

**South Carolina Department of Education  
CHARTER SCHOOL  
2021 ANNUAL REPORT  
TEMPLATE**

**Charter School Submission Deadline to  
Sponsor: December 31, 2021**

**Sponsor Submission Deadline to SCDE:  
January 31, 2022**

**School Name: James Island Charter High School**

**Sponsor: Charleston County School District**

**Date of Submission to Sponsor: December 17, 2021**

## I. INTRODUCTION

---

Pursuant to S.C. Code Ann. § 59-40-140(H), the South Carolina Department of Education (SCDE) has developed this annual report template for charter schools to use in reporting to their sponsors. A charter school is required to submit, at least annually, to its sponsor a report that shall include the following, at a minimum:

- (1) the number of students enrolled in the charter school from year to year;
- (2) the success of students in achieving the specific educational goals for which the charter school was established;
- (3) an analysis of achievement gaps among major groupings of students in both proficiency and growth;
- (4) the identity and certification status of the teaching staff;
- (5) the financial performance and sustainability of the sponsor's charter schools; and
- (6) board performance and stewardship including compliance with applicable laws.

The report shall provide all other information as required by the charter school sponsor and the SCDE.

In turn, sponsors are required by law to annually evaluate the following conditions that warrant the nonrenewal or revocation of a school's charter:

- the commission of a material violation of the conditions, standards, or procedures provided for in the charter application;
- failure to make or meet reasonable progress, as defined in the charter application, toward pupil achievement standards as identified in the charter application;
- failure to meet generally accepted standards of fiscal management; and
- violation of any law from which the school was not specifically exempted.

This annual report template is designed to elicit a comprehensive picture of a charter school's recently completed academic year as it relates to the school's performance in those areas impacting charter school accountability: academic achievement, compliance, operations/governance, and financial viability.

## II. ANNUAL REPORT SUBMISSION GUIDELINES

---

**Annual Report Submission:** The annual report shall be due on **December 31** following each full school year in which the charter school is in operation. The board of trustees of a charter school should make the annual report available to the parents or guardians of the students enrolled in the charter school. In accordance with S.C. Code Ann. § 59-40-140 (H), the charter school shall submit an annual report to its sponsor, and the sponsor shall compile the annual reports of all of its charter schools into a single document that must be submitted to the SCDE by January 31. Insofar as the sponsor of a charter school is the charter school's local education agency (LEA), the charter school is advised to submit its annual report to the sponsor's superintendent.

### **Submission Requirements:**

**Charter School:** Please confirm with the sponsor of the charter school the desired format for submission (paper or electronic); the annual report is due to the charter school sponsor no later than **5:00 p.m. on December 31.**

**Charter Sponsor:** An electronic copy of the annual report is due to the SCDE no later than **5:00 p.m. on January 31.** The electronic copy should be submitted to: [charterschools@ed.sc.gov](mailto:charterschools@ed.sc.gov). In the subject line include the **sponsor's name/school's name/2021 Annual Report.**

**Format:** All schools must use the provided Annual Report template and appendices templates. Each question in the application template that requires a written response includes a page limit. Answers should stay within those guidelines. Contact the SCDE Charter Schools Program at 803-734-2781 or at [charterschools@ed.sc.gov](mailto:charterschools@ed.sc.gov) if you have any questions regarding the provided templates.

**Annual Report Review:** All reports must be clear and fully complete in order to be evaluated by both the sponsor and the SCDE. The SCDE will review annual reports upon their submission.

### III. ANNUAL REPORT QUESTIONS

---

#### 1. GENERAL SCHOOL INFORMATION

In the table below, provide the following general school information:

1. General School Information	
Name of School	James Island Charter High School
Year School Opened	2003
Charter Renewal Date	2028
Grade Level(s)	9-12
School Address(es)	1000 Fort Johnson Road
School Website Address	<a href="https://www.ccsdschools.com/jichs">https://www.ccsdschools.com/jichs</a>
Name of School Leader	Tim Thorn
School Leader's Phone Number	843-762-5204
School Leader's E-mail	<a href="mailto:timothy_thorn.c@charleston.k12.sc.us">timothy_thorn.c@charleston.k12.sc.us</a>
Name of Board President	Melanie Millar
Board President's Phone Number	843-276-3550
Board President's E-mail	<a href="mailto:mkingedisto@gmail.com">mkingedisto@gmail.com</a>
Name of Sponsor/Local Education Agency	Charleston County School District

## 2. SCHOOL ENROLLMENT

In the table below, provide the following information regarding school enrollment for grade levels applicable to the school:

Grade Level	Maximum Enrollment at Charter School	135-Day Count 2020-21	45-Day Count 2021-22
Pre-K			
K			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	477	436	479
Grade 10	418	384	424
Grade 11	356	384	363
Grade 12	344	347	346
<b>Total</b>	1595	1551	1612

## 3. EDUCATIONAL PROGRAM AND ACCOUNTABILITY

In the following sections, please reflect on the educational program, student performance data, academic goals, and progress towards the academic goals.

### 3.1. Academic Performance

#### **Academic Performance Narrative (LIMIT YOUR RESPONSE TO THREE PAGES)**

Using applicable data from the past school year's SC READY, SCPASS, ACT WorkKeys®, ACT®, and End of Course test scores, provide a narrative, beginning on the next page, in which you:

- describe the school's statewide assessment results
- provide an analysis of achievement gaps among major groupings of students in both proficiency and growth
- provide an explanation of how the school will close gaps and maintain or improve results.

#### **End of Course Examination Results**

End of Course Examination (EOCE) data indicated that 76.13% of students who took an EOCE passed (score of 60% or above). The following is a breakdown by subgroups.

<b>Subgroup</b>	<b>EOCE Passage Rate</b>	<b>Algebra 1</b>	<b>English 2</b>	<b>Biology</b>	<b>US History</b>
All Students	76.13%	71.23%	89.16%	75.63%	67.96%
Male	73.00%	70.62%	85.12%	69.96%	66.51%
Female	79.44%	71.81%	93.50%	81.48%	69.66%
White	87.00%	81.75%	96.45%	86.82%	82.13%
African American	41.35%	39.74%	69.05%	32.14%	27.17%
Hispanic	73.12%	66.67%	80.65%	78.26%	61.11%
Other Race/Ethnicity	77.61%	64.29%	83.33%	80.95%	78.57%

*Disaggregated data for the English 1 EOCE is not shown as the sample size is fewer than five students.*

End of Course Exams were given to those students who were enrolled in Algebra 1, Intermediate Algebra, English 2 (some English 1), Biology and United States History and Constitution. As a result of the historic impact of the COVID-19 pandemic, State Superintendent Molly Spearman utilized the authority granted to her under Act 135, for the 2020-2021 school year, to waive the requirement that EOCEP assessments account for 20 percent of the total course grade. Students were still required to take the assessments and input was gathered from the JICHHS Leadership Team and teacher representatives to develop guidance for the weighting of these assessments. The determination for JICHHS for the 2020-2021 school year was that all students enrolled in a designated EOCEP course would be administered, onsite, the corresponding assessment and required to complete a teacher-made final comprehensive exam. The EOC assessment counted as 10%, and the teacher-made final exam counted as 10% for a total of 20% of the student's final grade. Charleston County School District decided that while students had to take both the EOC assessment and complete a teacher-made final exam, that they would take the higher of the two assessment grades to count as 20% of the student's final grade.

Overall James Island Charter student performance on all EOC assessments exceeded those of their peers across Charleston County School District and South Carolina.

<b>EOCE</b>	<b>JICHHS</b>	<b>District</b>	<b>State</b>
<b>English 2</b>	87.9%	85.1%	82.9%
<b>Algebra 1</b>	82.1%	78.6%	71.3%
<b>Biology</b>	70.1%	65.4%	58.9%
<b>US History</b>	87.4%	75.6%	70.1%

### **College Entrance Examination Results**

COVID-19 disrupted the college admissions process and impacted the participation rates for high school students taking the ACT and SAT. Throughout the 2020 - 2021 school year, many testing sites experienced seating restrictions and/or closures that limited testing opportunities. Additionally, many colleges and universities implemented test optional policies that allowed students to be considered for admission without taking or reporting results for either the ACT or SAT.

During the 2020 - 2021 school year, 258 James Island Charter High School students took the SAT. The College Board reported that a total of 315 assessments were taken during this time period, meaning that multiple students took the SAT more than once. When considering the highest scores that students received during the 2020 - 2021 school year, the average Evidence Based Reading and Writing (ERW) for JICHS students was 550 and the average Math score for JICHS students was 528. Each of these figures are slightly higher than ERW and Math scores from the 2018 - 2019 school year, 546 and 516 respectively.

Two hundred James Island Charter High School students took the ACT during the 2020 - 2021 school year. ACT reported a total of 230 attempts. When considering the highest scores that students received during the 2020 - 2021 school year the school averages are as follows: Math 20.3, Science 21.2, English 20.8, and Reading 21.9. These figures are also slightly higher than figures reported from the 2018 - 2019 school year.

### **WIN Career Readiness Assessment Results**

As a result of the 2019 - 2020 extended school closure, two cohorts of students completed the WIN Career Readiness assessment during the 2020 - 2021 school year. During the fall of 2020, 356 members of the 2021 graduation cohort completed the WIN Career Readiness assessment. Of those students, 88.48% qualified for the National Career Readiness Credential and 73.88% earned silver or above. In the spring of 2021, 356 members of the 2022 graduation cohort completed the WIN Career Readiness assessment. Of those students, 88.20% qualified for the National Career Readiness Credential and 73.60% earned silver or above.

When compared to the cohort assessed during the 2018 - 2019 school year, the proportion of students earning the National Career Readiness Credential and the proportion of students scoring silver or above is approximately six percentage points lower for each of the cohorts assessed during the 2020 - 2021 school year.

Based on assessment scores, the Locating Information subtest continued to be the most challenging for students. Students that did not score silver or above were provided an opportunity to take the assessment during the next test administration. Students taking advantage of this opportunity were able to opt in to taking only the assessment(s) needed to earn their silver credential.

The State of South Carolina ended their contract with WIN Learning as of December 11, 2021. James Island Charter High School will not be reporting on this assessment tool in future reports.

To specifically improve EOCE scores, school counselors and administrators will use MAP data and notes from IGP meetings to guide students in the selection of courses that would best prepare them for success in EOCE courses. At-risk students will have opportunities to complete multipart course sequences before taking the EOCE in math and science (Foundations of Algebra / Intermediate Algebra, and Integrated Science / Earth Science / Biology 1) in order to develop foundational skills and improve academic performance. Multiple content recovery and exam preparation sessions will be offered to these students with incentives for attending 100% of all sessions leading up to final exams in courses. All teachers will be cross-training others in their department on successful instructional strategies within their Professional Learning Communities. Faculty members teaching courses in US History and Biology will continue to monitor developments and modify course curricula as standards and assessments are updated.

To specifically improve college entrance examination scores, James Island Charter will administer the CERT test to all students in grades 9 - 11 at regular intervals throughout the school year. This assessment suite is designed to mimic the ACT and provides students and teachers with immediate feedback. Remediation for deficiencies can be addressed through the CERT testing platform. Teachers will be provided with additional professional development opportunities to improve the teaching and learning process (expectations, instructional strategies, content, assessment/feedback). Additionally, student data conferences will be held through our CREW classes to explore college readiness benchmarks and encourage students to take courses that will prepare them for the college entrance examinations prior to the spring of their third year of high school. These advanced courses include Pre-Calculus/Algebra 3, Chemistry/Physics, Statistics, and English. James Island Charter will continue to offer ACT and SAT preparation courses within the school day, taught by certified instructors, in order to better prepare students to take these exams.

James Island Charter is now a 1-to-1 campus, where all students have access to Chromebooks. Additionally, all teachers use the Canvas learning management system at their classroom's homebase for posting content, linking resources, and incorporating appropriate test preparation for their content areas. James Island Charter will continue to maintain awareness of current assessment trends and requirements while teachers continue to utilize state testing resource documents. Test-taking strategies will be incorporated into the planning, preparation, coordination, and execution of classroom lesson plans.

### 3.2. Academic Goals and Performance

Identify the **academic** goals set forth in the school's current charter. For each academic goal use the tables below to describe the goal, the measure or metric to be used, the target for the goal and describe the success of students in achieving the specific educational goals for which the school was established. For goals not met, explain why and what steps the school is taking to progress towards goal attainment.

Academic Goal 1	
<b>Goal</b>	Annual increase in the percentage of graduates that are college and career ready as defined by the state.
<b>Measure/Metric</b>	% of graduates who meet college and career ready requirements
<b>Target</b>	Data was not reported for the 2019-2020 SY due to the pandemic. The target for 2021-22 is an increase from 47.2%
<b>Actual Outcome and Explanation</b>	<p><b>Outcome:</b> Based on the 2020-2021 JICHHS School Report Card, 47.2% (182 / 386) of diploma earners were college and career ready</p> <p><b>Explanation:</b> Many outside factors skewed the percentage of students that were determined to be College and Career Ready (47.2%). JICHHS used a hybrid model for much of the 2020-21 school year. Also, students have only had one attempt at the WIN test, usually students receive 2 opportunities (retakes during Senior year). It is important to note that (49.5%) of students were determined to be college ready, (72%) of students were College or Career Ready, and (69.7%) of students were determined to be career ready.</p> <p><b>Action Plan:</b> To specifically improve college entrance examination scores, JICHHS will make students' previous PSAT and AP Potential data accessible to classroom teachers. In addition, this assessment data is used to guide instruction and course progression. JICHHS will continue to offer ACT and SAT preparation courses within the school day, taught by certified instructors, in order to better prepare students to take these exams.</p> <p>JICHHS will continue to administer the CERT test to all students at least three times over the course of the school year, per core subject area. These assessment results are immediately available to teachers and students. Remediation for deficiencies can be addressed through the CERT testing platform. Students are given CERT Goal Worksheets to create realistic goals for growth for the Fall, Winter, and Spring CERT assessment administration. Yearly longitudinal CERT data will show improvements and will prepare students for the ACT test administration in their third year of high school.</p> <p>Teachers will be provided with additional professional development opportunities to improve the teaching and learning process (expectations, instructional strategies, content, assessment/feedback) that would most benefit</p>



	<p>student academic performance and achievement. JICHS educators are going through Restorative Practices training to assist with creating positive relationships and increase student achievement.</p> <p>JICHS will continue to offer the ASVAB test and Work-Based Learning opportunities to our students during the 2021-2022 SY. The JICHS CTE and counseling departments are working to identify students that have completed two or three CTE courses within a cluster; as a team JICHS encourages these students to enroll in the final courses needed to earn “completer” status.</p> <p>JICHS will continue to cultivate clubs and organizations geared towards increasing college and career readiness. Starting this year and over the next two years, JICHS is partnering with Big Brothers and Big Sisters on the Big and Beyond Program. BIG Beyond is designed to increase students’ college- and career-readiness via a 3-year curriculum based virtual mentoring experience. Big Brothers Big Sisters of the Lowcountry will engage three cohorts of 20-30 students (90 total) who are predominantly male and African-American, and who live at or below the poverty line. These students will be determined eligible for the program based on a pool of factors that focus on students with high potential who are underperforming in their academic classes and considered “at-risk” for engaging with the Office of Juvenile Justice. JICHS will also continue to cultivate clubs like UBASA (United Brothers and Sisters Association). UBASA sponsors events such as Project Lit and the HBCU College Fair, geared towards increasing college and career awareness which permeates into college and career readiness.</p> <p>JICHS has implemented AVID Schoolwide as it provides a foundation for rigorous instruction that supports coursework and a school culture that increases student agency and opportunity knowledge. A number of teachers participate in AVID professional learning each year and AVID tools such as the CCI are used to ensure that we are implementing the program in an effective manner. As a Tier-2 intervention, currently JICHS has 3 AVID cohorts (with a 4th group to be added next year). These students are selected based on factors such as (1) first-generation college students, (2) SES status, and (3) individual determination enrolled in the AVID Elective course, which provides academic support for rigorous coursework and guidance with college and career planning to better prepare and assist students -- who otherwise might not be college-ready for post-graduation endeavors. The AVID Scholars cohorts will be monitored closely and guided to ensure college and career readiness.</p>
--	---

Academic Goal 2	
<b>Goal</b>	Annual increase in student participation in additional rigorous coursework through positive relationships, community building activities, family engagement, and student support.
<b>Measure/Metric</b>	% pass rate for IB/AP/Dual Enrollment course
<b>Target</b>	Increase in percentage pass rate from SY 2020-2021
<b>Actual Outcome and Explanation</b>	<p><b><u>Outcome:</u></b>  There were 195 International Baccalaureate assessments given during the 2020-2021 school year with a 92.3% passage rate. There were 13 IB courses offered and 15 of the 16 students earned the IB Diploma.</p> <p>There were 290 students enrolled in at least one of the 15 Advanced Placement courses offered. A total of 377 exams were scored with an overall passage rate being 51.7%.</p> <p>There were 155 students who enrolled in 305 DE courses during the SY 2020-2021 with an overall passage rate of 93.4%. This is a decrease in passage rate of 1.1%.</p> <p><b><u>Explanation:</u></b>  While the number of International Baccalaureate exams given was roughly the same (up from 193 in Spring 2021) the pass rate drastically increased by 13% due to IB making significant changes to it's assessment policies which resulted in higher scores for students around the world. With more students passing IB exams also influenced the rise in students earning their IB Diploma (up 17.28% from SY19-20). During the 2020-2021 school year, the International Baccalaureate exams were completed in traditional paper/pencil style while most Advanced Placement exams were completed digitally either on campus or at home. With this new way of testing, this could have caused the overall passage rate for AP exams to fall by 4.2% from a year prior.</p> <p><b><u>Action Plan:</u></b>  The PSAT, ACT, and AP Potential data will continue to be used to identify students who have the potential of scoring 3 or higher on AP tests and 4 or higher on IB examinations. These students, with the support of their parents, will be strongly encouraged to enroll in AP / IB courses. Administrators, guidance counselors, teachers and the IB Coordinator will continue to provide information to students regarding the benefits of enrolling in upper-level and challenging courses. JICHS will continue to offer select AP courses to incoming freshmen and sophomores. The IB Coordinator will provide professional development during PLC time to guidance counselors on how to better identify possible AP/IB students to ensure that the proper students are enrolled for these courses. The Program of Studies has been revised to increase access to higher level coursework.</p> <p>JICHS will continue to offer the Summer Bridge program as a way of providing additional support to at-risk incoming freshmen. During the 20-21 SY, JICHS had two cohorts of AVID students who were potential first-generation college</p>

	<p>students. AVID aims to equip them with the skills and experiences they will need in order for them to have an opportunity to attend college after graduation.</p> <p>JICHHS has implemented AVID Schoolwide as it provides a foundation for rigorous instruction that supports coursework and a school culture that increases student agency and opportunity knowledge. A number of teachers participate in AVID professional learning each year and AVID tools such as the CCI are used to ensure that we are implementing the program in an effective manner. Currently JICHHS has 3 AVID cohorts (with a 4th group to be added next year). These students are selected based on factors such as (1) first-generation college students, (2) SES status, and (3) individual determination enrolled in the AVID Elective course, which provides academic support for rigorous coursework and guidance with college and career planning to better prepare and assist students -- who otherwise might not be college-ready for post-graduation endeavors. AVID Scholars are required to enroll in honors, AP, IB, and dual enrollment courses.</p>
--	---

Academic Goal 3	
Goal	Annual decrease in the opportunity gap for historically underserved populations.
Measure/Metric	% decrease in the opportunity gap
Target	Decrease from SY 2018-19
Actual Outcome and Explanation	<p><b>Outcome:</b> School report card for the 2019-2020 school year is incomplete due to COVID-19 and school closures. JICHHS is not able to gather accurate data for this goal.</p> <p><b>Explanation:</b> During the 20-21 school year, we offered parents and students an option of virtual learning, which we were required to do. We created a virtual academy with assigned sections from our master schedule; approximately 500 students per semester that chose the virtual option. We noticed that virtual academy students' grades were approximately 10% lower than those that choose to attend in-person.</p> <p>Due to COVID-19, JICHHS started the school year on temporary remote status from September 8, 2020, through October 2, 2021. All students, with the exception of a group of SPED students, were learning virtually from home. Once the number of Covid cases fell to within an acceptable window as indicated by DHEC and the CDC, we transitioned to a hybrid schedule for students. We used an AAEBB hybrid schedule. Students were put into A and B cohorts. Cohort A students attended school in-person on Monday and Tuesday. Cohort B attended school in-person on Thursday and Friday. Students attended virtually when not in school in-person. Wednesday was a half virtual day for all students. On Wednesday afternoons, teachers had office hours and contacted students and parents that were struggling academically and/or emotionally.</p>

	<p>Classrooms were arranged with desks six feet apart and plexiglass was installed on student and teacher desks.</p> <p>Starting December of 2020, parents requested their students attend school four days a week because they were struggling in some capacity. We set-up Learning Centers so students could attend school in-person on their off days, but they would still attend virtually using Chromebook. If there was space in a class on their off days they could attend the actual class in-person. Starting the second semester (February 4, 2021), we offered a four day a week option to all students. At this point parents could choose for their students to attend our virtual academy, attend school in-person two days a week, or attend four days a week.</p> <p>This model continued until April 25, 2021. At that point, all schools in South Carolina were required to offer a five day a week option to all families. We changed our eLearning Wednesdays to regular in-person days for students, which created a five-day option for our families. Those students who chose not to attend five days each week continued to learn via our hybrid instructional model.</p> <p>During the 20-21 school year, we reassigned support staff to contact students that were struggling or disengaging from school. These support staff members contacted these at-risk students weekly. We also partnered with Engage SC, a program through the state department, to intervene with students with attendance, academic, or emotional issues. We also added another mental health counselor to assist our students.</p> <p><b><u>Action Plan:</u></b></p> <p>JICHHS will continue to identify students in the subgroups in need of remediation in order to address specific deficiencies. This goal can be accomplished using the USA Test Prep Program and incentivising EOCE after-school and weekend review sessions for students. EOCE standards, topics, discussions, and questions will continue to be incorporated into all EOCE courses. Tiered strategies that address weaknesses will be implemented as appropriate.</p> <p>We started a new advisory program this year called CREW. CREW occurs every Wednesday for 45-minutes. The purpose of CREW is to promote a cohesive school environment while cultivating personal relationships between learners and educators that will support Social and Emotional Learning, cultural responsiveness, and serve as a tier-one intervention to keep students engaged. The focus of our professional development for this school year has been Restorative Practices and building relational capacity with our students; CREW is the primary vehicle for that to occur. JICHHS will implement the use of Restorative Practices such as affective language, restorative circles and restorative conversations to identify and resolve conflicts and to build relationships on campus.</p> <p>JICHHS will administer CERT assessments to all students in grades 9-11 three times a year during SY 2021-2022. By giving the assessment three times per year for three years provides longitudinal data for all our student demographics.</p>
--	--

	<p>These assessment results will be used to identify remediation needs, guide instruction, and monitor student growth. JICHS will continue to maintain awareness of current assessment trends and requirements while teachers continue to utilize state testing resource documents. JICHS will continue to maintain high expectations for student participation and achievement.</p> <p>For the 21-22 school year, we returned, post Covid, to our one-lunch concept known as Independent Learning Time (ILT). The teachers and students all have a common lunch. During ILT, students are able to see their teachers or guidance counselor to receive academic and emotional support any day of the week. Any student that is failing a course is assigned Structured Learning Time (SLT). During SLT, students are required to see the teacher multiple times a week during ILT until they are no longer failing the class. ILT provides space for intervention during the school day that otherwise would not exist in a traditional 4x4 block schedule.</p> <p>Starting this year and over the next two years, JICHS is partnering with Big Brothers and Big Sisters on the Big and Beyond Program. BIG Beyond is designed to increase students' college- and career-readiness via a 3-year curriculum based virtual mentoring experience. Big Brothers Big Sisters of the Lowcountry will engage three cohorts of 20-30 students (90 total) who are predominantly male and African-American, and who live at or below the poverty line. These students will be determined eligible for the program based on a pool of factors that focus on students with high potential who are underperforming in their academic classes and considered "at-risk" for engaging with the Office of Juvenile Justice.</p> <p>JICHS has implemented AVID Schoolwide as it provides a foundation for rigorous instruction that supports coursework and a school culture that increases student agency and opportunity knowledge. A number of teachers participate in AVID professional learning each year and AVID tools such as the CCI are used to ensure that we are implementing the program in an effective manner. Currently JICHS has 3 AVID cohorts (with a 4th group to be added next year). These students are selected based on factors such as (1) first-generation college students, (2) SES status, and (3) individual determination enrolled in the AVID Elective course, which provides academic support for rigorous coursework and guidance with college and career planning to better prepare and assist students -- who otherwise might not be college-ready for post-graduation endeavors.</p> <p>CCSD was selected to be a part of the Education Innovation and Research Grant, which is a \$12 million federal grant over five years to improve cultural competence in the classroom. By meeting the criteria of the grant, teachers at JICHS can use up to \$1,500 on professional development on improving cultural competence in the classroom. These professional development opportunities support all three of our charter goals, especially focusing on ensuring a culture of equity and access for all students..</p> <p>JICHS has restructured many of our leadership subcommittees to include groups devoted to motivating minority students, combating the impact of poverty in the classroom, and improving the school's climate. These teacher-led groups have offered professional learning to our faculty and taken actions to</p>
--	---

	improve outcomes for our historically underachieving students. JCHS will continue to support these action research initiatives.
--	---

#### 4. SCHOOL STAFF

In its discretion, a charter school may hire noncertified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion noncertified teachers in a ratio of up to ten percent of its entire teacher staff. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach.

Use the template titled “Instructional Staff Information Appendix” to provide the requested information. Save the completed template as “Instructional Staff Information Appendix” and attach it to this report.

4. School Instructional Staff			
Name	Certification #	Area(s) of Certification	Course(s) Taught

#### 5. FINANCIAL PERFORMANCE AND SUSTAINABILITY

Attach as appendices to this report:

- the school’s audited FY2020 report on financial statements- [FY2020 Audit](#)
- the FY2021 approved school budget- [FY2021 JCHS Budget](#)

#### 6. BOARD PERFORMANCE AND STEWARDSHIP

##### 6.1. Board Member Information

Use the template titled “Board Member Information Appendix” to provide the requested information. Save the completed template as “Board Member Information Appendix” and attach it to this report.

6.1. Board Member Information					
Name	Email Address	Background (ex. finance, education, business, parent, etc.)	Date Elected/ Appointe d	Date of Orientation Training	Orientation Training Provider

Melanie Miller	mkingedisto@gmail.com	Community- Education and real estate	10/19/2020	11-8-2018	Public Charter School Alliance of South Carolina
Carson Stewart	carsonstewart156@gmail.com	Community- Business	10/19/2020	1-18-2021	Public Charter School Alliance of South Carolina
Maggie Bennett	maggiebennett2017@icloud.com	Parent- Medical	10/19/2020	2-18-2021	Public Charter School Alliance of South Carolina
Berry Anderson	berrysanderson@gmail.com	Parent- Medical	10/18/2021	Due by 10/18/2021	TBD
Catherine Woodall	cwoodall@bb-oil.com	Parent- Business	10/18/2021	Due by 10/18/2021	TBD
Henry Meeuwse	henrymeeuwse@gmail.com	Community- Clergy	10/18/2021	Due by 10/18/2021	TBD
Jeff Hays	haysjw@comcast.net	Parent- Business	10/18/2021	Due by 10/18/2021	TBD

## 6.2. Board Compliance

In the table below, provide the information regarding Board of Trustee Compliance.

6.2. Board Compliance	
Board of Trustee Compliance	Response
Number of board members required per charter.	7 Board members and 1 Ex-Officio
Date of most recent board election.	October 18, 2021
Link to website where meeting dates, agendas, and minutes are published, if published online. If not, provide the address of the office where they are maintained.	<a href="https://www.ccsdschools.com/domain/2061">https://www.ccsdschools.com/domain/2061</a>
Number and name of active committees.	1 committee (Finance)

## 7. Accreditation

Is the charter school seeking SCDE Charter School Accreditation? SELECT A CHOICE BELOW

*Please see*

<https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-accreditation/>  
*for more information*

☒ Yes

☐ No

☒ Already have designation

Please indicate any and all accreditations that the charter school holds, if applicable:

***AdvancED (now Cognia)***

## 8. ADDITIONAL INFORMATION REQUIRED BY THE SPONSOR

The Sponsor is permitted to request additional information as part of this annual report. Such additional information should be included in this section and submitted to the SCDE with the sponsor's annual report.