifth grade from year to year.

Math

The NWEA MAP Student Growth Summary Reports indicate variability in student growth outcomes across grade levels over the three-year period. In 2023-24, all seven grade levels with sufficient student enrollment to generate a score (grades 2 through 8) achieved a CGI above -0.2. CGI values ranged from 0.24 in grade 5 to 1.87 in grade 7, indicating that each reported grade level met the benchmark for one year's academic growth.

2023-24 Math Student Growth Summary Report			
Grade	Number of Students	School CGI	One Year's Progress Met (CGI -0.20 or better)
2	18	1.64	Met
3	17	1.33	Met
4	18	1.39	Met
5	13	0.24	Met
6	20	0.46	Met
7	13	1.87	Met
8	16	0.43	Met
9	7	No Data	-
10	2	No Data	-
11	5	No Data	-
12	4	No Data	-

In 2024-25, performance was more mixed. Five of the seven reported grade levels (grades 3, 4, 5, 7, and 8) achieved a CGI of -0.20 or higher, while grades 2 and 6 recorded negative CGI values and did not meet the benchmark for one year's growth.

2024-25 Math Student Growth Summary Report			
Grade	Number of Students	School CGI	One Year's Progress Met (CGI -0.20 or better)
2	24	-0.24	Not Met
3	23	0.01	Met
4	16	0.58	Met
5	14	-0.03	Met
6	16	-0.26	Not Met
7	23	1.02	Met
8	12	0.60	Met
9	1	No Data	-
10	4	No Data	-
11	1	No Data	-
12	3	No Data	-

In 2025-26, growth outcomes improved compared with the prior year. Six of the seven reported grade levels achieved a CGI above -0.20. Grade 5 was the only grade level with a negative CGI (-0.26) and did not meet the benchmark for one year's growth. Grades 2, 3, and 8 demonstrated the strongest growth results, each recording CGI values above 1.00.

2025-26 Math Student Growth Summary Report			
Grade	Number of Students	School CGI	One Year's Progress Met (CGI 0.00 or better)
2	22	1.34	Met
3	26	1.25	Met
4	26	0.73	Met
5	15	-0.26	Not Met
6	13	0.65	Met
7	19	0.76	Met
8	24	1.06	Met
9	1	No Data	-
10	1	No Data	-
11	5	No Data	-
12	0	No Data	-

Across the three years, grades 3, 4, 7 and 8 consistently met the benchmark for one year's growth. Grades 2, 5 and 6 showed the greatest variability, meeting the benchmark in two out of the three years. Due to NWEA MAP reporting rules, grades 9 through 12 did not have sufficient student enrollment to generate reportable growth results, limiting analysis of student growth at the high school level.

Overall, the NWEA MAP Student Growth Summary Reports for Math show that the majority of grade levels with reportable data met the benchmark for one year's academic growth during the three-year review period. While all reported grades met the benchmark in 2023-24, performance declined in 2024-25 before improving in 2025-26, when six of seven reported grade levels met the growth expectation. The results indicate generally positive growth outcomes across most elementary and middle school grade levels, with some variation among individual grades from year to year.

Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

California School Dashboard: Academic Engagement Indicators

The following sections provide additional detail and analysis of academic engagement on the Dashboard. The Dashboard identifies information in this section as showing how well schools are engaging students in their learning.

Graduation Rate

Graduation rate is reflective of grade twelve only and displays the percentage of students who received a high school diploma within four or five years of entering ninth grade. The Dashboard does not display data for indicators with fewer than 11 students and does not generate an indicator color for fewer than 30 students.

In 2021-22, JCS-Manzanita had more than 11 students, but fewer than 30 students enrolled, which resulted in a graduation rate, but no color. From 2022-23 through 2024-25, the Charter School had fewer than 11 twelve grade students enrolled, resulting in no graduation rate, and no color for those years.

CA Dashboard Graduation Rate Schoolwide				
	2021-22	2022-23	2023-24	2024-25
Charter School	58.3% No Change Level	No Data	No Data	No Data
State	87.4% No Change Level	86.4% Decreased ▼ -1.0%	86.7% Maintained — +0.3%	87.8% Increased ▲ +1.0%

Graduation Rate data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Chronic Absenteeism

The chronic absenteeism rate is the percentage of students in transitional kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. The Dashboard does not display data for indicators with fewer than 11 students and does not generate an indicator color for fewer than 30 students.

Throughout the approved charter term, JCS-Manzanita demonstrated overall improvement in chronic absenteeism. The schoolwide chronic absenteeism rate remained below the statewide average and declined to 6.5 in 2024-25. A majority of significant student groups also demonstrated year-over-year improvement and had rates below their corresponding statewide averages. However, results for English learners were less consistent, with the rate increasing by 10.4 points in 2022-23 and 4.8 points in 2023-24 before declining by 11.1 points in 2024-25. Despite the most recent improvement, the 2024-25 chronic absenteeism rate for English Learners remained above the statewide rate. Overall, the Charter School has demonstrated an ability to reduce chronic absenteeism, while continued improvement among English learners remains an area of focus.

CA Dashboard Chronic Absenteeism Schoolwide				
	2021-22	2022-23	2023-24	2024-25
Charter School	14.9% No Change Level	15.2% Maintained — +0.3%	13.1% Declined ▼ -2.1%	6.5% Declined Significantly ▼ -6.5%
State	30.0% No Change Level	24.3% Declined Significantly ▼ -5.7%	18.6% Declined Significantly ▼ -5.7%	17.1% Declined ▼ -1.5%

CA Dashboard Chronic Absenteeism by Student Group				
	2021-22	2022-23	2023-24	2024-25
English Learners				
Charter School	18.2% No Change Level	28.6% Increased ▲ +10.4%	33.3% Increased ▲ +4.8%	22.2% Declined ▼ -11.1%
State	33.6% No Change Level	26.3% Declined Significantly ▼ -7.3%	20.1% Declined Significantly ▼ -6.1%	18.1% Declined ▼ -2.0%
Homeless Youth				
Charter School	No Data	33.3% No Change Level	13.3% Declined ▼ -20.0%	No Data

CA Dashboard Chronic Absenteeism by Student Group				
	2021-22	2022-23	2023-24	2024-25
State	45.1% No Change Level	38.7% Declined Significantly ▼ -6.4%	32.7% Declined Significantly ▼ -6.0%	30.7% Declined ▼ -2.0%
Students with Disabilities				
Charter School	25.0% No Change Level	29.8% Increased ▲ +4.8%	20.5% Declined ▼ -9.3%	9.6% Declined ▼ -10.9%
State	39.6% No Change Level	33.1% Declined Significantly ▼ -6.5%	26.3% Declined Significantly ▼ -6.8%	24.9% Declined ▼ -1.5%
Socioeconomically Disadvantaged				
Charter School	22.2% No Change Level	21.6% Declined ▼ -0.6%	17.4% Declined ▼ -4.2%	10.9% Declined ▼ -6.4%
State	37.4% No Change Level	29.9% Declined Significantly ▼ -7.5%	23.4% Declined Significantly ▼ -6.6%	21.7% Declined ▼ -1.6%

Foster Youth data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

CA Dashboard Chronic Absenteeism by Student Ethnicity				
	2021-22	2022-23	2023-24	2024-25
Hispanic or Latino				
Charter School	21.6% No Change Level	15.1% Declined ▼ -6.6%	16.5% Increased ▲ +1.4 Points	9.7% Declined ▼ -6.8%
State	35.8% No Change Level	28.4% Declined Significantly ▼ -7.4%	21.7% Declined Significantly ▼ -6.7%	20.1% Declined ▼ -1.6%
White				
Charter School	8.3% No Change Level	10.8% Increased ▲ +2.5%	7.2% Declined ▼ -3.6%	3.6% Declined ▼ -3.6%
State	21.9% No Change Level	18.5% Declined Significantly ▼ -3.5%	13.5% Declined Significantly ▼ -4.9%	12.2% Declined ▼ -1.3%
Two or More Races				

CA Dashboard Chronic Absenteeism by Student Ethnicity				
	2021-22	2022-23	2023-24	2024-25
Charter School	12.5% No Change Level	22.2% Increased ▲ +9.7%	11.1% Declined ▼ -11.1%	0.0% Declined ▼ -11.1%
State	25.1% No Change Level	21.6% Declined Significantly ▼ -3.5%	16.2% Declined Significantly ▼ -5.4 %	14.9% Declined ▼ -1.3 %

African American, American Indian or Alaska Native, Asian, Filipino, Pacific Islander data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Local Indicators: Academic Engagement

Local Indicator	Status
Access to a Broad Course of Study This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs	Standard Met

California School Dashboard: Conditions and Climate

The following sections provide additional detail and analysis of conditions and climate on the Dashboard. The Dashboard displays data in this section related to how well schools provide a healthy, safe and welcoming environment.

Suspension Rate

The Dashboard does not display data for indicators with fewer than 11 students and does not generate an indicator color for fewer than 30 students.

CA Dashboard Suspension Rate Schoolwide				
	2021-22	2022-23	2023-24	2024-25
Charter School	0.0% No Change Level	0.4% Increased ▲ +0.4%	0.0% Decreased ▼ -0.4%	0.0% Maintained — 0.0%
State	3.1% No Change Level	3.5% Increased ▲ +0.4%	3.2% Decreased ▼ -0.3%	2.9% Decreased ▼ -0.4%

CA Dashboard Suspension Rate by Student Group				
	2021-22	2022-23	2023-24	2024-25
English Learners				
Charter School	0.0% No Change Level	0.0% Maintained — 0.0%	0.0% Maintained — 0.0%	0.0% Maintained — 0.0%
State	3.2% No Change Level	3.7% Increased ▲ +0.5%	3.4% Decreased ▼ -0.3%	3.2% Maintained — -0.2%
Homeless Youth				
Charter School	No Data	0.0% No Change Level	0.0% Maintained — 0.0	No Data
State	5.5% No Change Level	6.5% Increased ▲ +1.0%	5.7% Decreased ▼ -0.8%	5.1% Decreased ▼ -0.5%
Students with Disabilities				
Charter School	0.0% No Change Level	0.0% Maintained — 0.0%	0.0% Maintained — 0.0%	0.0% Maintained — 0.0%
State	5.4% No Change Level	5.9% Increased ▲ +0.5%	5.4% Decreased ▼ -0.5%	5.0% Decreased ▼ -0.5%
Socioeconomically Disadvantaged				
Charter School	0.0% No Change Level	0.6% Increased ▲ +0.6%	0.0% Decreased ▼ -0.6%	0.0% Maintained — 0.0%
State	4.0% No Change Level	4.5% Increased ▲ +0.5%	4.0% Decreased ▼ -0.5%	3.6% Decreased ▼ -0.4%

Foster Youth data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

CA Dashboard Suspension Rate by Student Ethnicity				
	2021-22	2022-23	2023-24	2024-25
Hispanic or Latino				
Charter School	0.0% No Change Level	0.8% Increased ▲ +0.8%	0.0% Decreased ▼ -0.8%	0.0% Maintained — 0.0%
State	3.3% No Change Level	3.8% Increased ▲ +0.5%	3.4% Decreased ▼ -0.4%	3.0% Decreased ▼ -0.4%

CA Dashboard Suspension Rate by Student Ethnicity				
	2021-22	2022-23	2023-24	2024-25
White				
Charter School	0.0% No Change Level	0.0% Maintained — 0.0%	0.0% Maintained — 0.0%	0.0% Maintained — 0.0%
State	2.6% No Change Level	2.9% Maintained — +0.2%	2.6% Decreased ▼ -0.3%	2.4% Maintained — -0.2%
Two or More Races				
Charter School	0.0% No Change Level	0.0% Maintained — 0.0%	0.0% Maintained — 0.0%	0.0% Maintained — 0.0%
State	2.9% No Change Level	3.3% Increased ▲ +0.4%	3.0% Decreased ▼ -0.3%	2.8% Maintained — -0.2%

African American, American Indian or Alaska Native, Asian, Filipino and Pacific Islander data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Staffing and Teacher Credentialing

EC 47605, 47605.6, and 47605.4 require charter school teachers to hold a California teaching credential required for their assignment. In addition to the annual SDCOE credential assignment reviews, state law requires charter schools to participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System (CALSAAS). CALSAAS identifies five types of credentials:

1. **Clear:** The staff member is authorized by a clear or preliminary credential or by a local assignment option.
2. **Intern:** The staff member is authorized by an intern credential.
3. **Out-of-Field:** The staff member is authorized by a General Education Limited Assignment Teaching Permit (GELAP), Special Education Limited Assignment Permit (SELAP), short-term waiver, emergency permit, or local assignment option.
4. **Ineffective:** The staff member does not hold a legal authorization, or emergency credential, variable term waiver, or substitute permit.
5. **Incomplete:** Missing or incorrect information was reported about the assignment, and CALSAAS could not make a determination.

The chart below shows results from CALSAAS over the charter term by percentage and full-time equivalent (FTE) of teachers in each credential type.

Total Teaching FTE is defined as the sum of FTE at the selected entity associated with any classroom-based teaching assignment. The FTE for administrator, pupil services, and non-classroom-based assignments are not included in these counts.

Data: CDE Teaching Assignment Monitoring Outcomes by FTE Report

Credential Type	2021-22	2022-23	2023-24
Total Teaching FTE	13.9	12.7	16.9
Clear	75.3%	73.7%	72.3%
Out-of-Field	24.1%	11.3%	24.6%
Intern	0.0%	0.0%	0.0%
Ineffective	0.0%	0.0%	0.0%
Incomplete	0.0%	14.5%	3.2%

The CALSAAS data indicate that the school consistently had the majority of its teaching FTE appropriately authorized through a Clear credential, although the percentage declined slightly from 75.3% in 2021-22 to 72.3% in 2023-24. The proportion of teachers classified as Out-of-Field fluctuated during the charter term, decreasing substantially from 24.1% in 2021-22 to 11.3% in 2022-23 before increasing to 24.6% in 2023-24. This increase occurred alongside growth in total teaching FTE, from 12.7 to 16.9. These are the Local Assignment Options (LAO) all charter schools are allowed to use, per the Commission on Teacher Credentialing (CTC). LAOs are rules in state laws and regulations that let local school boards assign a fully credentialed teacher to a subject or setting outside their normal credential limits.

Notably, the school had no teachers classified as Intern or Ineffective in any of the three years. The Incomplete category was 14.5% in 2022-23 but declined to 3.2% in 2023-24, suggesting improvement in the completeness or accuracy of reported assignment information.

Local Indicators: Conditions and Climate

Local Indicator	Status
Basics: Teachers, Instructional Materials, Facilities This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities. <i>Additional information on staff credentialing can be found in the section above.</i>	Standard Met
Parent and Family Engagement	Standard Met

Local Indicator	Status
This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.	
Local Climate Survey This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.	Standard Met

Enrollment Demographics

EC Section 47605(c)(5)(G) requires a charter school to include in its charter petition a reasonably comprehensive description of the means by which the Charter School will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

JCS-Manzanita is located within the boundaries of the La Mesa Spring Valley School District. The following chart shows the Charter School's demographics as compared to the La Mesa Spring Valley School District.

Student Group	Charter School	La Mesa - Spring Valley
English Learners	6.9%	14.4%
Foster Youth	0.0%	0.3%
Homeless Youth	2.4%	3.7%
Migrant Education	0.0%	0.0%
Socioeconomically Disadvantaged	47.3%	63.8%
Students with Disabilities	23.3%	21.1%

Student Ethnicity	Charter School	La Mesa - Spring Valley
African American	6.1%	7.1%

American Indian or Alaska Native	0.0%	0.1%
Asian	1.6%	3.3%
Filipino	0.4%	2.0%
Hispanic or Latino	49.4%	51.7%
Pacific Islander	0.0%	0.4%
Two or More Races	9.4%	8.8%
White	33.1%	24.6%
Not Reported	0.0%	2.0%

Nearly all the Charter School's student groups align to the La Mesa Spring Valley School District, apart from English Learner and socioeconomically disadvantaged students that are not as closely aligned. English Learner students are 6.9% of the total student population at the Charter School, compared to 14.4% at the district. Socioeconomically disadvantaged students are 47.3% of the total student population at the Charter School, compared to 63.8% at the district.

The Renewal Petition describes a multipronged approach to recruit and enroll a student population that is reflective of the diversity of the La Mesa Spring Valley School District. The Charter School identifies several inclusive marketing strategies including multilingual recruitment materials, informational meetings, school tours, social media campaigns, and broad distribution of materials throughout community organizations and agencies. The Charter School has also committed to targeted outreach to underrepresented student populations, with participation in culturally inclusive community events, and partnerships with community-based organizations. The Charter School measures their recruitment success by annually comparing their demographics to that of the surrounding community and district, identifying any underrepresented groups, and adjusting future recruitment strategies and resources to promote a student population that more closely reflects the local demographics.

The California Department of Education (CDE) does not publish comparison data for special education enrollment by disability type. In 2025-26 students with disabilities account for 16.9% of the overall student population in San Diego County. California recognizes 14 categories of disability. In San Diego County 93% of students with disabilities fall under one of four disability types: Autism, Other Health Impairment, Specific Learning Disability, or Speech or Language Impairment.

The table below shows the JCS-Manzanita's students with disabilities data by disability type. On average, 79.02% of the Charter School's students with disabilities identified as autistic, have a specific learning disability, or other health impairment. The remaining students with disabilities are reflected in other disability categories and are displayed with an asterisk because the student group has fewer than 10 students.

Data Source: CDE Special Education Enrollment by Disability Type

Disability Type	2022-23	2023-24	2024-25	2025-26
Autism	*	*	25.53%	26.32%
Emotional Disturbance	*	*		*
Intellectual Disability	*	*	*	*
Multiple Disabilities	*	*		*
Orthopedic Impairment	*	*	*	
Other Health Impairment	*	*	25.53%	21.05%
Specific Learning Disability	30.43%	*	29.79%	29.82%
Speech or Language Impairment	*	*	*	*

To protect student privacy, data may be suppressed () on the special education downloadable files based on a combination of factors, including but not limited to the cell sizes at certain aggregation levels and within selected student populations that are 10 or fewer. Blank cells indicate that no students were reported under that disability category for the specified school year.*

Special education disability data is not available prior to the 2022-23 school year.

Financial Condition

SDCOE assesses the Charter School's financial condition at each financial reporting period. A charter school's financial condition is defined as:

1. Will meet all financial obligations for the current and two subsequent fiscal years
2. May not meet its financial obligations for the current or two subsequent fiscal years
3. Will not meet its financial obligations for the current or two subsequent fiscal years

Over the course of the approved charter term, JCS-Manzanita has consistently met all financial obligations and has been free of audit findings as indicated in the following sections.

Historical Financial Sustainability

A charter school's budget is comprised of both unrestricted and restricted revenue sources. Unrestricted revenues, such as Local Control Funding Formula (LCFF) funding, may be used to support virtually any aspect of a charter school's operations, including personnel, instructional programs, facilities, and other ongoing operating expenses. As a result, unrestricted funds provide the greatest flexibility and are the primary source used to sustain the day-to-day operations and long-term fiscal viability of the school.

In contrast, restricted revenues are provided for specific purposes and may only be used in accordance with the requirements of the funding source. Examples include Assembly Bill (AB) 602 special education funding and federal Title program funding. Restricted funds often support targeted programs or services, may be one-time in nature, and in some cases require continued application, eligibility, and reporting to receive future allocations. Because these

funds cannot generally be redirected to support core operations or offset unrestricted operating shortfalls, they provide limited insight into a charter school's overall fiscal solvency.

Accordingly, while both unrestricted and restricted revenues are important components of a charter school's budget, the school's ability to maintain financial stability and sustain ongoing operations is primarily dependent on the adequacy of its unrestricted resources. For this reason, the following financial summary focuses primarily on the unrestricted portion of the budget when assessing fiscal health and solvency.

Fiscal Indicator	2021-22 Unaudited Actuals	2022-23 Unaudited Actuals	2023-24 Unaudited Actuals	2024-25 Unaudited Actuals	2025-26 Second Interim
Annual Unrestricted Surplus/(Deficit) Indicates whether the Charter School's expenditures were more or less than what it received in revenue in a fiscal year	(\$69,019)	\$70,751	\$2,849	\$131,280	\$12,867
Unrestricted Ending Fund Balance Represents the fund balance remaining after the surplus or deficit is combined with the beginning fund balance	\$230,692	\$301,443	\$304,294	\$455,611	\$468,478
Reserve for Economic Uncertainties (REU) The Charter School is required to maintain an REU of 5% per the memorandum of understanding between SDCOE and the Charter School	7.33%	9.34%	9.34%	14.37%	13.27%
Cash Balance Cash balance as of June 30	\$219,144	\$722,874	\$453,898	\$303,132	\$315,998
Days of Cash on Hand The Charter School sector recommends a charter school maintain between 30 and 60 days of cash on hand	25 Days	82 Days	51 Days	52 Days	33 Days

Financial Audit Performance

A charter school is required to contract with an eligible auditor for an annual financial audit. The following chart summarizes the Charter School's audit results over the charter term. Due to the final audit not being issued until January following the audited fiscal year, the latest audit year available is the 2024-25 fiscal year.

Audit Indicator	2021-22	2022-23	2023-24	2024-25
Timely Audit Submission A charter school is required to annually submit their audit report on or before Dec. 15 (EC 47605/47605.6)	Yes	Yes	Yes	Yes
Audit Opinion “Unmodified” indicates the financial statements fairly represent the charter school's financial position in accordance with accounting standards “Modified” or “Qualified” opinion indicates a material issue or insufficient evidence in a specific are of the financial statements, while the remainder are considered reliable	Unmodified	Unmodified	Unmodified	Unmodified
Material Weakness(es) <i>Number of Findings</i> A deficiency in internal controls that creates a reasonable possibility that a material error in the financial statements could occur and go uncorrected	None	None	None	None
Significant Deficiency <i>Number of Findings</i> A significant deficiency is a flaw in internal controls that is less severe than a material weakness but still merits attention	None	None	None	None

Audit Indicator	2021-22	2022-23	2023-24	2024-25
Statutory Compliance <i>Number of Findings</i> Adherence to specific state and federal laws and regulations that govern operations, funding, and program requirements within the scope of the audit	None	None	None	None
Restated Audit Findings <i>Number of Findings</i> Indicates the number of restated audit findings from the prior audit year	None	None	None	None

Projected Long-Term Sustainability

The Charter School submitted assumptions, a proposed budget, and multi-year projection with the Renewal Petition. SDCOE has analyzed the multi-year projection, assumptions, and other financial documentation available for reasonableness.

The primary source of revenue for charter schools is LCFF which is reliant on a charter school's average daily attendance (ADA), or how often enrolled students attend school, and enrollment of higher need student populations (e.g., foster youth, homeless youth, socioeconomically disadvantaged). As a result, student enrollment at a charter school can be a critical factor in fiscal sustainability.

As shown in the following table, JCS-Manzanita experienced enrollment declines during the early years of the current charter term, decreasing from 240 students in 2021-22 to 200 students in 2023-24. Enrollment rebounded in 2024-25 and continued to increase in 2025-26 reaching 245 students.

Enrollment	2021-22	2022-23	2023-24	2024-25	2025-26
Grade TK	0	0	3	6	6
Grade K	29	24	22	31	18
Grade 1	24	29	25	19	34
Grade 2	22	24	19	26	25
Grade 3	21	20	18	24	30
Grade 4	27	18	20	20	29

Enrollment	2021-22	2022-23	2023-24	2024-25	2025-26
Grade 5	19	26	14	17	20
Grade 6	23	18	21	20	20
Grade 7	23	17	15	27	23
Grade 8	23	22	18	16	30
Grade 9	8	7	10	3	1
Grade 10	4	9	3	6	1
Grade 11	8	5	6	2	6
Grade 12	9	9	6	7	2
Total Enrollment	240	228	200	224	245
Change Year-Over-Year (#)		-12	-28	24	21
Change Year-Over-Year (%)		-5.0%	-12.3%	12.0%	9.4%

The table below reflects the enrollment projections included in the Renewal Petition. The Charter School projects steady growth of approximately five students annually throughout the proposed charter term. However, preliminary 2026-27 Census Day enrollment was 216 students, representing a decrease of 29 students from the prior year.

On Oct. 19, 2026, SDCOE Charter School Services staff met with the JCS-Manzanita for clarification on elements of the renewal documents and Petition. During the meeting, school leadership acknowledged that enrollment did not meet the 2026-27 target and indicated that future projections would need to be adjusted accordingly. Nevertheless, the Charter School stated that it believes an annual growth rate of approximately 2%, or five students per year, remains attainable. Based on current enrollment levels, it is uncertain whether the Charter School will achieve the Petition enrollment projections within the same timeframe reflected.

Proposed Enrollment	2027-28	2028-29	2029-30	2030-31	2031-32
Grade TK	15	18	20	20	20
Grade K	20	21	24	28	30
Grade 1	20	24	24	25	25
Grade 2	30	27	28	28	30
Grade 3	35	35	34	34	35
Grade 4	30	35	35	35	35

Proposed Enrollment	2027-28	2028-29	2029-30	2030-31	2031-32
Grade 5	35	30	30	30	30
Grade 6	15	15	15	15	15
Grade 7	10	10	10	10	10
Grade 8	10	10	10	10	10
Grade 9	10	7	7	7	7
Grade 10	4	7	7	7	7
Grade 11	3	3	3	3	3
Grade 12	3	3	3	3	3
Total Enrollment	240	245	250	255	260
Change Year-Over-Year (#)		5	5	5	5
Change Year-Over-Year (%)		2.1%	2.0%	2.0%	2.0%

The majority of assumptions used in the multiyear projection appear reasonable based on the information available to SDCOE. The Charter School projects operating surpluses throughout the projection period and is expected to meet all financial obligations in 2027-28 and the two subsequent fiscal years, as shown in the table below. While lower-than-anticipated enrollment could result in reduced revenues, the projected unrestricted ending fund balances and annual surpluses provide a measure of fiscal flexibility to absorb potential enrollment-related variances.

Fiscal Indicator	2027-28 Proposed	2028-29 Proposed	2029-30 Proposed
Annual Unrestricted Surplus/(Deficit) Indicates whether the Charter School's expenditures were more or less than what it received in revenue in a fiscal year	\$212,088	\$306,740	\$394,946
Unrestricted Ending Fund Balance Represents the fund balance remaining after the surplus or deficit is combined with the beginning fund balance	\$1.03 million	\$1.33 million	\$1.73 million
Reserve for Economic Uncertainties (REU) The charter school is required to maintain a REU of 4% per the memorandum of understanding (MOU) between SDCOE and the Charter School	29.35%	37.01%	46.53%

Fiscal Indicator	2027-28 Proposed	2028-29 Proposed	2029-30 Proposed
Cash Balance Cash balance projected as of June 30	\$851,342	\$1.16 million	\$1.55 million
Days Cash on Hand The charter school sector recommends a charter school maintain between 30 and 60 days of cash on hand.	89	117	153

Overall JCS-Manzanita projects positive financial indicators throughout the projection period, including an unrestricted ending fund balance of \$1.03 million in 2027-28 that is projected to increase to \$1.73 million by 2029-30, projected unrestricted surpluses in each year of the projection, and a REU ranging from approximately 29.35% to 46.53%, exceeding the required 5%. Projected cash balances range from \$851,342 million to \$1.55 million, representing approximately 89 to 153 days of cash on hand.

The Charter School has met all financial obligations during the current charter term and has received unmodified audit opinions with no material weaknesses, significant deficiencies, statutory compliance findings, or restated findings. The financial projections submitted with the Petition indicate that the Charter School is likely to maintain adequate reserves, liquidity, and fiscal solvency throughout the projection period. At the same time, enrollment remains a key variable affecting the Charter School's long-term financial outlook. While the recent decline in enrollment creates uncertainty regarding the pace of future growth reflected in the petition, the Charter School's historical fiscal performance, reserves in excess of the requirement, and projected operating surpluses suggest it is currently positioned to manage potential enrollment fluctuations. Continued monitoring of enrollment, attendance, revenues, and expenditures will be important to ensuring that the Charter School's financial condition remains aligned with its projections over the renewal term.

Governance

JCS-Manzanita is under the umbrella of a charter management organization, Julian Charter School, Inc. (JCS-Inc.). JCS-Inc. is a 501(c)(3) nonprofit organization and operates six charter schools, including JCS-Manzanita, in California. Related-party relationships are disclosed, and the governing board demonstrates awareness of its responsibility to review and oversee these relationships. There are no new related parties in 2025-26, and the charter school continues to disclose the following related parties:

1. JCS-Inc.: Charter management organization
2. SDORI Charter School Properties, LLC: A facility holding corporation for Julian Charter School
3. Charter schools organized under JCS-Inc. in addition to JCS - Manzanita:
 - a. JCS-Cedar Cove
 - b. JCS-Mountain Oaks

- c. JCS-Pine Hills
- d. JCS-Pine Valley
- e. Julian Charter, operating as JCS LIVE Virtual Academy

The tables below show key governance information for JCS-Inc. and JCS-Manzanita.

Julian Charter School, Inc. Board Members

Board Member	Current Term	Position on Board
Tanya Rogers	2019-2027	President
Lisa Simmons	2024-2027	Treasurer
Rebecca Van Cleave	2018-2027	Secretary
Kelly Little	2025-2027	Member
Christina Martinez-Camacho	2025-2027	Member
Janet Wilson	2025-2027	SDORI Sole Director
Kathryn Carr	2026-2028	JCS-Manzanita Parent

Board Composition	
Minimum Number of Board Members	3
Current Number of Board Members	7
Regular Board Meeting Frequency	Monthly
Virtual Access to Meeting Available	Yes
Board Meeting Compliance	
The charter school is compliant with EC 47604.2 board meeting locations and participation.	Met
The charter school posts agendas publicly.	Met
The charter school is compliant with The Brown Act.	Met
Conflict of Interest	
The charter school has adopted a conflict to interest policy that is legally compliant	Met
The charter school has submitted and received approval of their conflict of interest policy from the San Diego County	Met

Board of Supervisors or the Fair Political Practices Commission.	
Eligible charter school employees have annually filed a Statement of Economic Interests (Form 700).	Met

Over the course of the current charter term, the Charter School has been compliant with Brown Act, California Public Records Act, and Conflict of Interest as required by EC Section 47604.1. The governing board's structure, roles, and responsibilities are clearly defined through board-adopted governance policies. Meetings are conducted in alignment with open meeting requirements, including physical meeting locations and two-way teleconference capabilities at each resource center.

The charter school meets monthly, and presents the school's governing board with organizational updates, financial and instructional progress throughout the year. The organizational structure supports administrative, fiscal, and instructional oversight, and the board receives periodic updates to inform decision making.

Overall, the governing board demonstrates an appropriate foundation for effective charter school governance, including compliance with open meeting requirements and receipt of information necessary to support oversight of the educational program and operations.

Notices of Concern and/or Notices of Violation

There were no notices of concern or violation issued to JCS-Manzanita during the current charter term.

Monitoring Conditions of Initial Approval, or Last Renewal

The Charter School did not have any monitoring conditions with its last renewal.

Is the Petition Reasonably Comprehensive?

EC Section 47605, requires a charter petition to contain specific information, including 15 elements. This section will provide a summary of information required in a charter petition. The summary chart below identifies each statutorily required item of a Charter Renewal Petition and whether each item was Met, Substantively Met, or Not Met.

1. **Met:** Petition requirement is reasonably comprehensive and contains all statutorily required information.
2. **Substantively Met:** Petition requirement is mostly comprehensive, but may have a deficiency worth noting, but does not indicate a serious issue that would likely inhibit renewal.
3. **Not Met:** The petition is not reasonably comprehensive and/or contains significant deficiencies.

Additional information related to items that are Substantively Met, or Not Met, will be identified and linked in the following summary chart.

Petition Requirement	Requirement Status
Renewal Petition Requirements	
Has the charter petition been updated with all new requirements of charter schools since the last approval? Summary/Analysis Link	Substantively Met
A reasonably comprehensive description of all required elements.	
Educational Program (EC 47605(c)(5)(A))	Met
Measurable Student Outcomes (EC 47605(c)(5)(B))	Met
Student Progress Measurement (EC 47605(c)(5)(C))	Met
Governance (EC 47605(c)(5)(D))	Met
Employee Qualifications (EC 47605(c)(5)(E))	Met
Health and Safety (EC 47605(c)(5)(F))	Met
Racial/Ethnic Balance (EC 47605(c)(5)(G))	Met
Admissions (EC 47605(c)(5)(H))	Met
Suspension/Expulsion (EC 47605(c)(5)(J))	Met
Retirement Systems (EC 47605(c)(5)(K))	Met
Attendance Alternatives (EC 47605(c)(5)(L))	Met
Post-Employment Rights (EC 47605(c)(5)(M))	Met
Dispute Resolution (EC 47605(c)(5)(N))	Met
Closure Procedures (EC 47605(c)(5)(O))	Met
Other Required Information	
Does the petition contain the necessary affirmations and assurances of the Charter Schools Act?	Met

Petition Requirement	Requirement Status
Does the petition contain a declaration of whether the charter school shall be deemed the exclusive public employer of the charter school's employees?	Met
Information regarding the proposed operation and potential effects of the charter: 1. The facilities are to be used by the charter school, including specifically where the charter school intends to locate. 2. The manner in which administrative services of the charter school are to be provided. 3. Potential civil liability effects of the charter school on the authorizing agency. 4. Financial Statements including first-year operational budget, startup costs, cashflow, and a three-year financial projection. 5. If the school is operated by, or as, a nonprofit public benefit corporation, the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing board of the charter school.	Met

Renewal Petition Updated Legal Requirements

AB 285 (Rivas): Pupil Instruction: Science Requirements: Climate Change

Beginning with the 2024-25 school year, the area of science instruction must include an emphasis on the causes and effects of climate change and methods to mitigate and adapt to climate change. The petition contained instructional materials utilized by the school for the instruction of science but did not contain whether that instruction contained an emphasis on climate change.

On October 16, 2026, SDCOE Charter School Services staff met with JCS-Manzanita for clarification on elements of the renewal documents and Petition submitted. The Charter School shared that they have adopted and implemented curriculum aligned with Next Generation Science Standards (NGSS), including an emphasis on climate change.

Senate Bill 858 (Pérez): Pupil Safety, School Employee Misconduct: Child Abuse Prevention

This bill expands the description of offenses to include sex offense, that, if flagged during a background check, prevents the potential employee from being hired at a local educational agency. On page 119 of the Renewal Petition, the charter school states that "The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to EC Sections 44830.1 and 45122.1. While the Charter School has stated it will comply with EC

sections 44830.1 and 45122.1; the text prior to this has not included the updated language from SB 858 to include "...or of a sex offense...".

On October 16, 2026, SDCOE Charter School Services staff met with JCS-Manzanita for clarification on elements of the renewal documents and Petition submitted. As part of the Charter School's ongoing hiring practices, background checks and screening specifically for sex offense have are in practice. While this has been an ongoing standard practice at JCS-Manzanita, SDCOE recommends updating the Petition language to include "...or of a sex offense..." to ensure consistency between petition language and compliance with EC sections 44830.1 and 45122.1.

AB 2711 (Ramos): Suspensions and Expulsions: Voluntary Disclosures

Effective Jan. 1, 2025, prohibits the suspension of a student enrolled in grades K-12, who voluntarily discloses, in order to seek help through services or supports, the student's use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind, solely for that disclosure. The Renewal Petition and the Charter School's suspension and expulsion policy both do not contain this language.

SDCOE recommends updating the Petition language and school policies to include the AB 2711 changes to reflect compliance with statute.

Is the Charter School Serving All Pupils Who Wish to Attend?

EC Section 47607(e) states that a chartering authority may deny renewal of a charter school if it finds that the Charter School is not serving all pupil who wish to attend, as documented by student enrollment data provided by the CDE, or substantiated complaints that the charter school has not complied with suspension and expulsion requirements per EC Section 47605(c)(5)(J).

State-Provided Enrollment Data

CDE provides data sets for the cumulative student enrollment, students who exited the school midyear, and students who exited the school from one year to the next.

The following chart shows the cumulative enrollment for the Charter School. Cumulative enrollment includes any student who was enrolled at the Charter School for any period of time during the school year.

Student Group	Cumulative Enrollment			
	2021-22	2022-23	2023-24	2024-25
Total Cumulative Enrollment	285	275	229	255
English Learner	4.6%	5.5%	8.7%	8.2%
Foster Youth	0.0%	0.0%	0.0%	0.0%

Student Group	Cumulative Enrollment			
	2021-22	2022-23	2023-24	2024-25
Homeless	0.0%	5.1%	6.6%	0.0%
Migrant Education	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	52.3%	60.7%	58.5%	46.7%
Students with Disabilities	16.8%	21.1%	21.4%	23.5%

African American	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	41.8%	46.9%	49.3%	50.6%
Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	40.0%	35.3%	35.4%	34.9%
Two or More Races	11.6%	10.5%	7.9%	9.4%
Not Reported	0.0%	0.0%	0.0%	0.0%

The following chart displays data for students who enrolled between the start of the school year and Census Day and were not enrolled at the end of the year. Below are the definitions for the data provided:

1. **Percentage of Students:** Number of students who exited midyear divided by cumulative enrollment.
2. **Number of Students with California Assessment of Student Performance and Progress (CAASPP) Results in Prior Year:** This only includes students with CAASPP results from JCS-Manzanita in the prior year. There may be a difference between the number of students who exited midyear and the number of those students with prior year CAASPP results. This may be attributable to, including but not limited to, the following:
 - a. The student may not be in grade three through eight, or eleventh. CAASPP only tests in grades three through eight, and in grade 11.
 - b. The number of students with prior year CAASPP results, are only inclusive of those students who tested with the Charter School. If a student tested at a different school in the prior year, they would not be included in this count.

- c. The student did not complete testing due to a medical emergency, or a parent opt out.
- d. The student did not attempt both the non-performance task and performance task portions of the exam.
- e. The student did not meet the threshold of questions answered to obtain a score.
- f. The student was an English learner who entered a U.S. school less than one year ago.
- g. Students were not enrolled at the school on Census Day.

3. **ELA and Math:** The difference between the average Distance From Standard (DFS) of unretained students (midyear exits) and the schoolwide average DFS.

	Midyear Exits		
	2022-23	2023-24	2024-25
Percentage of students enrolled between the start of the school year and Census Day and were not enrolled at the end of the year	21.09% 58 of 275 students	24.89% 57 of 229 students	18.82% 48 of 255 students
Number of students with CAASPP test results from the prior year	ELA: 29 Math: 29	ELA: 29 Math: 29	ELA: 22 Math: 22
ELA: Difference between average DFS of unretained students and schoolwide average	Unretained 13.79 DFS	Unretained -28.93 DFS	Unretained 19.77 DFS
	Schoolwide -20.8 DFS	Schoolwide -6.4 DFS	Schoolwide -20.9 DFS
Math: Difference between average DFS of unretained students and schoolwide average	Unretained -9.62 DFS	Unretained -30.93 DFS	Unretained -3.27 DFS
	Schoolwide -38.5 DFS	Schoolwide -33.3 DFS	Schoolwide -57.4 DFS

The chart below displays data for students who were enrolled at least 90 days in the prior school year, and who were not enrolled as of Census Day in the following school year. Below are the definitions for the data provided:

1. **Percentage of Students:** Number of students who exited from one year to the next, divided by cumulative enrollment.

- a. The number of students who exited from one year to the next does not include students enrolled in the highest grade level served by the Charter School. JCS-Manzanita's highest grade is twelfth grade. It is important to note that some charter schools also experience a decline in students from eighth grade to ninth grade, as some families are looking for a traditional high school model for various reasons (i.e., sports, extracurricular activities, specialized academic programming, etc.).

2. **Number of students with CAASPP results in prior year:** This only includes students with CAASPP results from JCS-Manzanita in the prior year. There may be a difference between the number of students who exited mid-year and the number of those students with prior year CAASPP results. This may be attributable to, including but not limited to, the following:

- a. The student may not be in grade three through eight, or eleventh. CAASPP only tests in grades three through eight, and eleventh.
- b. The number of students with prior year CAASPP results, are only inclusive of those students who tested with the Charter School. If a student tested at a different school in the prior year, they would not be included in this count.
- c. The student did not complete testing due to a medical emergency, or a parent opt out.
- d. The student did not attempt both the non-performance task and performance task portions of the exam.
- e. The student did not meet the threshold of questions answered to obtain a score.
- f. The student was an English learner who entered a US school less than one year ago.
- g. Students were not enrolled at the school on Census Day.

3. **ELA and Math:** The difference between the average DFS of unretained students (year-to-year exits) and the schoolwide average DFS.

	Year-to-Year Exits		
	2022-23	2023-24	2024-25
Percentage of pupils enrolled in the prior school year, who were not enrolled as of Census Day in the following school year <i>(excludes pupils in the highest grade served by the Charter School).</i>	25.61% 73 of 285 prior year students	36.0% 99 of 275 prior year students	29.69% 68 of 229 prior year students
Number of students with CAASPP test results from the prior year	ELA: 43 Math: 43	ELA: 57 Math: 57	ELA: 47 Math: 47

	Year-to-Year Exits		
	2022-23	2023-24	2024-25
ELA: Difference between average DFS of unretained students and schoolwide average	Unretained 19.88 DFS	Unretained -24.47 DFS	Unretained -12.23 DFS
	Schoolwide -20.8 DFS	Schoolwide -6.4 DFS	Schoolwide -20.9 DFS
Math: Difference between average DFS of unretained students and schoolwide average	Unretained -34.63 DFS	Unretained -51.35 DFS	Unretained -23.94 DFS
	Schoolwide -38.5 DFS	Schoolwide -33.3 DFS	Schoolwide -57.4 DFS

Substantiated Complaints Related to Noncompliance with Suspension/Expulsion Requirements

SDCOE has not received any substantiated complaints related to noncompliance with the suspension and/or expulsion requirements for JCS-Manzanita during the current charter term.

CONCLUSION

JCS-Manzanita has not received any 30-day notices with regard to severe fiscal or governance concerns, or not serving pupils who wish to attend the Charter School.

To summarize, the Board has the following options for a charter school in the middle renewal performance tier, in accordance with EC section 47607.2:

1. GRANT the Petition in accordance with Education Code Section 47607.2 for a charter term of five years.
2. GRANT the Petition in accordance with Education Code Section 47607.2 for a charter term of five years; provided that the Charter School enters into an MOU with SDCOE, prior to July 1, 2027, to address reconcile and resolve the findings presented in the Staff Report.
3. The San Diego County Board of Education FINDS,
 - a. The Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND
 - b. Closure of the Charter School is in the best interest of pupils; AND
 - c. The decision provided greater weight to performance and measurements of academic performance

And DENIES the petition in accordance with Education Code Section 47607.2 and ADOPTS the findings presented in the Staff Report.

If the petition is denied by the Board, the charter petitioner may submit the renewal petition to the State Board of Education on appeal (EC Section 47605).

APPENDIX

NWEA MAP Student Growth Summary Reports



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: JCS Inc

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 0 (Fall 2023)
End - 26 (Spring 2024)
Grouping: None
Small Group Display: No

JCS Manzanita

Math: Math K-12

		Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	18	169.2	13.8	39	188.3	11.4	70	19	2.1	13.4	1.64	95	18	14	78	72
3	17	185.6	8.1	70	204.7	13.6	87	19	2.3	13.6	1.33	91	17	13	76	83
4	18	193.0	15.1	41	213.2	13.7	79	20	1.4	11.8	1.39	92	18	17	94	81
5	13	196.4	12.0	14	206.8	14.9	25	10	2.1	9.0	0.24	59	13	8	62	56
6	20	204.9	13.7	32	217.3	18.1	50	12	3.2	9.3	0.46	68	20	11	55	56
7	13	215.9	19.5	51	231.5	17.8	85	16	3.7	6.0	1.87	97	13	10	77	72
8	16	225.2	20.4	72	233.1	22.8	77	8	2.5	5.3	0.43	67	16	7	44	41
9	7	*			*			*					*			
10	2	*			*			*					*			
11	5	*			*			*					*			
12	4	*			*			*					*			
OT	0	**			**			**					**			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Page 1 of 4





Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: JCS Inc

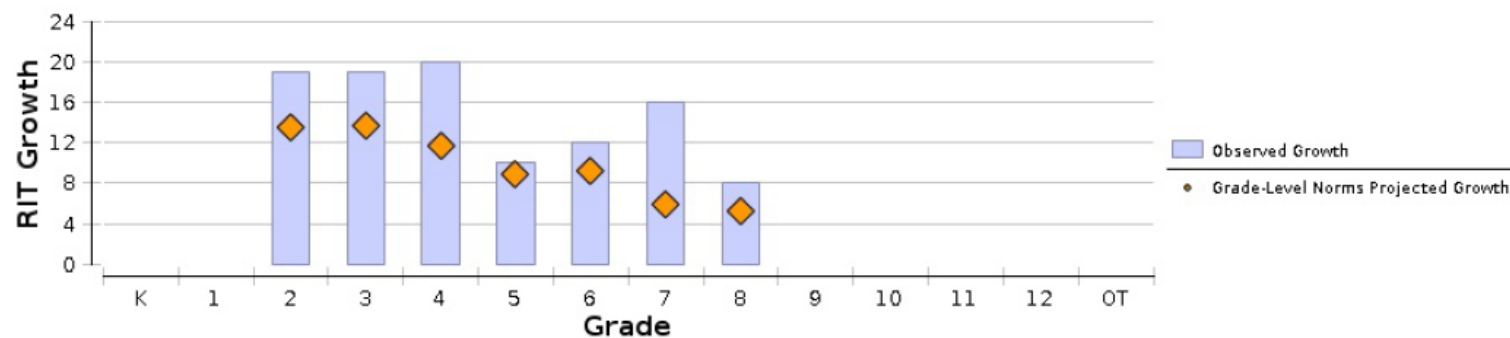
Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 0 (Fall 2023)
End - 26 (Spring 2024)
Grouping: None
Small Group Display: No

JCS Manzanita

Math: Math K-12

		Comparison Periods							Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events [‡]	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Math: Math K-12



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Page 2 of 4

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: JCS Inc

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 0 (Fall 2023)
End - 26 (Spring 2024)
Grouping: None
Small Group Display: No

JCS Manzanita

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
Grade (Spring 2024)	Total Number of Growth Events‡	Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	18	167.1	14.0	43	181.9	12.5	65	15	2.0	10.5	1.11	87	18	13	72	66
3	17	186.2	16.1	65	200.7	11.6	87	15	2.8	7.9	1.69	95	17	12	71	72
4	18	197.8	14.8	66	207.1	14.3	80	9	2.3	5.3	1.07	86	18	13	72	64
5	13	198.1	15.0	30	205.0	11.1	43	7	2.8	4.5	0.59	72	13	8	62	65
6	19	202.3	17.1	22	211.4	15.7	55	9	2.0	3.2	1.44	92	19	14	74	69
7	13	217.2	18.3	78	222.3	15.0	87	5	3.6	2.0	0.88	81	13	8	62	57
8	16	220.4	12.4	76	220.4	18.6	69	0	2.9	2.0	-0.10	46	16	10	63	62
9	7	*			*			*					*			
10	2	*			*			*					*			
11	5	*			*			*					*			
12	4	*			*			*					*			
OT	0	**			**			**					**			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Page 3 of 4





Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: JCS Inc

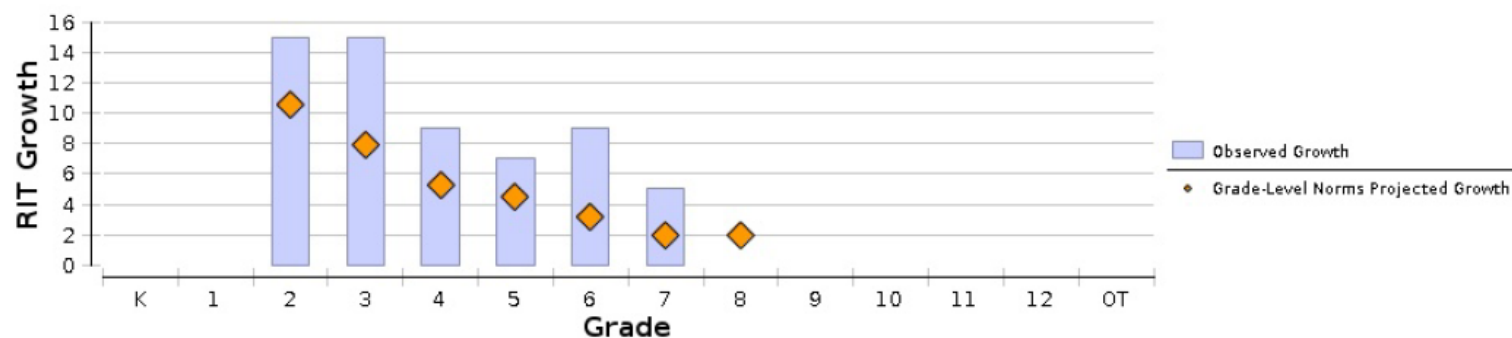
Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 0 (Fall 2023)
End - 26 (Spring 2024)
Grouping: None
Small Group Display: No

JCS Manzanita

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events [‡]	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Language Arts: Reading



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

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Page 4 of 4





Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: JCS Inc

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

JCS Manzanita

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	24	175.6	14.8	63	189.0	16.3	57	13	1.7	14.2	-0.24	41	24	15	63	52
3	23	183.8	10.4	49	198.6	13.3	49	15	1.3	14.8	0.01	50	23	13	57	56
4	16	195.8	9.4	47	212.0	13.3	63	16	1.7	12.6	0.58	72	16	10	63	65
5	14	200.9	12.3	26	209.9	13.2	30	9	1.7	9.2	-0.03	49	14	6	43	42
6	16	205.3	15.0	28	213.2	18.5	27	8	2.0	9.7	-0.26	40	16	5	31	36
7	23	207.4	14.3	15	219.3	14.7	35	12	1.6	6.6	1.02	85	23	18	78	75
8	12	228.1	12.3	79	237.4	15.0	84	9	2.6	5.7	0.60	72	12	7	58	58
9	1	*			*			*					*			
10	4	*			*			*					*			
11	1	*			*			*					*			
12	3	*			*			*					*			
OT	0	**			**			**					**			

Explanatory Notes

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Page 1 of 4

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Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: JCS Inc

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

JCS Manzanita

Math: Math K-12

		Comparison Periods									Growth Evaluated Against					
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Math: Math K-12



Explanatory Notes

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Page 2 of 4

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Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: JCS Inc

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

JCS Manzanita

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2025)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	0	**			**			**					**				
2	24	173.3	15.2	67	185.0	16.7	67	12	1.7	11.1	0.15	56	24	13	54	56	
3	23	186.0	16.5	58	196.7	15.2	66	11	2.1	8.7	0.51	69	23	15	65	56	
4	16	198.8	14.3	67	210.6	9.7	87	12	3.0	5.7	1.59	94	16	12	75	73	
5	13	203.8	13.3	54	206.4	16.4	46	3	2.5	4.3	-0.42	34	13	5	38	36	
6	16	209.1	16.8	54	215.9	16.6	73	7	1.8	2.6	1.01	84	16	11	69	64	
7	23	208.7	11.6	34	211.8	12.0	40	3	1.5	2.4	0.15	56	23	15	65	60	
8	11	224.3	15.7	88	226.5	12.0	88	2	1.3	2.0	0.42	66	11	6	55	58	
9	1	*			*			*					*				
10	4	*			*			*					*				
11	1	*			*			*					*				
12	3	*			*			*					*				
OT	0	**			**			**					**				

Explanatory Notes

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Page 3 of 4

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Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: JCS Inc

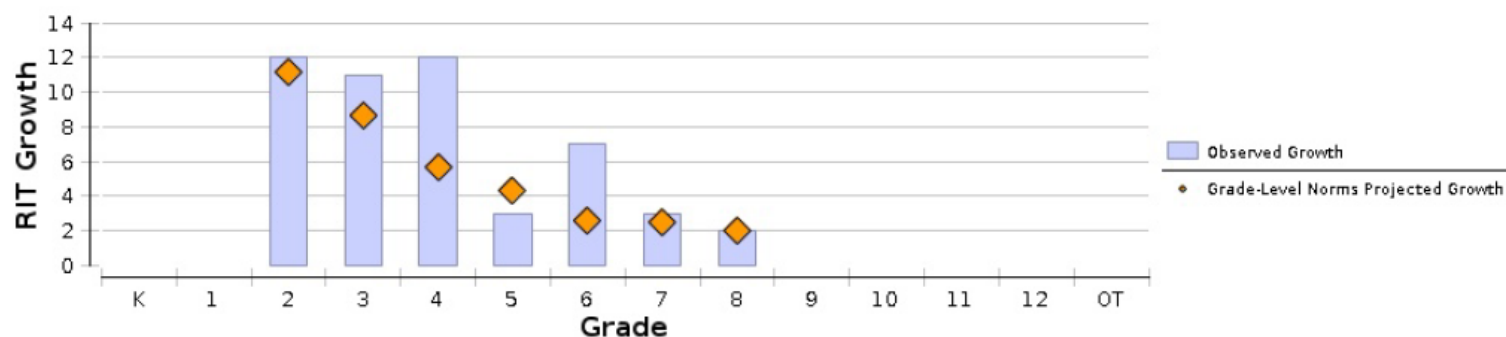
Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

JCS Manzanita

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events [‡]	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Language Arts: Reading



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Page 4 of 4

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Student Growth Summary Report

Aggregate by School

Term: Spring 2025-2026
District: JCS Inc

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2025 - Spring 2026
Weeks of Instruction: Start - 2 (Fall 2025)
End - 32 (Spring 2026)
Grouping: None
Small Group Display: No

JCS Manzanita

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2026)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	22	173.2	17.0	56	193.2	21.0	77	20	3.1	15.3	1.34	91	22	12	55	57
3	26	179.5	18.0	31	200.6	20.3	59	21	1.7	15.8	1.25	89	26	17	65	75
4	26	193.4	13.8	39	211.7	14.9	62	18	1.7	13.5	0.73	77	26	18	69	79
5	15	204.0	12.6	44	212.3	15.3	39	8	2.0	10.0	-0.26	40	15	5	33	28
6	13	204.3	14.4	26	219.5	21.8	51	15	3.2	10.5	0.65	74	13	9	69	66
7	19	214.8	16.1	44	225.7	23.3	61	11	2.4	6.9	0.76	78	19	13	68	64
8	24	218.4	13.5	43	231.7	20.4	68	13	2.9	6.9	1.06	86	24	15	63	67
9	1	*			*			*					*			
10	1	*			*			*					*			
11	5	*			*			*					*			
12	0	**			**			**					**			
OT	0	**			**			**					**			

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Student Growth Summary Report

Aggregate by School

Term: Spring 2025-2026
District: JCS Inc

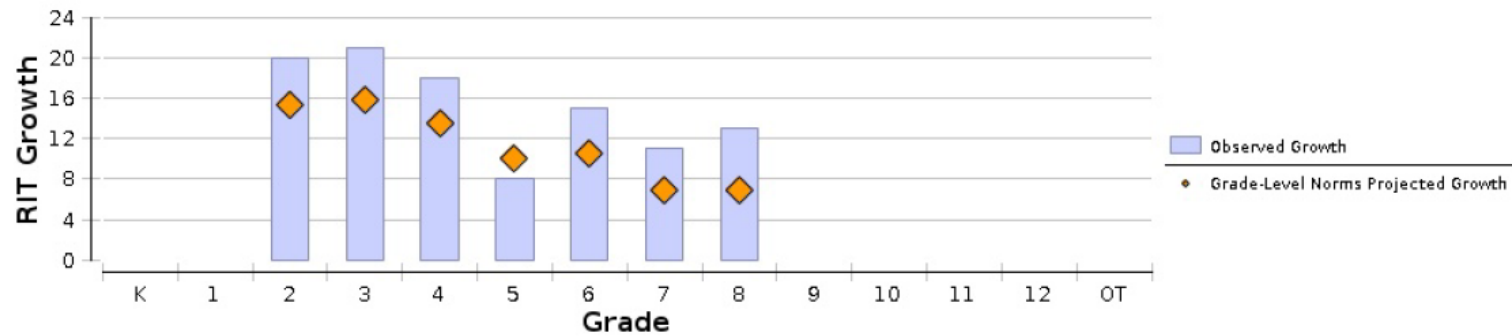
Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2025 - Spring 2026
Weeks of Instruction: Start - 2 (Fall 2025)
End - 32 (Spring 2026)
Grouping: None
Small Group Display: No

JCS Manzanita

Math: Math K-12

		Comparison Periods							Growth Evaluated Against							
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2026)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Math: Math K-12



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Page 2 of 4





Student Growth Summary Report

Aggregate by School

Term: Spring 2025-2026
District: JCS Inc

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2025 - Spring 2026
Weeks of Instruction: Start - 2 (Fall 2025)
End - 32 (Spring 2026)
Grouping: None
Small Group Display: No

JCS Manzanita

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2026)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	20	171.3	17.0	61	183.3	14.1	60	12	2.9	12.0	0.00	50	20	8	40	34
3	27	189.6	25.2	77	201.1	20.4	82	12	2.3	9.0	0.62	73	27	17	63	69
4	26	196.1	16.3	56	205.5	15.8	69	10	2.3	6.3	0.80	79	26	17	65	63
5	15	210.1	12.0	82	212.9	12.9	75	3	2.4	4.0	-0.30	38	15	7	47	37
6	14	208.3	12.5	51	212.8	11.6	59	5	2.0	2.9	0.39	65	14	8	57	56
7	19	217.2	14.9	77	221.1	16.0	81	4	1.3	2.0	0.50	69	19	11	58	58
8	25	217.4	10.7	62	220.9	12.4	69	3	1.4	2.0	0.40	65	25	14	56	59
9	1	*			*			*					*			
10	1	*			*			*					*			
11	5	*			*			*					*			
12	1	*			*			*					*			
OT	0	**			**			**					**			

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Page 3 of 4

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Student Growth Summary Report

Aggregate by School

Term: Spring 2025-2026
District: JCS Inc

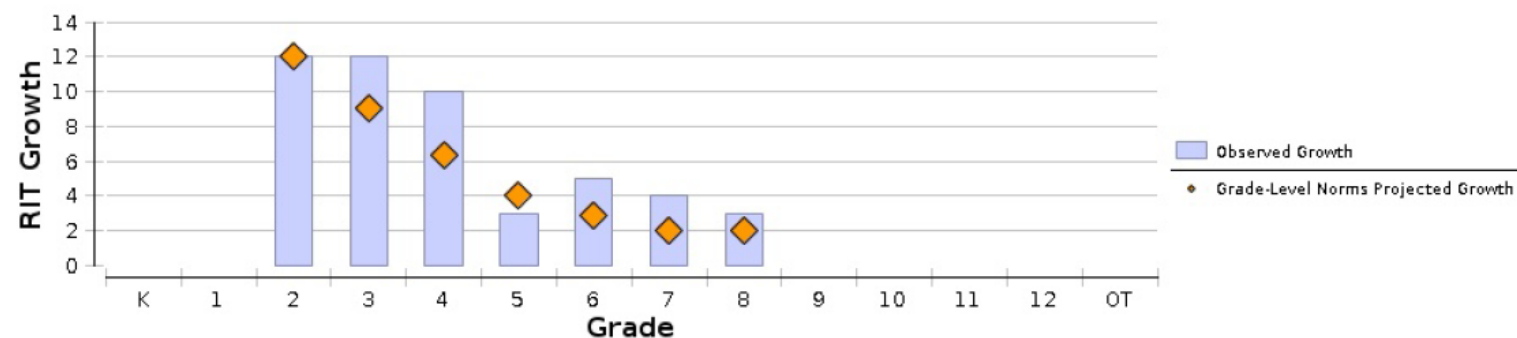
Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2025 - Spring 2026
Weeks of Instruction: Start - 2 (Fall 2025)
End - 32 (Spring 2026)
Grouping: None
Small Group Display: No

JCS Manzanita

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2026)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Language Arts: Reading



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