Serving the Young Men and Women of the California Conservation Corps, Local Conservation Corps, YouthBuild, and Workforce Innovation and Opportunity Act Programs.

CHARTER

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Preface:
John Muir Charter Schools Student “My Stories”
Where our students come from, and how they got to John Muir Charter Schools

Keith Morgan
California Conservation Corps Lake Tahoe Center, Meyers, Ca

Hello reader. My name is Keith Morgan Jr. and I am... well I am whoever you need me to be. I have been known as a helpful person in multiple situations. I’ve cared when it wasn’t my job to, worked when there was no reward in return, and I naturally take pride in a job well done. I’m just a young man from the streets of L.A. I’ve moved around quite a bit though and have obtained an understanding of many different walks of life. Never have I been one to judge and sometimes when I know someone isn’t being truthful with me, I just let them talk while I attempt to learn from their story.

I don’t really like talking about my past. I’ve been through many messy situations as a kid growing up in “the system”. Sometimes, I imagine what my life would be like if I had a second chance at it but, at the end of the day I really wouldn’t want to be anything different than what I am now. I’ve made many mistakes. More than most folks, in fact. The sad part is that usually all I really was trying to do was better my living conditions. I am not sure if I was just jealous of the “regular” kids who always had more and never really wanted for nothing, or if I was just so unaccepted with myself that I would’ve done whatever it took to change the image of the prisoner in the mirror. Perhaps these are both true... perhaps not. Either way I found it to be so challenging this... blind venture to find myself and figure out who I was.

I just want to live. Living and existing are two very different terms. I feel it is so important to live life to the fullest and learn from every lesson because in truth life is short and as far as I know right now you only get one chance at it so you might as well make the most of it while you are still here. I follow the wind and just let fate take its course. I moved around too often to gather up any real relationships with others so I really don’t mind being alone at all. In fact, I often prefer it. One thing I know for sure is that I am grateful that I mustered up the courage to get to know my biological mother-especially without the help from any of my past caregivers. I believe curiosity and hope really won me over in that situation. Even though my mother is at least half insane, she is the best thing that has ever happened to my life.

I was never a dumb kid in school. In fact, I actually enjoyed going to class and meeting new people and I did my best to excel in it whenever I actually took the effort. In truth, I was a knucklehead and screwed up every chance I had at being a great student. For a long time I was struggling to fit in since I was always the new kid. Eventually, I stopped caring about what everyone’s expectations of me were and as a result surrounded myself with an older, much more rebellious crowd. I liked money and did a fair share of dirty deeds to earn it. Not only money but respect as well. In the not so fortunate returns from my work I often found myself dodging bullets. However, I was a reject to the natural society. I had no one else but my boys and that bond, and I loved it. They showed me love, too. I guess you could say the system played a huge part in the destruction of my childhood, but everything I did in those streets were decisions I made on my own two feet.

If it wasn’t for my mother, I wouldn’t even be here. This phrase stands in many different positions. She had always seen something greater in me and hammered me hard when I tried to ignore my potential. Truth be told, I was tired of being the “good kid”. I hated being smart, being the only one who knew the answer. More than anything else I hated being the “go to” guy when someone needed a cheat sheet. I wanted to learn how to get to the money and fast so that I could look like the celebrities and never
have to answer to anyone unless I needed to. I was tired of dealing with people altogether. Despite my childish dreams I regret the mess I’ve made in my life and the hardship I put on my mother for all the missed years. I blamed her then, but I knew deep down that it wasn’t her fault. That never even mattered anyways. The blame game doesn’t offer any rewards, only vendettas. What mattered most wasn’t who I’d be in the next few years but who I was when I left the Earth. It doesn’t matter how much money or power you have at all. Will you be remembered when you die? Would anyone miss you at all? Will your kids look up to you and thrive to be great or will they even know you at all? What will matter the most is the impact you had on people’s hearts and the lesson you left on the Earth when you take that last breath. Until then… live, love, and learn. I am so grateful for this opportunity to succeed in the CCC and to graduate with my high school diploma.
Grit: Unyielding courage in the face of hardship

One of the biggest failures I have had in my life so far was not completing high school when I should have. I did not give up there. Instead of accepting failure and giving up, I found this new energy and passion in me that will eventually lead to success. I found true grit. Grit is not something that just shows up in times of need. When you want something bad enough and you will not let anything get in your way of it, only then will you find the grit to help you your obstacles and reach your goal. Deciding to finish school is probably one of the biggest decisions I’ve made.

It was my senior year and I was attending at Rancho Cotate High School. I've always told myself "school was not for me." Of course with that mentality it was going to stay that way. I would literally walk into every class, put my head down and fall asleep until the class period was over. I got along with all of my teachers so I knew I wasn't a bad kid. I was just lacking motivation. Knowing I was on the path to not graduating, I was placed in this program called Aventa that took place in a classroom in the furthest corner of the high school. It was supposed to give students a last chance to graduate on time but it was nothing like that. This was a computer based class where I had to be self-motivated because there were only two teachers in the class. It wasn't just a class for struggling seniors. That class was pretty much a garbage can where all the teachers would just leave all the students they couldn't handle; the class clowns, the aggressive students, the students influenced by drugs, the misfits, and then there were kids like me. The students who just lacked motivation. There was around fifty plus students in this one classroom for four periods strait of every school day. As soon as I found out what that class was all about, I have lost all hope. I lasted a little less than half the school year before I decided to stop showing up to school.

My plan was to quit the job I had and find higher paying jobs and focus completely on work. My parents were not very happy about that. My father is a man of few word but you could still see the look of anger and disappointment on his face. It was just a blank stare with nothing but rage from his eyes but I felt as though I had no choice. My options were limited. I started applying for jobs everywhere, but no one would hire me because I did not have my high school diploma. Nothing was working. One morning I woke up and I was just lying there and looking up at the ceiling. I was really upset with myself because here I am, an eighteen year old kid who should be doing things and getting my life started but instead I was waking up at twelve p.m. when I should have been at school. Deep in my thoughts, I remembered a quote that I heard in a movie once. "Once you hit rock bottom, the only direction left to go is up." I kept repeating that in my head throughout the day and it's almost like a switch was flipped in my brain. I’ve been wanting to make a change for a while but not at the level I felt that day. I was not going to sleep that night until I felt that I have done everything possible to dig myself out of this hole that I have buried myself into. This new mentality is the one I try to carry with me each and every day.

I got in contact with a good friend of mine from high school named Angel. I Remembered him telling me about this program called Conservation Corps that he was going to try to get into because he and I were somewhat in the same situation. He gave me the website name so I could fill out the application. I did not wait a minute to get that done. That same day I got the call to come in for an interview. I sat through the orientation and they did not give me one reason as to why I should not be there. The corps was exactly what I needed in my life. Starting at the corps I was behind 110 credits to graduate. I have been here for about a year and I only need about 20 credits left. Although my goal has not been met yet, I have no doubt in my mind that it will be real soon.

You automatically start to feel better about yourself. Everything begins to have more
meaning. I wake up in the morning with energy and can't wait to get the day started. Everything just started to fall into place for me. I have an everlasting drive. I found Grit!
Everardo Garcia
WINTER YouthBuild, San Pedro, Ca

My name is Everardo Garcia and I am nineteen years of age. I was born in Long Beach CA, but was raised most of my life in different parts of Los Angeles and San Pedro. Some people look at me and think I’m not a nice or respectful person, while others think I’m very talented and respectful. I think I have some talent that can be very useful and important in the future. I can be very respectful but it depends on how others treat me and how others view me. Since I was a kid, I have always really loved art. Art was something that everyone knew I was very good at. Some people would ask if I took art classes, but the reality is most of the things I know about art I taught myself. I am very good at listening to others and giving advice. I believe that this is one of the main reason why I get along so well with people. I want people to acknowledge my skills. I want others to understand my life, my background and that I come from a broken family that probably will never be the same.

I was always the troublemaker of the family. When I was younger people always had trust issues with me. I faced a lot of challenges growing up. I was always bullied by my brothers. As a result of the bullying, I was always on guard and I had a bad temper. When my dad left the family my life completely changed. I started to go down the wrong path, hanging out with the wrong crowd, smoking and drinking all the time with friends, and ditching school. My life went through a lot of changes as a teenager and life continues to change as I grow into a young adult. When I look back at my life sometimes I wish that I did not let things from the past get to me. I used to always be in a good mood, but now I’m always serious. I often find myself reflecting on the trouble that I caused, and the stress I brought upon my family. Now the smile you see on my face is fake, it is a mask to hide my pain. These challenges might have ruined my childhood, but they helped me figure out who I am. They also helped me shape my life back together.

I learned many valuable lessons in my childhood. One lesson that I learned after I got kicked out of my traditional high school was that I would not have the opportunity to graduate with my friends. Now I’m struggling to graduate in a charter school. I learned another important lesson when I was arrested and taken to Juvenile Hall. I was supposed to do nine months but the judge talked with me and gave me a chance to do the right thing. The judge gave me the opportunity to go home under the condition that I would do good in school and graduate. The final, and most valuable lesson learned came at a cost when I lost the trust of my family. I used to be a thief as a teenager. I was caught stealing items from stores, but it became a more serious issue when they found out that I was stealing money as well. Now my family does not take me seriously, and until this day I am still trying to prove them that I have changed. When I left my traditional high school I was placed on contract at my charter school, now some people see me as a leader and now I am one of the closest students to graduate. I have always had close friends but someone who has always been there for me was my mom, she supported me through my good and bad decisions, she would constantly tell me not to rely on anyone so until this day I don’t rely on anyone but myself. She has been a mother and a father to me.

I was kicked out of my traditional high school. If I had the option to go back I wouldn’t, I noticed that I did not fit in the crowd around the school. That was a big reason why I would ditch. One class that I really liked was English, the teacher “Ms. Rodrigues” was very understanding with the students she was working with, she noticed I was not going to any of my classes except for hers. She had a conversation with my teachers. They all told her that I was very disrespectful, but she said the opposite, she seen the good side of me but she understood that everyone has a bad side as well. The importance of education is big. I would be the first of my brothers to graduate high school. It makes a big deal in my family. My brothers are expecting me to graduate and use all the skills that I’ve learned here in the work sites, they want me to do something that they yet have not accomplished, to make my own money and take care of my family.

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I made the decision of coming here to John Muir Charter School because I knew if I went to a school that I did not know anyone, I would be able to concentrate and get work done. I am here to graduate and prove those who thought I was a failure that I am more than that and that everyone needs their own time to get their act together. I to have dreams and goals that I want to achieve. In order for me to stay motivated and become successful, I need to see the good in every bad situation because I will come across bad moments, and I will need to learn to stay motivated. I am striving to work in the construction field so my concerns is what does it take to get into a Union. My Ultimate achievement is to finally walk that stage and just start reaching my dreams and goals, I want to do what I have not done in awhile and that is to make my mom proud.
This blessing I have called life started on November 29, 1992. I was born at a Kaiser Hospital in Riverside, California. A month earlier than I was due, I guess I couldn’t wait to see the world. My mother, Carmen, named me David. I lived with my mother, father, one older sister and an older brother. My sister, Linda, was the oldest sibling. She was 8 years old when I was born. My brother, Michael, is 2 years older than I am. We all lived together in Moreno Valley until I was about 4 years old. The only memory I have of my parents together was them fighting and me stepping in front of my mom to defend her. My dad was an alcoholic and abused drugs so he would get angry a lot. Then my parents got divorced and life changed a lot for me. My brother and I moved with my mom and her boyfriend, at the time, back to Riverside. My sister stayed with my dad in Moreno Valley. So it was pretty much just my mom, Michael, and I since then.

Although, we moved around a few times, I grew up in the same general area. I did very well in elementary school. I think that my early school years helped build a strong mental foundation for me. I went to Mountain View Elementary School. Even though we were always late and missed school a lot, I had straight A’s during this time and was on the honor roll. When I wasn’t at school, I was an active child. I used to be out all day playing a variety of sports and games with my friends on my street. My dad used to pick me and my brother up, every other weekend, to go visit him and my sister, in Moreno Valley, but the visits faded out. I only see him a couple times a year now. I wasn’t a saint, I did get in trouble quite a few times but for the most part I think I was a good kid.

Next, I went to Sierra Middle School. In middle school, I did not have interest in school a lot. I didn’t put any effort into my school work and I started to ditch a lot. Also, one difference between elementary and middle school is the impact homework has on your grade. There was no such thing as homework in my vocabulary. It was during middle school, that I first started letting others influence my life. I had a lot of fun in middle school. I met a lot of new people and met some good friends. Some are still around to this day.

Over the summer between my 8th and 9th grade years, I moved into a house with my sister, Linda and her husband, Greg. It was a big change for me. I was denied an out-of-district transfer. Meaning, I was not able to go to school at Ramona High School with my brother and all my friends from Riverside. I started high school by myself at Valley View High in Moreno Valley. I used to leave my house at 6 Am, for a 2 hour walk to school to go to a school I didn’t even want to go to. Although, I was new to this school and all the people there, I fit in quickly and the semester wasn’t bad. I’m glad I got to experience it. Getting home from school was my favorite part of the day though. At this time, my sister had just had her first baby, my niece, Julia. I used to help my sister take care of her and I loved to babysit for her. This was a special time in my life because of Julia. She was a newborn and we built a very good bond, which remains until this day.

After the semester, I moved back to Riverside, with my mom and brother. I started school at Ramona, with all my old friends and lots of new ones. I started smoking, drinking a lot and partying every weekend. I missed classes daily, even though I lived on the same corner as the school. I got in a lot of trouble and was not on track credit-wise to graduate at all. So, Ramona High School gave up on me, my junior year. They transferred me to Summit View, the local continuation school. This school only required
one day a week attendance, which only gave me more time to be out in the streets getting into trouble. I hung out with friends all day. I got arrested a few times and was placed on probation. I eventually dropped out of Summit View and was up to no good for a while. Then, I signed up for Riverside Adult School but dropped out shortly after. I made a lot of memories during these days and lots of mistakes too, but I have no regrets. Everything I’ve been through made me who I am today. I’m glad to know that I grew out of the mold that others tried to build me into, when I was younger, and I shook the bad habits they influenced me to do.

After turning 18 years old, I stopped smoking, drinking and partying so much. I had decided to start looking for work. Along with me being granted the right to work, my eighteenth birthday also meant my dad was no longer required to pay child support. So, I was encouraged to grow up and start helping my mom financially. I was also able to get my driver’s license. I found my first full-time job at a Fresh & Easy warehouse in Moreno Valley. I worked there for only about a month. Until my good friend, Miguel, who I met at Ramona High School, offered me a better job opportunity. I took the new job at Polymer Logistics, another warehouse. Eventually, after 6 hard months of work, I was promoted to Lead of my shift. I was also the machine operator and the forklift driver. After a year or two, I was doing very good but was unhappy because I didn’t get hired on or get my raise that I deserved, so I left Polymer Logistics.

I worked at about 5 more warehouse jobs over the next couple years, but the work was never steady. I found one with my step-brother, Elijah, down the street from my house, at a place called Hi-Rel. I worked there for about 5 months and got hired onto the company, except there was still no raise in pay. After seeing so many older people working so hard for little pay, I knew that’s not what I wanted for my future and I made the decision to go back to school for my high school diploma. I had saved up a couple thousand dollars to buy a new car. I had given my first one to my mom because she used to ride her bike to work. Instead, I gave the money to my mom for rent and told her I was going to quit working for a couple of months to go back to school. That’s when I found John Muir Charter School. I enrolled immediately. I left my job on August 16th, the Friday before school and began classes on Monday, August 19, 2013.

It is now, 2018 and I recently graduated from Riverside Community College with an Associate’s Degree in Social and Behavioral Studies, an Associate’s Degree in Communication, Media, and Languages, and an Associate’s Degree in Administration and Information Technology. I am starting at the University of California Riverside this semester and will be obtaining my Bachelor’s Degree in Business Administration.
Section 1: Introduction and Review

Across the nation, the need for education system reform has taken many forms. Charter schools, an invention of the 1990s, allows local educators and parents to develop their own laboratories of innovation and schools of choice for the betterment of their children. John Muir Charter Schools (JMCS) shares in the universal goals for educational reform but differs in its methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching our young people, and California has traditionally led the nation in authorizing innovative charter schools. Charter school legislation has been approved in more than half the states to broaden public school choice for children and youth.

The Charter Schools Act of 1992 (Education Code Section 47600, et seq.) was enacted by the legislature to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

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

The John Muir Charter Schools (hereinafter “JMCS”), first approved by the Nevada County Board of Education (hereinafter “NCBOE”) May 16, 2002; is a charter school operating as a nonprofit public benefit corporation that is separate and distinct from the NCBOE. JMCS provides educational programs designed to meet the educational needs of the youth of the California Conservation Corps (CCC), Local Conservation Corps (LCC), YouthBuild (YB), and Workforce Innovation and Opportunity Act programs (WIOA).

As the result of the granting of this charter, JMCS is generally freed from the State’s educational bureaucracy in agreement for a charter that outlines the specific goals and operating procedures for the charter school. As such, this charter is the constitution under which JMCS must operate. JMCS is accountable to NCBOE for producing the academic results outlined herein. As further outlined below, JMCS is required to participate in the statewide assessment tests and shall meet all statewide standards applicable to non-charter public schools. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

This charter follows the required format of the Charter Schools Act (Section 47605). The Charter Schools Act requires a charter to comprehensively describe sixteen (16) required elements. The language of the Charter Schools Act precedes each element described below beginning on page 10.

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In the last five years of its charter, JMCS has significantly reduced its operational size to slightly more than 1,000 students at 35 sites and satellites across the state of California. In addition to the CCC (18 sites), JMCS serves five LCC programs (8 sites and satellites), three YB programs (3 sites), and five WIOA programs (6 sites and satellites). The reduction in school sites served by JMCS is due to a decline in enrollment based on multiple factors, primarily a strong economy in California reducing the number of high school drop-outs who are unemployed, the end of the CAHSEE leading to fewer high school dropouts, and a significant increase in independent study charter programs serving the same dropout population as JMCS.

JMCS continues to serve an older student population. The median age of JMCS students is 21.3 years, and 92.6% of JMCS students are over age 18. On average, JMCS students drop out of two other high school programs before enrolling in JMCS. JMCS continues to have a very diverse student body. Approximately 64% of JMCS students are male and 36% female. 51% of JMCS students are of a Hispanic or Latino background, 22% African American, 13.6% white, and 4.3% Asian, Pacific Islander, African or Native American. 63.6% of JMCS students report that English is their primary and home language, 34.3% report Spanish as their home or primary language, and 1.7% report an “other” language such as Hmong, Russian, Persian, Arabic, Aramaic, French or 11 other languages JMCS students speak at home.

Poverty continues to be a defining factor for JMCS students, and 77% of JMCS students qualify as living below state and federal poverty levels. The additional 23% of students are generally reported as “not qualified” for non-response to income questions upon enrollment. The parent education of JMCS students is also far below normal levels as seen in the tables below. The vast majority of JMCS students’ parents never finished high school, and only a very few attended or graduated from college.
Parent Education Levels for JMCS Students 2013-2018

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<th>Parent Education Levels for JMCS Students 2013-2014</th>
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<tr>
<td>53 – Graduate School/Post Graduate Training</td>
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<tr>
<td>279 – College Graduate</td>
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<td>258 – Some College (including AA degree)</td>
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<td>31 – Graduate School/Post Graduate Training</td>
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<tr>
<td>254 – College Graduate</td>
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<td>217 – Some College (including AA degree)</td>
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<tr>
<td>173 – Some College (including AA degree)</td>
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Despite the economic and academic challenges many JMCS students have faced, the last five years have shown us that JMCS students not only achieve significant academic gains but achieve those gains at a far greater rate than other high school students in California.

California High School Exit Exam (CAHSEE)
The California High School Exit Exam (CAHSEE) was a California high school graduation requirement until January 1, 2016. Though JMCS students no longer take the CAHSEE, students enrolled in JMCS during the period covered by the JMCS Charter did test in 2013-2014, 2014-2015, and 2015-2016 prior to the suspension of testing. During the 2013-2016 time frame, in their first attempts on the CAHSEE, only 25 percent of JMCS students pass the English Language Arts (ELA) section. The average scale score is 335, which is 15 points below the 350 points needed to pass. In their first attempt on the math portion, 22 percent of students pass. The average math score is 336 or 14 points below the 350 points needed to pass. In comparison, when looking at the statewide average of scores for these same categories, 80% of California 10th graders pass the CAHSEE ELA on their first attempt with an average score of 383. 80% of California 10th graders also pass the CAHSEE math test on their first attempt with an average score of 384. Ultimately through multiple attempts at the CAHSEE, 36% of JMCS students passed the CAHSEE ELA section and 33% passed the CAHSEE Math section.

Though many JMCS students did not pass the CAHSEE, almost all JMCS students showed significant gains in CAHSEE scores while enrolled in JMCS. In addition to showing those gains, JMCS students also show substantially greater gains than other students in California. When compared to California 10th graders who did not pass the CAHSEE on their first attempt, JMCS students achieve growth in CAHSEE
scores between 1.5 and 2 times higher than California students when measured over similar time frames (262-264 calendar days between tests).

Even more significant than CAHSEE growth to JMCS and its partnering agencies is measuring growth in grade level equivalencies (GLEs) in mathematics and language arts. JMCS tests all students upon enrollment and again quarterly using the RenStar or TABE, both computer-based tests of basic academic skills. 68% of JMCS students enroll with a mathematics grade level equivalency below 7. 82% enroll below high school level (9-12). 57% of JMCS students enroll with an English language arts grade-level equivalency below 7, and 77% below high school level (9-12). JMCS students do improve in both math and English while enrolled with JMCS. Between July 1, 2013-and June 30, 2018, JMCS students averaged an increase of 1.2 GLEs in English language arts over an average of 274 calendar days (9.14 months) and 1.3 GLEs in mathematics over an average of 274 days (9.14 months).

Since JMCS began keeping records in 1999, more than 10,000 JMCS students have received their high school diploma. In this case, the comparative data is zero. Before JMCS, these students were drop-outs, not served by any school.

As required by California Ed Code 47607(B) (5), JMCS maintains knowledge and understanding of current charter laws and has met all current requirements.

JMCS has faced significant declining enrollment and ADA revenues beginning in the 2015-2016 school year, leading to expending significant reserves. The total causes of these declines cannot be attributed to any one factor but are generally centered around the end of the CAHSEE, greater competition in dropout recovery programs state-wide, and California’s historically low unemployment rate. Because of the end of the CAHSEE, there are fewer high school drop-outs in the state, and low unemployment rates in California means drop-outs are better able to work in entry-level positions. The significant increase in other schools focused on drop-out recovery programs for 16-25-year-old students, especially independent study programs, has led to less demand for the intensive style classroom-based programs JMCS partners with. After making significant cuts to both teacher and administrative positions, as well as closing some non-academic programs, JMCS has regained a strong fiscal footing in the 2018-2019 school year, and project closing the 2018-2019 fiscal year with approximately 15% of expenditures in reserve.
Section 2: Affirmations and Charter Elements

Affirmations

JMCS is committed to the following affirmations:

- JMCS will participate in all required statewide assessment tests.
- JMCS will meet all statewide standards applicable to non-charter public schools.
- JMCS will be nonsectarian in its programs, employment practices, and all other operations.
- JMCS will not charge tuition or mandate any student fees.
- JMCS will not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.
- JMCS will admit all pupils who wish to attend the charter school subject only to capacity and independent study laws and regulations.
- The meetings of the Board of Directors for JMCS shall be held in accordance with the Brown Act.
- JMCS will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- JMCS will comply with the Public Records Act and the Federal Educational Rights and Privacy Act (“FERPA”).
- Admission to JMCS will not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California.
- JMCS will continually strive for a healthy, collaborative, synergistic relationship with the Nevada County Superintendent of Schools (NCSOS), the CCC, the LCC, and its YB, and WIOA clients.
- JMCS will offer, at a minimum the same number of minutes of instruction (64,800 minutes in a minimum of 175 school days) set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- JMCS will maintain written contemporaneous records that document all pupil attendance and make those records available for audit and inspection.
- JMCS will comply with the Public Records Act and the Family Rights in Education Privacy Rights Act.
- JMCS will comply with all laws establishing a minimum age for public school attendance and for pupils over 19 years of age.
- JMCS will comply with all provisions of the Memorandum of Understanding (“MOU”) between JMCS and the Nevada County Superintendent of Schools. It will also comply with all provisions of the MOUs between JMCS and the CCC, LCC, YB, and WIOA clients.
- JMCS will develop a conflicts code in accordance with the conflicts code of the NCBOE.
Element Number One: Education Program

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an educated person in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description of how the charter school will inform students, parents, and stakeholders about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

A. Education Vision

JMCS seeks to develop literate, educated thinkers and achievers who:

- Respect themselves
- Respect others
- Pursue knowledge
- Apply facts and theories to solve problems
- Participate productively in the economy and their communities
- Become motivated and able to learn for a lifetime

JMCS will pursue this vision with a philosophy of:

- Hiring, supporting, and continuously training a high-quality faculty and administration
- Working cooperatively with staff, students, and client agencies
- Tailoring education programs to meet each student’s needs
- Assessing students on an ongoing basis
- Holding ourselves accountable for producing positive outcomes

To achieve our objectives, JMCS will:

- Market our school as broadly as possible to attract talented faculty and staff
- Create program-improvement teams among our staff, our students, and our client agencies
- Develop Student Achievement Plans for each of our students
- Employ innovative real-time assessment instruments to measure student needs and progress
- Monitor our success in improving student competencies—awarding achievement and correcting deficiencies.
- Provide rigorous instruction to meet state and common core content standards.

B. Who Will JMCS Educate?

JMCS will operate grades 9-12. JMCS will welcome, as resources are available, all students in the State of California. Admission shall not be determined according to the place of residence of the pupil within the state, except that admission preference shall be given to qualified participants of the California Conservation Corps and participating Local Corps, YouthBuild, and Workforce Innovation and Opportunity Act programs.
C. Description of the Education Program

The JMCS educational program will be based on the following elements of success:

- A vision, mission and business operations plan (business operations plan is detailed in the JMCS/NCSOS MOU) that focuses on student learning
- Academically rigorous, well-focused, basic core subject curricula
- Use a variety of effective teaching approaches to meet the varied learning styles of students
- Incentives that increase and encourage collaboration among teachers
- Professional development that puts skills into a context consistent with the overall school mission
- Autonomy that allows JMCS to develop and implement a process of change tied to high standards and respond to technology innovations
- Community involvement in and support for school programs
- Regular measurement of progress toward achieving both student and staff performance goals
- An online community communication process detailing student and school performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial, to educate our students

JMCS will provide an education that allows each student to: (1) achieve high academic standards; (2) develop and improve social and vocational skills by building self-esteem through achievement and discipline; and (3) work in an environment that promotes learning. JMCS will endeavor to create a menu of learning opportunities for students that may include classroom study, field study and research, guided instruction, online learning, work-based academic skills instruction, and other creative modes of instructional delivery developed by staff in partnership with the community.

JMCS recognizes that high school students are going through the most critical times of their lives. Their physical, emotional, and intellectual needs are woven together. These are the years when youth are seeking answers to fundamental questions of life and are developing values and standards that will largely determine their behavior in the future. It is the plan of JMCS to meet the educational needs of each student and provide him or her with the necessary tools to succeed in the 21st Century.

As all JMCS students will be qualified participants in the CCC, LCC’s, YouthBuild, and WIOA programs; most students at JMCS will participate in a sun-up to sun-down educational program. The combination of standards-based core curriculum and vocational training may differ from site to site. Generally, our client agencies will provide general vocational skills curricula for its participating students. A participating student may generally, on a daily basis, be placed on a crew of no more than seventeen students, with a crew supervisor (employed by the client agency). A student may also be placed in an internship program, with a supervisor from a collaborating entity. In both cases, students would be instructed by at least one certificated teacher (employed by JMCS). Furthermore, each student’s crew supervisor, employed by the client agency, will be directed by a certificated JMCS teacher on matters related to school curricula. Through a student’s participation in crew work and/or internship program, the student will make his or her way through the vocational skills of the client agency. The certificated teacher, employed by JMCS, will supplement the vocational curricula with state-aligned common core academic curricula. Students will make continuing progress toward achieving their high school diploma. The students will attend classes held at JMCS sites. Classroom instruction will be augmented by computer-aided instruction.

The classes taught by JMCS shall meet all California State Content Standards and shall be in alignment with the Common Core Standards. Classes include English, health, physical education, computer literacy, life skills, world studies, United States history, economics, civics, mathematics, life science, and physical science. When possible, the contents of these courses will be delivered during the student’s workday while 2019-2024 JMCS Charter Petition
he/she participates in vocational skills and work-study. Courses will be selected for students based upon an educational goal and graduation plan for each student. Upon entering the JMCS, a student will be evaluated for the courses he or she may have completed already. Appendix 1 summarizes the JMCS curriculum and JMCS’ content standard linked Benchmarks and Course Outlines. Appendix 2 displays a sample Student Achievement Plan that JMCS teachers complete and maintain with all students.

When enrolling in the JMCS program, students will meet with the teacher to determine their educational program and personal educational goals. JMCS teachers will discuss the transferability of JMCS coursework and options for advancement in the client agency program while enrolled as a student. Upon completion of the JMCS program, students will meet with the teacher to discuss further educational opportunities in vocational and college education.

D. What it Means to Be an Educated Person in the 21st Century

JMCS helps students in the CCC, LCC, YB, and WIOA programs to acquire the skills to survive and prosper in the 21st century. We will help students to improve their abilities to read, write, compute, speak, ask questions, listen, solve problems, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and relate comfortably to others. JMCS will promote curiosity, integrity, social responsibility and self-esteem.

E. Students Learn Best When the School...

- Provides a safe learning environment
- Encourages them
- Provides them with targeted, exciting, challenging, and comprehensive curricula
- Allows them to be creative
- Sets high standards and hold them accountable
- Treats them fairly and consistently
- Assesses their progress frequently, diagnose their strengths and challenges, and craft instruction accordingly
- Makes learning relevant to the world around them

F. Special Education Students/Section 504/ADA:

JMCS shall comply with IDEA, Section 504 and ADA. JMCS shall be solely responsible for compliance with Section 504 and ADA. With regard to serving special education students, JMCS shall be considered a public school of the Local Educational Agency (“LEA”) that granted the charter pursuant to Education Code Section 47641 and shall work jointly with the Superintendent to ensure full compliance with IDEA. JMCS shall execute an MOU with the Superintendent regarding the flow of special education services to JMCS students in accordance with Education Code Section 47646. In accordance with Education Code Section 51745(c), no student with special needs shall be allowed to participate in independent study unless it is written into his or her Individual Education Plan. A copy of the JMCS/Nevada County SELPA MOU and a description of JMCS special education services linked to LCAP priority areas is contained in Appendix 3.

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G. English Language Learners:

JMCS shall comply with all applicable federal laws related to the education of English Language Learner (“ELL”) students. JMCS shall develop, implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum, these policies and procedures shall ensure that JMCS develops a program that:

- Identifies students who need assistance
- Provides ELL students with a reasonable chance for success as determined by experts in the field
- Ensures that necessary staff, curricular materials, and facilities are in place and used properly
- Assesses the success of the program and modifies it as appropriate

H. Attendance Expectations and School Day Requirements

JMCS will operate four individual operating calendars. Each operating calendar has a minimum of 175 days and 64,800 minutes of instruction. Students are expected to achieve a minimum average attendance rate of 85%.

Element Number Two: Measurable Pupil Outcomes

The measurable pupil outcomes identified for use by the charter school. Pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

A. Student Outcomes

JMCS will improve academic knowledge, skills, and motivation of its students and will measure its success in doing so. JMCS is a WASC accredited school and JMCS credits are transferable to other schools. JMCS students are prepared to enter the community college system, vocational training or the workforce. Graduates of JMCS will demonstrate appropriate age or grade-level mastery of the following core academic skills (JMCS Growth Areas and ELSRs):

GROWTH AREA 1: Students Read and Write Effectively

Pursuant to California State Content Standards and the Common Core Standards, JMCS will prepare its students to:

- Read actively and derive meaning from written words
- Read for a variety of purposes
- Write using grammatically acceptable English
- Adjust tone and style of writing for purpose and audience
- Support statements using documented facts, theories, and opinions
- Separate fact from opinion
- Reach conclusions logically based on sufficient evidence
- State key points clearly and succinctly
- Organize ideas in a variety of ways
GROWTH AREA 2: Students Obtain Key Life Skills

Students will take courses in health, physical education, life skills, community responsibility, and computers. In these courses, students will:

• Take personal responsibility for lifelong wellness
• Improve personal fitness
• Learn about employment and college options
• Build skills as employees, consumers, and financial managers
• Demonstrate involvement in his or her community
• Learn about environmental responsibility
• Enhance computer skills

GROWTH AREA 3: Students Appreciate History, Geography, and Current Events

In completing courses in world history, United States history, and economics, students will be able to:

• Show understanding of history and identify relationships between past and present events and evaluate causes and effects
• Compare people, places, and events through history, identifying similarities and differences
• Describe events and situations in political, economic, social, and intellectual terms
• Project future events using evidence from the past and present
• Apply physical and cultural geography to his or her understanding of societies
• Follow and analyze current events around the world and in their communities

GROWTH AREA 4: Students Understand Government Processes

Students will use a wide range of texts, news media, field trips, and student-government experiences to:

• Compare and contrast different political systems in the world
• Understand the formation of the United States and its Constitution
• Appreciate the balance of powers and the role of each branch of government
• Study the role of government in society
• Learn about their privileges and responsibilities in society

GROWTH AREA 5: Students Understand and Apply Mathematical Concepts

Students will learn the principles and applications of basic math, algebra, geometry, and statistics. They will:

• Demonstrate knowledge of basic math principles
• Use math to solve common and abstract problems
• Explore ways in which math is used in business, industry, science and daily life

GROWTH AREA 6: Students Apply Scientific Concepts and Skills

Students study life and physical sciences. Students will:

• Observe, measure, compare, order and categorize characteristics or behaviors
• Draw inferences about unknowns from information around them
• Understand the use of the scientific method
• Recognize the inter-relationships among the scientific themes (energy, interactions, patterns, and change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere and exosphere).
• Study the effects of the sciences, technologies, and societies on one another and on the environment.

GROWTH AREA 7: Students Realize Their Own Special Interests and Talents

JMCS, in collaboration with its client agencies, will expose students to various academic, vocational, cultural, and social opportunities. JMCS will assist students in identifying their interests and the skills they need to develop to pursue those interests. JMCS will help students to prepare for education and work after they graduate from or leave JMCS.

JMCS will develop comprehensive assignments and outcome measures for each student in each of the growth areas. The assignments will be tailored to build on each student’s skills and assist them in overcoming challenges they face. The assignments will align with California State education content standards.

Students graduating from JMCS will receive a diploma from the Nevada County Office of Education. The JMCS course of study will also prepare students for a GED (General Education Development) or a CHSPE (California High School Proficiency Exam).

To best serve our students and community, JMCS will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards. JMCS will submit to the Board of Education a description of any changes to the above student outcomes as an amendment of this charter. The Board of Education agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

B. Regular Per-Pupil Assessment of Outcomes

JMCS has developed measurable per-pupil outcomes identified for use by JMCS staff and administration and approved by the JMCS Board of Directors. “Per-Pupil outcomes,” for purposes of this charter, means the extent to which all JMCS students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the JMCS educational program as detailed by the JMCS Growth Areas, Benchmarks and Course Outlines and annual measurable governing board goals. JMCS outcomes include outcomes that address increases in per-pupil academic achievement in grade level basic academic skills (mathematics and language arts) both school-wide and for all groups of pupils served by JMCS. JMCS student outcomes align with the California State Content Standards and the Common Core Standards.

C. California State Charter Priorities Element 2: Measurable Student Outcomes

Charter School Outcomes that Align with State Priorities Pursuant to Education Code Section 47605(b)(5)(B) are required for all new and renewed charters. The following eight California State Priorities contain a description of JMCS’ outcomes and how they align with the eight state priorities. For each State Priority JMCS listed measurable goals, and at the end of each priority area reports the resolution of those goals for the 2014-2019 charter period. 2019-2024 State Priority goals are included and updated annually in JMCS’ LCAP plan which is available on the JMCS website at http://www.johnmuircs.com/About-Us/JMCS-LCAP/index.html. The JMCS LCAP for each year is also on file with the Nevada County Superintendent of Schools.

State Priority #1 (Basic Services).

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The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

As tracked through hiring practices and CalPADs, JMCS teachers are appropriately assigned and credentialed. JMCS’ measurable goal #1 for State Priority 1 for the 2014-2019 charter cycle is 100% of JMCS teachers will hold K-12 California teaching credentials and be appropriately credentialed for their teaching assignments. At the time of the 2014-2019 was approved, 10 of JMCS’ more than 130 credentialed staff members held designated subject adult education or adult vocational education credentials. JMCS’ measurable goal #2 for State Priority 1 is was that current JMCS staff holding adult education or vocational education credentials will transition to k-12 credentials or be replaced by June 30, 2016.

Every JMCS student has sufficient access to standards-aligned instructional materials as tracked by JMCS’ database inventory system. JMCS’ measurable goal #3 for the State Priority #1 for the 2014-2019 charter cycle is 100% of JMCS students will have access to materials, lessons and instruction based on JMCS’ stated exit outcomes and correlated to the California State Content Standards and Common Core Standards.

Measurable Goal #1 Resolution: 100% of current JMCS teachers hold appropriate academic and EL credential authorizations.

Measurable Goal #2 Resolution: All JMCS teachers who previously held adult education or vocational education credentials transitioned to K-12 academic credentials or were terminated from JMCS employment.

Measurable Goal #3 Resolution: 100% of JMCS students will have access to materials, lessons and instruction based on JMCS’ stated exit outcomes and correlated to the California State Content Standards and Common Core Standards.

State Priority # 2 (Implementation of CCSS).

Implementation of Common Core State Standards, including how ELL students will be enabled to gain academic content knowledge and English language proficiency.

ELL students in JMCS classes will be assessed on the CDELT (prior to the 2017-2018 school year), ELPAC (2017-2018 school year forward) or JMCS’ in-house assessment tests upon entry and again a year later, CELDT and ELPAC data will be used to appropriately place students in courses aligned with JMCS’ stated exit outcomes and correlated to the California State Content Standards and Common Core Standards. As the chart shows below, JMCS serves a high number of EL and IFED students, but very few are re-classified as RFEP. This issue is primarily based on the fact that JMCS client agencies generally serve students for only 1 year. For example, less than 35% of EL designated students enrolled in JMCS in the 2016-2017 school year were still enrolled during the 2017-2018 school year. To extrapolate this data to ELL, IFEP and RFEP would not be statistically significant. JMCS will continue to track EL progress through CELDT testing for those enrolled more than one calendar year.
### CELDT Testing Classification Data for JMCS Students 2014-2018

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<tr>
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</thead>
<tbody>
<tr>
<td>EL</td>
<td>296</td>
<td>189</td>
<td>293</td>
<td>239</td>
<td>254.25</td>
</tr>
<tr>
<td>IFEF</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>RFEP</td>
<td>112</td>
<td>83</td>
<td>96</td>
<td>44</td>
<td>83.75</td>
</tr>
</tbody>
</table>

JMCS’ measurable goal #4 for the State Priority Number 2 is that by July 1, 2019, JMCS will have fully incorporated all released Common Core standards as measured through Common Core Standards alignment with JMCS’ benchmark based course outlines, Expected School-wide Learning Results (ESLRs) and lessons in JMCS’ online curriculum resource.

**Measurable Goal #4 Resolution:** JMCS has fully incorporated all Common Core standards as measured through Common Core Standards alignment with JMCS’ benchmark based course outlines, Expected School-wide Learning Results (ESLRs) and lessons in JMCS’ online curriculum resource.

**State Priority # 3 (Parental Involvement).**

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

92.5% of JMCS students are over the age of 18. For those 7.5% of minor students, JMCS sites will self-report in a narrative format the degree of parental involvement including efforts to seek parent input for making the decisions for the school, and how the school site will promote parent participation. For the 92.5% of JMCS students over age 18, JMCS views the staff and organizers of our partnering agencies as the student “parents”, and interact with them through regular site visits, partnering agency associations and meetings with partnering agency liaisons. JMCS’ measurable goal #5 for the State Priority Number 3 is:

- JMCS staff will meet with staff at each client agency staff a minimum of one time annually.
- JMCS staff will attend meetings of the California YouthBuild Coalition, the California Association of Local Conservation Corps, and the California Conservation Corps a minimum of one time annually.
- JMCS staff will work with WIOA program directors to assist in forming an Association of WIOA agencies to represent WIOA programs to JMCS and the JMCS governing board. When a WIOA Association has been formed, JMCS will meet with that Association a minimum of one time annually.

**Measurable Goal #5 Resolution:**

- JMCS met with all partnering agencies a minimum of 3 times annually for each year of the current charter authorization, 2014-2019.
- The JMCS CEO and Regional Directors attended at least one and in most cases multiple meetings each year of the California YouthBuild Coalition, the California Association of Local Conservation Corps, and the California Conservation Corps. WIOA funded programs in California do not have an official oversite or industry organization, but JMCS did attend meetings of the California Workforce Association, a professional development organization for each year of the current charter authorization, 2014-2019.
- JMCS did organize and hold 2 meetings with a coalition of WIOA funded programs served by JMCS. After the two initial meetings, WIOA partnering agency directors did not maintain the coalition or continue to meet independently of JMCS.

2019-2024 JMCS Charter Petition
State Priority # 4 (Student Achievement). Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

JMCS uses two standardized assessments at the local level, RenStar, and TABE, both online grade level equivalency tests. All students will be tested within 30 days of enrollment using these local assessments and subsequently assess every 90 days to determine grade level growth in English and mathematics.

JMCS’ measurable goal #6 for State Priority Number 4 is JMCS students will show an average grade level equivalency growth of 1.5 in reading/language arts and 2 in mathematics for students enrolled more than 365 calendar days. JMCS’ measurable goal #4 is that 90% of JMCS students scoring below grade level 6 in English language arts and mathematics will be enrolled and show progress in a designated intensive remediation course and receive additional intensive remediation services.

Measurable Goal #6 Resolution:
- The average GLE increase in English Language Arts 2014-2018 is 1.2.
- The average GLE increase in Mathematics 2014-2018 is 1.3
- An average of 51% of JMCS students scoring below grade level 6 in English language arts and 73% of JMCS students scoring below grade level 6 in mathematics were enrolled in and showed progress in a designated intensive remediation course.

State Priority #5 (Student Engagement).

Pupil engagement, as measured by all of the following, as applicable:
A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

Pupil engagement will be tracked and measured by JMCS’ PowerSchool database and the CalPADS database and reported to JMCS’ Board quarterly. In reporting engagement JMCS will track data in the following areas: Contact time in academic and vocational training, total attendance rate and student attrition rate.
The following table shows JMCS’ average rates for 2010-2013 and goals for 2014-2019.

<table>
<thead>
<tr>
<th>Data Measurement</th>
<th>2010-2013</th>
<th>2014-2019 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Time Academic</td>
<td>3.2 hours daily</td>
<td>3.5 hours daily</td>
</tr>
<tr>
<td>Contact Time Vocational</td>
<td>3.0 hours daily</td>
<td>3.5 hours daily</td>
</tr>
<tr>
<td>Contact Time Total</td>
<td>6.2 hours daily</td>
<td>7 hours daily</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>77%</td>
<td>85%</td>
</tr>
<tr>
<td>Time in JMCS (days)</td>
<td>277 Days</td>
<td>330 Days</td>
</tr>
</tbody>
</table>

JMCS’ measurable goal #7 for State Priority Number 5 is JMCS students will attend classes at average contact times of 3.5 hours per day for academic classes, 3.5 hours a day for vocational education classes, and average a total school day of 6.2 hours. JMCS students will have an average attendance rate of 85%, and stay in JMCS programs for an average of 330 days.

Measurable Goal #7 Resolution:

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<tbody>
<tr>
<td>Contact Time Academic</td>
<td>3.2 hours daily</td>
<td>3.5 hours daily</td>
<td>4 hours daily</td>
</tr>
<tr>
<td>Contact Time Vocational</td>
<td>3.0 hours daily</td>
<td>3.5 hours daily</td>
<td>5.8 hours daily</td>
</tr>
<tr>
<td>Contact Time Total</td>
<td>6.2 hours daily</td>
<td>7 hours daily</td>
<td>9.8 hours daily</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>77%</td>
<td>85%</td>
<td>78.8%</td>
</tr>
<tr>
<td>Time in JMCS (days)</td>
<td>277 Days</td>
<td>330 Days</td>
<td>92.6</td>
</tr>
</tbody>
</table>

State Priority # 6 (School Climate).

School climate, as measured by all of the following, as applicable:
A. Pupil suspension rates
B. Pupil expulsion rates

In the previous 15 years, JMCS has not had any suspensions or expulsions. Because JMCS’ unique legislative mandate requires us to serve students enrolled in our partnering agencies programs, suspensions and expulsions are always at the prerogative of our partnering agencies for infractions of partnering agency participation agreements. Because of this partnership model, JMCS reports students enrolled or not enrolled, present, or absent. JMCS’ measurable goal # 8 for State Priority Number 6 is JMCS will develop a measurement and tracking system for students who are suspended or expelled from client agency programs for offenses that occurred in the JMCS’ classroom as detailed in JMCS’ suspension and expulsion policy (page 50).

Measurable Goals #8 Resolution: JMCS did develop and implement an exit code based tracking system to monitor expulsions. Despite this change in how JMCS monitors and tracks expulsions, In the 2014-2018 time period, no students were expelled.

State Priority # 7 (Course Access).

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C.§51220(a)-(i))
Student access and enrollment in a broad course of study is measured and tracked by JMCS’ PowerSchool database and the CalPADS database. The chart below shows JMCS courses offered by Growth Area (please see Element 2, Section A, pg. 13 for a complete description).

JMCS’ measurable goal # 9 for State Priority 7 is to add three additional ELA remediation courses, 3 additional life skills courses, 3 additional mathematics remediation courses, and up to 15 agency-specific vocational education or certification courses.
### Measurable Goal #9 and Resolution:

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>English Language Development: ESL, Introduction to Language Arts, Intermediate Language Arts, English 9/10, American Literature, World Literature, Creative Writing</td>
<td>10</td>
<td>Addition of 3 remediation courses/programs</td>
<td>No additional courses added; 5 additional programs added</td>
<td>English-No Problem program added for ELD course; New Readers Press Challenger and Endeavor programs added for Intro to ELA, Inter. ELA; Scholastic ID &amp; Reading with Relevance added for Eng 9/10</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>Health, PE, Drivers Training, Life Skills, Computer Literacy, Computer Lab, Computer Demonstration, PE Demonstration</td>
<td>11</td>
<td>Addition of 3 new Life Skills Courses</td>
<td>No additional courses added; 1 Life Skills BCO created; 4</td>
<td>New Computer Demo 9/2017; New PE Demo 9/2017; Life Skills BCO created that includes 16 benchmarks and instructional resources for each benchmark; new LS curriculum includes React to Film, Marijuana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum</td>
<td></td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>World History, US History, Economics</td>
<td>3</td>
<td>No additions</td>
<td>1 additional curriculum: The DBQ Project</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>United States Government</td>
<td>1</td>
<td>No additions</td>
<td>1 additional curriculum: The DBQ Project</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>Principles of Mathematics I, Principles of Mathematics II, Principles of Mathematics III, Pre-Algebra, Algebra, Geometry, Vocational Math, Consumer Math</td>
<td>11</td>
<td>Addition of 3 remediation course/programs</td>
<td>No additional courses added</td>
<td>1 new curriculum for Prin.Math I &amp; II; math courses currently being restructured and realigned to CCSS - work complete by 6/2019</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Life Science, Earth Science</td>
<td>2</td>
<td>No Additions</td>
<td>1 new course: Human Biology</td>
<td>3 additional curricula: Education and the Environment Initiative; HASPI Medical Biology; Strategic Energy Innovations</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>Vocational Education, Work Experience,</td>
<td>15-25</td>
<td>Addition of 1-15 agency-specific vocational</td>
<td>3 career pathways</td>
<td>Certifications include: Bring Your</td>
</tr>
<tr>
<td>Career Development, German, Italian, French, Spanish, Russian, Chinese, Japanese, Other Foreign Language, Intro to Music, Astronomy World Physical Geography</td>
<td>education courses and certifications.</td>
<td>A Game, Work Readiness Certification, National Retail Federation, ServSafe, First Aid, CPR (plus other site-specific certs) Courses include HASPI Medical Biology (Human Biology), Strategic Energy Innovations (SEI), Education and the Environment Initiative (EEI)</td>
<td></td>
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</tbody>
</table>

**State Priority # 8 (Other Student Outcomes).** Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

JMCS students will make grade level gains and make progress towards achieving JMCS’ ESLRs as measured and tracked by JMCS’ PowerSchool database and CalPADS. JMCS’ measurable goal #10 for State Priority Number 8 is JMCS students will show an average grade level equivalency growth of 1.5 in reading/language arts and 2 in mathematics for a student enrolled more than 365 calendar days.

**Measurable Goal #10 Resolution:**  
For the period of 2014-2015 to 2017-2018 time period, the JMCS average GLE in English language arts was 1.2, mathematics was 1.3.
D. Compliance with Academic Standards: California Educational Code 47606b.
California no longer uses the API as a measure of school success, but the API does overlap some with the current JMCS data. As shown in the table below, JMCS has met or exceeded all API targets and growth goals in the measured prior years.

Prior Years API

<table>
<thead>
<tr>
<th>Year</th>
<th>Base</th>
<th>Growth</th>
<th>Met Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>777</td>
<td>784</td>
<td>Yes</td>
</tr>
<tr>
<td>2007</td>
<td>957</td>
<td>957</td>
<td>Yes</td>
</tr>
<tr>
<td>2008</td>
<td>849</td>
<td>849</td>
<td>Yes</td>
</tr>
<tr>
<td>2009</td>
<td>861</td>
<td>861</td>
<td>Yes</td>
</tr>
<tr>
<td>2010</td>
<td>872</td>
<td>872</td>
<td>Yes</td>
</tr>
<tr>
<td>2011</td>
<td>B; No Valid API Base</td>
<td>961</td>
<td>Yes</td>
</tr>
<tr>
<td>2012</td>
<td>896</td>
<td>902</td>
<td>Yes</td>
</tr>
<tr>
<td>2013</td>
<td>B; No Valid API Base</td>
<td>866</td>
<td>Yes</td>
</tr>
<tr>
<td>Non-Weighted 3-Year Average API (2011-2013)</td>
<td></td>
<td>910</td>
<td>Yes</td>
</tr>
<tr>
<td>Weighted 3-Year Average API</td>
<td></td>
<td>906</td>
<td>Yes</td>
</tr>
</tbody>
</table>

2019-2024 Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), John Muir Charter Schools’ annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the JMCS Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending JMCS, including our numerically significant student subgroups. The metrics associated with these goals help JMCS to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the Nevada County Superintendent of Schools and the most recent three years of JMCS LCAP reports are available on the JMCS website (http://www.johnmuircs.com/About-Us/JMCS-LCAP/index.html). JMCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. JMCS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. JMCS shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the JMCS charter and shall be maintained by the Charter School.
Element Number Three: Assessing Pupil Progress

The method by which pupil progress in meeting those pupil outcomes is to be measured.

A. Assessment of Student and School Outcomes

JMCS will employ a variety of assessment tools to measure academic progress and diagnose problems. JMCS will:
- Assess students at entry on a commonly accepted grade level equivalency student assessment test(s)
- Periodically assess students (e.g., quarterly) on the same assessment instrument to measure progress
- Use assessment instruments to diagnose each student’s academic strengths and challenges
- Confer with client-agency staff on an ongoing basis to track student progress at the worksite

Students will:
- Maintain Student Achievement Plans, detailing their assessments, goals, struggles, and accomplishments
- Conduct self-assessments and peer-assessments
- Demonstrate competency and mastery of the JMCS Curriculum Benchmarks and Course Outlines during exhibitions and oral presentations
- Demonstrate academic and job skills at the worksite

JMCS will conduct frequent teacher/student/client agency conferences to give students ongoing feedback and to ensure that students are progressing toward their goals. JMCS teachers and staff will report student and classroom assessment results to the JMCS Board of Directors, Nevada County School Board, and Nevada County Superintendent of Schools on an ongoing basis.

The assessment tools used at JMCS will be standardized, authentic, and performance-based assessments as guided by the State Frameworks and Performance Standards. While the standard, on-demand assessments enable JMCS to monitor both the individual student’s and the school’s performance, these assessments might not fully meet the assessment needs of the students or their instructors. JMCS will require students, teachers, and staff to measure their own performance, thereby empowering them to recognize and be responsible for their own learning. JMCS, therefore, will supplement standardized assessments with alternative assessments. To document student learning, the alternative assessments will include projects, exhibitions, and other tasks that students complete during the year. JMCS will engage students to the maximum extent in the assessment process.

Element Number Four: Governance Structure of School

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

JMCS is constituted as a California nonprofit public benefit corporation pursuant to California law.

A. Board of Directors

JMCS shall have at least a five (5) person Board of Directors that will serve as the Board of Directors of JMCS, a California Nonprofit Public Benefit Corporation. The Board of Directors shall be governed in its operations and its actions by the corporate bylaws of JMCS, which shall be consistent with the terms of the Charter, the Charter Schools Act, and all other applicable laws. The Board of Directors shall have sole authority for all aspects of JMCS’ operation and education program related to curriculum, enrichment and

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extracurricular educational activities, student evaluation, personnel, professional development, budget and finance, facilities and maintenance, admissions, scheduling, community relations, classroom usage, use of the school site, safety, discipline, proposals for charter revision and renewal, dispute resolution, and interactions with the granting agency.

The membership, voting rights, term etc. of the Board of Directors shall be delineated in the corporate bylaws. Current practice is that the Board of Directors meets monthly, and it is mandated that they meet at least three times a year.

The Nevada County Board of Education and Superintendent shall have the right to appoint one representative and one alternate representative to the Board of Directors. The Board/Superintendent’s representative shall act as the Chair of the Board of Directors meetings.

The authority of JMCS, as stated above and elsewhere in this Charter, shall be limited by the following rights and duties of the Superintendent of the County in her/his oversight role:

1. The JMCS Governing Board Chair, appointed by the Nevada County Board of Education, will be consulted on the development of the agenda for meetings of the Board of Directors. The Nevada County Superintendent of Schools will have the authority to add matters to the agenda.

2. Meetings will be scheduled such that the Nevada County Superintendent of Schools, or designee, is available to attend all meetings.

3. The Board of Directors shall agree that the Superintendent, or designee, is a necessary advisor as a representative of the County Board of Education. As such, they shall agree that the Superintendent has a standing invitation to be present during the closed sessions of the Board of Directors. The Superintendent may then be present at all closed sessions but may step out during matters that may present a conflict of interest.

4. The Superintendent of Schools will have the duty and the right to seek reconsideration of any action taken by the Board of Directors of JMCS that the Superintendent determines in her/his professional judgment not to be in the best interest of the school. The Board of Directors of JMCS must place the matter on the agenda of the next regularly scheduled Board meeting for reconsideration or sooner at a special meeting if necessary. Neither the Board of Directors of JMCS nor its staff may implement any action taken by the Board of Directors once the Superintendent makes such a request for reconsideration. If after reconsidering the action taken, the Board of Directors disagrees with the recommendation of the Superintendent, the Superintendent may bring the matter to the County Board of Education, which may then direct the Superintendent to resolve the matter pursuant to the dispute resolution procedure between the Superintendent and JMCS or seek revocation if applicable.

JMCS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

JMCS will comply with all applicable federal laws and state and local laws that are applicable to independent public charter schools. JMCS will retain its own legal counsel when necessary. JMCS will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies, either as part of the granting authority’s insurance program or its own insurance program.

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

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

B. Executive Director and Chief Executive Officer

The Executive Director/CEO shall be selected by the Board of Directors and shall be employed by JMCS under a contract of employment approved by the Board of Directors. The Executive Director/CEO’s central governance role is to act as manager of JMCS as outlined in the position’s job specification. The Board of Directors shall adopt a job specification for the position of Executive Director/CEO that further defines the day-to-day job responsibilities for the Executive Director/CEO. The Executive Director/CEO shall coordinate JMCS educational programs with the person(s) the CCC, Local Corps, YouthBuild, and Workforce Innovation and Opportunity Act programs designate as liaisons.

C. Advisory Board

When needed, the JMCS governing board may direct the Executive Director/CEO to form an Advisory Board comprised of distinguished members of the community representing the public and/or private sectors of education, business, and government. The Advisory Board shall have at least one representative of the Superintendent, the CCC and each participating Local Corps, YouthBuild, and Workforce Innovation and Opportunity Act program and shall meet as needed on an ad-hoc basis. The Advisory Board shall report to the Executive Director/CEO. The purpose of the Advisory Board is to provide advice, expertise, and resources related to pedagogy, assessment, workforce preparation, charter schools, fundraising, community relations, and other areas relevant to the success of the school. The Executive Director/CEO and/or the Board of Directors may consult with the Advisory Board or its members when appropriate. The Advisory Board will be selected by the Board of Directors from applications received or solicited by JMCS with the exception of the Superintendent, CCC, Local Corps, Job Corp, YouthBuild, and WIOA representatives. The Executive Director/CEO will report to the Advisory Board on JMCS activities and issues as prescribed by the Board of Directors.

D. Teacher/Student Contract

JMCS shall develop a Teacher/Student contract to be approved by the Board of Directors and be included in the Student Achievement Plan. At a minimum, the Teacher/Student Contract shall:

- Require students and teachers to complete and return all forms, questionnaires, and other requests for information that may be required by the school
- Require students to complete all class work and homework the teacher assigns
- Require teachers to correct and return student assignments with useful comments in a timely manner
- Require all students to follow the Student Conduct Code and all rules of the program in which they are participating (i.e., California Conservation Corps, Local Corps, YouthBuild, or Workforce Innovation and Opportunity Act program).
- Require students and teachers to attend all student-teacher conferences as scheduled by the teacher or student
- Require students and teachers to follow all rules and procedures as approved by the Board of
Directors

Element Number Five: Employee Qualifications

The qualifications to be met by individuals to be employed by the school.

JMCS will retain or employ teaching staff persons that hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. JMCS will comply with Section 47605(l), which states:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or another document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college-preparatory courses.

A. Executive Director/CEO Qualifications

The Executive Director/CEO and any other administrator at JMCS should possess leadership abilities and a comprehensive educational background and vision that is consistent with JMCS’ mission and education program. The Executive Director/CEO should possess extensive knowledge and background in the operational models and structures of the California Conservation Corps, Certified Local Conservation Corps, YouthBuild, and Workforce Innovation and Opportunity Act funded programs. The Executive Director/CEO should also possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business experience. The Executive Director/CEO of JMCS should possess active and up to date teaching and administrative credentials in the State of California.

All staff will operate under at-will contracts with JMCS and be evaluated on an annual basis using a process developed and approved by the JMCS governing board. The JMCS Executive Director/CEO may be contracted for one or more years at the discretion of the JMCS Governing Board.

B. Teacher Qualifications

JMCS will employ and retain teachers that hold California K-12 teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, and have experience commensurate with the applicable job specifications. Each student will be assigned to a teacher of record who is responsible for overseeing the student's academic progress and who will monitor all grading and matriculation decisions. JMCS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position with the school required by law.

JMCS teachers shall:

- Care about students and their success in learning
- Be familiar with the JMCS’ curriculum, methods of instruction, and administrative procedures
- Demonstrate effectiveness in teaching, mentoring, and writing

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• Demonstrate effectiveness in data-driven instructional models
• Provide leadership for the school as a whole
• Accept the mission and philosophy of JMCS
• Be willing to work flexible schedules to accommodate the varying needs and schedules of enrolled students and our client agencies
• Accept responsibility for student outcomes

C. Specific Qualifications for all Staff Include

The Board of Directors shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

• Dedication to putting in time, energy and effort in developing the JMCS educational program
• Dedication to the basic philosophy of emphasizing the JMCS curriculum benchmarks and course outlines
• Strong, written and verbal communication skills
• Knowledge about, or willingness to become knowledgeable about, the developmental needs of students
• Sensitivity to the social as well as academic needs of the students
• Willingness and ability to plan cooperatively and collaboratively with other staff
• Willingness to continue education through additional courses, training, workshops, in-services, seminars and staff development
• Willingness to be an active participant in staff meetings
• Willingness to work closely with the school staff by providing any information regarding a student's behavior, attitude and/or classroom performance
• Willingness to take an active or leadership role in the school’s development

All individuals employed by JMCS must possess the personal characteristics, knowledge, and experiences as described in the school’s job descriptions. All employees must comply with the employee processing policies and procedures (e.g., fingerprinting, criminal-record checks, provision of proof of identity, evidence of right-to-work in the United States, and TB screening) as required by law.
Element Number Six: Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnishes the school with a criminal record summary as described in Section 44237.

JMCS has adopted and implemented a comprehensive set of health, safety, and risk management procedures as set forth by the Nevada County Superintendent of Schools and state law. At a minimum, JMCS policies shall comply with State laws and procedures related to:

**Documenting Immunizations:** In compliance with California state law and education code, all JMCS students below the age of 18 are required to present up to date immunization records documenting all required immunizations for enrollment in California public schools. Students under age 18 without current immunization records may not enroll in JMCS, and JMCS may not collect average daily attendance revenues on students below age 18 without immunization records.

**Emergency-response procedures:** In partnership with our partnering agencies, each JMCS site must have an emergency plan in place dictating lockdown, earthquake, fire or other natural disaster procedures. Each JMCS classroom must have in place (posted) an emergency exit and evacuation map. A template for these policies and procedures and examples from current JMCS sites are included in Appendix 4.

**Preventing contact with blood-borne pathogens:** Each JMCS site needs to have onsite a first-aid kit with materials sufficient to prevent blood-borne pathogens (mask, disposable gloves, eye shield, CPR mask/barrier. Each certificated JMCS staff member is encouraged to maintain current CPR certification.

**Administration of prescription drugs and other medicines:** Approximately 93.5% of JMCS students are over age 18 and therefore legally adults. JMCS students over age 18 are responsible for the administration of their own prescription medicines. For those students over age 18 that require specific accommodations for administering prescription medicines, an IEP or 504 plan will be developed to meet those accommodations. For students under age 18, a medication administration plan including accommodations required under IEP or 504 plans is to be approved and implemented under the recommendations and approvals of the NEVCO SELPA and the NCSOS school nurse.

**Assurances that school buildings meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard:** Maintaining current permits and approvals from Fire Marshals and zoning departments to operate Conservation Corps, YouthBuild, or WIOA Programs in specific locations remains the sole responsibility of JMCS’ partnering agencies.

**Establishing JMCS as a drug, alcohol, and tobacco free workplace:** JMCS is an alcohol, drug, and tobacco-free workplace and educational zone. Use of alcohol, illegal (non-prescription) drugs and tobacco on school premises is prohibited. JMCS’ partnering agencies may designate a location away from areas dedicated to JMCS operations for tobacco use for those over age 18.

**The requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237:** All JMCS employees must submit to live-scan fingerprinting and a criminal background check as required by Education Code Section 44237. No JMCS employee may begin working or receive pay until this background check has been completed.

The JMCS health and safety procedures referenced above are listed in Appendix 4. JMCS will periodically apprise and review with students, teachers, and staff of these aforementioned goals.

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Element Number Seven: Means to Achieve Racial/Ethnic Balance

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

JMCS enrolls students who are participants in the CCC, Local Corps, YouthBuild, and Workforce Innovation and Opportunity Act programs. These programs enroll participants from many races, ethnicities, and cultures. Consequently, JMCS serves a very diverse student population. In ensuring that JMCS will continue to recruit and retain a diverse student population at all of its program sites, JMCS will:

- Ensure that recruitment materials reflect the diversity of JMCS’ student body
- Analyze census and other State demographic materials to ensure that recruitment of students is from population centers that reflect California’s diversity.
- Work with collaborating agencies to ensure their recruitment practices align with JMCS’ commitments to achieve a racial and ethnic balance among its student body.
- Regularly review student demographic, attrition and performance data to ensure all students are receiving equal and excellent educational services.

Element Number Eight: Admission Requirements

Admission requirements, if applicable.

The Board of Directors shall determine all processes and procedures governing application, admission, and enrollment at JMCS. All students attending JMCS must follow the application, admission, and enrollment procedures of the school sites.

The application packet for admission to JMCS shall include information that allows students to be informed about the school's operation as a charter school, its education programs, the academic and behavior expectations of students, and the rights and responsibilities of students who wish to become part of the JMCS. The application packet shall include:

- A brief description of what charter schools are and how they differ from regular public schools
- A JMCS Student Achievement Plan
- JMCS’ Mission Statement and a summary of the school’s education philosophy
- A description of JMCS’ education program including a school calendar, daily schedule; core curriculum; enrichment and extracurricular programs, attendance expectations; grading, testing, and evaluation procedures; and promotion, retention, and graduation standards (exit outcomes)
- An overview of the academic performance of students who have attended JMCS
- A copy of the Teacher/Student Contract
- A listing of the rights and responsibilities of JMCS teachers and students
- Descriptions of admission criteria, admission and enrollment preferences, conditions of enrollment, and consequences of misrepresenting admission and enrollment information
- School capacity

The Board of Directors shall have the sole authority to determine the size and grade-level breakdown of the student body at JMCS. The determination of school capacity shall be based on the school’s academic program, the school’s fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.
A. Admission Criteria

JMCS will operate grades 9-12. JMCS will welcome, as resources are available, all students in the State of California. Admission shall not be determined according to the place of residence of the pupil within the state, except that students must be qualified participants of the California Conservation Corps, participating Local Conservation Corps, YouthBuild, and Workforce Innovation and Opportunity Act programs. A “participating” Local Corps, YouthBuild, and Workforce Innovation and Opportunity Act program is one that has signed a memorandum of understanding with JMCS that has been approved by the Superintendent and the Board of Directors. To remain eligible for enrollment in JMCS a student must be enrolled in the CCC or one of the other participating organizations.

There shall be no admission criteria, testing, or other evaluation required of any applicant. JMCS shall not charge an application fee nor shall it charge tuition [Education Code Section 47605(d)(1)]. JMCS shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability [Education Code Section 47605(d)(1)].

B. Admission and Enrollment Preferences

JMCS shall admit and enroll all students who wish to attend the school provided that the school’s capacity is not exceeded [Education Code Section 47605(d)(2)(A)], capacity is determined by JMCS’ Board of Directors. Classes at each grade level will be filled according to the following order of preferences for students who are either continuing enrollment or being admitted for the first time (listed in order of priority) [Education Code' 47605(d)(2)(B)]:

1. Participants employed at or receiving services from a JMCS site serving participants in the California Conservation Corps (CCC), participating Certified Local Corps, YouthBuild, or Workforce Innovation and Opportunity Act programs

C. Admission Lottery and Admission Priority

If the number of students who wish to attend JMCS exceeds the school’s capacity as determined by the Board of Directors, then the admission of new students shall be determined by a public random drawing for each grade level. [Education Code Section 47605(d)(2)(B)](Students with preferences will be exempted from the lottery unless the number of students with preferences exceeds the capacity, in which case the lottery will be held within the preference). JMCS shall maintain an admission priority list on the order in which applicants to each grade level in each admission preference category were selected in the admission lottery. The order of admission of students at any time during a school year shall be based solely on the order of applicants on the admission priority list. Admission shall be based solely on a first-come-first-served basis if JMCS determines that space still exists at any grade level after the admission priority list has been exhausted.
D. Conditions of Enrollment

To enroll in JMCS, each student shall first:

- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards
- Students under age 18 must provide records documenting immunizations required by charter schools including tuberculosis testing
- Sign Teacher/Student Contract
- Sign a form allowing prior schools the student attended to send the student’s school records and test results to JMCS

E. Misrepresentation of Admission and Enrollment Information

JMCS shall have the right to expel students who misrepresent material information on any school document including but not limited to admission and enrollment forms.

Element Number Nine: Budget, Financial Audit, and Programmatic Audit

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

A. Budget Development, Implementation, and Monitoring

JMCS’ revenue comes from state Proposition 98 funds, which the state apportions based on the average daily attendance (ADA) of JMCS students during the year. These funds may be used only for activities in support of the academic achievement of students.

JMCS Budget

JMCS’ revenue comes from state Proposition 98 funds, which the state apportions based on the average daily attendance (ADA) of JMCS students during the year. These funds may be used only for activities in support of the academic achievement of students. All use of JMCS educational funds requires the approval of JMCS’ CEO, COO or designee.

1. Projecting Enrollment and ADA. JMCS staff will gather historical, current, and projected future enrollment from a variety of sources including prior years enrollment, client agency data, community population data, state budget allocations and state and federal grant funding cycles and other sources for purposes of projecting enrollment and ADA. JMCS will work closely with client agencies to project annual ADA monthly based on enrollment and attendance on a monthly basis.

2. Draft JMCS Budget. JMCS’ CEO, COO and accounting analyst will develop a draft budget prior to the upcoming school year. JMCS’ CEO, COO, and accounting analyst will jointly discuss and recommend to the JMCS Governing Board staffing and expenditure plans and priorities for the annual JMCS budget based on prior year, current, and future years budgets.

3. Final JMCS Budget. The JMCS CEO, COO and Accounting Analyst will provide the JMCS Governing Board with a final proposed JMCS budget for approval before June 30 of each school year.

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4. **Budget Priorities.** At the direction of and based on the approval of the JMCS Governing Board, JMCS’ CEO, COO or designee will make all decisions about JMCS budget priorities. Generally, JMCS establishes the following priorities for budgeting and expenditure of JMCS funds:

   a. Regulatory and support charges by the Nevada County Office of Education (1 percent of ADA revenue)
   b. Certificated (teachers with valid California teaching credentials) JMCS staff to provide high-quality education services to JMCS students.
   c. Classified staffing to support high-quality education services to JMCS students.
   d. Adequate books and supplies to provide high-quality education services to JMCS students.
   e. Sufficient computer technology.
   f. JMCS-required staff training and associated travel.
   g. JMCS Education Services (administrative costs).
   h. Classroom and JMCS-staff space costs.
   i. Utility charges for classroom and JMCS-staff space.
   j. Telephones, internet access, copiers, and other equipment.
   k. Classroom furniture.
   l. activities that directly support the education of JMCS students.

5. **Annual Budget Cycle.** In accordance with California state law, JMCS will meet all mandated deadlines in the annual school budget funding cycle (budget and cashflow documentation are attached in Appendix 5 including:

   a. By July 1 each year, JMCS will submit its board approved budget to the Nevada County Superintendent of Schools (EC 47604.33(a)(1)).
   b. By September 15 each year, JMCS will submit its unaudited actuals from the prior school year to the Nevada County Superintendent of Schools (EC 42100(a), GC 7906(f)).
   c. By December 15 each year, JMCS will submit its 1st interim budget report to the Nevada County Superintendent of Schools (EC 47604.33(a)(3)).
   d. By December 15 each year, JMCS will submit its board approved prior-year financial audit to the Nevada County Superintendent of Schools (EC 47605(m), 41020(h)).
   e. By March 15 each year, JMCS will submit its 2nd interim budget report to the Nevada County Superintendent of Schools.

**B. Financial Audit**

JMCS’ Board of Directors will direct the JMCS Executive Director/CEO and business services department to approve an audit each fiscal year on its behalf and to oversee the selection of an independent auditor and the completion of an annual audit of the school’s financial affairs. JMCS business services at the direction of the JMCS Board shall select an independent auditor by April 1st of each year. The audit will verify the accuracy of the school’s financial statements, attendance, and enrollment accounting practices, and reviews the school’s internal controls. The audit will be conducted in accordance with Generally Accepted Accounting Principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by October 15th of the fiscal year and that a copy of the auditor’s findings will be forwarded to the Superintendent no later than December 1st. The JMCS business services will review any audit exceptions or deficiencies and report to the JMCS Executive Director/CEO and JMCS Board of Directors with recommendations on how to resolve them. The Board of Directors will make a report to the Superintendent regarding how the exceptions and deficiencies have been or will be resolved. Exceptions and deficiencies to the audit report will be corrected to the satisfaction of the Superintendent.

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B. Programmatic Audit

JMCS will compile and provide to the granting authority an annual performance report. This report will, at a minimum, include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques listed herein
- An analysis of whether student performance is meeting the goals
- A summary of substantive decisions and policies established by the school’s Board of Directors during the year
- Data from a student satisfaction survey
- A current copy of the school’s health and safety procedures
- Information on the school’s racial and ethnic population
- Information on the school’s admissions practices during the year and data regarding the numbers of students enrolled and the numbers of students suspended and/or expelled
- Other information as determined by the Board of Education to determine whether JMCS is complying with the education, administrative, legal, and governance provisions of this charter

Element Number Ten: Pupil Suspension and Expulsion

The procedures by which pupils can be suspended or expelled.

Each JMCS site shall develop and maintain a comprehensive set of student discipline procedures containing the JMCS code of conduct as stated in the JMCS Student Achievement Plan. These procedures will be printed and distributed as part of the school’s student handbook and will clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student will be required to verify that they have reviewed and understood the procedures prior to enrollment. All JMCS sites will provide all students with an opportunity for due process and will conform to applicable federal law regarding students with exceptional needs. JMCS will notify the Superintendent of any expulsions and will include the suspension and expulsion date in its annual performance report.

A JMCS student may face suspension from class for the following infractions:

- Insubordination: Students found to be using behaviors or actions in defiance of direct instruction from JMCS staff or actions found to be in violation of the Student Code of Conduct may be suspended for 1-5 days.
- Drug and Alcohol Use: Students found under the influence of drugs or alcohol on school premises or at school-related activities may be suspended for 1-5 days.
- Bullying and/or Harassment: Students found to be bullying, harassing or otherwise treating students, staff or others in a disrespectful or aggressive manner may be suspended for 1-5 days.

A JMCS student may face expulsion for the following infractions:

- Violence on campus or at a school affiliated event towards other students, staff or others.
- Possession of a weapon or use of any item as a weapon on campus or at a school affiliated event.
- Possession of drugs, alcohol or a weapon on campus or at a school affiliated event.
- Multiple (more than three) documented offenses in which a disciplinary suspension has occurred.

A student that has been suspended or expelled from JMCS may return provided:

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The student petitions, on a form approved by the Board of Directors, the host agency and JMCS for reinstatement into both the client agencies and JMCS’ program. Students and parents may appeal suspensions and expulsions at the site level, administrative level, JMCS governing board level, and to the Nevada County Board of Education.

JMCS or the Nevada County Board of Education approve the student’s petition based on strong evidence that the student is willing and able to comply with all rules and regulations of the client agency and the school, that they are committed to success at work and in the classroom, and that they understand the reasons for the suspension or expulsion.

Suspension and Expulsion Appeals materials are in Appendix 6 of this document.

JMCS will follow all applicable state and federal laws regarding suspension and expulsion proceeding for special education services, including the student’s right to manifestation determination. A student that is currently receiving special education services and has been suspended or expelled from JMCS site will qualify for:

- An intervention and revisiting of the IEP to ensure appropriate services and accommodations are being provided for the student,

- Continuing special education services off-site at a location mutually agreed upon by the student, parent, JMCS administration and the Nevada County Superintendent of Schools special education provider.

**Element Number Eleven: Retirement System**

The manner by which staff members of JMCS will be covered by the State Teachers Retirement System, the Public Employees’ Retirement System, or federal social security.

The employees of JMCS shall be able to participate in any eligible state or private retirement system including the social security system that they are eligible to join. It is the intent of JMCS to continue participating in STRS for certificated employees and PERS for non-certificated (classified) employees and to participate in the Social Security System as appropriate.

**Element Number Twelve: Attendance Alternatives**

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

Students who opt not to attend JMCS may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

**Element Number Thirteen: Description of Employee Rights**

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

The JMCS Board of Directors will hire all school staff, with the recommendation and assistance of the Executive Director. All employees, including those hired in the previous year by a public school district, shall be selected, employed, and released (if need be) by the Board of Directors in accordance with JMCS’
personnel contracts. JMCS Board of Directors shall set the terms and conditions of employment. Employees will be given at-will contracts and will be considered employees of JMCS. All employee rights including transfer of accrued sick leave to other California public schools is contained in the JMCS Employee Handbook attached in Appendix 7.

**Element Number Fourteen: Dispute Resolution Process**

The procedures to be followed by JMCS and the entity granting the charter to resolve disputes relating to provisions of the charter.

**A. Intent**

The intent of this dispute resolution process is to (1) ensure a fair and timely resolution to disputes, and (2) frame a Charter School oversight and renewal process and timeline to avoid disputes regarding oversight and renewal matters.

**B. Public Comments**

The staff and Board of Directors of JMCS and the Board of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Notwithstanding anything in the charter to the contrary, the Board of Education shall not have to comply with this Section, or any other section of the charter, when addressing issues that may lead to the revocation of JMCS as per the Charter School Act.

**C. Disputes Arising from within JMCS**

Disputes arising from within JMCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by JMCS. To the maximum extent feasible and appropriate, all parties to such disputes shall attempt to resolve them within the JMCS site at which the dispute arose. The Board of Education shall not intervene in any such internal disputes without the consent of the Board of Directors of JMCS and shall refer any complaints or reports regarding such disputes to the Board of Directors or Executive Director/CEO of the school for resolution. This section shall not impair the Superintendent’s rights as otherwise specified in this Charter or any applicable MOU.

**D. Disputes Between JMCS and the Board of Education**

In the event that JMCS and the Board of Education have disputes regarding the terms of this charter, both parties agree to follow the process outlined below.

In the event of a dispute between JMCS and the Board of Education, the staff and Board of Directors of the school and the Superintendent, or designee, agree to first frame the issue in written format and refer the issue to the Superintendent and the Executive Director/CEO of JMCS.

The Executive Director/CEO and Superintendent, or designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards to meet to resolve the dispute with the participation of the Executive Director/CEO and the Superintendent. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director/CEO shall meet to jointly identify
a neutral, third-party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and the Executive Director/CEO and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendations of the arbitrator shall be non-binding, unless the Board of Directors of the school, the Superintendent and the Board of Education jointly agree to bind themselves. In the event that the above process does not result in an agreement over the dispute, both parties agree the Board of Education reserves the right to take any action it deems necessary and appropriate to resolve the issue.

**Element Number Fifteen: Exclusive Public School Employer/Labor Relations**

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code.

JMCS shall be deemed the exclusive public school employer of the employees of JMCS for purposes of the Education Employment Relations Act.

**Element Number Sixteen: Closure Procedures**

A description of the procedures to be used if JMCS closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of JMCS, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

In the event that the JMCS closes, the assets and liabilities of the school will be disposed of by the Board of Directors to another charter school, non-profit, or other appropriate entity in accordance with the asset disposition provisions of the school’s bylaws. The Board of Directors will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws, and Board treasurer shall ensure that a final audit of JMCS’ assets and liabilities is performed. In the event that JMCS closes the following steps will be followed:

- The school shall be dissolved in an official action by JMCS’ governing board, who shall notify students, parents, stakeholders, JMCS staff, NCSOS, retirement system representatives and the Nevada County SELPA.
- The JMCS governing board and staff will assist currently enrolled students and/or their parents in finding placement at similar educational programs in their geographic areas.
- All students enrolled at the time of closure will be mailed a final report card and official transcript.
- All JMCS student records, paper and electronic will be transferred to NCSOS or another responsible agency for permanent storage.
- JMCS will complete an audit of outstanding staff vacation liabilities for JMCS staff for inclusion in final pay.
- At the direction of the Treasurer of JMCS’ Governing Board, a final fiscal audit will take place. All JMCS owned assets will be transferred to other schools or institutions in accordance with the JMCS governing board policy on inventory distribution.
- All unencumbered balances will be transferred to NCSOS for distribution to other schools or county programs at the discretion of NCSOS.
- School resources allowing, JMCS staff may retain for a period of designated weeks or months after JMCS closes to ensure that student records are transferred to students, and/or appropriate agencies and parents.

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In the event that no such willing repository is available, JMCS will dispose of or destroy such records in a fashion that will ensure confidentiality of the records.

- On closure, JMCS shall remain solely responsible for any and all liabilities arising from the operation of JMCS.

- As JMCS is operated by a non-profit corporation, should the corporation close at the same time as the charter school, JMCS will file all necessary information with state and federal agencies for dissolution of a non-profit public benefit corporation.

**Element Number Seventeen: Operational Policy**

In summary of JMCS’ charter under which it must operate, the following shall be its plan of operation:

The Executive Director/CEO and Board of Directors should not be expected to take all the responsibility for things they can only nominally influence. Their roles should be more consequential ones. To make their jobs doable, their powers and duties must be refined to the few that matter; such as focusing on JMCS curricula that match student’s needs, funding that establishes site-based management, and holding school sites accountable for results of those in their charge.

Their roles are ones of assistance through recommendation and collaboration in matters of program implementation, hiring of teachers and staff, reconstituting or closing sites that do not teach effectively, and developing new sites to replace failed ones.

Any and all staff concerns will always be resolved at the site level though the Executive Director/CEO’s suggestions and recommendations may be requested.

**Miscellaneous Clauses**

**A. Term**

The term of this Charter shall be from July 1, 2019, to June 30, 2024. Any and all revisions to this charter approved by the Nevada County Board of Education shall not renew or create a new term unless expressly stated otherwise.

**B. Amendments**

Any amendments to this charter shall be made by the mutual agreement of the Board of Directors of JMCS and the Board of Education upon the approval of the Superintendent. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605 and shall be approved in advance by the Superintendent.

**C. Severability**

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Board of Education and the Board of Directors of JMCS.
D. Communications

All official communications between JMCS and the Board of Education will be sent via First Class Mail or other appropriate means to the following address:

Nevada County Board of Education  
Attn: Superintendent  
380 Crown Point Circle  
Grass Valley, CA 95959

John Muir Charter Schools  
Attn: Executive Director/CEO  
117 New Mohawk Dr., Suite F  
Nevada City, CA 95959

E. Memoranda of Understandings (MOUs)

The Board of Education, Superintendent, JMCS, and participating organizations shall enter into mutually agreeable MOUs that outline further details of the relationship between the Board of Education, Superintendent, JMCS, and each participating organization. The MOUs shall include, but not be limited to the following:

- Charter school authority to contract with third parties  
- Funding of JMCS  
- Services to be purchased by JMCS from the Superintendent’s Office, and the fee schedule or such services  
- Special education services and funding formulas;  
- Hold harmless and indemnification language  
- Cash advances to handle cash flow issues, if necessary  
- Charter school’s collection of mandated cost reimbursement  
- Fiscal reporting requirements to the state, either independently or through the County  
- Superintendent support for JMCS in approving and seeking waivers  
- Superintendent support for JMCS in seeking additional funding
Section 3

Charter Appendixes
The mission of John Muir Charter Schools is to meet the unique educational, social and emotional needs of our diverse student population in safe and nurturing environments that foster personal, professional and academic growth. Through collaboration with our partner agencies and relevant, rigorous instruction toward a high school diploma, students gain the skills to achieve lifelong, sustainable employment and become proactive members of their communities.
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INSTRUCTIONAL GUIDELINES

Teachers will assign all chapter work (see note) in each benchmark chapter and then assign an end of chapter assessment using one of the options below.

Instructional Options

To earn the allotted credits per benchmark, students must read the entire chapter AND complete ONE of the following options:

*NOTE: “All chapter work” referenced below includes the following...
  • All lesson review questions, exercises and the chapter review OR
  • All workbook activities from the Teacher Resource CD and the chapter review

OPTION 1
  • Complete ALL chapter work AND
  • Complete all pages of chapter mastery test with a 70% or better (this must be closed-book unless the student has an approved IEP or 504 plan indicating otherwise)

OPTION 2
  • Complete ALL chapter work AND
  • Complete one project with a minimum of a C (refer to the JMCS Instructional Guide – Credit Recovery – Alternative Assessment Project Options and Rubric)

OPTION 3
  • Teacher creates a mix of original and textbook work/lessons that cover the standards outlined in the prescribed benchmark chapter. For in-depth units of study or project-based work, credits awarded for teacher created units can exceed the per chapter amount if proper documentation is provided. Teacher must have written lesson plans/outlines of teaching plan with standards addressed at their site for any projects exceeding the credits per benchmark chapter limit AND
  • Students must complete a demonstration of knowledge (examples: chapter test, teacher created test, document-based questions, essay, presentation or student led lesson)*
  *For examples of alternative assessments, please refer to the JMCS Instructional Guide – Credit Recovery – Alternative Assessment Project Options and Rubric.
ESLR/Growth Area #1: COMMUNICATIONS

Students read and write effectively.

ESLR #1 GOALS:

In reading and writing as part of all JMCS coursework, JMCS students will:

- Read actively and derive meaning from written words
- Read for a variety of purposes
- Write using grammatically correct English
- Adjust tone and style of writing for purpose and audience
- Support statements using documented facts, theories, and opinions
- Separate fact from opinion
- Reach conclusions logically based on sufficient evidence
- State key points clearly and succinctly
- Organize ideas in a variety of ways

Courses within this ESLR are aligned to the Common Core State Standards for ELA: http://www.corestandards.org/ELA-Literacy/.
Introduction to Language Arts: Benchmark Course Outline
Course Number: 2101
Course Name: Introduction to Language Arts
JMCS ESLR / Growth Area: #1 - Students Read and Write Effectively

Introduction to Language Arts is for students who are reading below a sixth grade level. Introduction to Language Arts is a 10 credit course and counts as remedial English credits, which can be used to satisfy part of the English graduation requirement.

Credits:
Credits per Chapter Benchmark: **0.6 credits per chapter**
Credits are earned through the completion of all assigned work at a 70% or better.

Courseware:
The credit calculations and content information references the following textbook.
*AGS Basic English ©2002*

Supplemental Courseware:
*New Readers Press – Challenger 5-6, Endeavor 4-6*
*JMCS Monthly Writing Prompts*
*JMCS Original ELA Curriculum*

Content Standards:
Introduction to Language Arts correlates with the ELA Common Core Standards for grades three through five.

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.
## Introduction to Language Arts Course of Study

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<th>Benchmark</th>
<th>Chapter</th>
<th>Pages</th>
<th>Benchmark Description</th>
<th>Common Core Standards</th>
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| **Unit 1**| 1       | pp. 6-23 | Students learn to utilize the mechanics of writing sentences: Capitalization, punctuation, subjects and predicate and recognize four types of sentences.                     | **Conventions of Standard English:**  
  L.3.2. Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling when writing.  
  a. Capitalize appropriate words in titles.  
  b. Use commas in addresses.  
  c. Use commas and quotation marks in dialogue.  
  **L.4.2.** Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling when writing.  
  a. Use correct capitalization.  
  b. Use commas and quotation marks to mark direct speech and quotations from a text.  
  c. Use a comma before a coordinating conjunction in a compound sentence.  
  d. Spell grade-appropriate words correctly, consulting references as needed.  
  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Use punctuation to separate items in a series.*  
  b. Use a comma to separate an introductory element from the rest of the sentence.  
  c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*).  
  d. Use underlining, quotation marks, or italics to indicate titles of works.  
  e. Spell grade-appropriate words correctly, consulting references as needed. |
|           | 2       | pp. 24-57 | Students learn to recognize nouns, capitalize proper nouns, spell plural forms of nouns, and distinguish between plurals and possessives.                                  | **L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  
  c. Use reciprocal pronouns correctly.  
  d. Form and use regular and irregular plural nouns.  
  **L.4.1.b** Use interrogative, relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). |
<table>
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<th>Unit</th>
<th>3 Using Pronouns</th>
<th>pp. 58-85</th>
<th>Students learn to identify pronouns, the antecedents of pronouns, types of pronouns, correct usage, and to write contractions with pronouns</th>
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<td></td>
<td>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td></td>
<td>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
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<td></td>
<td>c. Use reciprocal pronouns correctly.</td>
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<tr>
<td></td>
<td>L.4.1b Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</td>
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<tr>
<td>Unit</td>
<td>4 Using Adjectives</td>
<td>pp. 86-117</td>
<td>Students learn to recognize adjectives and nouns they describe, recognize articles and numbers, capitalize proper adjectives, recognize demonstrative pronouns and possessive nouns used as adjectives, and to use adjectives to make comparisons.</td>
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<tr>
<td></td>
<td>3.1.i Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
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<td></td>
<td>4.1.e Use abstract nouns (e.g., childhood).</td>
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<td>Unit</td>
<td>5 Using Action Verbs</td>
<td>pp. 118-151</td>
<td>Students learn to identify verb phrases, to identify the correct form of verbs, to understand verb tense and use it to recognize the past and participle forms of irregular verbs.</td>
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<td>L.3.1.f Form and use regular and irregular verbs.</td>
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<td>g. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</td>
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<td></td>
<td>h. Ensure subject-verb and pronoun-antecedent agreement.*</td>
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<td>L.4.1.e Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</td>
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<td></td>
<td>d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
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<td></td>
<td>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</td>
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<td></td>
<td>c. Use verb tense to convey various times, sequences, states, and conditions.</td>
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<td></td>
<td>d. Recognize and correct inappropriate shifts in verb tense.*</td>
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<tr>
<td>Unit</td>
<td>6 State-of-Being Verbs</td>
<td>pp. 152-169</td>
<td>Students learn to identify state-of-being verbs and verb phrases, to distinguish between the state-of-being and action verbs, to use the correct form of state-of-being verbs and sentences and to improve sentences with state-of-being verbs.</td>
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<tr>
<td></td>
<td>L.3.1.f Form and use regular and irregular verbs.</td>
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<td></td>
<td>g. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</td>
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<td></td>
<td>h. Ensure subject-verb and pronoun-antecedent agreement.*</td>
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<td></td>
<td>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td></td>
<td>c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</td>
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<td>d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
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<td>Unit</td>
<td>7</td>
<td>Using Adverbs</td>
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<td></td>
<td>pp. 170-193</td>
<td>Students learn to recognize adverbs in sentences, to identify the verbs, adjectives and other adverbs that the adverb answers questions about, to use adverbs and comparisons, and to recognize double negatives</td>
<td></td>
</tr>
</tbody>
</table>

| L.5.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|       | b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |
|       | c. Use verb tense to convey various times, sequences, states, and conditions. |
|       | d. Recognize and correct inappropriate shifts in verb tense.* |

<table>
<thead>
<tr>
<th>Unit</th>
<th>8</th>
<th>Prepositional Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pp. 194-215</td>
<td>Students learn to identify prepositional phrases, to distinguish between prepositions and adverbs, to identify the form of pronouns used in prepositional phrases, and to write sentences with prepositional phrases</td>
</tr>
</tbody>
</table>

| L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|       | f. Form and use prepositional phrases. |

<table>
<thead>
<tr>
<th>Unit</th>
<th>9</th>
<th>Conjunctions and Interjections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pp. 216-237</td>
<td>Students learn to identify conjunctions, write compound sentences using coordinating conjunctions, write complex sentences using subordinating conjunctions, write sentences using correlated conjunctions, punctuate sentences with conjunctions, use interjections in sentences, and write and punctuate sentences that contain interjections.</td>
</tr>
</tbody>
</table>

| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|       | j. Use coordinating and subordinating conjunctions. |
| L.5.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|       | a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
|       | e. Use correlative conjunctions (e.g., either/or, neither/nor). |
| Unit | 10 Recognizing Sentence Patterns | pp. 238-269 | Students learn to identify and write simple and compound sentences, recognize direct and indirect objects, identify object complements, identify predicate nouns and predicate adjectives, and to write sentences using the six basic sentence patterns. | L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* |
| --- | --- | --- | --- | --- |
| 11 Identifying Verbals and Verbal phrases | pp. 270-291 | Students learn to identify the use of infinitives and infinity phrases, identify and use gerunds and gerund phrases, identify and use participles and participle phrases in sentences. | L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* |
| 12 Writing Compound and Complex Sentences | pp. 292-313 | Students learn to distinguish between phrases and clauses, write and punctuate compound and complex sentences, identify different types of independent clauses and their uses in sentences, and to write different types of sentences. | L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* |
| 13 Repairing Sentence Problems | pp. 314-333 | Students learn to recognize correct and run-on sentences, recognize and correct common writing mistakes, identify editing and proofreading steps. | L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* |
| Unit 5 | 14 Understanding Paragraph Basics | pp. 334-365 | Students learn to write a topic sentence that expresses the main idea of the paragraph, express a point of view in the topic sentence, write sentences that support the main idea of the paragraph, end the paragraph with a conclusion or summary statement, learn the different functions of paragraphs (to inform, persuade, explain, or tell a story) and create and punctuate dialogue. | L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*  
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.* |
| Unit | 15 Writing Better Paragraphs | pp. 336-389 | Students learn to improve topic sentences, use adverbs, adverb phrases or adverb clauses at the beginning of sentences, identify similes, metaphors, personification, exaggeration, and alliteration; use transitions to connect ideas; write sentences with active verbs. | L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
k. Produce simple, compound, and complex sentences. 
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* |
|---|---|---|---|---|
| 16 Preparing to write a Report | pp. 390-409 | Students learn to identify report topics and subtopics within a subject area; identify resources for finding information, practice note taking and paraphrasing, organize notes and create an outline, and describes steps in writing the first draft of a report. | Writing Standards  
Text Types and Purposes  
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  
b. Provide logically ordered reasons that are supported by facts and details.  
c. Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically).  
d. Provide a concluding statement or section related to the opinion presented  
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.  
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
e. Provide a concluding statement or section related to the information or explanation presented. |
| Appendix A: The Writing Process | pp. 410-413 | Identify the stages of the writing process, use the writing process: prewriting, developing a topic, drafting, revising, proofreading, and publishing. | Production and Distribution of Writing

**W.5.4.** Produce clear and coherent writing including multiple-paragraph texts in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5)

**W.5.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
Intermediate Language Arts: Benchmark Course Outline
Course Number: 2102
Course Name: Intermediate Language Arts
JMCS ESLR / Growth Area #1 - Students Read and Write Effectively

Intermediate Language Arts provides support for students who are reading above the 6th grade level but below the 8th grade level (6.0 – 7.9). Intermediate Language Arts is a 10 credit course and counts as remedial English credits, which can be used to satisfy part of the English graduation requirement.

Credits:
Credits vary depending on the benchmark.
Credits are earned through the completion of all assigned work at a 70% or better.

Courseware:
Below is a list of several resources JMCS teachers may access in order to create their courseware for Intermediate ELA:
• Reading with Relevance texts and teacher’s guides by Moving Forward Institute http://movingforwardinstitute.org/
• Scholastic ID curriculum by Scholastic http://teacher.scholastic.com/products/id/
• JMCS Original ELA Curriculum JMCS ELA Curriculum
• AGS Basic English ©2002
• JMCS Monthly Writing Prompts
• JMCS My Story Essay and Project assignment
• JMCS Instructional Guide: ELA Resources
• NewsELA https://newsela.com/

Content Standards:
Intermediate Language Arts correlates with the ELA Common Core Standards for grades six through eight.

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.
## Intermediate Language Arts Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Benchmark Description</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#1</strong></td>
<td><strong>Word Analysis:</strong> Students develop fluent and systematic vocabulary. Students can distinguish denotative and connotative meanings.</td>
<td><strong>Craft and Structure</strong>&lt;br&gt;RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <strong>Language Standards: Vocabulary Acquisition and Use</strong>&lt;br&gt;4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.&lt;br&gt;a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.&lt;br&gt;b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <em>precede, recede, secede</em>).&lt;br&gt;c. Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.&lt;br&gt;d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).&lt;br&gt;5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.&lt;br&gt;a. Interpret figures of speech (e.g. verbal irony, puns) in context.&lt;br&gt;b. Use the relationship between particular words to better understand each of the words.&lt;br&gt;c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. <em>bullheaded, willful, firm, persistent, and resolute</em>).&lt;br&gt;6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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<tr>
<td>Credits</td>
<td>0.5</td>
<td><strong>#2</strong></td>
</tr>
<tr>
<td>#3</td>
<td>Credits 1.0</td>
<td>Literary Response and Analysis: Understand dramatic literature, character relationships, character traits, identify universal themes, understand time order, understand literary devices, interpret and evaluate text, understand the role of the narrator, identify dramatic elements, recognize the influence of author’s background, evaluate style, and identify historical influence</td>
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</table>

| Key Ideas and Details |

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
4. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
5. Analyze the use of text features (e.g. graphics, headers, captions) in consumer materials.
6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
| #4 | **Credits** | **Writing Strategies:** Establish thesis turned in perspective; use precise language; use research questions and methods; develop main ideas; synthesize information; integrate quotations and written text; and revisewriting | **Text Types and Purposes:**

**W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

| #5 | **Credits** | **Writing Applications:** Write biographical narratives; write responses to literature; write expository compositions; write persuasive compositions; and write business letters | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
d. Use precise words and phrases, relevant descriptive details, and sensory

Appendix 1: JMCS Bench Course Outlines
<table>
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<tr>
<th>#6</th>
<th>Written and Oral Language Conventions:</th>
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<tr>
<td>Credits</td>
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<td></td>
<td>Understand clauses, phrases and the mechanics of punctuation; understand sentence construction and usage; understand grammar and usage; and integrate source material</td>
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<tr>
<th></th>
<th>Conventions of Standards English</th>
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<tr>
<td></td>
<td>C.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</td>
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<td></td>
<td>b. Form and use verbs in the active and passive voice.</td>
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<tr>
<td></td>
<td>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</td>
</tr>
<tr>
<td></td>
<td>d. Recognize and correct inappropriate shifts in verb voice and mood.*CC</td>
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<td></td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td></td>
<td>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</td>
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<td>b. Use an ellipsis to indicate an omission.</td>
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<td>c. Spell correctly.</td>
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**Knowledge of Language**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
English Language Arts Grade 9 - 10: Benchmark Course Outline
Course Number: 2131
Course Name: English 9-10
JMCS ESLR / Growth Area: #1 - Students Read and Write Effectively

Students enrolled in English Language Arts 9-10 is for students reading at or above an 8th grade level. It focuses on the creation of standards-based literacy products related to reading, writing, speaking and listening conventions of Standard English, as well as vocabulary acquisition. English 9-10 is generally structured as a two-semester course of study for a total of 10 credits maximum.

Credits:
Credits for English 9-10 are based on curriculum that is consistent with the standards for instruction as outlined below. Credits are earned through the completion of all assigned work at a 70% or better.

Courseware:
Below is a list of several resources JMCS teachers may access in order to create their courseware for English 9-10:

- Reading with Relevance texts and teacher's guides by Moving Forward Institute [http://movingforwardinstitute.org/](http://movingforwardinstitute.org/)
- JMCS Original ELA Curriculum [JMCS ELA Curriculum](#)
- AGS Basic English © 2002
- JMCS Monthly Writing Prompts
- JMCS My Story Essay and Project assignment
- JMCS Instructional Guide: ELA Resources
- NewsELA [https://newsela.com/](https://newsela.com/)

The following texts are recommended supplementary resources and are available at most sites and upon request:

- Reading for Understanding: A Guide to Improving Reading in Middle School and High School Classrooms ©1999 by Ruth Schoenbach, Cynthia L. Greenleaf, Christine Czikó, and Laurie Hurwitz. [www.wested.org](http://www.wested.org).

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document. For the implementation of Reading with Relevance and Scholastic ID programs, teachers will follow the implementation guides for those curricula.

Content Standards:
English 9/10 is correlated with the ELA Common Core Standards for Grades 9-12.

Appendix 1: JMCS Bench Course Outlines
### Benchmarks

#1: Students will read a wide range of material that includes non-fiction, fiction, poetry and technical texts from a variety of time periods. They will develop various skills enabling them to analyze, critique, evaluate and comprehend the material and unknown vocabulary.

### Common Core Standards: English Language Arts

#### Reading Standards 11-12

**Reading Literature**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or

### Courseware and Resources

- **Reading with Relevance texts and teacher's guides**
  - The Hunger Games, Street Life, We Beat the Street, The House on Mango Street, The Absolutely True Diary of a Part-Time Indian

- **Scholastic ID curriculum and texts**
  - Thematic Units: Define Self, Become Resilient, Engage Others, Build Capacity

- **JMCS Instructional Guide: ELA Resources**

- **JMCS Monthly Writing Prompts**

- **JMCS ELA Curriculum**

- **NewsELA**
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading Informational Text
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Recommended Supplementary Texts:


#2:
Students will write arguments to support and develop claims, write narratives, write informational and explanatory essays and use evidence from literary texts to support analysis through their continued completion of the JMCS monthly writing prompts and other writing assignments. They will produce clear and coherent writing that is well-organized and developed with an appropriate focus on style, audience and purpose. They will demonstrate command of the conventions of standard English and apply their knowledge of the different functions of language according to varying contexts.

#3:
Students will write informative and explanatory texts and clearly convey information through the writing of their My Story essay. This essay will be strengthened as needed at various points during their enrollment with JMCS by planning, revising, editing and rewriting.

<table>
<thead>
<tr>
<th>Writing Standards 11-12</th>
<th>JMCS Monthly Writing Prompts</th>
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</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>My Story Essay and Project Assignment</strong></td>
</tr>
</tbody>
</table>
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  
c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).  
d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
f. Provide a concluding statement or section that follows from and supports the argument presented.  
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  
a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, |

<table>
<thead>
<tr>
<th>Reading with Relevance texts and teacher's guides</th>
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</thead>
<tbody>
<tr>
<td>The Hunger Games, Street Life, We Beat the Street, The House on Mango Street, The Absolutely True Diary of a Part-Time Indian</td>
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<thead>
<tr>
<th>Scholastic ID texts and curriculum</th>
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<tbody>
<tr>
<td>Thematic Units: Define Self, Become Resilient, Engage Others, Build Capacity</td>
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<tr>
<th>Student Texts:</th>
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</thead>
<tbody>
<tr>
<td>The Hunger Games, The Absolutely True Diary of a Part-Time Indian, Sunrise Over Fallujah, Accidental Love, Behind the Eyes, Students on Strike, The Rose That Grew From Concrete, The Boy Who Dared</td>
</tr>
</tbody>
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<th>JMCS Instructional Guide: ELA Resources</th>
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<td>Recommended Supplementary Texts:</td>
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<th>They Say/I Say: The Moves That Matter in Academic Writing</th>
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<th>The Writers Workout Book</th>
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concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to
task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 45).

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

9.10 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
   b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

9.12 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
   b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in..."
| #4: | Students will participate in class debates, Socratic Seminars, current events discussions and/or a variety of other verbal exchanges on a daily basis. Their participation will demonstrate critical thinking and an ability to reason with, understand and critique the ideas of others as well as demonstrate their level of preparation for the topic. |
| #5: | Students will present their work to their peers or a public audience on a regular basis and demonstrate the ability to be an effective public speaker, to understand and connect with their audience and to use a variety of presentation strategies to engage their peers. |

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening Standards 11-12**

**Comprehension and Collaboration**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively,
orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Identify any fallacious reasoning and exaggerated or distorted evidence.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

a. 10. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.)

a.12. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade).

b. 12. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.)

5. Make strategic use of digital media (e.g., textual,
5. Use graphical, audio, visual, and interactive elements in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations).

**Language Standards 9-12**

**Conventions of Standard English 9-10**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use parallel structure.
   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.
   c. Spell correctly.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
   a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.

**Conventions of Standard English 11-12**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage,
consulting references (e.g. *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Observe hyphenation conventions.
   b. Spell correctly.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
   a. Vary syntax for effect, consulting references (e.g. *Tufte’s Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
   c. Consult general and specialized reference materials (e.g., *college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language,
|   | word relationships, and nuances in word meanings.  
|---|----------------------------------------------------------|
| a. | Interpret figures of speech (e.g., hyperbole, paradox)  
   | in context and analyze their role in the text.  
| b. | Analyze nuances in the meaning of words with similar  
   | denotations.  
| 6. | Acquire and use accurately general academic and  
   | domain-specific words and phrases, sufficient for  
   | reading, writing, speaking, and listening at the college  
   | and career readiness level; demonstrate independence in  
   | gathering vocabulary knowledge when considering a  
   | word or phrase important to comprehension or  
   | expression. |
American Literature: Benchmark Course Outline
Course Number: 2105
Course Name: American Literature
JMCS ESLR / Growth Area: #1 - Students Read and Write Effectively

American Literature is designed to expose students to variety of American literature from many periods and genres. Students must score above a sixth grade reading level to enroll in American Literature. American Literature is a 10 credit course and can be used to satisfy part of the graduation requirement for English.

Credits:
Credits per Benchmark: **1.4 credits per benchmark**
Credits are earned through the completion of all assigned work at a 70% or better.

Courseware:
The credit calculations and content information references the following textbook:
*AGS American Literature ©2007*

Content Standards:
American Literature is correlated with the ELA Common Core Standards for grades 11-12.

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.

American Literature Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Pages</th>
<th>Benchmark Description:</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong>&lt;br&gt;Forging America’s Literary Tradition</td>
<td>pp. 1-71</td>
<td>American literature: 1620-1849. Students read diaries, poetry, aphorisms, pamphlets, Native American mythology, and short stories from the first 129 years of American literature.</td>
<td><strong>Key Ideas and Details</strong>&lt;br&gt;1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.&lt;br&gt;2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text,</td>
</tr>
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</table>
| Unit 2 | The Inspiration of New England | pp. 72-133 | American literature: 1837-1860. Students read essays, journals, short stories, and poetry to understand the contribution to American literature from the writers of the New England tradition. including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  
3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).  
   **Craft and Structure**  
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  
   (See grade 11/12 Language standards 4-6 for additional expectations.)  
5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).  
   **Integration of Knowledge and Ideas**  
7. Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry) evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
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<tbody>
<tr>
<td>Unit 3</td>
<td>Local Color in America</td>
<td>pp. 134-221</td>
<td>American literature: 1849–1889. Students read poetry, spirituals, autobiographies, letters, speeches, songs, and lullabies to store the contributions of literature written by the common person for the common person.</td>
</tr>
<tr>
<td>Unit 4</td>
<td>The Harvest of Realism and Naturalism</td>
<td>pp. 222-291</td>
<td>American literature: 1890–1908. Students read two significant short stories that illustrate the influence of realism and naturalism in the history of American literature.</td>
</tr>
<tr>
<td>Unit 5</td>
<td>American Literature Comes of Age</td>
<td>pp. 292-399</td>
<td>American literature: 1905–1940. Students read short stories and poetry to explore perceptions of the new technological age and cultural revolution of modernism.</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Moving Into Modern Times</td>
<td>pp. 400-497</td>
<td>American literature: 1940–1970. Students read autobiographies, short stories, poetry, and essays to understand the social issues and main events of postwar America.</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Contemporary American Literature 1971-present</td>
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<tr>
<td>pp. 498-581</td>
<td>American literature: 1971–present. Students read autobiographies, poetry, personal essays and selections from novels to explore how historical events in modern times influenced the development of American literature.</td>
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<tr>
<td>Appendixes</td>
<td>pp. 582-610</td>
<td></td>
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<tr>
<td>pp. 611-614</td>
<td>Writing Tips</td>
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<td></td>
<td>Handbook of Literary Terms</td>
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</table>

8. Not applicable
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and level of Text Complexity
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
World Literature: Benchmark Course Outline

Course Number: 2108
Course Name: World Literature
JMCS ESLR / Growth Area: #1 - Students Read and Write Effectively

World Literature is designed to expose students to variety of world literature from many periods and genres. Students must score above a sixth grade reading level to enroll in World Literature. World Literature is a 10 credit course and can be used to satisfy part of the graduation requirement for English.

Credits:
Credits per Benchmark: 1.7 credits per benchmark
Credits are earned through the completion of all assigned work at a 70% or better.

Courseware:
The credit calculations and content information references the following textbook:
AGS World Literature ©2007

Content Standards:
World Literature is correlated with the ELA Common Core Standards for grades 11-12.

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.
# World Literature Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Pages</th>
<th>Benchmark Description:</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> Fiction</td>
<td>pp. 1-151</td>
<td>Students explore a variety of fictional stories from four different genres: Detective Stories, Science Fiction, Adventure and Turning Points to understand the function of characters, setting and plot in fictional writing.</td>
<td>Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</td>
</tr>
<tr>
<td><strong>Unit 2</strong> Nonfiction</td>
<td>pp. 152-287</td>
<td>Students explore personal letters, autobiographies, biographies and articles to learn to interpret new perspectives and utilize nonfiction as a valuable resource for learning about the world.</td>
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<tr>
<td><strong>Unit 3</strong> Drama</td>
<td>pp. 288-345</td>
<td>Students explore classical drama, realistic drama and expressionist drama to understand the function of literary elements such as protagonist and antagonist to interpret the experience of live plays.</td>
<td>Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11/12 Language standards 4-6 for additional expectations.)</td>
</tr>
<tr>
<td><strong>Unit 4</strong> Poetry</td>
<td>pp. 346-407</td>
<td>Students explore variations of the literary elements of poetry: rhyme, rhythm, metaphor, simile and sensual imagery in a variety of genres to interpret the meaning and cultural significance of poetry.</td>
<td>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</td>
</tr>
<tr>
<td><strong>Unit 5</strong> Persuasive Literature</td>
<td>pp. 408-481</td>
<td>Students explore significant speeches and essays to understand the role of persuasive literature written to influence public opinion.</td>
<td>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).</td>
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</tbody>
</table>
| **Unit 6**  
| Humorous Literature | pp. 482-561 | Students explore humorous satire, columns and stories to understand the methods and objectives of humorists. |

| **Appendixes** | pp. 562-611  
| Writing Tips: correcting common writing mistakes, paragraphs, checklist of proofreading and revising and planning and writing reports  
| **Handbook of Literary Terms:** Alphabetical listing and definition of common terms |

**Integration of Knowledge and Ideas**

7. Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry) evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. Not applicable

9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Range of Reading and level of Text Complexity**

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
ESLR/Growth Area #2: LIFE SKILLS

Students obtain key life skills.

ESLR #2 GOALS:

Students will take courses in health, physical education, life skills and computers. In these courses, students will:

- Take personal responsibility for lifelong wellness
- Improve personal fitness
- Learn about employment and college options
- Build skills as employees, consumers, and financial managers
- Demonstrate involvement in his or her community
- Learn about environmental responsibility
- Enhance computer skills

Courses within this ESLR are aligned to the CA state content standards for Health and Physical Education as well as to the 21st Century Skills as listed in P21’s Framework for 21st Century Learning.
Life Skills: Benchmark Course Outline
Course Number: 2537
Course Name: Life Skills
JMCS ESLR / Growth Area: #2 - Students Obtain Key Life Skills

Students enrolled in Life Skills will focus on becoming proficient in the 21st century skills that will prepare them for success in their lives. They will participate in units on financial literacy, civic literacy and environmental literacy. They will also work on life and career skills such as learning to take initiative and becoming self-directed adults. In addition, they will participate in a unit on positive mental health habits and techniques as well as parenting skills as is appropriate. Life Skills is generally structured as a 15 unit course.

Credits:
Credits for Life Skills are based on teacher-created curriculum that is consistent with the standards for instruction as outlined below. Students may earn a maximum of 10 credits per semester or 8.5 credits per trimester. Credits are earned through the completion of all assigned work at a 70% or better. Students are to be awarded all credits earned for all work completed at 70% or better.

Courseware:
The BCO includes several resources JMCS teachers can use to create their courseware for Life Skills. In addition, they may use:

- *AGS Life Skills Health* ©2006 by AGS/Pearson
- *AGS Consumer Math* by AGS/Pearson
- *Contact the Director of Curriculum for any courseware referenced in this BCO that you may need access to*

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document in addition to the policies identified in the Course Information Guide.

California Content Standards:
Life Skills is correlated with the CA State Standards for Health Education and the 21st Century Life Skills developed by the Partnership for 21st Century Skills.
<table>
<thead>
<tr>
<th>BENCHMARK</th>
<th>UNIT TOPICS</th>
<th>SKILLS FOCUS AREAS &amp; STANDARDS</th>
<th>POSSIBLE STUDENT PRODUCTS</th>
<th>COURSEWARE &amp; RESOURCES</th>
</tr>
</thead>
</table>

Appendix 1: JMCS Bench Course Outlines
## Appendix 1: JMCS Bench Course Outlines

<table>
<thead>
<tr>
<th>#2 – Students will learn useful consumer math skills, such as calculating a tip, learning the renter’s rule, calculating tax and working with percent, in addition to many other skills.</th>
<th>Consumer Math</th>
</tr>
</thead>
</table>
| a. Chapter 1: computing wages, tips, overtime and commission
Lessons 1-6, 11, 12 | Skills Focus
AGS Basic Math: Chapters 1, 4, 6 Calculation and Mental Math
-percents
-addition and subtraction
-multiplication and division |
| b. Chapter 2: “price per”, change, best buys, tipping
Lessons 3-4, 6, 10, 12-13 | Standards
CCSS Math
Number and Quantity
Algebra |
| c. Chapter 3: sales tax, discounts, credit card interest
Lessons 1-2, 4, 10 | |
| d. Chapter 4: renting, percents
Lessons 1-5, 10 | |
| e. Chapter 5: car payments and insurance, gas prices
Lessons 2-4, 10, 13, 14 | |
| f. Chapter 7: financing
Lesson 2 | |
| g. Chapter 8: time, renting a car
Lessons 3-4, 8-11 | |
| h. Chapter 9: budgets
Lessons 2-3 | |
| i. Chapter 10: interest, check writing, credit card statements
Lessons 1-5, 10 | |
| j. Chapter 11: taxes
Lessons 3-7 | |

### Additional Financial Literacy Resources

- Post Program Financial Plan & Converting an Hourly Wage to a Monthly Amount
- AGS Basic Math: Chapters 1, 4, 6 Calculation and Mental Math
- AGS Consumer Math chapter tests (modified)
- Overcoming Obstacles lesson completion
- MyCEP assignment completion
- AGS Consumer Math Workbook, Chapter Tests and Answer Keys
- Overcoming Obstacles: Module 11, Lessons 1 & 2: Managing Your Finances and Making a Budget (pg. 637)
- MyCEP: Dual Enrollment Savings
- Calculating Resume Printing Costs
### Chapter 12: Making Change

#### Lesson 1

<table>
<thead>
<tr>
<th>#3 – Students will become civic-minded, responsible citizens. They will learn how to navigate the legal system, including gaining an understanding of the judicial process and the U.S. court hierarchy. Students with a criminal record will learn how to understand and clean up their record. They will also understand how to address court-ordered debt, including restitution, traffic tickets and fines and court fees.</th>
</tr>
</thead>
</table>
| **21st CS: Civic Literacy**  
Navigating the Legal System  
a. Small claims court  
b. Public defenders  
c. Judicial process (appeals, trials, etc.)  
d. Court hierarchy  
Understanding and Cleaning Up Criminal Records  
a. Types of criminal records  
b. Contents and availability of criminal records  
c. Ways to clean up a criminal record  
Court-Ordered Debt  
a. Different types of court-ordered debt  
b. Ways to reduce debt  
c. Consequences for not paying off debt |
| **Skills Focus**  
Reading Informational Text  
**Standards**  
21st Century Skills  
Civic Literacy  
**CCSS ELA**  
Key Ideas and Details |
| Clearing a criminal record  
Addressing court-ordered debt  
Project explaining structure of criminal justice system |
| **Roadmap to Reentry:**  
Understanding and Cleaning Up Your Criminal Record (pg. 1020)  
Court-Ordered Debt (pg. 755)  
Judicial Branch in a Flash  
The Courts in a Nutshell  
Partnership for 21st Century Learning: Civic Literacy Resources  
Annenberg Classroom: Best Civics Sites for Teachers |

<table>
<thead>
<tr>
<th>#4 – Students will become civic-minded, responsible citizens. They will become familiar with their civic responsibilities such as voting, registering for</th>
</tr>
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</table>
| **21st CS: Civic Literacy**  
Civic Responsibility  
a. Jury duty  
b. Child support  
c. Citizens’ rights and obligations  
d. Voting - Spectrum of political parties  
e. Social justice  
Participating in jury duty  
Project explaining spectrum of political parties and/or citizen’s rights and |
| **Skills Focus**  
Reading Informational Text  
**Debate**  
Persuasive Arguments  
**Standards**  
21st Century Skills  
Civic Literacy  |
| **Overcoming Obstacles:** Module 11, Lesson 4: Becoming a Responsible Citizen (pg. 637)  
Voter Registration (pg. 68) |

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Appendix 1: JMCS Bench Course Outlines
selective service and being an active citizen. They will also understand their rights as a U.S. citizen and examine the issue of social justice in our country.

| #5 – Students will become media literate by learning to judge media bias and form their own opinions on issues through critique and analysis. | **21ST CS: Civic Literacy** Media Bias  
- a. Critiquing news sources  
- b. Evaluating bias  
- c. Facts versus opinions | **Skills Focus**  
- Critiquing an Argument  
- Evaluating Bias  
- Standards  
- **CCSS ELA** Craft and Structure  
- Integration of Knowledge and Ideas | **Analysis of media assignment**  
- Overcoming Obstacles lesson completion  
- JMCS Computer Demo: Evaluating Websites activity  
- MediaSmarts assignment completion  
- React to Film unit work | **Overcoming Obstacles:**  
- Module 1, Lesson 3: Listening Critically (pg. 77)  
- Module 11, Lesson 3: Understanding Advertising and Mass Media (pg. 637)  
- **JMCS Computer Demonstration:** Evaluating Websites activity  
- **Edutopia:** Evaluating Websites lesson  
- **MediaSmarts:** Bias Lesson Plan General lesson resources |

**Appendix 1: JMCS Bench Course Outlines**
**#6 –**
Students will gain awareness in environmental literacy. They will learn about environmental awareness and demonstrate an understanding of the issues affecting the environment as well as create potential solutions.

<table>
<thead>
<tr>
<th>21&lt;sup&gt;ST&lt;/sup&gt; CS: Environmental Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental awareness</td>
</tr>
<tr>
<td>a. Circumstances and conditions that affect the environment</td>
</tr>
<tr>
<td>b. Society’s impact on natural world</td>
</tr>
<tr>
<td><strong>Skills Focus</strong></td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Debate</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td><strong>21st Century Skills</strong></td>
</tr>
<tr>
<td>Environmental Literacy i, ii, iii, iv</td>
</tr>
<tr>
<td><strong>Health Education Standards: Personal and Community Health</strong></td>
</tr>
<tr>
<td>Standard 2: Analyzing Influences 2.3.P, 2.4.P</td>
</tr>
<tr>
<td>Standard 3: Accessing Valid Information 3.3.P, 3.4.P</td>
</tr>
<tr>
<td>Standard 5: Decision Making 5.3.P</td>
</tr>
<tr>
<td>Standard 8: Health Promotion 8.1.P, 8.2.P</td>
</tr>
<tr>
<td><strong>CCSS ELA</strong></td>
</tr>
<tr>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
</tr>
<tr>
<td>Presentation of Knowledge and Ideas</td>
</tr>
</tbody>
</table>

| Project demonstrating understanding of environmental issues and personal role |
| Project on environmental issues and/or solutions |
| SEI curriculum completion |
| CCC Conservation Awareness Program |

**SEI curriculum** (email Director of Curriculum for more info)

### Health Education Standards:

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Community Health</td>
</tr>
<tr>
<td>Standard 2: Analyzing Influences 2.3.P, 2.4.P</td>
</tr>
<tr>
<td>Standard 3: Accessing Valid Information 3.3.P, 3.4.P</td>
</tr>
<tr>
<td>Standard 5: Decision Making 5.3.P</td>
</tr>
<tr>
<td>Standard 8: Health Promotion 8.1.P, 8.2.P</td>
</tr>
<tr>
<td><strong>CCC Conservation Awareness Program</strong></td>
</tr>
</tbody>
</table>

**AGS Life Skills Health**

**JMCS Favorite Resources: Science LiveBinder link**

**Password:** JMCS Favorites

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**#7 –**
Students develop an appreciation for their environment and the natural beauty of the outdoors. They

<table>
<thead>
<tr>
<th>21&lt;sup&gt;ST&lt;/sup&gt; CS: Environmental Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciation for natural world</td>
</tr>
<tr>
<td>a. Individual and collective action to address challenges</td>
</tr>
<tr>
<td>b. Outdoor education experiences</td>
</tr>
<tr>
<td><strong>Skills Focus</strong></td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Debate</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
</tbody>
</table>

| Outdoor education field trip participation and reflection |

**SEI curriculum** (email Director of Curriculum for more info)

### CCC Conservation Awareness Program

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**Appendix 1: JMCS Bench Course Outlines**
understand the need to take care of their surroundings and the personal role they play in the future health of the natural world.

<table>
<thead>
<tr>
<th>#8-</th>
<th>21st Century Skills</th>
<th>Project demonstrating understanding of environmental issues and personal role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will become self-directed learners who take initiative in planning their futures. They will learn about their opportunities for higher education and how to access financial aid.</td>
<td>Environmental Literacy i, ii, iii, iv</td>
<td>Project on environmental issues and/or solutions</td>
</tr>
<tr>
<td></td>
<td>Health Education Standards: Personal and Community Health</td>
<td>SEI curriculum completion</td>
</tr>
<tr>
<td></td>
<td>Standard 2: Analyzing Influences 2.3.P, 2.4.P</td>
<td>Conservation</td>
</tr>
<tr>
<td></td>
<td>Standard 3: Accessing Valid Information 3.3.P, 3.4.P</td>
<td>Awareness assignment completion</td>
</tr>
<tr>
<td></td>
<td>Standard 5: Decision Making 5.3.P</td>
<td>AGS Life Skills Health chapter tests</td>
</tr>
<tr>
<td></td>
<td>Standard 8: Health Promotion 8.1.P, 8.2.P</td>
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<tr>
<td></td>
<td>CCSS ELA</td>
<td>FAFSA application</td>
</tr>
<tr>
<td></td>
<td>Key Ideas and Details</td>
<td>Sample college application</td>
</tr>
<tr>
<td></td>
<td>Integration of Knowledge and Ideas</td>
<td>Sample college admissions essay</td>
</tr>
<tr>
<td></td>
<td>Presentation of Knowledge and Ideas</td>
<td>Personal study</td>
</tr>
</tbody>
</table>

AGS Life Skills Health

<table>
<thead>
<tr>
<th>JMCS Favorite Resources: Science</th>
<th>MyCEP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LiveBinder link</td>
<td>Module 3</td>
</tr>
<tr>
<td>Password: JMCS Favorites</td>
<td>New York Times Learning Blog:</td>
</tr>
<tr>
<td>Appendix 1: JMCS Bench Course Outlines</td>
<td></td>
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<tr>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>g. Study skills</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CCSS Math</strong></td>
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<tr>
<td></td>
<td>Number and Quantity</td>
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<td></td>
<td>Algebra</td>
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<tr>
<td><strong>#9.</strong></td>
<td><strong>Skills Focus</strong></td>
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<tr>
<td>Students will learn the tools needed for career readiness and a successful transition into society after graduating.</td>
<td><strong>Verbal Communication</strong></td>
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<td><strong>Computer Skills</strong></td>
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<td></td>
<td><strong>-building a digital portfolio</strong></td>
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<td></td>
<td><strong>Standards</strong></td>
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<tr>
<td></td>
<td><strong>CCSS ELA</strong></td>
</tr>
<tr>
<td></td>
<td>Presentation of Knowledge and Ideas</td>
</tr>
<tr>
<td></td>
<td>Production and Distribution of Writing</td>
</tr>
<tr>
<td></td>
<td>All anchor standards for language</td>
</tr>
</tbody>
</table>
| #10- Students will learn effective job search techniques in addition to resume writing and networking skills. | Employment (Finding, Getting and Keeping a Job)  
- Where and how to job search  
- Applications  
- How to fill out an application  
- Keeping track of applications  
- Following up on applications  
- Resumes and Cover Letters  
- Networking  
- Scams versus the real thing  
- Resources for job hunters | Skills Focus  
Writing  
Standards  
CCSS ELA  
Presentation of Knowledge and Ideas  
Production and Distribution of Writing  
All anchor standards for language | Job Tracking Sheet  
Sample application  
Follow-up note or phone call to potential employer  
Resume  
Cover letter  
Cold calls to potential employers  
Overcoming Obstacles lesson completion |
|---|---|---|---|
| | Communication Lessons:  
Advocates for Youth  
Getting Smart:  
Building a Digital Portfolio  
O-Net Survey:  
O-Net Interest Profiler | | Overcoming Obstacles:  
Module 8: A Game Plan for Work (pg. 467)  
MyCEP:  
Creating a General Resume  
Tailoring Your Resume for a Specific Opportunity  
Creating a Cover Letter  
Where and How to Search for a Job  
Networking  
Job Applications |
<table>
<thead>
<tr>
<th>#11-</th>
<th>Independent Living</th>
<th>Skills Focus</th>
<th>MyCEP assignment completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the basics of independent living. They will know how to rent an apartment or room, understand renters’ rights, learn about easy DIY repairs and learn basic home maintenance.</td>
<td>Independent Living</td>
<td>Skills Focus</td>
<td>Reading Informational Text Critical Thinking Problem Solving Standards</td>
</tr>
<tr>
<td>a. Renting</td>
<td>- How to find a place - Applications - What to watch for - Renter’s rights and resources</td>
<td>CCSS ELA</td>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td>b. DIY home repairs</td>
<td>c. Natural home remedies</td>
<td>d. Basic home maintenance</td>
<td></td>
</tr>
<tr>
<td>#12-</td>
<td>Driver’s Ed</td>
<td>Skills Focus</td>
<td>Independent Living Resources:</td>
</tr>
<tr>
<td>Students will obtain their driver’s license. They will understand the financial options when buying a car and the need for regular maintenance.</td>
<td>Driver’s Ed</td>
<td>Skills Focus</td>
<td>Reading Informational Text Research Basic Math Skills Computer Skills - spreadsheets Standards</td>
</tr>
<tr>
<td>a. Getting a license</td>
<td>- How to buy - Insurance - Regular maintenance</td>
<td>Driver’s license</td>
<td>Research report for car buying project Insurance comparison</td>
</tr>
<tr>
<td>b. Owning a car</td>
<td>c. Basic car repair</td>
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</tr>
<tr>
<td>Financial Needs Activity for Independent Living:</td>
<td></td>
<td></td>
<td>It’s My Move: Transitioning to Independence</td>
</tr>
<tr>
<td>Home Repairs, Remedies and Maintenance:</td>
<td></td>
<td></td>
<td>What Does Real Life Cost?</td>
</tr>
<tr>
<td>I Can Do It! A Micropedia of Living on Your Own</td>
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<tr>
<td>Various activities from resources listed</td>
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</table>

Appendix 1: JMCS Bench Course Outlines
<table>
<thead>
<tr>
<th>#13-</th>
<th>Stress/Time Management</th>
<th>Skills Focus</th>
<th>Daily/weekly schedule</th>
<th>Overcoming Obstacles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn how to manage their time and work independently. They will practice positive mental health habits and techniques. They will learn coping</td>
<td>a. Identifying triggers of stress</td>
<td>Critical Thinking</td>
<td>Module 2: Decision Making Skills (pg. 135)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Coping mechanisms</td>
<td>Self-reflection</td>
<td></td>
<td>Module 3, Lesson 2: Setting Priorities (pg. 193)</td>
</tr>
<tr>
<td></td>
<td>c. Refusal techniques</td>
<td>Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Routines</td>
<td>21st Century Skills:</td>
<td></td>
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<tr>
<td></td>
<td>e. Prioritizing</td>
<td>Life &amp; Career Skills - Initiative &amp; Self-Direction</td>
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<td></td>
<td>f. Scheduling</td>
<td>Work Independently</td>
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<td></td>
<td>g. Problem solving/decision making</td>
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<td></td>
<td>h. Stages of grief/change</td>
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</tbody>
</table>

Students will learn their legal obligations when owning and driving a car. They will research car insurance and understand its value. Students will understand what steps to take if their license has previously been revoked or suspended.

d. Driver license suspensions and revocations

cCSS ELA
Key Ideas and Details

CCSS Math
Number and Quantity
Algebra

Economics
12.1 Common economic terms, concepts and reasoning

Information about auto insurance for teens:
Money Geek: Car Insurance in CA
Money Geek: Crashes, Car Insurance and Beyond (Distracted Driving)
Money Geek: Teens and Car Insurance

CTE Online: Managing Your Finances - Buying a Car Project

CA ID Cards: Obtaining a Reduced Fee ID Card in CA
Reduced Fee for CA ID Application
mechanisms and tips for managing their stress, time and anger in healthy ways. Students will explore decision-making modules and apply critical thinking skills when making decisions about their own lives.

<table>
<thead>
<tr>
<th>#14-</th>
<th>Students will learn how to set achievable and meaningful goals. They will learn the value of</th>
<th>Self-Esteem</th>
<th>Skills Focus</th>
<th>SMART goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. Goal-setting (SMART goals)</td>
<td>b. Motivation</td>
<td>Overcoming Obstacles:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Positive self-image</td>
<td>d. Understanding one’s past</td>
<td>Part I: Confidence Building (pg. 31)</td>
</tr>
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<td></td>
<td></td>
<td>e. Identity</td>
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</tr>
<tr>
<td></td>
<td>Manage Goals and Time</td>
<td>Manage Goals and Time</td>
<td>My Story Project</td>
<td>Module 3: Setting and</td>
</tr>
<tr>
<td></td>
<td>Health Education Standards:</td>
<td>Health Education Standards:</td>
<td>My Story essay</td>
<td></td>
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<tr>
<td></td>
<td>Mental, Emotional and Social Health</td>
<td>Mental, Emotional and Social Health</td>
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<tr>
<td></td>
<td>Counseling Services activities</td>
<td>Counseling Services activities</td>
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<tr>
<td></td>
<td></td>
<td>Module 4: Resolving Conflicts (pg. 243)</td>
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<td></td>
<td>Module 6, Lessons 2 &amp; 6: Managing Time and Managing Stress (pg. 317)</td>
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<td></td>
<td>Module 10, Lesson 4: Managing Time, Money, People (pg. 589)</td>
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<td>Counseling Services Resources: Resource Compilation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Grief Information for Teachers: School Mental Health resource</td>
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<td></td>
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<td>Coalition to Support Grieving Students</td>
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<td></td>
<td></td>
<td>Time Management: The Successful Person’s Guide to Time Management</td>
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<tr>
<td>Communication Skills/Anger Management</td>
<td>Skills Focus</td>
<td>Overcoming Obstacles</td>
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</tbody>
</table>
| #15- Students will practice proper communication skills and participate in team building activities designed to strengthen their positive self-esteem and the negative impact self-criticism can have on their ability to meet their goals. | Mental, Emotional and Social Health  
Standard 1: Essential Concepts 1.4.M  
CCSS ELA  
Presentation of Knowledge and Ideas  
Production and Distribution of Writing | Achieving Goals (pg. 193)  
MyCEP: Personal and Employability Skills  
Goal Setting  
Counseling Services Resources:  
Resource Compilation  
My Story Project:  
Google Docs Version  
My Story Essay:  
JMCS Dashboard - Staff Support - Curriculum Support Docs  
Passion Planner Goal Setting:  
Passion RoadMap |
| a. Small talk  
b. Public speaking skills  
c. Social media etiquette  
d. Agree to disagree  
e. I-statements  
f. Listening skills  
g. Body language | Speech  
Debate participation  
Standards  
21st Century Skills:  
Life & Career Skills  
Initiative & Self-Direction  
Verbal Communication  
Conflict Resolution | Overcoming Obstacles:  
Module 1: Communication Skills (pg. 77)  
Module 4: Resolving Conflicts (pg. 243) |
<table>
<thead>
<tr>
<th>Students will gain the knowledge and skills</th>
<th>Parenting</th>
<th>Skills Focus</th>
<th>JMCS Parenting Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Stages of child development <em>Infancy</em></td>
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</tr>
<tr>
<td>Ability to participate as a member of a team and work effectively with others.</td>
<td>h. Identifying triggers of anger</td>
<td>Social and Cross-Cultural Skills i - iv</td>
<td>MyCEP: All defense assignments “Defending Your…”</td>
</tr>
<tr>
<td>i. Cool down tips</td>
<td>u. Leadership and Responsibility</td>
<td>Guide and Lead Others i - iv</td>
<td>Making Cold Calls</td>
</tr>
<tr>
<td>j. Bullying</td>
<td>b. Be Responsible to Others i</td>
<td></td>
<td>Interviewing</td>
</tr>
<tr>
<td>k. Relationship skills</td>
<td>c. Health Education Standards:</td>
<td></td>
<td>Identifying and Developing Your Employability Skills</td>
</tr>
<tr>
<td>Team Building</td>
<td>Social and Cross-Cultural Skills i - iv</td>
<td>Leadership and Responsibility</td>
<td>JMCS Computer Demonstration:</td>
</tr>
<tr>
<td>a. School culture</td>
<td>Guide and Lead Others i - iv</td>
<td>Guide and Lead Others i - iv</td>
<td>Social Media Awareness</td>
</tr>
<tr>
<td>b. Ice breakers</td>
<td>b. Be Responsible to Others i</td>
<td></td>
<td>assignment</td>
</tr>
<tr>
<td>c. Team building activities</td>
<td>c. Health Education Standards:</td>
<td>Overcoming Obstacles</td>
<td>Social Media Awareness</td>
</tr>
<tr>
<td>d. Leadership skills</td>
<td>Mental, Emotional and Social Health</td>
<td>assignment completion</td>
<td>assignment</td>
</tr>
<tr>
<td></td>
<td>Standard 1: Essential Concepts 1.1.M - 1.3.M</td>
<td>MyCEP</td>
<td>Google Drive resource</td>
</tr>
<tr>
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<td></td>
<td>assignment completion</td>
<td>Counseling Services Resources:</td>
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<tr>
<td></td>
<td></td>
<td>Social Media Awareness</td>
<td>Resource Compilation</td>
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<td>assignment</td>
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<td>Evidence of appropriate and active participation in classroom discussions</td>
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<tr>
<td></td>
<td></td>
<td>Evidence of appropriate and active participation in classroom building exercises</td>
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</tbody>
</table>
necessary for a healthy family life. They will participate in discussions and self-reflection regarding their own upbringing and how they wish to raise their children. They will learn the stages of child development, why children act the way they do, effective discipline techniques, the importance of good nutrition, how to advocate for their children and how to be their children’s first teachers. They will also be provided with local resources that can provide additional support if needed.

<table>
<thead>
<tr>
<th>-Toddlers</th>
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</thead>
<tbody>
<tr>
<td>-School age</td>
</tr>
<tr>
<td>b. Nutrition</td>
</tr>
<tr>
<td>-Children’s nutritional needs</td>
</tr>
<tr>
<td>-Reading labels</td>
</tr>
<tr>
<td>-Recipes</td>
</tr>
<tr>
<td>-Why good nutrition matters</td>
</tr>
<tr>
<td>c. Discipline</td>
</tr>
<tr>
<td>-Why children misbehave</td>
</tr>
<tr>
<td>-Effective strategies</td>
</tr>
<tr>
<td>d. Education</td>
</tr>
<tr>
<td>-How to support learning at home</td>
</tr>
<tr>
<td>-What teachers expect of parents</td>
</tr>
<tr>
<td>-How to advocate for your child</td>
</tr>
<tr>
<td>-Special education and 504s</td>
</tr>
<tr>
<td>-Parents’ educational rights and resources</td>
</tr>
<tr>
<td>e. Rights and resources</td>
</tr>
</tbody>
</table>

Reading Informational Text

Standards

Health Education Standards: Mental, Emotional and Social Health
Standard 1: Essential Concepts 1.1.M - 1.3.M

CCSS ELA
Key Ideas and Details
Integration of Knowledge and Ideas
ESLR/Growth Area #3: SOCIAL STUDIES

Students appreciate history, geography and current events.

ESLR #3 GOALS:

Upon completing courses in world history, United States history and economics, students will be able to:

- Show understanding of history and identify relationships between past and present events and evaluate causes and effects
- Compare people, places, and events through history, identifying similarities and differences
- Describe events and situations in political, economic, social, and intellectual terms
- Project future events using evidence from the past and present
- Apply physical and cultural geography to his or her understanding of societies
- Follow and analyze current events around the world and in their communities

Courses within this ESLR are aligned to the CA History - Social Science standards: https://www.cde.ca.gov/ci/hs/
Modern World History Benchmark Course Outline
Course Number: 2711 Course Name: World History
JMCS ESLR / Exit Outcome: #3 - Students Appreciate History, Geography and Current Events

World History is a 10 Carnegie credit course. It is a required course for graduation.

Credits:
Credits per Chapter Benchmark: 0.5 credits per chapter
Credits are earned through the completion of all assigned work at a 70% or better

Courseware:
The credit calculations and content information references the following textbook:
AGS World History ©2008

California Content Standards
World History correlates with the CA Content Standards for History-Social Science, Grade Ten.

World History, Culture, and Geography: The Modern World
“Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.”

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document. Chapters 1-5 & 9-13 do not meet CA high school world history standards and are not included in these benchmarks. Students may choose to complete these chapters for elective credits only. No world history credits may be assigned for these chapters.
## Modern World History Course of Study

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<tr>
<th>Unit</th>
<th>AGS Link</th>
<th>Benchmark</th>
<th>CA Content Standards Addressed</th>
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<tr>
<td><strong>Unit 1</strong>&lt;br&gt;Early Civilization: Prehistory A.D. 1570</td>
<td>Chapters 1-5 do not meet CA high school standards.</td>
<td>This first unit will focus on chapters 6, 7, and 8 to address standard 10.1 and provide students historical context for the early roots of democratic forms of government.</td>
<td>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</td>
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<td></td>
<td><strong>Chapter 6</strong>&lt;br&gt;Pp. 116-145</td>
<td><strong>Chapter 6 – Ancient Greece Benchmark</strong>&lt;br&gt;Students will be able to: describe early Greek civilizations; explain why the Greek city-states developed; describe democracy in Athens; describe life in Sparta; explain why democracy came to an end in Greece; list the contributions the ancient Greeks made to world civilization; and explain the importance of Alexander the Great.</td>
<td>10.1.1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.</td>
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<td></td>
<td><strong>Chapter 7</strong>&lt;br&gt;Pp. 146-167</td>
<td><strong>Chapter 7 – The Roman Republic Benchmark</strong>&lt;br&gt;Students will be able to: describe the early history of the Roman peninsula; define the term republic; explain the organization of the Roman republic; explain the causes of the Punic Wars; explain how Rome lost its republican form of government; and identify and explain the important of Julius Caesar and Octavian.</td>
<td>10.1.2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato’s <em>Republic</em> and Aristotle's <em>Politics</em>.</td>
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<td></td>
<td><strong>Chapter 8</strong>&lt;br&gt;Pp. 168-191</td>
<td><strong>Chapter 8 – The Roman Empire Benchmark</strong>&lt;br&gt;Students will be able to: explain the reign of Octavian; distinguish between Rome’s good and bad emperors; describe the rise of Christianity and the conflicts it inspired; list at least three reasons for the fall of the Roman Empire; and recognize the legacy the Roman Empire gave to world civilization.</td>
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<tr>
<td>Unit 2</td>
<td>Chapters 9-13</td>
<td>N/A</td>
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<tr>
<td><em>This unit does not meet CA high school standards.</em></td>
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<tr>
<th>Unit 3 Early Modern Times</th>
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<tbody>
<tr>
<td>In order to understand how the world changed over time in Unit 3; chapters 14 – 18, it is essential to review chapters 14 - 17 with students to provide them the background knowledge needed to understand the larger impact the events in Modern World History have made on world civilizations. Chapter 18 is the only chapter in Unit 3 to have a direct connection to the content standards.</td>
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<tr>
<th>Unit 3 Early Modern Times</th>
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<tbody>
<tr>
<td>Chapter 14</td>
<td>Pp. 326-349</td>
</tr>
<tr>
<td><strong>Chapter 14: The Renaissance Benchmark</strong></td>
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<tr>
<td>Students will be able to: describe the changes the Black Death brought to Europe; explain the term Renaissance; describe humanism; describe the beginning of the Renaissance in Italy; and list Renaissance writers/artists and their works.</td>
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<tr>
<th>Unit 3 Early Modern Times</th>
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<tbody>
<tr>
<td>Chapter 15</td>
<td>Pp. 350-373</td>
</tr>
<tr>
<td><strong>Chapter 15: The Reformation Benchmark</strong></td>
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</tr>
<tr>
<td>Students will be able to: define the term Reformation; explain the importance of Martin Luther; list the basic reforms made by Martin Luther; explain the foundation of the Anglican Church; describe the beliefs of Calvinism; and describe the Catholic Reformation.</td>
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<tr>
<th>Unit 3 Early Modern Times</th>
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<tbody>
<tr>
<td>Chapter 16</td>
<td>Pp. 374-395</td>
</tr>
<tr>
<td><strong>Chapter 16: The New Science Benchmark</strong></td>
<td></td>
</tr>
<tr>
<td>Student will be able to: describe the scientific method; describe the early theories of the universe; describe Galileo’s discoveries;</td>
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<tbody>
<tr>
<td>10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</td>
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<tr>
<td>Chapter 17</td>
<td>Pp. 396-425</td>
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<tr>
<td><strong>Chapter 17: Beginnings of Our Global Age</strong></td>
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<tr>
<td><strong>Benchmark</strong></td>
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<tr>
<td>Students will be able to: explain the reasons behind the European search for an all-water way to the east; list three reasons why Spaniards came to the Americas; describe the impact of the conquistadors; describe the establishment of colonies in America; explain why Portugal introduced African slavery to the New World; and describe the growth of European Colonies in the Americas.</td>
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<thead>
<tr>
<th>Chapter 18</th>
<th>Pp. 426-456</th>
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<tbody>
<tr>
<td><strong>Chapter 18: The Age of Kings</strong></td>
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<tr>
<td><strong>Benchmark</strong></td>
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<tr>
<td>Students will be able to: explain nationalism; describe the development of nations; describe the rise and fall of Spain; explain ‘divine right’; describe England’s constitutional monarchy; explain the role Louis XIV had in making France powerful; and explain the impact of Peter the Great in Russia and Fredrick the II in Prussia.</td>
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<tr>
<th>Unit 4</th>
<th>Enlightenment and Revolution</th>
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</thead>
<tbody>
<tr>
<td><strong>Chapter 19</strong></td>
<td>Pp. 460-481</td>
</tr>
<tr>
<td><strong>Chapter 19: The Age of Reason</strong></td>
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<tr>
<td><strong>Benchmark</strong></td>
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<tr>
<td>Students will be able to: explain how Isaac Newton’s work influenced the Age of Reason; explain why the time period 1687 – 1789 is called the Age of Reason; explain the views of three important philosophers of this time; to describe the Enlightenment; and to name enlightened thinkers, rulers, musicians, and writers.</td>
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</table>

| 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty. |

<p>| 10.2.1. | Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolivar, |</p>
<table>
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<tr>
<th>Chapter 20</th>
<th>Pp. 482-511</th>
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<tbody>
<tr>
<td>Chapter 20: Revolutions and Napoleon Benchmark</td>
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<tr>
<td>Students will be able to: list the causes of the American Revolution; explain how the American Revolution changed the world; accomplishments and failures of Napoleon.</td>
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<tr>
<th>Chapter 21</th>
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<tbody>
<tr>
<td>Chapter 21: The Industrial Revolution Begins Benchmark</td>
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<tr>
<td>Students will be able to: name the economic conditions needed for industrialization to take place; to explain the revolutionary economic changes that took place in England during the Industrial Revolution; to identify improvements in transportation that help industrialization; and to describe</td>
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<tr>
<th>Chapter 22</th>
<th>Pp. 540-568</th>
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<tbody>
<tr>
<td>Chapter 22: Revolutions in Europe and Latin America Benchmark</td>
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<tr>
<td>Students will be able to: state the purpose and explain the outcome of the Congress of Vienna; explain the idea of nationalism; describe the wars of national liberation in Latin America; explain the difference between radicals, liberals, and conservatives; and explain the ideas of socialism.</td>
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</tbody>
</table>

Thomas Jefferson, James Madison).  

10.2.2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).  

10.2.3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.  

10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.  

10.2.5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.  

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.  

10.3.1. Analyze why England was the first country to industrialize.  

10.3.2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison).  

10.3.3. Describe the growth of population, rural migration, and growth of cities associated with the
### Appendix 1: JMCS Bench Course Outlines

| Unit 5 A New Global Age | Chapter 23 Pp. 572-589 | Chapter 23: Nationalism Benchmark  
Students will be able to: explain nationalism; identify the leaders of Italian unification; and explain how Germany became a unified nation. | 10.3.4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.  
10.3.5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.  
10.3.6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.  
10.3.7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe. |

| Chapter 24 Pp. 590-608 | Chapter 24: Imperialism Benchmark  
Students will be able to: explain imperialism; to describe the effects of imperialism on Asia; and to describe the effects of imperialism on Africa. | 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.  
10.4.1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and missionary impulse; material issues such as land, resources, and technology).  
10.4.2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. |
| Unit 6  
World Wars and Revolutions | Chapter 25  
Pp. 612-639 | Chapter 25: World War I and the Russian Revolution Benchmark  
Students will be able to: explain the three main causes of WW1 (imperialism, nationalism, militarism); identify the countries who fought; describe the different goals of the Big Four powers at the peace conference; describe the social, economic, and political effects of WW1; describe life in czarist Russia; and to list the causes and effects of the Russian Revolution.  
Chapter 26  
Pp. 640-665 | Chapter 26: Nationalism, Revolution and Totalitarianism Around the World Benchmark  
Students will be able to: explain how Russia became the Soviet Union; describe life under Stalin; explain why dictators came to power in Italy; explain how the Nazis gained power in Germany; describe how the Chinese began to build a modern nation after the overthrow of the government in 1911; and explain how military leaders took over the government of Japan.  
Chapter 27  
Pp. 666-700 | Chapter 27: World War II and its Aftermath Benchmark  
Students will be able to: explain the major causes of World War II, list the countries that fascist dictators invaded; explain the failure of appeasement; list the successes of the Axis Powers and the Allies; explain the events leading to the end of WWII; explain the causes and effects of the Holocaust; describe the  |
|---|---|---|---|
| 10.4.3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule. | 10.6 Students analyze the effects of the First World War.  
10.6.1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United State’s rejection of the League of Nations on world politics.  
10.6.2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.  
10.6.3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.  
10.6.4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).  
10.7 Students analyze the rise of totalitarian governments after World War I.  
10.7.1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).  
10.7.2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).  
10.7.3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits. |
<table>
<thead>
<tr>
<th>Social, economics and political results of World War II; and to explain the creation and purpose of the United Nations.</th>
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<tbody>
<tr>
<td><strong>10.8 Students analyze the causes and consequences of World War II.</strong></td>
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<tr>
<td><strong>10.8.1.</strong> Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.</td>
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<tr>
<td><strong>10.8.2.</strong> Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</td>
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<tr>
<td><strong>10.8.3.</strong> Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.</td>
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<tr>
<td><strong>10.8.4.</strong> Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).</td>
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<tr>
<td><strong>10.8.5.</strong> Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</td>
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<td><strong>10.8.6.</strong> Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</td>
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<tr>
<td><strong>10.9 Students analyze the international developments in the post-World War II world.</strong></td>
</tr>
<tr>
<td><strong>10.9.1.</strong> Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</td>
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<tr>
<td>Unit 7</td>
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<td>Chapter 28</td>
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<td>Pp. 704-727</td>
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<td>Chapter 29</td>
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<td>Pp. 728-755</td>
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<td>Chapter 30</td>
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<td>Pp. 756-781</td>
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<td>Chapter 31</td>
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<td>Pp. 782-814</td>
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</tbody>
</table>

10.9 Students analyze the international developments in the post-World War II world.

10.9.1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

10.9.2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

10.9.3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa. 10.9.4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

10.9.5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

10.9.6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and
| 10.9.7. | Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics. |

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

10.10.1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

10.10.2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

10.10.3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).
United States History Benchmark Course Outline
Course Number: 2709 Course Name: US History
JMCS ESLR / Growth Area: #3 - Students Appreciate History, Geography and Current Events

US History is a 10 Carnegie credit course. It is a required course for graduation.

Credits:
Credits per Chapter Benchmark: **0.3 credits per chapter**
Credits are earned through the completion of all assigned work at a 70% or better

Courseware:
The credit calculations and content information references the following textbook:
*AGS United States History ©2005*

California Content Standards
United States History correlates with the CA Content Standards for History-Social Science, Grade Eleven.

United States History and Geography: Continuity and Change in the Twentieth Century
“Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of thenation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.”

Instructional Guidelines:
The course of study for US History follows the AGS text, beginning with Unit 2. Unit 1 (Chapters 1-2) investigates the pre-colonial history of American and is covered in the 8th grade State Content Standards for US History. No US History credits may be awarded for these chapters although students may receive elective credit for these chapters if they choose to complete them.

Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.
# United States History Course of Study

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<th>Unit 1</th>
<th>AGS Link</th>
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<th>CA Content Standards Addressed</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Chapters 1-2</td>
<td>N/A</td>
<td>N/A</td>
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*This unit does not meet CA high school standards.

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<thead>
<tr>
<th>Unit 2</th>
<th>Colonization and Settlement: 1607 – 1763</th>
<th>Chapter 3 – English Colonies are Created Benchmark</th>
<th>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</th>
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<tr>
<td></td>
<td>Chapter 3 Pp. 46-67</td>
<td>Students will be able to: describe the settlement of Jamestown and the early colonies; identify colonies settled by the Pilgrims and the Puritans; explain how each English colony came into being; describe life in the colonies; and recognize the geographic regions which made up the New England, middle, and southern regions.</td>
<td>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</td>
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<tr>
<td></td>
<td>Chapter 4 Pp. 68-86</td>
<td>Benchmark Students will be able to: describe colonial trade practices including the triangular trade; identify the problems over land that led to war between the French and British; identify major battles of the French and Indian War; and explain the effect the war had on colonies and American Indians.</td>
<td>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</td>
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<tr>
<th>Unit 3</th>
<th>Revolution and the New Nation: 1763 – 1815</th>
<th>Chapter 5 – A New Nation Begins to Grow Benchmark Students will be able to: understand events leading to the American Revolution; and identify the actions colonist took to unify against Great Britain.</th>
<th>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 1. Analyze the ideological origins of the American Revolution, the Founding Fathers’ philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</th>
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<td>Chapter 5 Pp. 90-107</td>
<td>Benchmark Students will be able to: understand events leading to the American Revolution; and identify the actions colonist took to unify against Great Britain.</td>
<td>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 1. Analyze the ideological origins of the American Revolution, the Founding Fathers’ philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</td>
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<td>Chapter 6 Pp. 108-129</td>
<td>Benchmark Students will be able to: understand the key events of</td>
<td>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 1. Analyze the ideological origins of the American Revolution, the Founding Fathers’ philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</td>
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<td>Chapter 7</td>
<td>Pp. 130-153</td>
<td>the American Revolution; discuss the significances of and the political events leading to the creation of Declaration of Independence.</td>
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<tr>
<td><strong>Chapter 7 – A Government is Formed Benchmark</strong></td>
<td>Students will be able to: explain the Articles of Confederation; the events at the Constitutional Convention; identify the differences between the New Jersey and Virginia Plan; identify the three branches of government; and describe the purpose of the Bill of Rights.</td>
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<tr>
<td>Chapter 8</td>
<td>pp. 154-177</td>
<td><strong>Chapter 8 – Political Parties Develop Benchmark</strong> Students will be able to: describe the political contributions of the early American Presidents; explain the contributions of and events surrounding their advisors and appointees.</td>
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<tr>
<td>Chapter 9</td>
<td>Pp. 178-194</td>
<td><strong>Chapter 9 – The Young Nation Goes to War Benchmark</strong> Students will be able to: describe President Madison and his policies; and list the causes, key battles and outcomes of the War of 1812.</td>
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<tr>
<td>Unit 4</td>
<td><strong>Expansion and Reform: 1816 – 1850</strong></td>
<td>2. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization. 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. 5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.</td>
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<tr>
<td><strong>Chapter 10</strong></td>
<td>Pp. 198-215</td>
<td><strong>Chapter 10 – A New Spirit of Expansion Benchmark</strong> Students will be able to: identify how settlers moved west and the problems they faced; explain the industries that developed based on geographic advantages; describe the Era of Good Feelings; and explain the Missouri Compromise and the Monroe Doctrine.</td>
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<tr>
<td>Chapter 11</td>
<td>Pp. 216-233</td>
<td><strong>Chapter 11 – Political Changes Take Place Benchmark</strong> Students will be able to: describe the presidency of Andrew Jackson; describe the rebellion led by Nat Turner and explain its importance; explain the American Indian relocation known as the “Trail of Tears”; describe the struggle for Texas independence; and discuss the election of 1836 and the Panic of 1837.</td>
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<tr>
<td>Chapter 12</td>
<td><strong>Chapter 12 – America Becomes More Democratic</strong></td>
<td>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. 1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities). 2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.</td>
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<td>Appendix 1: JMCS Bench Course Outlines</td>
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<td><strong>Chapter 13</strong></td>
<td><strong>Benchmark</strong></td>
<td>Students will be able to: identify how the nation changed during the early to mid-1800’s including describing early labor unions; list major changes in communication and transportation; describe how immigration contributed to population growth and affected cities; identify early American writers and their contributions to American literature.</td>
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<td><strong>Chapter 13 – The Country Grows Larger Benchmark</strong></td>
<td>Students will be able to: identify changes in the way presidential campaigns were run; describe events leading to the geographic growth of the United States including boundary conflict with Great Britain; explain the causes of the Mexican War; and describe the events surrounding the California gold rush.</td>
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<td><strong>Chapter 14</strong></td>
<td><strong>Chapter 14 – The Slavery Problem Grows Benchmark</strong></td>
<td>Students will be able to: describe the various issues face by the North and the South concerning slavery; explain the significance of the Compromise of 1850; explain the Fugitive Slave Law; describe the Underground Railroad and how it worked; explain the importance of cotton to the United States; and describe the Kansas-Nebraska Act.</td>
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<td><strong>Chapter 15</strong></td>
<td><strong>Chapter 15 – The Country Separates Benchmark</strong></td>
<td>Students will be able to: explain why the statehood of Kansas was an issue for proslavery and antislavery forces; identify the importance of the Lincoln-Douglas debates; describe John Brown’s raid on Harper’s Ferry; and explain the importance of the election of 1860.</td>
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<td><strong>Chapter 16</strong></td>
<td><strong>Chapter 16 – The Civil War Benchmark</strong></td>
<td>Students will be able to: explain the events leading to the Civil war; identify the major events, important people, and key battles; describe how the war ended; and describe the losses from the Civil War.</td>
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<td><strong>Chapter 17</strong></td>
<td><strong>11.10 Students analyze the development of federal civil rights and voting rights.</strong></td>
<td>7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</td>
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<td>Unit 6</td>
<td>Development of Industrial America: 1862–1900</td>
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<td>Chapter 17</td>
<td>RECONSTRUCTION BENCHMARK</td>
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<td>Students will be able to: describe the assassination of Abraham Lincoln; the problems in the South after the Civil War, the 13th, 14th, and the 15th Amendments; explain the social and economic changes in the South; describe the effect of Reconstruction on the American Indians; explain the changing status of women; describe America at the end of Reconstruction.</td>
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<td>Chapter 18</td>
<td>SETTLING THE WESTERN FRONTIER BENCHMARK</td>
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<td>Students will be able to: explain the settlement of the Western Frontier; explain how pioneers traveled in the West; describe the building of the transcontinental railroad and life on the frontier; describe the impact westward movement had on American Indians of the West; describe the help Congress gave the Indians; and explain events leading to the end of the era of frontier movement.</td>
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<td>Chapter 19</td>
<td>BECOMING AND INDUSTRIAL GIANT BENCHMARK</td>
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<td>Students will be able to: explain America’s emergence as an Industrial; describe the developments of the steel industry and the petroleum industry; describe new ways in which businesses were organized; and list the new industries and inventions that changed the world.</td>
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<td>Chapter 20</td>
<td>A NATION OF CITIES BENCHMARK</td>
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<td>Students will be able to: describe the growth of the American city; identify reasons for the growth; describe the working conditions in factories; explain reasons behind immigration; explain how immigrants and African Americans faced discrimination; describe the developments that made city living interesting, explain the social problems that emerged in the cities.</td>
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<td>Chapter 21</td>
<td>A NEW SPIRIT OF REFORM BENCHMARK</td>
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<td>Students will be able to: explain the reform movements</td>
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11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s The Jungle.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Examine the effect of political programs and activities of Populists.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and
of the late 1800’s and early 1900’s; explain why reforms were needed; describe the major reforms that occurred during the period; explain how labor unions helped workers; explain the Sherman Antitrust Act; and describe the Populist movement.

4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.

5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

### Unit 7

**The Emergence of Modern America: 1898 – 1929**

**Chapter 22**

**Pp. 436-459**

**Chapter 22 – America Becomes a World Power Benchmark**

Students will be able to: explain America’s emergence as a world power; list the reason for and explain the outcomes for the Spanish-American War; explain America’s expansion into the Pacific; describe Theodore Roosevelt’s reforms and accomplishments; describe the impact of the Progressive movement, describe the achievements of President Taft; and explain the election of Woodrow Wilson.

**Chapter 23 – World War I Benchmark**

Students will be able to: describe the major successes in Wilson’s presidency; explain the events that caused World War I; describe America’s reasons for remaining neutral until 1917; describe American involvement in World War I; explain President Wilson’s 14 Points and the problems with the Treaty of Versailles.

**Chapter 23**

**Pp. 460-481**

**11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.**

1. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

**11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.**

1. List the purpose and the effects of the Open Door policy.
3. Discuss America’s role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt’s Big Stick diplomacy, William...
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<tr>
<th>Chapter 24 Pp. 482-502</th>
<th>Chapter 24 – The Roaring Twenties Benchmark</th>
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<tbody>
<tr>
<td>Students will be able to: describe the social and cultural changes that took place during the decade of the 1920’s; describe the social problems; and list the reasons behind the 1929 stock market crash.</td>
<td>Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy, drawing on relevant speeches.</td>
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<tr>
<td>5. Analyze the political, economic, and social ramifications of World War I on the home front.</td>
<td>5. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.</td>
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<tr>
<td>6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.</td>
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<td>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</td>
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<td>1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.</td>
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<td>2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.</td>
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<td>3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).</td>
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<td>4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.</td>
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<td>5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).</td>
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<td>6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.</td>
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<td>7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.</td>
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<td>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</td>
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Appendix 1: JMCS Bench Course Outlines

<table>
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<tr>
<th>Unit 8</th>
<th>Depression and World War II: 1930 – 1945</th>
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<tbody>
<tr>
<td><strong>Chapter 25</strong></td>
<td><strong>Chapter 25</strong> – Depression and the New Deal Benchmark</td>
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<tr>
<td>Pp. 506-525</td>
<td>Students will be able to: explain the factors that contributed to the Great Depression; explain the working, living, and social conditions of the era; describe Franklin Roosevelt’s “New Deal” policy; explain some of the programs of the New Deal; and describe some of the cultural events and people of the era.</td>
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<tr>
<td>Chapter 26</td>
<td><strong>Chapter 26 – World War II Benchmark</strong></td>
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<tr>
<td>Pp. 526-552</td>
<td>Students will be able to: describe the events in Europe and Asia in the 1920’s and 1930’s; explain the reactions of the United States; describe the steps that led to World War II; describe how Germany came to control most of Europe; explain why France and Great Britain declared war; and describe the role of the United States in the war.</td>
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1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.

**11.10 Students analyze the development of federal civil rights and voting rights.**

7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

**11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**

Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

**11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**

6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

**11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**

3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl.
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<th>Appendix 1: JMCS Bench Course Outlines</th>
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<tr>
<td>war on Germany; describe America’s entry into war including the events at Pearl Harbor; and explain how American involvement affected the outcome of the war.</td>
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<td>refugees and their social and economic impacts in California.</td>
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<td>4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</td>
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<td>5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.</td>
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<td><strong>11.7 Students analyze America’s participation in World War II.</strong></td>
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<tr>
<td>1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</td>
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<td>2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</td>
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<td>3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).</td>
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<td>4. Analyze Roosevelt’s foreign policy during World War II (e.g., Four Freedoms speech).</td>
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<td>5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <em>Fred Korematsu v. United States of America</em>) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</td>
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<td>6. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the</td>
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<td>Unit 9</td>
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<td>Chapter 27</td>
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<td>Benchmark</td>
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<td>Pp. 582-610</td>
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<tr>
<td>Students will be able to: describe the United States involvement in world events during the 1960’s; explain the Civil Right’s Movement, it’s struggles and achievements; the women’s movement and the growing concerns of Hispanics and young people; and describe the Presidencies of John F. Kennedy and Lyndon Johnson including the assassinations which occurred in the era of the 1960’s.</td>
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<td>8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.</td>
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<td>11.8 Students analyze the economic boom and social transformation of post–World War II America.</td>
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<tr>
<td>1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.</td>
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<td>2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.</td>
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<td>3. Examine Truman’s labor policy and congressional reaction to it.</td>
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<td>4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.</td>
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<td>5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.</td>
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<td>6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.</td>
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<td>7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.</td>
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<td>8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</td>
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2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
   - The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
   - The Truman Doctrine
   - The Berlin Blockade
   - The Korean War
   - The Bay of Pigs invasion and the Cuban Missile Crisis
   - Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
   - The Vietnam War
   - Latin American policy

4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).

7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

11.10 Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.

4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.

5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

2. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

6. Analyze the persistence of poverty and how different analyses...
Appendix 1: JMCS Bench Course Outlines

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<tr>
<th>Unit 10</th>
<th>Contemporary United States: 1970 – Present</th>
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<tr>
<td>Chapter 29 Pp. 614-639</td>
<td>Chapter 29 – America in a Changing World Benchmark Students will be able to: explain the results of the Vietnam War; describe how the United States improved relations with China and the Soviet Union; explain the events and key people of the Watergate Scandal; list the problem inherited by Presidents Ford and Carter; and describe the hostage crisis and the problems with the Soviet Union.</td>
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<td>Chapter 30 Pp. 640-657</td>
<td>Chapter 30 – The 1980s Benchmark Students will be able to: identify important national and international events that the Reagan administration faced; and explain the events at the start of the Bush administration including the social problems that dominated the 1980’s.</td>
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<td>Chapter 31 Pp. 658-683</td>
<td>Chapter 31 – The 1990s Benchmark Students will be able to: describe the changing world in the 1990’s including explaining world conflict involving America; explain how Communist rule in the USSR ended; describe the crisis in the Persian Gulf; list the problems and changes that took place in the 1990’s including describing the reform efforts of the Clinton administration; and describe the event surrounding the election of 2000.</td>
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| Chapter 32 Pp. 684-706 | Chapter 32 – The 21st Century Begins Benchmark Students will be able to: describe the terrorist attacks of September 11, 2001; describe the wars in Afghanistan and Iraq; describe the presidential election of 2004; of this issue influence welfare reform, health insurance reform, and other social policies.  
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.  
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.  
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.  
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).  
11.8 Students analyze the economic boom and social transformation of post–World War II America.  
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.  
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.  
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).  
11.9 Students analyze U.S. foreign policy since World War II.  
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.  
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.  
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.  
7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.  
11.10 Students analyze the development of federal civil rights and voting rights.  
3. Describe the collaboration on legal strategy between African
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<th>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</th>
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<td>2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).</td>
</tr>
<tr>
<td>3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.</td>
</tr>
<tr>
<td>4. Explain the constitutional crisis originating from the Watergate scandal.</td>
</tr>
<tr>
<td>5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.</td>
</tr>
<tr>
<td>5. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.</td>
</tr>
<tr>
<td>Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.</td>
</tr>
</tbody>
</table>
Appendix 1: JMCS Bench Course Outlines

Economics Benchmark Course Outline
Course Number: 2701
Course Name: Economics
JMCS ESLR / Growth Area: #3 - Students Appreciate History, Geography and Current Events

Economics is a 5 Carnegie credit course. It is a required course for graduation.

Credits:
Credits per Chapter Benchmark: **0.3 credits per chapter**
Credits are earned through the completion of all assigned work at a 70% or better

Courseware:
The credit calculations and content information references the following textbook:
AGS Economics ©2005

California Content Standards
Economics correlates with the CA Content Standards for Principles of Economics Grade 12.

Grade 12: Principals of Economics
Students in grade twelve pursue a deeper understanding of the institutions of American government. In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.
<table>
<thead>
<tr>
<th>Unit</th>
<th>AGS Link</th>
<th>Benchmark</th>
<th>CA Content Standards Addressed</th>
</tr>
</thead>
</table>
| Unit 1: Introduction to Economics | Chapter 1 What is Economics? Pp. 2 – 21 | **Chapter 1 Benchmark**  
Students will be able to: define economics, needs, wants, goods, and services; identify scarcity, choices, and opportunity costs; explain the factors of production; describe specialization and productivity.  
**Chapter 2 Benchmark**  
Students will be able to: list the three basic questions all economic system answer; describe traditional command economic systems; explain a market economic. | **12.1 Students understand common economic terms and concepts and economic reasoning.**  
12.1.1. Examine the causal relationship between scarcity and the need for choices.  
12.1.3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.  
12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.  
12.1.5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith). |
| Unit 2: The Free Enterprise Economy | Chapter 3 Economics in the US Pp. 44 – 59 | **Chapter 3 Benchmark**  
Students will be able to: explain the ideas in the Declaration of Independence, the Constitution, and the Bill of Rights; detail practices of the American free enterprise system; define profits and losses and understand their role in the free enterprise system.  
**Chapter 4 Benchmark**  
Student will be able to: define demand; | **12.1 Students understand common economic terms and concepts and economic reasoning.**  
12.1.3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.  
12.1.5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).  
**12.2 Students analyze the elements of America’s market economy in a global setting.** |
<table>
<thead>
<tr>
<th>Chapter 5: Supply</th>
<th>Benchmark</th>
<th>Describe the difference between elastic and inelastic demand; analyze the factors that influence changes in demand.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 5 Benchmark</strong></td>
<td></td>
<td>Students will be able to: define supply; explain the law of supply; analyze the factors that influence changes in supply; evaluate how production decisions are made.</td>
</tr>
<tr>
<td>Chapter 6: Price</td>
<td>Benchmark</td>
<td>Describe the prices system; explain how prices act as a rationing device; and identify how prices are set.</td>
</tr>
<tr>
<td><strong>Chapter 6 Benchmark</strong></td>
<td></td>
<td>Students will be able to: describe the characteristics of pure competitions; explain how monopolies lessen competition; compare and contrast monopoly and oligopoly; identify government policies to ensure competition.</td>
</tr>
<tr>
<td>Chapter 7: Competition</td>
<td>Benchmark</td>
<td>Explain the characteristics of pure competitions; explain how monopolies lessen competition; compare and contrast monopoly and oligopoly; identify government policies to ensure competition.</td>
</tr>
<tr>
<td><strong>Benchmark 7 Benchmark</strong></td>
<td></td>
<td>Students will be able to: describe the characteristics of pure competitions; explain how monopolies lessen competition; compare and contrast monopoly and oligopoly; identify government policies to ensure competition.</td>
</tr>
<tr>
<td><strong>Unit 3: Free Enterprise at Work</strong></td>
<td><strong>Chapter 8 Benchmark</strong></td>
<td>12.2.1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.</td>
</tr>
<tr>
<td><strong>Chapter 8</strong></td>
<td></td>
<td>12.2.2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</td>
</tr>
<tr>
<td><strong>The Role of Businesses</strong></td>
<td></td>
<td>12.2.3. Explain the roles of property rights, competition, and profit in a market economy.</td>
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<td></td>
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<td>12.2.4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.</td>
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<td>12.2.5. Understand the process by which competition among buyers and sellers determines a market price.</td>
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<td>12.2.6. Describe the effect of price controls on buyers and sellers.</td>
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<td>12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy.</td>
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<td>12.2.9. Describe the functions of the financial markets.</td>
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<td>Appendix 1: JMCS Bench Course Outlines</td>
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<tr>
<td><strong>Pp. 138 – 155</strong></td>
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<td><strong>Chapter 9</strong></td>
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<tr>
<td><strong>Workers and Wages</strong></td>
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<td><strong>Pp. 156 – 177</strong></td>
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<td><strong>Chapter 9 Benchmark</strong></td>
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<td>Students will be able to: describe the</td>
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<td>labor force; explain the roles women</td>
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<td>and minorities play in the labor force;</td>
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<td>describe wages; list worker protections</td>
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<td>and rights.</td>
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<td>and rights.</td>
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<td><strong>Chapter 10</strong></td>
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<tr>
<td><strong>Organized Labor and the Economy</strong></td>
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<tr>
<td><strong>Pp. 178 - 203</strong></td>
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<tr>
<td><strong>Chapter 10 Benchmark</strong></td>
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<tr>
<td>Students will be able to: describe the</td>
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<td>rise of early unions; describe the AFL-CIO;</td>
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<td>describe the major issues in labor-</td>
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<td>management dealings; identify labor</td>
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<td>regulations; explain the issues facing</td>
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<td>labor today.</td>
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<tr>
<td><strong>Chapter 11</strong></td>
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<tr>
<td><strong>The United States Banking System</strong></td>
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<tr>
<td><strong>Pp. 204 – 225</strong></td>
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<td><strong>Chapter 11 Benchmark</strong></td>
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<td>Students will be able to: explain the</td>
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<td>functions of money; identify the</td>
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<td>characteristics of money; trace the</td>
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<td>history of banking in the United States;</td>
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<td>describe the United States banking</td>
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<td>system today.</td>
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<td><strong>Chapter 12</strong></td>
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<tr>
<td><strong>The Federal Reserve System</strong></td>
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<td><strong>Chapter 12 Benchmark</strong></td>
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<tr>
<td>Students will be able to: explain why</td>
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<td>the Federal Reserve System was created;</td>
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<td>describe the organization of the Federal</td>
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<td><strong>12.3 Students analyze the influence of the federal</strong></td>
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<td><strong>government on the American economy.</strong></td>
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<td><strong>12.3.4. Understand the aims and tools of monetary</strong></td>
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<td><strong>policy and their influence on economic activity(e.g.,</strong></td>
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<td><strong>the Federal Reserve).</strong></td>
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<td><strong>12.1 Students understand common economic terms</strong></td>
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<td><strong>and concepts and economic reasoning.</strong></td>
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<tr>
<td><strong>12.2 Students analyze the elements of America’s</strong></td>
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<td><strong>market economy in a global setting.</strong></td>
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<td><strong>12.2.5. Understand the process by which competition</strong></td>
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<td><strong>among buyers and sellers determines a market price.</strong></td>
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<td><strong>12.2.6. Describe the effect of price controls on buyers</strong></td>
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<tr>
<td>Chapter 13</td>
<td>The Role of Consumers</td>
<td>Pp. 246 – 265</td>
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<td><strong>Chapter 13 Benchmark</strong></td>
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<tr>
<td>Chapter 14</td>
<td>Managing Money</td>
<td>Pp. 266 - 289</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 5: Government and Free Enterprise</strong></td>
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<td></td>
<td>Chapter 15 The Role of Government</td>
<td>Pp. 290 – 315</td>
</tr>
<tr>
<td>Chapter 16</td>
<td>The Federal Budget</td>
<td>Chapter 16 Benchmark</td>
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<tr>
<td>Chapter 17</td>
<td>Checking the Economy</td>
<td>Chapter 17 Benchmark</td>
</tr>
<tr>
<td>Chapter 18</td>
<td>Economic Challenges</td>
<td>Chapter 18 Benchmark</td>
</tr>
<tr>
<td>Unit 5: A Global Economy</td>
<td>Chapter 19</td>
<td>Chapter 19 Benchmark</td>
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<td>Chapter 20</td>
<td>Chapter 20 Benchmark</td>
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<tr>
<td>Less Developed Countries</td>
<td>Students will be able to: identify the characteristics of a less developed nation; describe some of the challenges facing less developed nations; explain the work of international organizations in less developed nations.</td>
<td>12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy. 12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.</td>
</tr>
</tbody>
</table>
ESLR/Growth Area #4: CIVICS

Students understand government processes.

ESLR #4 GOALS:

Students will use a wide range of texts, news media, field trips, and student-government experiences to:

- Compare and contrast different political systems in the world
- Understand the formation of the United States and its Constitution
- Appreciate the balance of powers and the role of each branch of government
- Study the role of government in society
- Learn about the privileges and responsibilities in society

Courses within this ESLR are aligned to the CA History- Social Science standards: https://www.cde.ca.gov/ci/hs/
US Government Benchmark Course Outline
Course Number: 2703
Course Name: US Government
JMCS ESLR / Growth Area: #4 - Students Understand Government Processes

US Government is a 5 Carnegie credit course. It is a required course for graduation.

Credits:
Credits per Chapter Benchmark: 0.4 credits per chapter
Credits are earned through the completion of all assigned work at a 70% or better.

Courseware:
The credit calculations and content information references the following textbook:
AGS United States Government ©2005

California Content Standards
US Government correlates with the CA Content Standards for History-Social Science, Grade Twelve.

Principles of American Democracy:
“Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.”

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document. Chapters 13 & 14 have been excluded from this course outline because they deal primarily with economics, which is not represented in the Government standards, and falls under the scope of the Economics course.
<table>
<thead>
<tr>
<th>Unit</th>
<th>AGS Link</th>
<th>Benchmark</th>
<th>CA Content Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong>&lt;br&gt;Creation of United States Government</td>
<td><strong>Chapter 1</strong>&lt;br&gt;Beginnings of American Government: pg. 1-21</td>
<td>Chapter 1 Benchmark&lt;br&gt;Students will be able to describe the reasons for forming the American government. Students will be able to identify ways the American government was influenced by ancient Greece and Rome, English government and European political thinkers. Students can describe the political ideas from the 13 colonies that became part of the American government and describe the events that led to the American colonies’ decision to fight for independence. Student can name the basic rights stated in the Declaration of Independence.</td>
<td>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.&lt;br&gt;1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.&lt;br&gt;2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.&lt;br&gt;3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”&lt;br&gt;4. Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.&lt;br&gt;5. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.&lt;br&gt;6. Understand that the Bill of Rights limits the powers of the federal government and state governments.</td>
</tr>
<tr>
<td><strong>Chapter 2</strong>&lt;br&gt;Creation of American Government pg. 22-43</td>
<td>Chapter 2 Benchmark&lt;br&gt;Students can explain why the Articles of Confederation did not work and why a stronger plan was needed. They can describe what happened at the Constitutional Convention, name the five guiding principles used to write the Constitution and describe the process used to ratify the Constitution. Students will be able to explain why the Bill of Rights was needed.</td>
<td>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.&lt;br&gt;1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.</td>
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<tr>
<td>Unit 2 The Constitution</td>
<td>Chapter 3 A Look at the Constitution: pg. 44-69</td>
<td>Chapter 3 Benchmark</td>
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<td>Students will be able to name the goals described in the Preamble to the United States Constitution and be able to explain the power given to each of the three branches of government in the first three articles. Students will be able to name the rights given to the states in Article Four and describe the process to amend the Constitution in Article Five. Student will be able to identify the rights and freedoms guaranteed to American citizens by the Bill of Rights and identify the changes made in the Constitution in Amendments 11-27.</td>
<td>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. 1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy). 2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one’s work; right to join or not join labor unions; copyright and patent).</td>
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</table>

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution. 2. Explain the process through which the Constitution can be amended.|

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. 3. Discuss reserved powers and concurrent powers of state governments. 4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government’s power. |

12.8 Students evaluate and take and defend positions on the influence of the media on American political life. 1. Discuss the meaning and importance of a free and responsible press.
<table>
<thead>
<tr>
<th>Unit 3 The Three Branches of Government</th>
<th>Chapter 4 The Legislative Branch: pg. 70-89</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 4 Benchmark</strong></td>
<td>Students will be able to identify the legislative branch as one of the three main branches of the federal government and describe the work of the Senate and House of Representatives. Students can explain who can be elected to the Senate and House of Representatives and describe how a bill becomes a law. Students will be able to identify the powers given to Congress by the Constitution.</td>
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<tr>
<th>Chapter 5 The Executive Branch: pg. 90-111</th>
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<tr>
<td><strong>Chapter 5 Benchmark</strong></td>
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<tr>
<th>Chapter 6 The President’s Cabinet: pg. 112-133</th>
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<td><strong>Chapter 6 Benchmark</strong></td>
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<tr>
<th>Chapter 7 Independent Agencies: pg. 134-149</th>
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<tbody>
<tr>
<td><strong>Chapter 7 Benchmark</strong></td>
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</table>

| Chapter 4 Benchmark**                     | 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution. |
|-------------------------------------------| 1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. |
|                                           | 4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers. |
|                                           | 5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court. |
|                                           | 6. Explain the processes of selection and confirmation of Supreme Court justices. |

| Chapter 7 Benchmark**                     | 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments. |
|-------------------------------------------| 1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment. |
|                                           | 2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts). |
|                                           | 3. Evaluate the effects of the Court’s interpretations of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon, with emphasis on the arguments espoused by each side in these cases. |
### Appendix 1: JMCS Bench Course Outlines

<table>
<thead>
<tr>
<th>Chapter 8</th>
<th>The Judicial Branch: pg. 150-167</th>
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<tbody>
<tr>
<td><strong>Commissions</strong> and explain the difference between regulatory commissions and executive agencies. Student will be able to identify and describe the activities of several executive agencies.</td>
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<tr>
<td><strong>Chapter 8 Benchmark</strong> Students will be able to identify that the judicial branch can decide if the Constitution is being followed. They can explain the types of cases heard by federal courts and describe the difference between a district court and a court of appeals. Students can explain how the United States Supreme Court works and describe the importance of the US Supreme Court’s decisions. Students will be able to explain how the Supreme Court can bring changes to the Constitution.</td>
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<tr>
<th>Unit 4</th>
<th>State and Local Governments</th>
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<tbody>
<tr>
<td><strong>Chapter 9</strong></td>
<td>The 50 States pg. 168-195</td>
</tr>
<tr>
<td><strong>Chapter 9 Benchmark</strong> Students will be able to explain the process Congress uses to admit new states and describe how territories, commonwealths and states differ. Students will be able to compare how state governments are similar to the federal government. Students are able to explain how states raise and spend money. Students will be able to identify branches of state government and describe their responsibilities.</td>
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</tbody>
</table>

| **Chapter 10**  | Local Government pg. 196-211 |
| **Chapter 10 Benchmark** Students will be able to describe county government and name the powers it has, as well as describe the duties of various county officials. Students can describe city government, name the powers it has and describe three different types of city government. |

| 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. |
| 2. Identify the major responsibilities and sources of revenue for state and local governments. |
| 3. Discuss reserved powers and concurrent powers of state governments |
| 5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. |
| 6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media. |
| 7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them |
| Unit 5  | Political Parties and Elections | Chapter 11 Benchmark | Chapter 11  
Political Parties: pg. 212-243 | Students can explain the purpose of political parties, identify the two major political parties and give reasons why minor parties are important. Students will be able to describe the functions of political parties and the party platform. Students can name the types of primary elections, describe national political conventions and explain how candidates campaign for office. Students will be able to describe voting and the steps in the election process and explain the uses of the initiative and referendum. | 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.  
1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.  
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.  
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.  
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing legal challenge, demonstrating, petitioning, picketing, running for political office).  
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections)  
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College. |
| --- | --- | --- | --- | --- | --- |
| Unit 6  | Citizenship | Chapter 12 Benchmark | Chapter 12  
Citizenship: pg. 244-271 | Students will be able to identify reasons people immigrate to the United States and explain immigration laws and the requirements for naturalization. Students can explain the rights, responsibilities and duties of citizens as well as describe the ways citizens may participate in government. Students will be able to describe interest groups and how they affect public | 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.  
3. Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.  
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military. |
<table>
<thead>
<tr>
<th>N/A</th>
<th>Chapters 13-14 do not meet the standards for this course.</th>
<th>N/A</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 7</strong></td>
<td><strong>Government s of the World</strong></td>
<td><strong>Chapter 15</strong></td>
<td><strong>Chapter 15 Benchmark</strong></td>
</tr>
<tr>
<td><strong>Government s of the World</strong></td>
<td><strong>Governments of the World: pg. 322-357</strong></td>
<td><strong>Students will be able to describe the governments of Western Europe, Canada and Mexico.</strong></td>
<td><strong>Students will be able to describe the governments of Western Europe, Canada and Mexico.</strong></td>
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<td><strong>Students will be able to describe the changes in the governments of Russia and Eastern European countries and describe the governments of Asia and their relationships with the United States.</strong></td>
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<td><strong>Students will be able to describe the governments and problems in Central America, South America, the Caribbean Islands and Africa.</strong></td>
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<td><strong>Students will be able to describe the countries of the Middle East.</strong></td>
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<td><strong>12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.</strong></td>
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<td><strong>2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).</strong></td>
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<td><strong>3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.</strong></td>
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<td><strong>4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).</strong></td>
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<td><strong>5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.</strong></td>
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<td><strong>6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.</strong></td>
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<td><strong>7. Describe the ideologies that give rise to Communism,</strong></td>
<td><strong>7. Describe the ideologies that give rise to Communism,</strong></td>
</tr>
</tbody>
</table>
methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).

8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.
ESLR/Growth Area #5: MATH

Students understand and apply mathematical concepts.

ESLR #5 GOALS:

Students will learn principles and applications of basic math, algebra, geometry, and probability.

- Demonstrate knowledge of basic math principles
- Use math to solve common and abstract problems, with and without the aid of calculators and computers
- Explore ways in which math is used in business, industry, science and daily life

Courses within this ESLR are aligned to the CA Math Standards and the Common Core State Standards for math: [http://www.corestandards.org/Math/](http://www.corestandards.org/Math/) (*JMCS will fully transition to CCSS math by 2020).*
Principles of Mathematics I Benchmark Course Outline
Course Number: 2402
Course Name: Principles of Mathematics I
JMCS ESLR / Growth Area: #5 - Students Understand and Apply Mathematical Concepts

Principles of Mathematics I is a remedial math class designed to improve basic math skills. It is a 10 credit course. The credits can only be applied to Electives for meeting graduation requirements.

Credits:
Credits per Chapter Benchmark: 1.7 credits per chapter
Credits are earned through the completion of all assigned work at a 70% or better

Courseware:
The credit calculations and content information references the following textbook:
AGS Basic Math Skills ©2003

California Content Standards
Principles of Mathematics I correlates with the CA Content Standards for Math, Grade Five.
“By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.”

Instructional Guidelines:
Principles of Mathematics I and II both utilize the AGS Basic Math book as their courseware. Additionally, the standards addressed in each course overlap significantly with only minor variations levels of understanding and some specific skills. For this reason the AGS Basic Math text has been divided into two sections to cover the two courses. Benchmark Chapters 1-6 will be dedicated to Principles of Mathematics I and Benchmark Chapters 7-13 will be dedicated to Principles of Mathematics II.

Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.
### Principles of Mathematics I Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>AGS Link</th>
<th>Benchmark Description</th>
<th>CA Content Standards Addressed</th>
</tr>
</thead>
</table>
| 1         | Whole Numbers pp. 1-35 | Students will be able to identify the place value of a digit in a number, read and write numbers in word form, round numbers and compute with whole numbers to solve word problems. | **Number Sense**  
1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.  
1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.  
2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors. |
| 2         | Number Theory pp. 36-57 | Students will identify prime and composite numbers, factor numbers and be able to find the least common multiple and greatest common factor for pairs of numbers. | **Number Sense**  
1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 3^2 \times 2$). |
| 3         | Fraction s pp. 58-89 | Students will be able to compare fractions and determine which is more than or less than. Students will simplify fractions, rename mixed numbers and improper fractions and be able to compute and solve problems using fractions and mixed numbers. | **Number Sense**  
2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.  
2.4 Understand the concept of multiplication and division of fractions.  
2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems. |
| 4 | **Decimals**  
pp. 90-121 | Students will be able to write numbers in word form and in standard notation, order numbers, round decimals and compute with decimals and whole numbers. Students will be able to express fractions as decimals and express numbers in scientific notation. | **Number Sense**  
1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.  
1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.  
2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.  
2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors. |
| 5 | **Ratio and Proportion**  
pp. 122-137 | Students will be able to write a ratio as a fraction in simplest form and compare amounts using a ratio. Students will identify ratios that form a proportion and find the missing term in a proportion. Students will solve word problems using ratios and proportions. | **Statistics, Data Analysis and Probability**  
1.3 Use fractions and percentages to compare data sets of different sizes. |
| 6 | **Percent**  
pp. 138-169 | Students will be able to rename a percent as a decimal and a fraction in simplest form and rename a decimal and a fraction as a percent. Students will be able to find the missing terms in a percent sentence as well a use a proportion to find the missing term. Students will solve word problems involving percent’s and tax, commissions, interest and tips and be able to calculate monthly payments on an installment plan. | **Number Sense**  
1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number. |

Additionally, teachers should guide instruction and closely monitor student progress toward meeting the CA Content Standards for Mathematical Reasoning as outlined for Grade Five, given below.
Mathematical Reasoning

1.1 Students make decisions about how to approach problems:
1.2 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
1.3 Determine when and how to break a problem into simpler parts.

2.1 Students use strategies, skills, and concepts in finding solutions:
2.2 Use estimation to verify the reasonableness of calculated results.
2.3 Apply strategies and results from simpler problems to more complex problems.
2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
2.6 Indicate the relative advantages of exact and approximate solutions to problem sand give answers to a specified degree of accuracy.
2.7 Make precise calculations and check the validity of the results from the context of the problem.

3.1 Students move beyond a particular problem by generalizing to other situations:
3.2 Evaluate the reasonableness of the solution in the context of the original situation.
3.3 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
3.4 Develop generalizations of the results obtained and apply them in other circumstances.
Principles of Mathematics II Benchmark Course Outline
Course Number: 2431
Course Name: Principles of Mathematics II
JMCS ESLR / Growth Area: #5 - Students Understand and Apply Mathematical Concepts

Principles of Mathematics II is a remedial math class designed to improve basic math skills. It is a 10 credit course. The credits can only be applied to Electives for meeting graduation requirements.

Credits:
Credits per Chapter Benchmark: **1.7 credits per chapter**
Credits are earned through the completion of all assigned work at a 70% or better

Courseware:
The credit calculations and content information references the following textbook:
*AGS Basic Math Skills ©2003*

California Content Standards
Principles of Mathematics II correlates with the CA Content Standards for Math, Grade Six.
“By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about π and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.”
### Instructional Guidelines:
Principles of Mathematics I and II both utilize the AGS Basic Math book as their courseware. Additionally, the standards addressed in each course overlap significantly with only minor variations levels of understanding and some specific skills. For this reason the AGS Basic Math text has been divided into two sections to cover the two courses. Benchmark Chapters 1-6 will be dedicated to Principles of Mathematics I and Benchmark Chapters 7-13 will be dedicated to Principles of Mathematics II. Benchmark Chapter 12 does not align with CA Content Standards and thus is not included in this course.

Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.

### Principles of Mathematics II Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>AGS Link</th>
<th>Benchmark Description</th>
<th>CA Content Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7</strong></td>
<td><strong>Introduction to Geometry</strong> pp. 170-189</td>
<td>Students will be able to identify parallel lines and identify the point of intersecting lines. Students will be able to measure angles and can name triangles by looking at angles and sides. Students will be able to name solid figures by looking at faces, vertices and edges.</td>
<td><strong>Measurement and Geometry</strong>&lt;br&gt;2.1 Students identify and describe the properties of two-dimensional figures:&lt;br&gt;2.2 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.&lt;br&gt;2.3 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.&lt;br&gt;2.4 Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>Metric Measurement</strong> pp. 190-215</td>
<td>Students will be able to measure line segments to the nearest tenth of a centimeter and estimate accurately the best unit for measuring a distance. Students will be able to change from one metric unit to another. Students know how to find area, volume and capacity using various units of measure</td>
<td><strong>Algebra and Functions</strong>&lt;br&gt;3.1 Students investigate geometric patterns and describethems algebraically:&lt;br&gt;3.2 Use variables in expressions describing geometric quantities (e.g., ( P = 2w + 2l ), ( A = \frac{1}{2} bh ), ( C = \pi d )—the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).&lt;br&gt;3.3 Express in symbolic form simple relationships arising from geometry.</td>
</tr>
<tr>
<td>9</td>
<td>Customary Measurement pp. 216-241</td>
<td>Students will be able to convert units of liquid capacity, weight, length and distance. Students will be able to use a ruler to help measure line segments. Students will be able to find the perimeter and area of a given shape and can compute the volume within a prism.</td>
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<tr>
<td>10</td>
<td>Measuring Circles, Cylinders and Time pp. 242-259</td>
<td>Students will be able to determine the diameter, circumference and area of a circle and will be able to compute the volume of a cylinder. Students will add and subtract units of time and be able to determine the elapsed time from one</td>
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</table>

**Measurement and Geometry**

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:

1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base × height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

**Algebra and Functions**

2.1 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:

2.2 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).

3.1 Students investigate geometric patterns and describe them algebraically:

3.2 Use variables in expressions describing geometric quantities (e.g., \( P = 2w + 2l \), \( A = \frac{1}{2} bh \), \( C = \pi d \)—the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).

3.3 Express in symbolic form simple relationships arising from geometry.

**Measurement and Geometry**

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:

1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base × height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.
| 11 | Graphs pp. 260-287 | Students will be able to read and construct pictographs, bar graphs, double and divided bar graphs, line graphs and circle graphs. Students will be able to redraw and correct a misleading graph. | Statistics, Data Analysis and Probability (Grade 5)  
1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:  
1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets. |
|---|---|---|---|
| 12 | Scale Drawing | N/A | Algebra and Functions  
1.1 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:  
1.2 Use information taken from a graph or equation to answer questions about a problem situation.  
1.3 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.  
1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid. |
| 13 | Introduction to Algebra pp. 306-341 | Students know how to use number lines to help calculate and represent mathematical steps. Students will be able to compare integers and state the absolute value of any positive or negative integer. Student will be able to solve operations sentences with positive and negative integers. Students will solve for a variable in an open sentence involving addition, subtraction, multiplication and division. | N/A |
Principles of Mathematics III Benchmark Course Outline
Course Number: 2432
Course Name: Principles of Mathematics III
JMCS ESLR / Growth Area: #5 - Students Understand and Apply Mathematical Concepts

Principles of Mathematics III is an option to satisfy the Math requirement for graduation. It is a 10-credit course.

Credits:
Credits per Lesson Benchmark: 0.2 credits per lesson
Credits are earned through the completion of all assigned work at a 70% or better

Courseware:
The credit calculations and content information references the following textbook:
Meeting the California Challenge – Mathematics ©2008

California Content Standards
Principles of Mathematics III is designed primarily as a course for students who need to pass the California High School Exit Exam. Thus, the course correlates with the CA Content Standards from grades 6, 7 and Algebra 1. The text, Meeting the California Challenge has detailed CA Content Standards information on pages vii – xvi.

Instructional Guidelines:
This course follows the text Meeting the California Challenge – Mathematics very closely. The text is organized into 5 main chapters with several lessons per chapter. It also focuses its attention, and more lessons, on the concepts that are represented more frequently on the CAHSEE. Since not all chapters require the same level of work, credits have been broken down by lesson instead of chapter.

Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.
## Principles of Mathematics III Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Text Link</th>
<th>Benchmark Description</th>
<th>CA Content Standards Addressed (Grade, Strand, #)</th>
</tr>
</thead>
</table>
| 1 – Number Sense | Lessons: 1 -10 pp. 2-41 | **Lesson 1** – Determining Absolute Value and Opposites | (7, NS, 2.5) – Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of a number from zero on a number line; and determine the absolute value of real numbers. 
(Alg 1, 2.0) – Students understand and use such operations as taking the opposite. |
| | | **Lesson 2** – Adding and Subtracting Rational Numbers | (7, NS, 1.2) – Add and subtract rational numbers (integers, fractions, and terminating decimals). 
(7, NS, 2.2) – Add and subtract fractions by using factoring to find common denominators. |
| | | **Lesson 3** – Multiplying and Dividing Rational Numbers | (7, NS, 1.2) – Multiply and divide rational numbers (integers, fractions, and terminating decimals). 
(Alg 1, 2.0) – Students understand and use such operations as finding the reciprocal. |
| | | **Lesson 4** – Converting Fractions, Decimals, and Percents | (7, NS, 1.3) – Convert fractions to decimals and percents and use these representations in estimations, computations, and applications. |
| | | **Lesson 5** – Solving Application Problems with Percent | (7, NS, 1.7) – Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest. |
| | | **Lesson 6** – Calculating Percent Increase and Decrease | (7, NS, 1.6) – Calculate the percentage of increases and decreases of a quantity. |
| | | **Lesson 7** – Expanding and Simplifying Numerical Expressions with Exponents | (7, NS, 2.1) – Understanding negative whole-number exponents. 
(7, AF, 2.1) – Interpret positive whole number powers as repeated multiplication and negative whole number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents. |

Appendix 1: JMCS Bench Course Outlines
| Lesson 8 – Multiplying and Dividing Numerical Expressions with Exponents | (7, NS, 1.2) – Take positive rational numbers to whole-number powers. (7, NS, 2.1) – Multiply and divide expressions involving exponents with a common base. (7, NS, 2.3) – Multiply, divide and simplify rational numbers by using exponent rules. (Alg 1, 2.0) – Students understand and use the rules of exponents. |
| Lesson 9 – Simplifying and Estimating Square Roots | (7, NS, 2.4) – Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why. (Alg 1, 2.0) – Students understand and use such operations as taking root and raising to a fractional power. |
| Lesson 10 – Writing and Comparing Numbers in Scientific Notation | (7, NS, 1.1) – Read, write, and compare rational numbers in scientific notation (positive and negative powers of ten) with approximate numbers using scientific notation. |

### 2 – Algebra and Functions Lessons: 11 – 33 pp. 42-133

| Lesson 11 – Writing Expressions, Equations, and Systems of Equations | (7, AF, 1.1) – Use variables and appropriate operations to write an expression, an equation, or a system of equations that represents a verbal description. |
| Lesson 12 – Writing Inequalities and Systems of Inequalities | (7, AF, 1.1) - Use variables and appropriate operations to write an expression, an equation, or a system of equations that represents a verbal description. |
| Lesson 13 – Evaluating Algebraic Expressions | (7, AF, 1.2) – Use the correct order of operations to evaluate algebraic expressions. (7, AF, 2.1) – Evaluate expressions that include exponents. |
| Lesson 14 – Simplifying Algebraic Expressions with Exponents | (7, NS, 2.1) – Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base. (7, AF, 2.1) – Simplify expressions that include exponents. (Alg 1, 2.0) – Students understand and use the rules of exponents. |

Appendix 1: JMCS Bench Course Outlines
| Lesson 15 – Adding and Subtracting Monomials and Polynomials | (Alg 1, 10.0) – Students add and subtract monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques. |
| Lesson 16 – Multiplying and Dividing Monomials and Polynomials | (7, AF, 2.2) – Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent. (Alg 1, 10.0) – Students multiply and divide monomial and polynomials. Students solve multistep problems, including word problems, by using these techniques. |
| Lesson 17 – Solving Two-Step Linear Equations | (7, AF, 4.1) – Solve two-step linear equations in one variable over the rational numbers, interpret the solution in the context from which they arose, and verify the reasonableness of the results. |
| Lesson 18 – Solving Multistep Linear Equations | (Alg 1, 4.0) – Students simplify expressions before solving linear equations in one variable. |
| Lesson 19 – Solving Two-Step Linear Inequalities | (7, AF, 4.1) – Solve two-step linear inequalities in one variable over the rational numbers, interpret the solutions in the context from which they arose, and verify the reasonableness of the results. |
| Lesson 20 – Solving Multistep Linear Inequalities | (Alg 1, 4.0) – Students simplify expressions before solving linear inequalities in one variable. |
| Lesson 21 – Solving Word Problems with Equations and Inequalities | (Alg 1, 5.0) – Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step. |
| Lesson 22 – Solving Absolute Value Equations | (Alg 1, 3.0) – Students solve equations involving absolute values. |
| Lesson 23 – Solving Absolute Value Inequalities | (Alg 1, 3.0) – Students solve inequalities involving absolute values. (Alg 1, 7.0) – Students verify that a point lies on a line, given an appendix 1: JMCS Bench Course Outlines
<p>| Lesson 24 – Verifying Solution to Linear Equations and Graphing Linear Equations | equation of the line. |
| Lesson 25 – Graphing Linear Equations Using the Intercepts Method | (Alg 1, 6.0) – Students graph a linear equation and compute the x- and y-intercepts. |
| Lesson 26 – Graphing Linear Functions and Applying Slope | (7, AF, 3.3) – Graph linear functions, noting that the vertical change per unit of horizontal change is always the same and know that the ratio is called the slope of the graph. |
| Lesson 27 – Identifying Parallel Lines | (Alg 1, 7.0) – Students are able to derive linear equations. |
| Lesson 28 – Graphing and Interpreting Quantitative Relationships | (Alg 1, 8.0) – Students understand the concepts of parallel lines and how their slopes are related. |
| Lesson 29 – Solving Systems of Linear Equations I | (7, AF, 1.5) – Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph. |
| Lesson 30 – Solving Systems of Linear Equations II | (7, AF, 3.4) – Plot the values of quantities whose ratios are always the same. Fit a line to the plot and understand that the slope of a line equals the quantities. |
| Lesson 31 – Solving Systems of Linear Inequalities | (Alg 1, 9.0) – Students solve a system of two linear equations into variables and are able to interpret the answer graphically. |
| Lesson 32 – Solving Problems with Systems of Linear Equations | (Alg 1, 9.0) – Students solve a system of two linear equations in two variables algebraically. |
| Lesson 33 – Graphing Nonlinear Equations | (Alg 1, 9.0) – Students are able to solve a system of linear inequalities in two variables and to sketch the solution sets. |
| | (Alg 1, 15.0) – Students apply algebraic techniques to solve percent mixture problems. |
| | (7, AF, 3.1) – Graph functions of the form ( y = nx^2 ) and ( y = nx^3 ) and use in solving problems. |</p>
<table>
<thead>
<tr>
<th>3 – Measurement and Geometry</th>
<th>Lessons: 34-49 pp. 134-197</th>
<th><strong>Lesson 34</strong> – Comparing and Converting Units of Measurement</th>
<th>(7, MG, 1.1) – Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 35</strong> – Comparing and Converting Square and Cubic Units of Measurement</td>
<td>(7, MG, 1.1) – Compare capacities and geometric measures within and between measurement systems.</td>
<td></td>
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<tr>
<td><strong>Lesson 36</strong> – Comparing and Converting Rates</td>
<td>(7, MG, 1.1) – Compare measures within and between measurement systems.</td>
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<tr>
<td><strong>Lesson 37</strong> – Solving Direct Variation Problems</td>
<td>(7, MG, 1.1) – Use measures expressed as rates and measures expressed as products to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.</td>
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<tr>
<td><strong>Lesson 38</strong> – Interpreting Scale Drawings and Models</td>
<td>(7, AF, 4.2) – Solve multistep problems involving rate, average speed, distance and time or a direct variation.</td>
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</tr>
<tr>
<td><strong>Lesson 39</strong> – Computing Perimeter and Circumference of Geometric Figures</td>
<td>(Alg 1, 15.0) – Students apply algebraic techniques to solve work problems.</td>
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<tr>
<td><strong>Lesson 40</strong> – Computing Area of Geometric Figures</td>
<td>(7, MG, 1.2) – Construct and read drawings and models made to scale.</td>
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<tr>
<td><strong>Lesson 41</strong> – Graphing Simple Figures and Computing Length and Area</td>
<td>(7, MG, 2.1) – Use formulas routinely for finding the area of basic two-dimensional figures including rectangles, parallelograms, trapezoids, squares, triangles and circles.</td>
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<tr>
<td><strong>Lesson 42</strong> – Graphing Translations and</td>
<td>(7, MG, 2.1) – Use formulas routinely for finding the perimeter of basic two-dimensional figures including rectangles, parallelograms, trapezoids, squares, triangles and circles.</td>
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</table>

Appendix 1: JMCS Bench Course Outlines

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<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Lesson 43</td>
<td>– Estimating and Computing Area of Irregular Figures</td>
<td>(7, MG, 2.2) – Estimate and compute the area of more complex or irregular two-dimensional figures by breaking the figures down into more basic geometric objects.</td>
</tr>
<tr>
<td>Lesson 44</td>
<td>– Computing Surface Area of Geometric Figures</td>
<td>(7, MG, 2.1) – Use formulas routinely for finding the surface area of basic three-dimensional figures, including prisms and cylinders.</td>
</tr>
<tr>
<td>Lesson 45</td>
<td>– Computing Volume of Geometric Figures</td>
<td>(7, MG, 2.1) – Use formulas routinely for finding the volume of basic three-dimensional figures, including prisms and cylinders.</td>
</tr>
<tr>
<td>Lesson 46</td>
<td>– Estimating and Computing Surface Area and Volume of Irregular Figures</td>
<td>(7, MG, 2.2) – Estimate and compute the area of more complex or irregular three-dimensional figures, by breaking the figures down into more basic geometric objects. (7, MG, 2.3) – Compute the surface area of the faces and the volume of a three-dimensional object built from rectangular solids.</td>
</tr>
<tr>
<td>Lesson 47</td>
<td>– Computing Measurements of Rectangular Prisms Based on Dimensional Changes</td>
<td>(7, MG, 2.3) – Understand that when the lengths of all dimensions of a rectangular prism are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor, and the volume is multiplied by the cube of the scale factor.</td>
</tr>
<tr>
<td>Lesson 48</td>
<td>– Apply the Pythagorean Theorem</td>
<td>(7, MG, 3.2) – Understand and use coordinate graphs to plot simple figures and determine lengths related to them. (7, MG, 3.3) – Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the length of the other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.</td>
</tr>
<tr>
<td>Lesson 49</td>
<td>– Identifying Congruent Figures and Their Parts</td>
<td>(7, MG, 3.4) – Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.</td>
</tr>
<tr>
<td>4 – Statistics, Data Analysis, and Probability</td>
<td>Lessons: 50-56 pp. 198-225</td>
<td>Lesson 50 – Computing Mean, Median and Mode</td>
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<td>Lesson 51 – Identifying Elements of a Data Set</td>
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<td>Lesson 52 – Interpreting Scatterplots</td>
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<td></td>
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<td>Lesson 53 – Creating and Interpreting Various Data Plots</td>
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<td>Lesson 54 – Identifying and Validating Statistical Claims</td>
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<td>Lesson 55 – Calculating the Probability of an Event and Its Complement</td>
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<td></td>
<td>Lesson 56 – Identifying and Calculating the Probability of Compound Events</td>
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<td>Lesson 57 – Solving Word Problems</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>5 – Mathematical Reasoning</th>
<th>Lessons: 57-60 pp. 226-241</th>
<th>Lesson 57 – Solving Word Problems</th>
<th>(7, MR, 1.1) – Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(7, MR, 3.3) – Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.</td>
</tr>
</tbody>
</table>
| Lesson 58 – Estimating Answers and Determining the Reasonableness of Answers | **(7, MR, 2.1)** – Use estimation to verify the reasonableness of calculated results.  
**(7, MR, 2.3)** – Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.  
**(7, MR, 3.1)** – Evaluate the reasonableness of the solutions in the context of the original situation. |
| Lesson 59 – Formulating Mathematical Conjectures | **(7, MR, 1.2)** – Formulate and justify mathematical conjectures based on a general description of the mathematical question or problems posed. |
| Lesson 60 – Applying Inductive and Deductive Reasoning | **(7, MR, 2.4)** – Make and test conjectures by using both inductive and deductive reasoning. |
Pre-Algebra Benchmark Course Outline
Course Number: 2424
Course Name: Pre-Algebra
JMCS ESLR / Growth Area: #5 - Students Understand and Apply Mathematical Concepts

Pre-Algebra is an option to satisfy the Math requirement for graduation. It is a 10-credit course.

Credits:
Credits per Chapter Benchmark: **0.8 credits per chapter**
Credits are earned through the completion of all assigned work at a 70% or better

Courseware:
The credit calculations and content information references the following textbook:
*AGS Pre-Algebra ©2004*

California Content Standards
Pre-Algebra correlates with the CA Content Standards for Grade Seven.

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.

Pre-Algebra Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>AGS Link</th>
<th>Benchmark Description</th>
<th>CA Content Standards Addressed</th>
</tr>
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</table>
| 1         | Algebra and Whole Numbers pp. 1-29 | Students will review addition, subtraction, multiplication and division using whole numbers, learn to estimate sums, differences, products and quotients. Students will recognize true, false and open statements, recognize algebraic and numerical expressions and evaluate algebraic expressions. | Number Sense  
1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:  
1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers. |

Appendix 1: JMCS Bench Course Outlines
| 2 | **Using Decimals pp. 30-57** | Students will identify the place value of digits, compare and round decimals, add, subtract, divide and multiply decimals. Students will be able to change decimals to fractions and fractions to decimals, use a bar to identify a repeating decimal, rename percents as decimals and evaluate algebraic expressions with decimals. | **Number Sense**  
1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:  
1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.  
1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions. |
| 3 | **Number Theory pp. 58-81** | Students will identify divisible numbers, tell prime numbers from composite numbers, find the greatest common divisor, use the distributive property to multiply or factor expressions, find the least common multiple and use scientific notation for large and small numbers. | **Number Sense**  
1.1 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:  
1.2 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.  
1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.  
**Algebra and Functions**  
1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:  
1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used. |
| 4 | Rational Numbers and Fractions pp. 82-119 | Students will identify proper and improper fractions and mixed numbers. Students will write equivalent fractions, express fractions in their simplest form, compare and order fractions. Students will be able to add, subtract, multiply and divide fraction and mixed numbers with like and unlike denominators. | Number Sense  
1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:  
1.4 Differentiate between rational and irrational numbers.  
2.0 Students use exponents, powers, and roots and use exponents in working with fractions:  
2.2 Add and subtract fractions by using factoring to find common denominators. |
| 5 | Basic Operations and Rational Expressions pp. 120-149 | Students will use the order of operations to solve problems correctly. Students will evaluate algebraic expressions, solve algebraic equations by adding and subtracting, simplify complex fractions and add, subtract and multiply rational expressions. | Algebra and Functions  
1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:  
1.2 Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)$.  
2.0 Students interpret and evaluate expressions involving integer powers and simple roots:  
2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.  
4.1 Students solve simple linear equations and inequalities over the rational numbers:  
4.2 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results. |
| 6 | Ratios, Proportions, and Percents pp. 150-177 | Students will be able to express ratios in different forms, solve problems using proportions, change fractions and decimals to percents and solve problems using percents. | Number Sense  
1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:  
1.6 Calculate the percentage of increases and decreases of a quantity.  
1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest. |

Appendix 1: JMCS Bench Course Outlines
| 7 | **Integers pp. 178-207** | Students will be able to identify the absolute value of integers, compare the values of negative and positive whole numbers, add, subtract, multiply and divide integers. | **Number Sense**  
2.0 Students use exponents, powers, and roots and use exponents in working with fractions:  
2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers. | **Algebra and Functions**  
2.1 Students interpret and evaluate expressions involving integer powers and simple roots:  
2.2 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents. |
|---|---|---|---|
| 8 | **Exponents, Square Roots and Pythagorean Theorem pp. 208-235** | Students will be able to find the value of numbers raised to a certain power, multiply and divide terms with exponents and find the area and volume using numbers with exponents. Students will find the square roots of numbers and use the Pythagorean theorem to solve problems. | **Number Sense**  
1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:  
1.4 Differentiate between rational and irrational numbers.  
2.1 Students use exponents, powers, and roots and use exponents in working with fractions:  
2.2 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.  
2.3 Multiply, divide, and simplify rational numbers by using exponent rules.  
2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why. | **Algebra and Functions**  
2.1 Students interpret and evaluate expressions involving integer powers and simple roots:  
2.2 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents. |
3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:

3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.

Students will be able to find the perimeters of regular and irregular polygons and calculate the areas of regular and irregular polygons. Students will use formulas to find the volumes of cubes, rectangular prisms and square pyramids. Students will determine the circumferences and areas of circles and use formulas to find the volumes of cylinders and spheres.

Measurement and Geometry

2.1 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:

2.2 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.

2.3 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.

2.4 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.
| 10 | **Graphing**  
pp. 274-311 | Students will be able to graph solutions to equalities and inequalities on number lines, identify and graph ordered pairs of values and determine and graph points of a linear equation. Students will be able to determine the values of slope, the y-intercept and the x-intercept of a line. |
| 11 | **Geometry**  
pp. 312-341 | Students will measure and classify angles, name and classify triangles and find the measure of angles in triangles. Students will identify quadrilaterals and determine the number of degrees in polygons. |

### Algebra and Functions

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

3.1 Students graph and interpret linear and some nonlinear functions:

3.2 Graph functions of the form $y = nx$ and $y = nx$ and use in solving problems.

3.3 Graph linear functions, noting that the vertical change (change in $y$-value) per unit of horizontal change (change in $x$-value) is always the same and know that the ratio (“rise over run”) is called the slope of a graph.

### Measurement and Geometry

3.1 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:

3.2 Identify and construct basic elements of geometric figures (e.g., altitudes, midpoints, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.

3.3 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.

3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.
| 3.5 | Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones. |
| 3.6 | Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect). |

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<tr>
<th>12</th>
<th><strong>Data, Statistics, and Probability pp. 342-367</strong></th>
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</thead>
<tbody>
<tr>
<td>Students will be able to construct graphs and interpret information illustrated by them, record and understand data in a frequency table. Students will find measures of central tendency and range, construct and understand box-and-whisker plots. Students will be able to solve problems involving probability and the fundamental principle of counting.</td>
<td><strong>Algebra and Functions</strong></td>
</tr>
<tr>
<td><strong>1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:</strong></td>
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</tr>
<tr>
<td><strong>1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.</strong></td>
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<tr>
<td><strong>Statistics, Data Analysis, and Probability</strong></td>
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<tr>
<td><strong>1.1 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:</strong></td>
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<tr>
<td><strong>1.2 Know various forms of display for data sets, including a stem- and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.</strong></td>
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<tr>
<td><strong>1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.</strong></td>
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</tbody>
</table>
Algebra Benchmark Course Outline
Course Number: 2403
Course Name: Algebra
JMCS ESLR / Growth Area: #5 - Students Understand and Apply Mathematical Concepts

Algebra is a 10-credit course. 10 Carnegie credits of Algebra are required for graduation.

Credits:
Credits per Chapter Benchmark: 0.9 credits per chapter
Credits are earned through the completion of all assigned work at a 70% or better

Courseware:
The credit calculations and content information references the following textbook:
AGS Algebra ©2004

California Content Standards:
Algebra correlates with the CA Content Standards for Algebra I, grades eight through twelve.
“Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.”

Instructional Guidelines:
Benchmark 11, Irrational Numbers and Radical Expressions, and Benchmark 12, Geometry, do not align directly with the CA Content Standards for Algebra I, and thus have not been included in this course outline.

Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.

Appendix 1: JMCS Bench Course Outlines
## Algebra Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>AGS Link</th>
<th>Benchmark Description</th>
<th>CA Content Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Algebra: Arithmetic with Letters pp. 1-29</td>
<td>Students will recognize numerical and algebraic expressions and understand the use of variables in algebraic expressions. Students understand positive and negative integers, opposites and absolute value. Students will be able to use rules related to adding, subtracting, multiplying and dividing integers. Students will be able to simplify expressions with one or more variables. Students read and write exponents and use formulas with variables.</td>
<td>1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable. 3.0 Students solve equations and inequalities involving absolute values.</td>
</tr>
<tr>
<td>2</td>
<td>The Rules of Arithmetic pp. 30-61</td>
<td>Recognize and understand the commutative and associative properties of addition and subtraction. Understand and be able to use the distributive property and factoring. Recognize the properties of the numbers 0 and 1. Identify and use powers and roots of numbers and use the order of operations in making calculations.</td>
<td>1.1 Students use properties of numbers to demonstrate whether assertions are true or false. 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.</td>
</tr>
<tr>
<td>3</td>
<td>Linear Equations with One Variable pp. 62-93</td>
<td>Students will write and solve equations and use formulas for perimeter, area and the Pythagorean Theorem to solve problems. Students will graph inequalities on a number line and know how to solve inequalities.</td>
<td>4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as 3(2x-5) + 4(x-2) = 12 5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.</td>
</tr>
<tr>
<td>4</td>
<td>Applications of Algebra pp. 94-121</td>
<td>Students will know how to write an algebraic equation for a number sentence. They will be able to identify formulas to use in specific types of problems and write problems using algebraic formulas. Students will solve problems by applying algebraic equations.</td>
<td>15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.</td>
</tr>
</tbody>
</table>

Appendix 1: JMCS Bench Course Outlines
| 5 | **Exponents and Polynomials**<br>pp. 122-153 | Students will recognize and use exponents in computations. They will identify the benefit of using scientific notation in some calculations. Students will be able to define, name and solve polynomials. | **2.0** Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents. **10.0** Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques. |
| 6 | **Factoring**<br>pp. 154-181 | Students will be able to completely factor integers, find the greatest common factor of polynomials, factor trinomials and factor algebraic expressions. They will be able to identify zero as a factor and use factoring as a means of solving equations. | **11.0** Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials. **14.0** Students solve a quadratic equation by factoring or completing the square. |
| 7 | **Data, Statistics and Probability**<br>pp. 182-217 | Students will be able to organize data into graphs, read and interpret graphic representations, determine the range and measures of central tendency and compute probabilities and complementary events involving statistics. | **17.0** Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression. |
| 8 | **Fractions and Algebra**<br>pp. 218-247 | Students will review how to write fractions in their simplest form and find the greatest common factor for two or more fractions. They will be able to multiply and divide algebraic fractions, simplify complex fractions, find the least common multiple and prime factors of algebraic fractions and add and subtract algebraic fractions. Students will solve problems involving proportions and fractions and be able to solve equations with algebraic fractions. | **12.0** Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms. |
| 9   | Linear Equations and Inequalities in the Coordinate Plane pp. 248-285 | Students will be able to identify the parts of a graph and locate and plot points in the coordinate system. Students will solve equations for ordered pairs and graph a line. Students will be able to find the x-intercept and y-intercept of a graph, determine the slope of a line and write and solve an equation of a straight line. Students will be able to identify and evaluate functions and determine the range of a function with a given domain. Students will know how to graph inequalities and interpret and create graphs without numbers. | 6.0 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph \(2x + 6y = 4\)). They are also able to sketch the region defined by a linear inequality (e.g., they sketch the region defined by \(2x + 6y < 4\)).
7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.
8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion. |
| 10  | Systems of Linear Equations pp. 286-325 | Students will write and solve equations for parallel lines. They will determine whether a system of equations has a common solution, be able to use substitution or elimination to find the common solution and graph equations to find the common solution. Students will be able to evaluate conjunctions and solve problems using systems of linear equations. | 9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets. |
| 11-12 | N/A | N/A | N/A |

Appendix 1: JMCS Bench Course Outlines
<table>
<thead>
<tr>
<th></th>
<th><strong>Quadratic Equations pp. 384-405</strong></th>
<th>Students will be able to solve quadratic equations by factoring, write quadratic equations from their roots, solve quadratic equations by completing the square, use the quadratic formula to solve quadratic equations and graph quadratic equations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>14.0</strong> Students solve a quadratic equation by factoring or completing the square. <strong>19.0</strong> Students know the quadratic formula and are familiar with its proof by completing the square. <strong>20.0</strong> Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations. <strong>21.0</strong> Students graph quadratic functions and know that their roots are the $x$-intercepts.</td>
<td></td>
</tr>
</tbody>
</table>
Geometry Benchmark Course Outline
Course Number: 2413
Course Name: Geometry
JMCS ESLR / Growth Area: #5 - Students Understand and Apply Mathematical Concepts

Geometry is a 10-credit course and can be used to satisfy the 10 Carnegie credits of Math required for graduation.

Credits:
Credits per Chapter Benchmark: **0.9 credits per chapter**
Credits are earned through the completion of all assigned work at a 70% or better

Courseware:
The credit calculations and content information references the following textbook:
*AGS Geometry ©2005*

California Content Standards
Geometry correlates with the CA Content Standards for Geometry, grades eight through twelve.
“The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.”

Instructional Guidelines:
Benchmark 12, Geometry and Imagination, does not align directly with the CA Content Standards for Geometry, and thus has not been included in this course outline.

Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.
## Geometry Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>AGS Link</th>
<th>Benchmark Description</th>
<th>CA Content Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exploring Geometry: Point, Lines, and Angles in the Plane pp. 1-33</td>
<td>This benchmark serves as a good review of basic geometric principles of angles. Students will be able to recognize a point, line and plane and be able to identify line segments and rays. Students will be able to use postulates to determine how to use a ruler with geometric figures. Students will construct angles, measure and classify angles, including copying and bisecting. Students will be able to identify complementary and supplementary angles and be able to use algebra to solve problems in geometry.</td>
<td>16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</td>
</tr>
</tbody>
</table>
| 2         | Thinking Geometrically: Using Proofs pp. 34-63 | Students will evaluate and write conditionals. Students will be able to identify and apply the postulates that define lines and angles and that apply to constructions. Students will construct geometric lines and shapes based on postulates. Students will be able to use axioms in explanations. Students will prove the Vertical Angle Theorem and use it to find measures of angles. | 1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.  
2.0 Students write geometric proofs, including proofs by contradiction. |
| 3         | Parallel Lines and Transversals pp. 64-101 | Students will be able to distinguish parallel, intersecting and skew lines as well as be able to identify and name angles formed by transversals crossing parallel lines. Students will use theorems to compare and find the measures of angles and identify parallel lines. Students will construct squares, rectangles, trapezoids and use postulates and theorems to construct parallel lines. Students will be able to define quadrilaterals and parallels and apply theorems to them. | 2.0 Students write geometric proofs, including proofs by contradiction.  
7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.  
16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line. |
<table>
<thead>
<tr>
<th>4</th>
<th>Using Algebra: Lines in the Coordinate Plane pp. 102-141</th>
<th>This benchmark is a good review of Algebra concepts concerning lines. Students will be able to identify the algebraic equation for a line and use ordered pairs to graphs lines, define and find the slope of a line and write equations for lines. Students will be able to graph lines given slope and ordered pairs and will be able to find the midpoint of a line segment.</th>
<th>17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Triangles and Quadrilaterals pp. 142-189</td>
<td>Students will construct triangles using sides. Students will be able to name triangles using their angles and distinguish and name quadrilaterals. Students will find the measures of angles in quadrilaterals and triangles. Students will be able to define quadrilaterals and parallels and apply theorems to them. Students will construct perpendiculars as well as triangles based on angles and sides. Students will be able to use the Angle Sum Theorem to define triangles.</td>
<td>12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems. 13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.</td>
</tr>
<tr>
<td>6</td>
<td>Congruent Triangles and Transformations pp. 190-233</td>
<td>Students will be able to use SAS Postulate to identify corresponding parts of triangles, construct triangles using SSS information and identify congruent triangles based on SSS and ASA structures. Students will be able to identify angle and side characteristics of congruent triangles. Students will be able to identify lines of symmetry in reflections and make generalizations about reflections and lines of reflection. Students will be able to map translations in a coordinate plane and describe and graph rotations.</td>
<td>5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles. 6.0 Students know and are able to use the triangle inequality theorem. 22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.</td>
</tr>
</tbody>
</table>

Appendix 1: JMCS Bench Course Outlines
| 7 | **Proportion and Similarity**  
   *pp. 234-267* | Students will be able to identify equal proportions. Students understand that the product of the extremes equals the product of the means and are able to use this theorem to solve problems. Students will solve for the missing sides of similar triangles and be able to construct regular polygons and demonstrate their similarity. Students will be able to give coordinates of dilations. | 4.0 Students prove basic theorems involving congruence and similarity.  
5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.  
11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids. |
|---|---|---|---|
| 8 | **The Pythagorean Theorem**  
   *pp. 268-307* | Students will identify Pythagorean Triples and be able to use the Pythagorean Theorem to determine the length of an unknown side of a right triangle. Students will be able to use the ratios of sides of special triangles to find an unknown side. Students will be able to determine the area of a trapezoid and find the distance between points using the distance formula. | 14.0 Students prove the Pythagorean theorem.  
15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.  
20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. |
| 9 | **Perimeter and Area**  
   *pp. 308-341* | Students will be able to identify formulas for finding the perimeter and area of various polygons and use the distance formula for finding perimeter. Students will be able to use the Pythagorean Theorem to determine perimeter and area. Students will use formulas to find the perimeters and areas of polygons. | 8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.  
10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids. |
| 10 | **Circles and Spheres**  
   *pp. 342-381* | Students will be able to identify formulas for the radius, diameter, circumference and area of a circle. Students will be able to construct circles. Students will be able to determine the circumference, diameter, radius, and area of a circle. Student will solve problems involving area and probability. Students will be able to define trigonometric ratios and use them to find | 8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.  
9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders. |
the missing side of a right triangle. Students will be able to determine the volume and surface area of a sphere.

| 18.0 | Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, \( \tan(x) = \frac{\sin(x)}{\cos(x)} \), \( \sin^2(x) + \cos^2(x) = 1 \).

| 19.0 | Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

| 21.0 | Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.

| 11 | **Solid Geometric Figures and Their Measures pp. 382-407**

| Students will be able to identify formulas for determining the volume of solids and then use those formulas to determine the volume of various solids. Students will be able to find the surface area of various solids. Students will be able to use formulas to determine a missing dimension of a solid given its surface area or volume. Students will use customary and metric units of measurement.

| 9.0 | Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.

| 12 | *This chapter does not align with CA high school standards.*

| N/A | N/A

Appendix 1: JMCS Bench Course Outlines
ESLR/Growth Area #6: SCIENCE

Students apply scientific concepts and skills.

ESLR #6 GOALS:

Through the study of life sciences and physical sciences, students will:

- Observe, measure, compare, order and categorize characteristics or behaviors
- Draw inferences about unknowns from information around them
- Understand the use of the scientific method
- Recognize the inter-relationships among the scientific themes (energy, interactions, patterns and change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere and exosphere).
- Study the effects of the sciences, technologies, and societies on one another and on the environment.

Courses within this ESLR are aligned to the CA science standards (*JMCS will transition to NGSS standards by 2020).
Life Science Benchmark Course Outline
Course Number: 2621
Course Name: Life Science
JMCS ESLR / Growth Area: #6 - Students Apply Scientific Concepts and Skills

Life Science is a 10 Carnegie credit course. It is a required course for graduation.

Credits:
Credits per Chapter Benchmark: 0.8 credits per chapter
Credits are earned through the completion of all assigned work at a 70% or better.

Courseware:
The credit calculations and content information references the following textbook:
AGS Biology ©2004

California Content Standards:
Life Science correlates with the CA Content Standards for Biology/Life Sciences, Grades 9-12. Benchmarks 2 - 6 are not directly linked to the Grade 9-12 standards; however, they provide important foundational information about the classification of living things and have thus been included in this course and are linked to the CA Content Standards for other grade levels. Benchmark 13 “The Behavior of Organisms” does not have a direct correlation to the CA Content Standards for Biology/Life Sciences for either middle or high school, and has thus been omitted from this course. Teachers may assign benchmark 13 as an extension activity or as elective credit.

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.
### Life Science Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>AGS Link</th>
<th>Benchmark Description</th>
<th>CA Content Standards Addressed (Grade, Strand)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1 The Basic Unit of Life: pp. 1-23</td>
<td>Students will be able to explain what a cell is and describe the organization of cells in living things. Students will compare and contrast plant and animal cells. Students will be able to identify chemicals that are important for life and explain how living things use these and be able to describe basic life activities.</td>
<td>(7, Cell Biology) 1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. (9-12, Cell Biology) 1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism’s cells. As a basis for understanding this concept: a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings. b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings. d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm. e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins. g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide. i.* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2 Organizing Living Things: pp. 24-39</td>
<td>Students will be able to identify the differences between living and nonliving things, name the five kingdoms, and learn what kinds of organisms belong to each. Students will be able</td>
<td>(6, Ecology) 5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. (7, Structure and Function in Living Systems)</td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
<td>Outline</td>
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<tr>
<td>3</td>
<td><strong>Chapter 3</strong>&lt;br&gt;Classifying Animals: pp. 40-65</td>
<td>Students will learn how biologists classify and name animals and be able to identify the features of different groups of vertebrates and invertebrates. (6, Ecology)&lt;br&gt;5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.&lt;br&gt;(7, <em>Structure and Function in Living Systems</em>)&lt;br&gt;5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.</td>
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<tr>
<td>4</td>
<td><strong>Chapter 4</strong>&lt;br&gt;Classifying Plant Groups: pp. 66-83</td>
<td>Students will demonstrate an understanding that plants are classified according to their similar structures and are able to explain the difference between vascular and nonvascular plants. Students will be able to explain the differences and similarities between plants with seeds and plants without seeds and be able to describe angiosperms, gymnosperms, ferns, and mosses. (6, Ecology)&lt;br&gt;5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.&lt;br&gt;(7, <em>Structure and Function in Living Systems</em>)&lt;br&gt;5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.</td>
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<tr>
<td>5</td>
<td><strong>Chapter 5</strong>&lt;br&gt;Bacteria, Protists and Fungi: pp. 84-113</td>
<td>Students will be able to identify the properties of bacteria. They will explore the different kinds of protists, their features, and will be able to describe the properties and life activities of fungi. (6, Ecology)&lt;br&gt;5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.&lt;br&gt;(7, <em>Structure and Function in Living Systems</em>)&lt;br&gt;5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.</td>
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<tr>
<td>6</td>
<td><strong>Chapter 6</strong>&lt;br&gt;How Animals Stay Alive: pp. 114-141</td>
<td>Students will demonstrate an understanding of how animals obtain and digest food. They will explore respiration and circulation in animals and will be able to explain how animals preserve water balance and excrete waste. Students will be able to describe the functions of the endocrine system and the nervous system. (6, Ecology)&lt;br&gt;5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.&lt;br&gt;(7, <em>Structure and Function in Living Systems</em>)&lt;br&gt;5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.</td>
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<tr>
<td>7</td>
<td><strong>Chapter 7</strong>&lt;br&gt;How Plants Live:</td>
<td>Students will be able to identify the main parts of a plant, explain how plants reproduce, make seeds, and be able to discuss the life cycle of a plant. (9-12, <em>Cell Biology</em>)&lt;br&gt;1. The fundamental life processes of plants and animals depend on a...</td>
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</table>
| pp. 142-165 | Students will be able to explain that new life comes from existing life. Students will compare variety of chemical reactions that occur in specialized areas of the organism’s cells. As a basis for understanding this concept:  
  f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.  
(9-12, Ecology)  
  6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:  
  d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration. | 8 | Chapter 8  
Human Body Systems: pp. 166-207 | Students will be able to identify eight systems of the human body and describe the structure and function of each human bodysystem. Students will be able to explain how body systems work together to carry out basic life activities. | (9-12, Physiology)  
  9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:  
  a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.  
  b. Students know how the nervous system mediates communication between different parts of the body and the body’s interactions with the environment.  
  c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.  
  d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.  
  e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.  
  f.* Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.  
  g.* Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance. | 9 | Chapter 9  
Reproduction, | Students will be able to explain that new life comes from existing life. Students will compare | (9-12, Genetics)  
  2. Mutation and sexual reproduction lead to genetic variation in a |
<table>
<thead>
<tr>
<th>Growth and Development: pp. 208-239</th>
<th>Students will be able to describe the processes of reproduction and development in different groups of animals and can trace the steps in human reproductions and development.</th>
<th>Students will be able to define the term infectious disease and will be able to explain the body’s defenses against germs. Students will be able to describe ways that infectious diseases can be prevented. Students will be able to identify nutrients the body needs to stay healthy and can identify some good health habits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 10 Staying Healthy: pg. 240-263</td>
<td>Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type. Students know only certain cells in a multicellular organism undergo meiosis. Students know why approximately half of an individual’s DNA sequence comes from each parent.</td>
<td>Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response: Students know the role of the skin in providing nonspecific defenses against infection. Students know the role of antibodies in the body’s response to infection. Students know how vaccination protects an individual from infectious diseases. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body’s primary defenses against bacterial and viral infections, and effective treatments of these infections. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign. Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.</td>
</tr>
<tr>
<td>Chapter 11 Genetics: pg. 264-293</td>
<td>Students will be able to explain how genes pass traits from parents to offspring. They will be able to describe the role of chromosomes in heredity and be able to identify patterns of heredity in humans. Students will explain how scientists are able to use the principles of genetics to affect the traits of organisms.</td>
<td>Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept: Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.</td>
</tr>
</tbody>
</table>
b. Students know only certain cells in a multi-cellular organism undergo meiosis.

c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.

d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).

e. Students know why approximately half of an individual’s DNA sequence comes from each parent.

f. Students know the role of chromosomes in determining an individual’s sex.

g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:

a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).

b. Students know the genetic basis for Mendel’s laws of segregation and independent assortment.

c.* Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.

4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:

c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.

5. The genetic composition of cells can be altered by incorporation...
Students will be able to identify ways in which living things interact with one another and with nonliving things and be able to describe the feeding relationships among the organisms in a community. Students will be able to explain how energy flows through ecosystems and identify materials that cycle through ecosystems. Students will be able to explain that human activities have an impact on ecosystems.

(9-12, Ecology)
6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
   a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
   b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
   c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
   d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
   e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
   f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.

*This chapter does not meet CA high school standards.*

Appendix 1: JMCS Bench Course Outlines
Students will be able to recognize patterns of change in population over time and provide evidence, which supports evolution. Students will be able to explain the theory of evolution by natural selection and describe the fossils of early human ancestors.

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:
   a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.
   b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
   c. Students know new mutations are constantly being generated in a gene pool.
   d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:
   a. Students know how natural selection determines the differential survival of groups of organisms.
   b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
   c. Students know the effects of genetic drift on the diversity of organisms in a population.
   d. Students know reproductive or geographic isolation affects speciation.
   e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
Earth Science Benchmark Course Outline
Course Number: 2618
Course Name: Earth Science
JMCS ESLR / Growth Area: #6 - Students Apply Scientific Concepts and Skills

Earth Science is a 10 Carnegie credit course. It is a required course for graduation.

Credits:
Credits per Chapter Benchmark: 0.7 credits per chapter
Credits are earned through the completion of all assigned work at a 70% or better

Courseware:
The credit calculations and content information references the following textbook:
AGS Earth Science ©2004

California Content Standards
Earth Science correlates with the CA Content Standards for Earth Sciences, grades 9-12, as well as some Earth Science standards from earlier grades as a means of providing foundational content information that students often lack.

Instructional Guidelines:
Teachers will follow the procedures for instruction outlined in the Instructional Guidelines section at the beginning of this document.

Earth Science Course of Study

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>AGS Link</th>
<th>Benchmark Description</th>
<th>CA Content Standards Addressed (Grade, Strand)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1 Studying the Earth: pg. 1-23</td>
<td>Students will be able to define earth science, explain its importance, and provide concrete examples of tools used by earth scientists. Students will be able to describe the major parts of a map, use scales to measure distances on a map, explain what a topographic map is, and be able to read a topographic map.</td>
<td>(9-12, Investigation and Experimentation) 1-h. Read and interpret topographic and geologic maps.</td>
</tr>
</tbody>
</table>

Appendix 1: JMCS Bench Course Outlines
<table>
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<tr>
<th></th>
<th>Chapter 2 Describing the Earth: pg. 24-53</th>
<th>Students will be able to describe the earth’s shape, continents, and oceans. They will be able to explain what causes day and night and explain the earth’s time zones. Students will be able to interpret a block grid on a map and use latitude and longitude to locate points of the earth.</th>
<th>(9-12, Investigation and Experimentation) 1-g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Chapter 3 The Earth and Moon System: pg. 54-75</td>
<td>Students will be able to define gravity, understand its effects, and describe how the earth and moon move in space. Students will be able to explain how the earth’s revolution and tilt of its axis causes seasons. Students will be able to describe the four major phases of the moon, explain how an eclipse happens, explain how the moon causes tides, and be able to describe features of the moon’s surface.</td>
<td>(3, Earth Sciences) 4. Objects in the sky move in regular and predictable patterns. b. Students know the way in which the Moon’s appearance changes during the four-week lunar cycle. d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth. e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 4 The Solar System: pg. 76-105</td>
<td>Student will be able to explain the solar system, identify the four inner and five outer planets, and describe characteristics of each planet. Students will be able to describe the motions and positions of the planets and compare comets and asteroids.</td>
<td>(5, Earth Sciences) 5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept: a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets. c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet. (9-12, Earth’s Place in the Universe) 1. Astronomy and planetary exploration reveal the solar system’s structure, scale, and change over time. As a basis for understanding this concept: d. Students know the evidence indicating that the planets are much closer to Earth than the stars are. e. Students know the Sun is a typical star and is powered by nuclear reactions.</td>
</tr>
</tbody>
</table>
| 5 | Chapter 5  
Stars and Galaxies:  
pg. 106-129 | Students will be able to identify characteristics of stars. Students will be able to define a light-year and describe the life of a star. Students will recognize and explain constellations. Students will be able to explain galaxies.  
*(8, Earth in the Solar System)*  
4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:  
a. Students know galaxies are clusters of billions of stars and may have different shapes.  
b. Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.  
c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.  
*(9-12, Earth’s Place in the Universe)*  
2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept:  
a. Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.  
b. Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.  
c. Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.  
f.* Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion. |
| 6 | Chapter 6  
Earth Chemistry:  
pg. 130-151 | Students will be able to define matter, identify states of matter and identify the properties of matter. Student will be able to locate the parts of an atom on a diagram. Students will be able to compare and contrast elements, compounds, and mixtures.  
*(8, Structure of Matter)*  
3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:  
a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.  
b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.  
d. Students know the states of matter (solid, liquid, gas) depend on |
Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Outline</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Chapter 7 Minerals:</td>
<td>Students will be able to define a mineral, name familiar minerals, and describe how minerals are located and mined. Students will be able to identify basic properties of all minerals, compare minerals by their properties, and describe how minerals are used.</td>
<td>(4, Earth Sciences) 4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept: b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.</td>
</tr>
<tr>
<td></td>
<td>pg. 152-175</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Chapter 8 Rocks:</td>
<td>Students will be able to define what constitutes a rock and be able to describe igneous, sedimentary, and metamorphic rocks. Students will be able to explain how rock types are formed and compare and contrast different rocks within each rock type. Students will be able to describe the rock cycle and the forces involved in it.</td>
<td>(4, Earth Sciences) 4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept: a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).</td>
</tr>
<tr>
<td></td>
<td>pg. 176 – 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Chapter 9 The Earth’s</td>
<td>Students will be able to describe the earth’s atmosphere and explain its structure. Students will be able to discuss how gases in the air cycle through the environment. Students will be able to classify clouds, explain how precipitation forms, and describe the earth’s wind patterns.</td>
<td>(6, Energy in the Earth System) 4. Many phenomena on Earth’s surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept: a. Students know the sun is the major source of energy for phenomena on Earth’s surface; it powers winds, ocean currents, and the water cycle. (9-12, Earth Sciences) Biochemical Cycles 7. Each element on Earth moves among reservoirs, which existinthe solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept: a. Students know the carbon cycle of photosynthesis and respiration</td>
</tr>
<tr>
<td></td>
<td>Atmosphere:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pg. 202-227</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and the nitrogen cycle.

**Structure and Composition of the Atmosphere**

8. Life has changed Earth’s atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:
   a. Students know the thermal structure and chemical composition of the atmosphere.

| 10 | Chapter 10 Weather and Climate: pg. 228-253 | Students will be able to describe weather conditions, identify instruments that measure weather, and read a weather map. Student will be able to explain how fronts, highs, and lows affect weather, describe various kinds of storms, and describe the earth’s major climates. | (9-12, Earth Sciences) **Energy in the Earth System**
5. Heating of Earth’s surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:
   a. Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
   b. Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.
6. Climate is the long-term average of a region’s weather and depends on many factors. As a basis for understanding this concept:
   b. Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm|

| 11 | Chapter 11 The Earth’s Water: pg. 254-277 | Students will be able to explain the water cycle, compare fresh water and salt water, and explain the water table. Students will be able to describe the sources and movement of fresh water and be able to describe ocean water, waves, currents and the ocean floor. | (5, Earth Sciences) **Energy in the Earth System**
3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
   a. Students know most of Earth’s water is present as salt water in the oceans, which cover most of Earth’s surface.
   b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
   c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
   d. Students know that the amount of fresh water located in rivers, lakes,|
underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

**Energy in the Earth System**

5. Heating of Earth’s surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:
   a. Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
   b. Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.
   c. Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.

<table>
<thead>
<tr>
<th>Chapter 12</th>
<th>Weathering and Erosion: pg. 278-305</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12</strong></td>
<td>Students will be able to explain weathering, soil formation, describe how a river and its valley age, and describe how water, glaciers, wind and gravity cause erosion. Students will be able to give examples of several eroded landforms and can describe how deposited landforms develop.</td>
</tr>
</tbody>
</table>

**Chapter 13**

<table>
<thead>
<tr>
<th>Forces in the Earth: pg. 306-331</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to describe the structure of the earth, explain the theory of plate tectonics, and relate volcanoes to plate tectonics. Students will be able to explain how mountains and faults form and be able to relate earthquakes to plate tectonics.</td>
</tr>
</tbody>
</table>

*(6, Shaping Earth’s Surface)*

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
   a. Students know water running downhill is the dominant processing shaping the landscape, including California’s landscape.
   b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
   c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.

**Chapter 13**

<table>
<thead>
<tr>
<th>Forces in the Earth: pg. 306-331</th>
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<tbody>
<tr>
<td>Students will be able to describe the structure of the earth, explain the theory of plate tectonics, and relate volcanoes to plate tectonics. Students will be able to explain how mountains and faults form and be able to relate earthquakes to plate tectonics.</td>
</tr>
</tbody>
</table>

**Dynamic Earth Processes**

3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth’s surface. As the basis for understanding this concept:
   a. Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.
   b. Students know the principal structures that form at the three
| Chapter 14  
A Record of the Earth’s History: pg. 332-355 | Students will be able to define geologic time and explain how fossils form. Students will be able to explain relative and absolute dating of rocks and outline major events in the earth’s history. | different kinds of plate boundaries.  

**d.** Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.  
**e.** Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.  

(7, Earth and Life History)  

**4.** Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:  
**a.** Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.  
**b.** Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.  
**d.** Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.  
**e.** Students know fossils provide evidence of how life and environmental conditions have changed.  
**g.** Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale. |
Appendix 2

The John Muir Charter Schools
Student Achievement Plan

General Format
The Student Achievement Plan (SAP) should be kept as a file that students can access while in class. The SAP will act both as a standardized method for organizing student files and as a student work portfolio. The SAP will be used at all JMCS sites. When a site has visitors, whether it is JMCS teachers or administrators, WASC reviewers, or outside visitors, students should be able to access their SAP and be able to walk a visitor through their plan, a tour of their education while with John Muir Charter Schools. **This is a secure student information file, not a student binder. They need to be kept locked unless with the teacher or student.**

The Student Achievement Plan has been organized into four main sections:

1. Student Information
2. Academic Progress
3. Assessments
4. Student Work

The following pages include cover sheet checklists for each section, descriptions of the documents to be included in each section, and where appropriate, blank documents for use in tracking student progress.

Files should be created using a "Classification Folder" with two-prong fasteners and at least room for the 4 distinct sections. For ease and consistency, you can use **Office Depot Item # 543991**

**Note:** We want to demonstrate consistency across JMCS sites. Please ask for support if you need help getting your student files in proper order.
SAP Purpose and Required Components

THE PURPOSE OF THE SAP:
1. To demonstrate student growth and achievement over time
2. To track assessment data in order to inform instruction
3. To make student information usable and to involve students in understanding their instructional plans
4. To demonstrate consistency across JMCS sites
5. To demonstrate consistency throughout JMCS programs
6. To provide a clear link between our curriculum, our ESLRs and our benchmarks
7. To keep all important student files organized and readily available

*Students should be familiar with their SAP and should be able to guide a visitor through their file, explaining what each piece demonstrates and how they as an individual have grown academically.

REQUIRED COMPONENTS:
1. Student Information: enrollment form, student achievement contract, conduct agreement, immunization records, special education documents (past/present IEP or 504)
2. Academic Progress: credit tracking sheets, student goals worksheet, graduation progress reports, JMCS transcripts, JMCS report cards, previous school transcripts, EL progress monitoring
3. Assessments: summary page, standardized test results (TABE, RenSTAR, GED, HiSET, etc.)
4. Student Work: two samples for each ESLR with a cover sheet for each sample, copies of certificates or awards, Comp/PE demo checklists, My Story drafts, work experience or volunteer hours logs and reflections

BEST PRACTICES:
1. Before every new intake, make sure you have SAP materials handy and you’re ready to start new ones
2. Begin SAP files immediately upon enrollment, after Mental Toughness or orientation
3. Reflect and provide positive comments on My Story essays as soon as they’re done
4. Have students help put SAPs together so they become familiar with the format
5. Every time you conference with students about their progress, use their SAP and have them file documents with you (at least 1x/trimester or semester)
6. Ask students to demonstrate how their SAP shows growth and practice with them
7. At the end of every reporting period, have students choose work samples for their SAP and complete reflection cover sheets
8. At the end of every reporting period, take a day or week to just file…new transcripts/report cards/work samples/credit tracking/test results/etc… Just do it!
9. At the end of every reporting period, have students re-read and revise their My Story essays, updating the endings and reflecting on their growth
10. Before a student leaves and graduates, have them finalize their SAP and their My Story essay as part of their graduation requirement

*For support and more info, check out the sample SAP and files on the JMCS website! It is current and has been recently updated.
JOHN MUIR CHARTER SCHOOLS
STUDENT ACHIEVEMENT PLAN

Student Information

Student Name: ____________________________________________
Site Name: ______________________________________________
Enrollment Date: ______________

1. JMCS Enrollment InfoSnap Form
2. Student Achievement Plan Contract
3. General Principles of School Conduct
4. Immunization Records (if applicable)
5. 504 or IEP (if applicable)
6. “My Story” Essay (place in Section 4)
JMCS now uses InfoSnap for enrolling students. You can access InfoSnap and Support information for its use through the JMCS intranet. You use the same login information and password for the intranet as you do for your JMCS email account. You can locate the JMCS intranet here:

http://intranet.johnmuircs.com/login/

Select the STAFF SUPPORT tab from the upper right hand corner of the screen. Scroll down the drop down menu to select INFOSNAP HELP. You may access tutorials and steps for enrolling new students here. There is a link to access InfoSnap on the Intranet Homescreen under “Useful links.”

Once a student has completed the enrollment process through InfoSnap and you have reviewed the data, you MUST print the completed form and place it in the SAP.

The Enrollment Form and any other forms from Section One that contain personal student information need to be kept in a secure location. This can mean the entire SAP is kept locked and only accessible to students while being supervised, or that the personal information from the SAP is kept in a separate secure student file that is locked, and the rest of the SAP can then be made more readily accessible to students without supervision. This decision can be made on a site-by-site basis.
Appendix 2: JMCS Student Achievement Plan

Student-Achievement Contract

Commitment of John Muir Charter Schools
The faculty and staff of John Muir Charter Schools will act professionally at all times and respect you as an individual. Muir teachers and staff will work closely with you to:

- Assess your academic strengths and challenges
- Create and maintain your student-achievement plan
- Provide high-quality individualized instruction consistent with state standards
- Monitor your progress toward education goals and objectives
- Maintain high expectations for your potential and productivity
- Reward you for real and demonstrated academic achievement

Commitment of Student
As a student in John Muir Charter Schools, I will respect teachers and students at all times. I will work closely with my teachers and other students to:

- Assess my academic strengths and challenges
- Create my comprehensive achievement plan
- Monitor my progress toward my goals and objectives
- Set high yet reasonable goals, and work hard to achieve them
- Continue to learn

Computer Literacy: I must demonstrate to my teacher that I know how to use the computer and software using Muir’s specific methods.

UC and CSU Eligibility: John Muir Charter Schools classes do not meet the A-G entrance requirements for the University of California or the California State University.

Military Eligibility: Some military recruiters might require me to have more academic experience than Muir might provide me. It is my responsibility to check with the military about their enlistment requirements.

Academic File Access: John Muir Charter Schools may share and provide access, as needed; to my academic file work, test scores and other materials related to my academic progress with the administration of the program I am participating in (ie; California Conservation Corps, Local Conservation Corps, YouthBuild, or Workforce Innovation and Opportunity Act programs).

By signing below, I acknowledge that I understand the above commitments.

Student Signature: __________________________ Date: __________

Teacher Signature: __________________________ Date: __________

Appendix 2: JMCS Student Achievement Plan
General Principles of School Conduct

**Attendance and punctuality:** John Muir Charter Schools students show up to work, community activities, and school on time and ready to work, participate and learn.

**Respect:** John Muir Charter Schools students treat all others as they themselves wish to be treated—and at all times with respect and dignity. We practice the highest standards of safety in everything that we do.

**Focus on Achieving High Standards:** John Muir Charter Schools students set high but realistic goals, and are focused on achieving them. We come to school to learn, and to help others learn as well. We take responsibility for our own success, welcome the challenges we face, and help others achieve.

**Code of Honor:** John Muir Charter Schools students are honest and expect others to be honest. We tell the truth, while being sensitive to the feelings of others. We accept credit only for the work we do and the contributions we make to our teams. We follow the laws, rules and regulations of our school, our programs, and our communities.

**Maintenance of Student-Achievement Plan:** Each John Muir Charter Schools student works with their teachers to create and maintain a high quality student-achievement plan that is well suited to his or her individual needs, and that accurately reflects the educational and vocational progress that they make.

**Rights of Privacy:** John Muir Charter Schools students and staff respect the rights of each to privacy, including the privacy of school records. John Muir Charter Schools may share and provide access, as needed; to my academic file work, test scores and other materials related to my academic progress with the administration of the program I am participating in (ie; California Conservation Corps, Local Conservation Corps, YouthBuild, or Workforce Investment Act funded programs).

**Petition To Re-enroll:** Students will complete the petition to re-enroll My Story essay as assigned by the instructor. This is an important step in your educational pathway at Muir as it demonstrates your willingness to re-engage with the academic processes.

Student Name: ________________________________________________________________

Student Signature: ____________________________________________________________

Appendix 2: JMCS Student Achievement Plan
Appen dx 2: JMCS Student Achievement Plan

John Muir Charter Schools
Student Achievement Plan

Immunization Records
Student who enroll with JMCS who are younger than age 18 must provide an immunization record that indicates they are current with all required vaccinations. A copy of this should be uploaded into PowerSchool and then filed in Section 1 of the SAP.

IEP / 504 Records
If a student enrolls with an IEP or 504, a copy should be placed in the SAP. It is the responsibility of the education staff on site to actively seek out records for students who may be designated as eligible for Special Education services. Refer to the 504 manual for the proper procedures for activating an IEP or writing a 504 plan for students who are eligible.

As with the enrollment form, the documents listed above need to be maintained in a secure location to protect sensitive student information.
Petition for Re-Enrollment
“My Story” Essay

Today you will write an essay that tells your story. The purpose of this essay is to reflect on your past and think about your future. The completion of this essay is an important first step in your education. Take it seriously and answer honestly. Your essay should demonstrate your renewed commitment to your education.

Here are some prompts and questions to get you thinking:

**Paragraph I**
- Introduce yourself to the reader. Who are you? Where are you from? How would others describe you? How would you describe yourself? What special skills and talents do you possess? What do you want others to know about you?

**Paragraph II – III – IV**

II Reflect on your past. What were the most important or memorable events of your childhood? Describe some of the personal challenges you faced growing up. Between the ages of 13 and your present age, how did your life change, how did you change? What effect did these changes have on your life?

III What lessons have you learned? What personal successes or joys did you experience in your teen years. Who in your life has been there for you to give you positive support?

IV Describe the reasons you left school. What subjects or teachers did you like? What did teachers do to help you? What subjects were difficult for you? Why? What have you learned about the importance of education since you left high school?

**Paragraph V**
- Why did you choose our program? What are you here to achieve? What will you do to be successful? What concerns do you have? What is the ultimate goal you would like to achieve?

The first draft of this essay will be placed in your Student Achievement Plan and during your time as a student in John Muir Charter Schools you will revisit this essay and complete a final revised version. This final version of your My Essay will also be placed in your Student Achievement Plan as evidence of your academic and personal growth. You will also use the first draft to learn the important word processing and digital media skills necessary complete the final version of your My Story Essay. You may wish to use your My Story Essay to fulfill the Common Core Standards requirement for digital presentations. Check with your teacher to explore presentation technologies to adapt your My Story essay to the digital world.

**Note to the teacher: Place the My Story Essay in Section 4 of the SAP, Student Work.**

Appendix 2: JMCS Student Achievement Plan
My Story Continued…

Narrative Standards: Common Core Standards

a.12. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes.

3. Write narratives to develop real or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Presentation of Knowledge and Ideas

A.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

A.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation

http://www.schrockguide.net/digital-storytelling.html

Appendix 2: JMCS Student Achievement Plan
Academic Progress and Goal Setting, Assessment Tracking and Student Work

The next three sections of the Student Achievement Plan will be an analysis of your progress upon entry into JMCS as well as ongoing update of your academic progress both in class and on assessment tests.

The first section is your Academic Progress. Your teacher will place a copy of your transfer transcripts, copies of the credit tracker and you will set goals for yourself using the form provided or one your teacher creates. This should be completed immediately upon your enrollment in JMCS and you should revisit your goals monthly. Your teacher will complete these forms and review them with you. In this section your teacher will also place copies of your graduation progress reports each school session as well as copies of all your JMCS report cards. This way you can monitor your progress as you work toward meeting your goals and see how you have grown since you first enrolled in JMCS.

The Assessment section will include copies of all standardized test results, including TABE, RenStar, GED, HiSET, TASC and any other formalized assessments you take while at JMCS. This will also allow you to see how you have grown and developed during your time at JMCS.

Finally, in Section 4, Student Work, you will insert examples of the work you have done while enrolled at John Muir Charter Schools. Periodically your teacher will have you select samples of your work to reflect on and include in your SAP. This will serve as yet another opportunity to keep track of your growth.
## ACADEMIC PROGRESS

1. Current Student Credit Tracker
2. Academic Goals Worksheet
3. Updated Graduation Progress Report
4. EL Progress Monitoring Tool *(if applicable)*
5. JMCS Transcripts *(most recent on top)*
6. JMCS Report Cards *(most recent on top)*
7. Transfer Transcripts *(official)*
8. Transfer Transcripts *(unofficial)*
9. Transcript Requests
# Credit Tracking

Use this summary worksheet to complete an initial analysis of credit needs based on transcripts from previous schools. This will show which graduation requirements have been met and what is left to work on.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required (# of credits)</th>
<th>Transfer (# of Credits)</th>
<th>Remaining (# of Credits)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.E.</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Apps</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Life Skills Electives</td>
<td>15</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>10</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>World History</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics/US Government</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>10</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Earth Science</td>
<td>10</td>
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<tr>
<td>Life Science</td>
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<td>Electives</td>
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<td><strong>Totals</strong></td>
<td><strong>210</strong></td>
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### Individual Credit Tracker

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH (30)</td>
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</tr>
<tr>
<td>HEALTH (5)</td>
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</tr>
<tr>
<td>LIFE SKILLS (15)</td>
<td></td>
</tr>
<tr>
<td>COMPUTERS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td>P.E.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td>U.S. HISTORY (10)</td>
<td></td>
</tr>
<tr>
<td>WORLD HISTORY (10)</td>
<td></td>
</tr>
<tr>
<td>ECONOMICS (5)</td>
<td></td>
</tr>
<tr>
<td>POLITICS/U.S. GOVT (5)</td>
<td></td>
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<tr>
<td>MATH (10)</td>
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<td></td>
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<tr>
<td>ALGEBRA (10)</td>
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<tr>
<td>EARTH SCIENCE (10)</td>
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<td>LIFE SCIENCE (10)</td>
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</tr>
<tr>
<td>ELECTIVES/VOC. ED (60)</td>
<td></td>
</tr>
</tbody>
</table>

*Maximum Remedial Credits: 204*
### Academic Goals Worksheet

**Student Name:** ___________________________  **Date:** __________

The purpose of this worksheet is to help you outline a plan for academic success. The goal is the completion of your high school diploma and an increase in your basic math and English skills. You will learn as part of the Career Pathways program that a goal is an idea with a plan, and objectives are the specific steps to reach the goal. Your objectives should be SMART; this means that your statements have the following characteristics:

- **Specific:** It indicates clear action and it describes a precise picture.
- **Measurable:** It includes features that will help you tell whether you have succeeded.
- **Attainable:** It identifies logical and practical resources which will be used to achieve the action.
- **Relevant:** A relevant objective helps achieve the overall goal and linked to data.
- **Time-framed:** It indicates a time frame for action.

#### Sample:

- **Specific:** I will finish credits for Life Science
- **Measurable:** 5 credits left to finish
- **Attainable:** 2 credits from Genetics Unit and 3 from Biology book
- **Relevant:** Missing Life Science credits to graduate
- **Time Framed:** Finish by the end of 1st semester

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Relevant</th>
<th>Time Framed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample:</td>
<td>I will finish credits for Life Science</td>
<td>5 credits left to finish</td>
<td>2 credits from Genetics Unit and 3 from Biology book</td>
<td>Missing Life Science credits to graduate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective #1 ELA</th>
<th>Specific</th>
<th>Measureable</th>
<th>Attainable</th>
<th>Relevant</th>
<th>Time Framed</th>
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<tbody>
<tr>
<td>(Specify ELD goal if EL student)</td>
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</table>

<table>
<thead>
<tr>
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<th>Specific</th>
<th>Measureable</th>
<th>Attainable</th>
<th>Relevant</th>
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<table>
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<th>Measureable</th>
<th>Attainable</th>
<th>Relevant</th>
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<th>Attainable</th>
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<thead>
<tr>
<th>Objective #5</th>
<th>Specific</th>
<th>Measureable</th>
<th>Attainable</th>
<th>Relevant</th>
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Appendix 2: JMCS Student Achievement Plan
EL PROGRESS MONITORING TOOL

Student Name: 

School Year: 20__ - 20__

JMCS Entry Date: 

Initial ELP Level: 
JMCS English No Problem Score OR 
Past CELDT/ELPAC Score

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial</th>
<th>1st Post</th>
<th>2nd Post</th>
<th>3rd Post</th>
<th>4th Post</th>
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</table>

Reading Score

Math Score

ELPAC Results

<table>
<thead>
<tr>
<th>Date</th>
<th>ELP Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
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Transfer Scores

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<tr>
<th>Date</th>
<th>ELP Level</th>
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<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
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</thead>
<tbody>
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English Language Development Goals

DATE: 
GOAL: 

<table>
<thead>
<tr>
<th>Date</th>
<th>GOAL:</th>
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</tbody>
</table>

*Link goals to progress through the ELD Proficiency Level Continuum using the Proficiency Level Descriptors Matrix
# ACADEMIC SUPPORT PLAN

<table>
<thead>
<tr>
<th>Courses</th>
<th>Supports Provided</th>
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<tbody>
<tr>
<td>English Language Arts:</td>
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<td>Mathematics:</td>
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<td>Course Name:</td>
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<td>Science:</td>
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<td>Course Name:</td>
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<tr>
<td>Social Science:</td>
<td></td>
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<tr>
<td>Course Name:</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills:</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
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</tr>
</tbody>
</table>

*Refer to Section 4 of the ELL Manual – “Instructional Strategies and Best Practices for Teaching ELLs Across Content Areas” for guidance on specific supports.

Appendix 2: JMCS Student Achievement Plan
John Muir Charter Schools
Student Achievement Plan

Graduation Progress Reports, JMCS Transcripts and Report Cards
These can all be printed from PowerSchool and should be updated in the Student Achievement Plan at least at the end of every school term. Report cards should be signed by both the student and teacher after being reviewed.

Transfer Transcripts
Transcripts from previous schools should be requested immediately and entered into PowerSchool as quickly as possible to ensure accuracy in creating the academic plan for the student. Keep track of transcript requests that are made in case there is an issue with obtaining student records. We can develop an academic plan based on unofficial transcripts that are faxed or emailed, but in order for the student to graduate with JMCS, we will need the official transcripts from previous schools. Keep all unofficial and official transcripts in this section of the SAP for easy access when it comes time to process the student’s graduation request.
JOHN MUIR CHARTER SCHOOLS
STUDENT ACHIEVEMENT PLAN

Assessments

<table>
<thead>
<tr>
<th></th>
<th>Assessment Summary Page</th>
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<tbody>
<tr>
<td>2.</td>
<td>TABE/RenSTAR Testing Reports <em>(most recent on top)</em></td>
</tr>
<tr>
<td>3.</td>
<td>GED/HiSET/TASC Test Results</td>
</tr>
<tr>
<td>4.</td>
<td>Other Assessment Results</td>
</tr>
</tbody>
</table>
Assessment Summary Page and Score Reports
It is recommended to utilize the Assessments summary page to have a one-page snap shot of the student’s growth on these various standardized tests.

After the summary page should come the actual score reports for the various assessments the student has taken while enrolled in JMCS, and any previous assessment results that may be used for graduation requirements, such as previous GED, HiSET or TASC scores.

It is a good practice to file these with the most recent score report on top so as to have the up-to-date data available for planning purposes.
### Academic Assessment Results Summary

**20___ - 20____**

Name: __________________________________________

<table>
<thead>
<tr>
<th>RenSTAR or TABE</th>
<th>Enrollment</th>
<th>1st Post Test</th>
<th>2nd Post Test</th>
<th>3rd Post Test</th>
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<tbody>
<tr>
<td>Math</td>
<td>GE</td>
<td>GE</td>
<td>GE</td>
<td>GE</td>
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<tr>
<td>Reading</td>
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</table>

#### Additional Assessments

**English Language Proficiency (ELPAC)**

<table>
<thead>
<tr>
<th>Pre-JMCS Scores (if applicable)</th>
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<th>DATE</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
<td>Level</td>
<td>Scale Score</td>
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**GED Results**

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<tr>
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<th>Score</th>
<th>Date</th>
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<tr>
<td>English</td>
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<tr>
<td>Social Studies</td>
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<td>Science</td>
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**HiSET Results**

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<th>Score</th>
<th>Date</th>
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<tr>
<td>Social Studies</td>
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<td>Science</td>
<td></td>
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</table>

**TASC Results**

<table>
<thead>
<tr>
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<th>Score</th>
<th>Date</th>
<th>Score</th>
<th>Date</th>
<th>Score</th>
<th>Date</th>
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<tbody>
<tr>
<td>Language Arts</td>
<td></td>
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<tr>
<td>English Writing</td>
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<tr>
<td>Social Studies</td>
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<td>Science</td>
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</table>
## Student Work

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>“My Story” Essay</td>
</tr>
<tr>
<td>2</td>
<td>Computer Demonstration Matrix</td>
</tr>
<tr>
<td>3</td>
<td>P.E. Demonstration Matrix</td>
</tr>
<tr>
<td>4</td>
<td>ESLR 1 Work Sample – English Language Arts</td>
</tr>
<tr>
<td>5</td>
<td>ESLR 2 Work Sample – Health &amp; Life Skills</td>
</tr>
<tr>
<td>6</td>
<td>ESLR 3 Work Sample – History &amp; Economics</td>
</tr>
<tr>
<td>7</td>
<td>ESLR 4 Work Sample – Government</td>
</tr>
<tr>
<td>8</td>
<td>ESLR 5 Work Sample – Mathematics &amp; Algebra</td>
</tr>
<tr>
<td>9</td>
<td>ESLR 6 Work Sample – Sciences</td>
</tr>
<tr>
<td>10</td>
<td>ESLR 7 Work Sample – Vocational Ed. or Electives</td>
</tr>
<tr>
<td>11</td>
<td>Volunteer/Work Experience Hours – Log &amp; Reflection</td>
</tr>
</tbody>
</table>
Student Work Samples

Please use this next section to compile student work samples representing all of the Muir growth areas in addition to a selection of some of the Muir Monthly Writing Prompts as completed by the student over time. Please include at least two work samples for each growth area; the work samples should highlight student growth and progress while at JMCS. Students will want to take an active role with their teacher/s to select samples. Students should be prepared to discuss these work samples if asked by a visiting member of the JMCS administrative team. The growth areas are listed below. Teachers should be prepared to support student success when compiling their work samples.

You will be asked to complete a reflection sheet on each work sample you select. It is included so you can begin to become familiar with the form. Your teacher will help you fill out the first few forms.

**GROWTH AREA 1: Students Read and Write Effectively**
**GROWTH AREA 2: Students Obtain Key Life Skills**
**GROWTH AREA 3: Students Appreciate History, Geography, and Current Events**
**GROWTH AREA 4: Students Understand Government Processes**
**GROWTH AREA 5: Students Understand and Apply Mathematical Concepts**
**GROWTH AREA 6: Students Apply Scientific Concepts and Skills**
**GROWTH AREA 7: Students Realize Their Own Special Interests and Talents - This section should include copies of certificates, awards, client agency documents that show student growth, performance reviews, etc.**

**Work Experience / Volunteer Hours Log**
This is a sample form that should be used to track WORK EXPERIENCE or VOLUNTEER hours that are going to be used for awarding credits. The student needs to provide the documentation to support the hours logged and the teacher should verify those hours with the manager listed on the form. Students also need to write a reflection about their work experience indicating the learning that has occurred through that experience. Both the log and the reflection should be filed in the SAP.
SAP Work Sample Cover Sheet

Name:

<table>
<thead>
<tr>
<th>ESLR/Growth Areas and Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle which subject applies to your artifact.</td>
</tr>
<tr>
<td>1: Students Read and Write Effectively (English, American Literature)</td>
</tr>
<tr>
<td>2: Students Obtain Key Life Skills (Life Skills, Computers, Health, or P.E.)</td>
</tr>
<tr>
<td>3: Students Appreciate History, Geography, and Current Events (US History, World History, or Economics)</td>
</tr>
<tr>
<td>4: Students understand Government Processes (Government/Politics)</td>
</tr>
<tr>
<td>5. Students Understand and Apply Mathematical Concepts (Pre-Algebra, Consumer Math, or Algebra)</td>
</tr>
<tr>
<td>6. Students Apply Scientific Concepts and Skills (Life Science or Earth Science)</td>
</tr>
<tr>
<td>7. Students Realize Their Own Special Interests and Talents (Vocational, Elective)</td>
</tr>
</tbody>
</table>

Benchmark #: School Year/Term:

Reflections
1. What steps did you take to complete this assignment?

2. Why did you pick this assignment to include as evidence of learning in your Student Achievement Plan?

3. What did you learn from this assignment?

4. Why is this skill or knowledge important?

5. What could you have done differently with this assignment?
John Muir Charter Schools
Work Experience / Volunteer Hours Log

Student Employee Name: __________________________

Employer Name: ___________________________  Manager’s Name: ___________________________

Employer Address: ___________________________  Employer Phone #: __________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th># of Hours</th>
<th>Manager’s Signature</th>
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</table>

Student Signature: ___________________________  Date: __________

Teacher Signature: ___________________________  Date: __________

Appendix 2: JMCS Student Achievement Plan
Appendix 3
Special Education Local Plan Area Services Agreement Between the Nevada County Special Education Local Plan Area and John Muir Charter Schools

The Nevada County Special Education Local Plan Area (SELPA) is a multi-district SELPA, located in Nevada County, California, duly organized and existing under and by virtue of the laws of the State of California, including the California Education Code. This SELPA Participation Agreement was developed as a means for John Muir Charter Schools (JMCS) and the Nevada County SELPA to arrange for the delivery of special education services and related services to students with exceptional needs enrolled within JMCS, and to provide for a full continuum of special education service options as a means of ensuring that appropriate educational programs and services are available to eligible students within the SELPA.

This Agreement is made by and between JMCS and the SELPA. The governing board of JMCS and the Nevada County Board of Education approved this agreement and has authorized the execution of this Agreement by an authorized agent.

Now, therefore, in consideration of the mutual covenants, conditions and obligations set forth herein, the Parties do hereby agree as follows:

1. PURPOSE OF AGREEMENT

This Agreement provides a means for the education of individuals with exceptional needs who are enrolled in JMCS, when such students require special education programs and/or services within the SELPA.

When exploring possible placement of a student to receive services from the SELPA, it is the SELPA, in consultation with JMCS, who makes the determination of whether a student with exceptional needs may receive special education services from the SELPA. A representative from both JMCS and the SELPA, and any other relevant personnel from JMCS or the SELPA shall attend the IEP meeting in which the offer is made.

Should the student over age 18 or the parents/guardians decline the offer, JMCS shall not be a party to any dispute between the parents/guardians and the SELPA regarding the issue of the offer a free appropriate public education (FAPE) to student. However, it is agreed that JMCS may be called as a witness in any such dispute and JMCS personnel shall reasonably cooperate with the SELPA in such instance.

2. DURATION OF AGREEMENT

This Agreement is effective for the period beginning _____________ and ending ___________. This Agreement may be renewed at the end of that period. This Agreement may be amended by mutual consent of the parties.

3. RESPONSIBILITIES OF JOHN MUIR CHARTER SCHOOLS

a. Coordinate the opportunity for students and parents of eligible students to receive appropriate special education services or service as required for a free appropriate public education (FAPE) for JMCS students.

Appendix 3: JMCS/Nevada County SELPA Memorandum of Understanding
b. Provide classrooms, facilities, and personnel as required to house and administer the programs provided to eligible students, pursuant to this Agreement.

c. Provide qualified and trained teachers and staff to implement the programs and accommodations recommended by the SELPA and services to be provided to eligible students above and beyond SELPA services provided by appropriately certificated SELPA staff.

d. Provide instruction and services to eligible students based on California Standards and consistent with the laws of the State of California.

e. In conjunction with SELPA staff, track, schedule, and coordinate IEPs for eligible students receiving services from or placed in its programs.

f. Agree that JMCS staff assigned to work with SELPA staff and eligible students will cooperate and assist in drafting proposed goals and objectives for review and consideration at the students’ annual IEP meetings or other appropriate IEP team meetings led by appropriately certificated SELPA staff.

g. Agree that the teacher(s) responsible for instructing any eligible student will administer academic assessments as needed and in accordance with California and federal special education laws and as requested by the appropriately certificated SELPA staff.

h. Notify the SELPA when it has reason to believe that an eligible student enrolled in JMCS requires an evaluation, reevaluation, different placement or services, or an IEP team meeting.

i. Provide attendance data to the SELPA when changes in the eligible student’s services or placement are being considered.

j. Assist in the implementation of the placement and services described in the agreed-upon IEP of the eligible student, when the placement and/or services are to be provided by the SELPA, and prepare all requisite non-SELPA reporting of student’s progress on the IEP that the SELPA is implementing.

k. Provide as much advance notice as possible to the SELPA if the JMCS believes it can no longer provide an appropriate program, placement, and/or services to the eligible student.

l. Cooperate and collaborate with the SELPA in making relevant teachers and personnel available to attend IEP team meetings and other meetings educationally necessary for eligible students, and to participate in assessments of eligible students with exceptional needs receiving services from the SELPA.

m. Maintain the eligible student’s cum and special education records, and cooperate in providing the eligible student’s records to the SELPA when requested and as appropriate.

Appendix 3: JMCS/Nevada County SELPA Memorandum of Understanding
n. Cooperate and collaborate with the SELPA in investigating and responding to compliance and due process complaints involving the special education programs and services being provided to eligible students by the SELPA.

4. **RESPONSIBILITIES OF THE NEVADA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

   a. Notify the JMCS administrator or designee of the potential district of service of the request to consider a student for placement/services, and provide an opportunity for JMCS, or an appropriate designated staff member from JMCS, to observe the eligible student in question.

   b. Provide copies of all relevant student records to JMCS service prior to any IEP team meeting to determine the program, placement, and/or services for eligible student that might be provided by the SELPA.

   c. Convene and conduct a joint IEP team meeting that includes JMCS staff when an initial determination of services is made by SELPA staff.

   d. Send an appropriately certificated representative to all IEP team meetings in which changes in services or placement are being considered. Any IEP meetings held to consider a change in placement or services shall include representatives from both the JMCS and the SELPA, however, the SELPA remains the authorizing education agency and retains the ultimate responsibility for the provision of a FAPE to student.

   e. Retain ultimate authority and responsibility for the provision of a FAPE to eligible students enrolled in JMCS.

5. **SUSPENSIONS AND EXPULSIONS**

   When an eligible student is being considered for disciplinary action that may result in a change of placement, JMCS shall notify the SELPA immediately. The SELPA will convene and complete the manifestation determination, as necessary, conduct a functional behavioral assessment, if appropriate, develop, review or revise a behavior plan, if appropriate, and schedule an IEP team meeting to review the manifestation determination and behavior plan (if appropriate). JMCS will be invited to and included in this IEP team meeting.

   The parties recognize that after students with exceptional needs have been removed from their current placement for more than ten school days in the same school year, during any subsequent removal those students are entitled to continue receiving services that are necessary for the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student’s IEP, and the SELPA responsible for arranging for and funding the provision of those services. If the eligible student is expelled from JMCS, the SELPA is responsible for providing for the student’s educational needs, consistent with state and federal law, during the period of expulsion.
6. **PAYMENT FOR SERVICES**

The Nevada County Special Education Local Plan Area is solely responsible for collecting all applicable revenues to provide special education services to eligible JMCS students. In the event that the cost of providing special education services to eligible JMCS students exceeds revenues collected based on total JMCS enrollment, JMCS and SELPA will negotiate an annual payment to reimburse the SELPA for those expenditures above and beyond collected revenues.

7. **RESPONSIBILITY FOR THE PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION**

The parties understand that, pursuant to California Education Code § 56369, JMCS may contract with Nevada County Special Education Local Plan Area to provide special education to individuals with exceptional needs. That notwithstanding, the parties agree that the SELPA remains responsible for ensuring that the student receives a FAPE as required by the Individuals with Disabilities Education Improvement Act (IDEA or IDEIA), Section 504 of the Rehabilitation Act of 1973, and related state laws.

The parties further agree that the SELPA is, for purposes of this Agreement, intended to be a mere service provider under contract, or as negotiated, with JMCS. As the SELPA is responsible for providing FAPE to eligible students who are enrolled in JMCS, the SELPA must authorize any change in placement and/or services and agree to and be responsible for funding that placement and/or services. Execution of this Agreement is in no way intended to be construed as an interdistrict transfer or attendance agreement that shifts responsibility for the provision of a FAPE to JMCS. The parties agree that notwithstanding anything in this Agreement, no eligible student shall be discriminated against, denied, or excluded from the programs or services of any other district that is not the district of residence JMCS merely based on the student’s classification as a student with exceptional needs or based on the costs of educating such a student.

8. **SERVICE PROVIDERS AND ASSIGNMENT**

a. The SELPA assures JMCS that criminal background or fingerprint checks have been conducted and completed on any person, assigned to teach and provide services to any eligible student enrolled in JMCS under this Agreement, in accordance with applicable state and federal law before or any person is allowed to have contact with or assigned to work with any student enrolled in JMCS under this Agreement.

b. The SELPA and JMCS mutually agree to ensure that all teachers, aides and providers, including volunteers and any other person assigned to work with eligible students enrolled or receiving services under this Agreement are familiar with child abuse reporting obligations and procedures as specified in the California Penal Code.
9. **Independent Contractor Status**

This Agreement is by and between John Muir Charter Schools and the Nevada County Special Education Local Plan Area and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association.

10. **Hold Harmless and Indemnification**

Each party to this Agreement shall indemnify, defend and hold harmless the SELPA and its officers, agents, boards, contractors, employees, whether past or present, and any other party to the Agreement, their officers, agents, boards, contractors and employees, whether past or present, from any and all liability, loss, expense (including reasonable attorneys’ fees and other defense costs), or claims imposed for damages of any nature whatsoever, including, but not limited to, bodily injury, death, personal injury, or property damage occurring by reason of any negligent or wrongful acts or omissions on each other’s officers, agents, contractors, or employees, whether past or present, occurring in the performance of this Agreement. This indemnity shall survive termination of this Agreement.

11. **Severability/Waiver**

If any provision of this Agreement is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision of this Agreement. No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.
12. **Execution of Agreement Electronically and in Counterparts**

This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy or an original, with all signatures appended together, shall be deemed a fully executed Agreement. A facsimile or scanned version of any party’s signature shall be deemed an original signature.

IT WITNESS WHEREOF, the Parties via their respective authorized representatives have executed and entered into this Agreement as of the date set next to the signatures below.

Dated: _______________ By: ____________________________
Eli Gallup, Associate Superintendent of Special Education/SEPA, Nevada County Superintendent of Schools

Dated: _______________ By: ____________________________
R.J. Guess, Chief Executive Officer, John Muir Charter Schools

John Muir Charter Schools Board Approval:

Nevada County Board of Education Approval:
Please Note: NCSOS provides SPED services directly to JMCS students, and NCSOS employs all SPED teachers and the JMCS SPED coordinator directly.

<table>
<thead>
<tr>
<th>Category 4: Student Services/Special Education</th>
<th>LCAP Priority Area</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively identifying students with exceptional needs, assessing promptly, developing and facilitating IEP processes. Are the special Education timelines adhered to?</td>
<td>7 – Course Access 5 - Student Engagement</td>
<td>1. JMCS follows all special education timelines. As soon as an active IEP is received SPED teachers request the student be added to their caseload. When a student is added to the teacher’s caseload, a 30-day interim is held to complete a new NEVCO IEP. A continuum of services is followed as close to as possible by providing specialized academic instruction through small group or individualized instruction. Transitional services are provided through college and career activities though small group and individualized activities- these services are provided by both the SPED teacher and the general education teacher through pullout classes and in the general education classroom with accommodations and modifications as needed. Within the mandatory 30-day window, assessments are given to determine current levels of student performance, proper student goals, and services needed for FAPE for the interim, the new annual, and or triennial IEP.</td>
</tr>
</tbody>
</table>

Appendix 3: JMCS/SELPA Memorandum of Understanding
### Appendix 3: JMCS/SELPA Memorandum of Understanding

2. Annual assessments are held reviewing progress on student goals re-assessing student performance levels, and issuing new student goals as needed.

3. Triennials assessments are held when needed to determine current continuum of services, levels of performance, and new goals when needed.

4. If an IEP is needed for any other reason amendments are held, documented, and added to existing IEPs.

<table>
<thead>
<tr>
<th>4.2</th>
<th>Is there a continuum of special education services options available?</th>
</tr>
</thead>
</table>
| 7 – Course Access 4 – Student Achievement 5 - Student Engagement | 1. JMCS offers pull out classes, in classroom services, small group and individual services, consultations with students specifically or general education teachers, general education accommodations only, or all or none of the above.  
2. All student goals are determined on assessed needs, classroom performance, and graduation requirements.  
3. FAPE is unique to JMCS classroom structures, and JMCS’ small classrooms size combined with JMCS teachers’ abilities to attend to student’s individual needs provides a strong continuum of SPED services. |

<table>
<thead>
<tr>
<th>4.3</th>
<th>Do General Education teachers have copies of the relevant IEPs available to them? Are they in class?</th>
</tr>
</thead>
</table>
| 7 – Course Access 5 - Student Engagement | 1. SPED teachers provide a copy of all IEPs to the general education teachers and a copy of the IEP is placed in both the student’s official file and the SPED working file.  
2. JMCS does not employ Para Educators. |
## Appendix 3: JMCS/SELPA Memorandum of Understanding

<table>
<thead>
<tr>
<th>4.4</th>
<th>Are the Para Educators knowledgeable of the IEP goals, accommodations, and modifications of the students that they support?</th>
<th>4 – Student Achievement</th>
<th>5 – Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Are the accommodations/modifications being implemented?</td>
<td>1. SPED teachers observe SPED students in general education classroom to insure IEP recommended accommodations and modifications are followed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Teachers are verbally reminded of IEP recommended accommodations and modifications.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Students are taught and encouraged to be self-advocates.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. At some JMCS sites we hold weekly meeting to discuss SPED populations, their needs, and progress towards meeting IEP goals. This does not occur at every site, as many JMCS sites have only one or a few SPED students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. During the annual State testing window SPED teachers remind general education teachers both verbal reminders and/or copies of student’s accommodations and modifications sections from IEPs.</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Participating in SELPA</td>
<td>7 – Course Access</td>
<td>5 – Student Engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JMCS participates in the NCSOS SELPA, and NCSOS provides JMCS SPED services directly. The SPED teachers serving JMCS students are direct employees of NCSOS.</td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td></td>
<td>1 – Basic Services</td>
<td>Please see attachment 2.4: In-service Agendas</td>
</tr>
</tbody>
</table>

Appendix 3: JMCS/SELPA Memorandum of Understanding
<table>
<thead>
<tr>
<th>Providing relevant Special Education training</th>
<th>3 – Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7 Is there consistent, positive language based communication between parents, the SPED teacher, and administration?</td>
<td></td>
</tr>
</tbody>
</table>

1. SPED teachers communicate with parents on an as needed basis both for positive and negative needs, or annually as needed for the annual IEP process.
2. SPED teachers communicate with parents informally when they are on school site campuses and on the recommendations of general education teachers.
3. The great majority of JMCS students are over age 18, and SPED teachers meet with students age 18 ad over weekly (based on the SPED teacher caseload). If a student over age 18 is absent or otherwise misses a weekly meeting, the SPED teacher communicates with the general education teacher and/or partnering agency staff about their needs (within FERPA guidelines).

Appendix 3: JMCS/SELPA Memorandum of Understanding
Appendix 4
JMCS Health and Safety Procedures
PLEASE POST IN A CLEARLY VISIBLE PLACE IN EACH JMCS CLASSROOM

**Documenting Immunizations:** In compliance with California state law and education code, all JMCS students below the age of 18 are required to present up to date immunization records documenting all required immunizations for enrollment in California public schools. Students under age 18 without current immunization records may not enroll in JMCS, and JMCS may not average daily attendance revenues on students below age 18 without immunization records.

**Emergency-response procedures:** All JMCS sites have an emergency plan detailing steps and procedures staff are to follow in the event of a lockdown, earthquake, fire or other natural disaster. All JMCS staff must be trained and familiar with the emergency plan.

**Preventing contact with blood-borne pathogens:** Each JMCS site needs to have onsite a first-aid kit with materials sufficient to prevent blood borne pathogens (mask, disposable gloves, eye shield, CPR mask/barrier. Each certificated JMCS staff member is encouraged to maintain current CPR certification.

**Administration of prescription drugs and other medicines:** Approximately 93.5% of JMCS students are over age 18 and therefore legally adults. JMCS students over age 18 are responsible for administration of their own prescription medicines. For those students over age 18 that require specific accommodations for administering prescription medicines, an IEP or 504 plan will be developed to meet those accommodations. For students under age 18, a medication administration plan including accommodations required under IEP or 504 plans is to be approved and implemented under the recommendations and approvals of the NEVCO SELPA and the NCSOS school nurse.

**Assurances that school buildings meet fire marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard:** All Conservation Corps, YouthBuild, Job Corps or WIOA Programs under partner agencies are required to maintain current permits and approvals from fire marshals and zoning departments and it is the sole responsibility of the partner agency to do so.

**Establishing JMCS as a drug, alcohol, and tobacco free workplace:** JMCS is an alcohol, drug and tobacco free workplace and educational zone. Use of alcohol, illegal (non-prescription) drugs and tobacco on school premises is prohibited. JMCS’ partnering agencies may designate a location away from areas dedicated to JMCS operations for tobacco use for those over age 21.

**The requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237:** All JMCS employees must submit to live-scan fingerprinting and criminal background check as required by Education Code Section 44237. No JMCS employee may begin working or receive pay until this background check has been completed.
John Muir Charter Schools Safety Plan

John Muir Charter Schools
California Conservation Corps (CCC) School Sites
Local Conservation Corps (LCC) School Sites
YouthBuild School Sites
WIOA School Sites

Comprehensive School Safety Plan
2018

Appendix 4: Health and Safety Policy and Procedures
John Muir Charter Schools Safety Plan

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Appendix 4: Health and Safety Policy and Procedures
John Muir Charter Schools Safety Plan

BASIC PLAN

I. INTRODUCTION

A. PURPOSE OF THE PLAN

The purpose of the John Muir Charter Schools Safety Plan (JMCS Safety Plan) is to identify and respond to incidents by outlining the responsibilities and duties of John Muir Charter Schools and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides partner agencies and members of the community with assurances that John Muir Charter Schools (JMCS) has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures were written for dealing with existing and potential student and school incidents. As well, incidents that may occur on one of the many sites that house JMCS students, partner agencies or in the outlying county are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines in cooperation with partnering agencies. JMCS schedules in-service training for staff members bi-annually.

Lastly, developing, maintaining, and exercising the School Safety Plan increases JMCS’ legal protection. JMCS is committed to providing students with quality educational experiences in a safe and secure environment. To implement this commitment, the Comprehensive Safe School Safety Plan was developed in accordance with the objectives of SB 187. Policies and procedures are assessed, modified, and updated on an ongoing basis to ensure that the plan is an effective and integral part of the efforts to provide an optimal learning environment.

B. SCOPE OF THE PLAN

The JMCS Safety Plan outlines the expectations of staff/faculty, and students; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

1. Definitions

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building
John Muir Charter Schools Safety Plan

administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Comprehensive School Safety Plan.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident. Identified hazards parallel those identified in the local hazard mitigation plan of each county where a JMCS site has been established.

2. School Board Policy Statement

The John Muir Comprehensive School Safety Plan operates within the framework of the approved John Muir Governing Board policies.

3. Situation Overview/Hazard Analysis Summary

A. Office Population

JMCS is a unique organization partnered with Conservation Corps, Local Conservation Corps, YouthBuild and Workforce Innovation and Opportunity Act sites around the state. The office population resides through client agencies and follows the safety plan of the said agency.

B. School Population - General Population

JMCS is an organization open to young adults age 16 – 25 years old who are in need of obtaining a high school diploma. Young people are given the opportunity to earn a high school diploma while working with California Conservation Corps, Local Conservation Corps, YouthBuild and Workforce Innovation and Opportunity Act sites around the state, doing exciting and valuable work for the community. All JMCS sites are accredited by the Western Association of Schools and Colleges (WASC). General population varies by program and site and program location. The student population is fluid and is identified by program enrollment and updated regularly.

C. School Population - Special Needs Population

JMCS is committed to the safe evacuation and transport of students and staff with special need on any school site with this population group. The special needs population includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
John Muir Charter Schools Safety Plan

- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

JMCS is compliant with all ADA regulations and has ramps located on school sites and participating agency sites.

4. Operations Plan

JMCS has 43 school sites across the state of California. Each classroom site is aware of the partnering agencies safety plan and follow the protocol for the hosting agency.

A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, emergency response plan, and utility shut offs is the responsibility of the agency site safety plan per OSHA requirements.

5. Hazard Analysis Summary

Critical infrastructure is essential to the state’s ability to provide assistance to its people for their everyday lives. Critical infrastructure such as transportation routes, utilities, government facilities, schools, and hospitals also provides the state with the capacity to respond to disasters. California’s resiliency (the ability to withstand, respond to, and recover from a disaster) strongly depends on its capacity to quickly restore the functioning of critical infrastructure and facilities after disasters.

JMCS recognizes that school sites and outlying areas are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. The state of California Multi-Hazard Mitigation Plan serves as a tool for assessing potential hazards that may affect school sites. JMCS utilizes the FEMA training and template E/L361 and G364: Multi-hazard Emergency Planning for Schools to develop this plan.

6. Mitigation Assessment

California is an extraordinarily large, diverse, and complex state. With 12 percent of the U.S. population, it is culturally, ethnically, economically, ecologically, and politically diverse. Human, economic, and natural assets worthy of protection from natural and human-caused disasters include its people, economy, infrastructure, and environment. If it were a separate nation, it would have the eighth largest economy in the world. A catastrophic disaster could adversely affect the national and world economies.
### Earthquakes

Earthquakes can occur everywhere in California which means all Californians live with an earthquake risk. In addition to the shaking caused by earthquakes, other things can occur such as landslides, surface fault ruptures and liquefaction—all of which may cause injury or property damage.

California has extensive seismic activity. It is more seismically active than all other states except Alaska, but California has more earthquake risk than all other states combined - seventy four percent of the country’s overall expected annualized losses (FEMA 366, 2000). It sits on the juncture of two major tectonic plates, the North America Plate and the Pacific Plate. The San Andreas Fault generally parallels the coast in a southeasterly direction, coming ashore near Eureka, passing west of San Francisco and east of Los Angeles into Mexico. Earthquakes have claimed the lives of more than 3,000 Californians in the past two centuries.

### Fire

California wildfires typically burn hundreds of thousands of acres each year. California law requires CAL FIRE (California Department of Forestry and Fire Protection), to identify areas based on the severity of fire hazard that is expected to prevail there. These areas, or "zones," are based on factors such as fuel (material that can burn), slope and the expected chance of burning. There are three zones, based on increasing fire hazard... Moderate (M), High (H) and Very High (VH)

### Floods

Floods are one of the most common hazards in the United States. Flood effects can be local, impacting a neighborhood or community, or very large, affecting entire river basins and multiple states.

However, all floods are not alike. Some floods develop slowly, sometimes over a period of days. But flash floods can develop quickly, sometimes in just a few minutes and without any visible signs of rain. Flash floods often have a dangerous wall of roaring water that carries rocks, mud, and other debris and can sweep away most things in its path. Overland flooding occurs outside a defined river or stream, such as when a levee is breached, but still can be destructive. Flooding can also occur when a dam breaks, producing effects similar to flash floods.

Flood hazards are of particular concern if located in a low-lying area, near water or downstream from a dam. Even very small streams, gullies, creeks, culverts, dry streambeds, or low-lying ground that appear harmless in dry weather can flood.

### Hazardous Materials

Hazardous materials incidents may occur anywhere and at any time in the state of California. The potential for a hazardous materials incident depends on the volume, distribution, and/or use of chemicals and other hazardous substances in a particular area. In general, the likelihood of a hazardous materials incident is greatest in the following areas:

---

Appendix 4: Health and Safety Policy and Procedures
## 1. Transportation Routes
Highways, railways, and commercial and military aviation routes constitute a major threat because of the multitude of chemicals and hazardous substances transported along them natural gas to various parts of the state and the Underground Hydrocarbon pipeline, which runs adjacent to the Union Pacific railway tracks.

## 2. Illegitimate Business
Illegitimate businesses, such as clandestine drug laboratories, are a significant threat to human health, property, and the environment. In many instances, the residue is discharged into a public sewer or private sewage disposal system, or is dumped in remote areas of the county or along the side of the road, posing a serious health threat to the unsuspecting person who stumbles across it.

### Tsunami
A tsunami is a sea wave generated by an earthquake, landslide, volcanic eruption, or even by a large meteor hitting the ocean. Although tsunamis in California are a rare, the entire California coastline is vulnerable to these events.
- A tsunami is a series of waves or surges most commonly caused by an earthquake beneath the sea floor.
- An unusual lowering of ocean water, exposing the sea floor, is a warning of a tsunami or other large wave. This “draw back” means the water will surge back strongly.
- Beaches, lagoons, bays, estuaries, tidal flats, and river mouths are the most dangerous places to be. It is rare for a tsunami to penetrate more than a mile inland.
- Tsunami waves are unlike normal coastal waves. Tsunamis are more like a river in flood or a sloping mountain of water and filled with debris.
- Tsunamis cannot be surfed. They have no face for a surfboard to dig into and are usually filled with debris.
- Large tsunamis may reach heights of twenty to fifty feet along the coast and even higher in a few locales.
- The first tsunami surge is not the highest and the largest surge may occur hours after the first wave.
- It is not possible to predict how many surges or how much time will elapse between waves for a particular tsunami.

### Human Health Hazards

#### Wildlife and Insects
The impact to human health that wildlife, and more notably, insects, can have upon an area is substantial. The rising concern with West Nile Virus and Zika virus has initiated a state wide public outreach campaign and a limited control program for mosquito abatement in affected areas.

#### Pandemic Flu
Flu season can have serious consequences to human health and economics. Every few decades an influenza outbreak occurs with a virus that is particularly virulent and contagious resulting in national or even...
international concerns for human health and welfare. The influenza virus is particularly dangerous to the very young and old, people with a suppressed immune response or have susceptibility to respiratory disease from a pre-existing condition.

<table>
<thead>
<tr>
<th>Intruder</th>
<th>While a hostile intruder incident is rare, like any educational or work site, it is vulnerable to intruders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrorism</td>
<td>All agencies and public institutions are vulnerable to terrorist activity.</td>
</tr>
</tbody>
</table>

According to California Operation of Emergency Services (Cal OES) disaster incidents and casualties rank risk between 1950 – 2012 in this order: fire, flood, earthquake, agricultural, freeze, landslide, economic, civil unrest, drought, hazardous material, wind, air disaster, facility, road damage, tsunami, invasive species, storms, tornado. These risks were identified by disaster incidents, casualties, and Cal OES costs by type. Cal OES has revised the Data base from which these summary tables were drawn during the preparation of the 2013 SHMP in an effort to continuously improve disaster history data. (Section 4.2, page 89 STATE OF CALIFORNIA MULTI-HAZARD MITIGATION PLAN).

7. Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. JMCS foster preparedness at all levels. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. JMCS is committed to taking proactive prevention measures whenever possible to protect the safety and security of staff, students, and visitors. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our schools.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. John Muir Charter has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property in the controlled classrooms or sites on which they operate.

A. PLANNING ASSUMPTIONS AND LIMITATIONS

1. Planning Assumptions

Stating the planning assumptions allows JMCS to deviate from the plan if certain assumptions prove not to be true during operations. The School Safety
John Muir Charter Schools Safety Plan

Plan assumes:

- The community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time on any of the JMCS sites or partnering agencies without warning. The employees of JMCS affected by an incident cannot, and should not, wait for direction from local response agencies or partnering agency to respond to the emergency; action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the offices may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to students, staff, and visitors. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the staff to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive office environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the School Safety Plan and providing frequent opportunities for stakeholders (staff, students, board members, first responders, etc.) to exercise the plan can improve JMCS’ readiness to respond to incidents.
- A spirit of volunteerism among employees will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of JMCS that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, JMCS can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the office and school site staff generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine
functions will be redirected to accomplish assigned incident management tasks.

A. NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

JMCS recognizes that staff will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

NIMS recommendation for school districts includes completing the following:

- Complete NIMS awareness course IS-700 NIMS: An Introduction IS-700 is a web-based course available free from the Emergency Management Institute. JMCS will make every effort to promote IS-700 training on school sites.
- Participate in local government’s NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan’s procedures and hazard-specific incident plans. School sites are charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. IMPLEMENTATION OF THE INCIDENT COMMAND SYSTEM (ICS)

In a major emergency or disaster, one of the JMCS sites or locations may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) may be used to manage all incidents and major planned events.

The Incident Commander at each site will be delegated the authority to direct all incident activities until command is passed to appropriate partnering agency executive, local law enforcement or fire service personnel. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the John Muir Chief Executive Officer, Chief Operating Officer, Regional Director or other designated officials, identify incident management resources
C. INITIAL RESPONSE

Support personnel and teachers are usually first on the scene of an incident. Staff is expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The Chief Executive Officer, Chief Operating Officer, Regional Director or his/her designee is responsible for activating the School Safety Plan, including common and specialized procedures as well as hazard-specific incident plans found in annexes. The Chief Executive Officer or designee will assign an Incident Commander based who is most qualified for that type of incident. School sites will incorporate the ICS protocol and follow site specific plans. The Incident Commander will report situation status to the Chief Executive Officer, Chief Operating Officer, and Regional Director and will transfer command to local law enforcement or fire service personnel as appropriate.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes a broad overview of JMCS site management.

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

JMCS are unique in demographics and location. The Chief Executive Officer, Chief Operating Officer, and Regional Directors may not be able to manage all the aspects associated with an incident without assistance. The office and school site administrators rely on other personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents.

Staff may be required to remain at school to assist in an incident. In the event that this School Safety Plan is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. CHIEF EXECUTIVE OFFICER

The Chief Executive Officer may serve as the Incident Commander or delegate that
authority to a qualified individual who assumes the role on the site of an incident. At all times, the Chief Executive Officer still retains the overall responsibility for the safety of staff and students on school and partner agency sites. However, delegating the authority to manage the incident allows the Chief Executive Officer to pass control to staff members present on the site of the incident. **Command of an incident is transferred to local law enforcement or fire service personnel as appropriate.**

Incident Commander

The Incident Commander responsibilities include:
- Assume overall direction of all incident management procedures based on actions and procedures outlined in this Comprehensive School Safety Plan.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. *(Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)*

B. TEACHERS ON SCHOOL SITES

On the JMCS designated classroom site, teachers and support staff shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be encouraged to be trained and certified in first aid and CPR.
C. INSTRUCTIONAL ASSISTANT ON SCHOOL SITES

Responsibilities include assisting teachers as directed.

D. COACHES AND SUPPORT STAFF ON JMCS SITES OR CLASSROOMS

Coaches and support staff provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

E. CUSTODIANS/MAINTENANCE PERSONNEL ON SCHOOL SITES

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school.

F. OFFICE STAFF ON SCHOOL SITES

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers. Follow template provided by Public Information Officer (PIO).
- Provide for the safety of essential documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the CEO and administrative team and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Document date, time, incident, and response information.

G. OTHER STAFF (ITINERANT STAFF, SUBSTITUTE TEACHERS) ON SCHOOL SITES

Responsibilities include reporting to the Incident Commander or ICS supervisor if
H. STUDENTS ON SCHOOL SITES

Responsibilities include:
- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

IV. DIRECTION, CONTROL, AND COORDINATION

A. SCHOOL INCIDENT COMMAND SYSTEM (ICS)

To provide for the effective direction, control, and coordination of an incident, either single-site or multi-incidents, the School Safety Plan will be activated including the implementation of the Incident Command System (ICS). The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities.

The ICS is organized into the following functional areas:

1. Incident Command

Directs the incident management activities using strategic guidance provided by the Policy Group.

Office/School-related responsibilities and duties include:
- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

2. Operations Section

Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search
and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:
- Analyze staffing to develop a Parent-Student Reunification Plan as needed, and implement an incident action plan for school sites affected by incident.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section. JMCS staff may be assigned to specific sites to assist in operations or work in conjunction with partnering agencies.

### Operations Section Teams

<table>
<thead>
<tr>
<th>Strike Team</th>
<th>Potential Responsibilities</th>
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<tbody>
<tr>
<td>Search &amp; Rescue Team</td>
<td>Search &amp; Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search &amp; Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: Identifying and marking unsafe areas. Conducting initial damage assessment. Obtaining injury and missing student reports from teachers.</td>
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</table>
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<table>
<thead>
<tr>
<th>Team</th>
<th>Responsibilities</th>
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</table>
| **First Aid Team**            | First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:  
Setting up first aid area for students.  
Assessing and treating injuries.  
Completing master injury report.  
Note: The Logistics Section provides care to responders (if needed).  
The Operations Section First Aid Team is dedicated to students or other disaster victims. |
| **Evacuation/Shelter/Care Team** | Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:  
- Accounting for the whereabouts of all students, staff, and volunteers.  
- Setting up a secure assembly area.  
- Managing sheltering and sanitation operations.  
- Managing student feeding and hydration.  
- Coordinating with the Student Release Team.  
- Coordinating with the Logistics Section to secure the needed space and supplies. |
| **Facility & Security Response Team** | The Facility & Security Response Team is responsible for:  
Locating all utilities and turning them off, if necessary.  
Securing and isolating fire/HazMat.  
Assessing and notifying officials of fire/HazMat.  
Conducting perimeter control. |
| **Crisis Intervention Team**  | The Crisis Intervention Team is responsible for:  
Assessing need for onsite mental health support.  
Determining need for outside agency assistance.  
Providing onsite intervention/counseling.  
- Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief. |
| **Reunification**             | The majority of JMCS students are adults and do not require reunification; however those that are under the age of 18 must be released to parent/guardian in the event of an off-site evacuation. |

3. **Planning Section:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.
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Duties may include:
● Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
● Document all activities.

4. Logistics Section

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:
● Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
● Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
● Document all activities.

5. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:
● Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
● Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, JMCS business offices may assume responsibility for these functions.

B. COORDINATION WITH POLICY/COORDINATION GROUP

In complex incidents, a Policy/Coordination Group will be convened at the JMCS office in Nevada City, CA. The role of the Policy/Coordination Group is to:
● Support the on-scene Incident Commander.
● Provide policy and strategic guidance.
● Help ensure that adequate resources are available.
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- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

1. Community Emergency Operations Plan (EOP)

JMCS maintain a site-specific Comprehensive School Safety Plan to address hazards and incidents. Staff members that maintain and exercise the plan are in frequent contact with Christine Espedal, Safety and School Climate Coordinator, Nevada County Superintendent of Schools. Direction in large-scale events is in cooperation with local and state emergency operations centers (EOC).

2. Coordination with First Responders

An important component of the John Muir Comprehensive School Safety Plan is a respect for and cooperation with various county agencies to aid timely communication. Various agencies and services that may be needed during a large-scale incident include county governmental agencies such as mental health, law enforcement, and fire departments.

JMCS Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

3. Source and Use of Resources

JMCS will use their own resources and equipment to respond to incidents on their own school sites until incident response personnel arrive. School classrooms located “in the field” will rely on resources from the partnering agencies.

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines JMCS’ communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. INTERNAL COMMUNICATIONS

1. Communication between Staff

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:
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- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at the office. The tree originates with the CEO and administrative team who contacts the members of the staff.
- E-messenger is a phone system available to make all calls to programmed staff, schools, and parents.
- Emails may be sent to teachers in classrooms as an effective communication tool.
- Classroom phones or hand-held radios may be used for communication between office staff and teachers.
- The Public Address (PA) system will be implemented for all-school site communication if available.
- Cell phones (direct calls or text) will be used as appropriate.

2. Communication with specific school sites

Site specific staff will communicate with the JMCS Chief Executive Officer, Chief Operating Officer and/or Regional Director who will notify others as appropriate. Forms of communication may include:
- Hard-line phone communication to NCSOS
- Cell phone call directly to CEO and administrative team.
- Email
- Fax

B. EXTERNAL COMMUNICATIONS

1. Communication with parents and adult students

Before an incident occurs, JMCS will:
- Develop a relationship with parents and students so that they trust and know how to access alerts and incident information.
- Inform parents and students about the school’s Comprehensive School Safety Plan, its purpose, and its objectives. Information will be included during initial enrollment and during pre-arranged drills. School websites will have safety information available.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Inform parents of the school site relationship with partnering agencies.
- Inform partnering agencies regarding Comprehensive School Safety Plan and plan to notify them of any and all incidents.

In the event of an incident, JMCS will:
- Disseminate information via automated phone calls, radio announcements, television, and emails to inform parents and staff about exactly what is known to have happened at specific school sites.
- Implement the plan to manage phone calls and parents who arrive at school or
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at school site.
● Describe how the school and partnering agencies are handling the situation.
● Provide information regarding possible reactions of their children and ways
  to talk with them.
● Provide a phone number, website address, or recorded hotline where parents
  and students can receive updated incident information.
● Inform parents and students when and where school will resume.

After an incident, JMCS and/or designee will schedule and attend an open
question-and-answer meeting for parents and students as soon as possible.

2. Communication with the Media

In the event of an incident, the Incident Commander will:
● Designate a Public Information Officer.
● Establish an off-campus briefing area for media representatives.
● Determine the need to establish or participate in a joint information center.
● Coordinate messages with the school site lead teacher and Policy Group.

All JMCS employees are to refer all requests for information and questions to
the designated spokesperson or Joint Information Center (if established). Media
contacts at the major television, Internet, and radio stations are maintained by
the Administrative Coordinator. In the case of an incident, these media contacts
will broadcast JMCS’ external communications plans, including the information
hotline for parents and students.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as
possible. To combat rumors, JMCS will:
● Provide appropriate information to internal groups including administrators,
teachers, students, support staff, and partnering agencies. These people are
primary sources of information and are likely to be contacted in their
neighborhoods, at grocery stores, etc.
● Hold a faculty/staff meeting before staff members are allowed to go home
so that what is (and is not) known can be clearly communicated.
● Designate and brief personnel answering calls to help control misinformation.
● Conduct briefings for community representatives directly associated with
the school.
● Enlist the help of the media to provide frequent updates to the public,
particularly providing accurate information where rumors need to be
dispelled.

After the immediate incident response period, JMCS will conduct public
meetings as needed. These meeting are designed to provide the opportunity for
people to ask questions and receive accurate information.
4. Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

5. Communication after an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school’s educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/school site teams will:
- Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the John Muir Charter Chief Executive Officer and Chief Operating Officer so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.

JMCS will:
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for staff/teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
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- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. COMMUNICATION TOOLS

Some common internal and external communication tools that JMCS may use include the following:

- Standard telephone - landline
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site. The use of text messaging is the most effective form of communication when systems are overwhelmed.
- Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school, and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and to the Chief Executive Officer. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the homepage of the school and district website.
- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated.
- Alarm systems on school sites or partnering agency sites: Bells or buzzers may be in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
- Runners—hand-carried notes may be used for communication as need dictates.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. AGREEMENTS AND CONTRACTS

If school resources prove to be inadequate during an incident, JMCS will request assistance from local emergency services, and other agencies. All requests will be approved by the business offices at school and county levels.
B. RECORDKEEPING

1. Administrative Controls

JMCS business office is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations for their school sites. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. INCIDENT COSTS

1. Annual Incident Management Costs

The ICS Finance and Administration Section (John Muir Charter business office) is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:
- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable
response and recovery costs from the state and/or federal government.

D. PRESERVATION OF RECORDS

In order to continue normal school operations following an incident vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

IV. PLAN DEVELOPMENT, MAINTENANCE AND DISTRIBUTION

JMCS Chief Executive Officer or designee is responsible for the overall maintenance and revision of the School Safety Plan. Coordination of training, exercising, and drills are the responsibility of the site Principal, classroom teacher or designee.

The JMCS Safety Committee and Governing Board are responsible for approving and promulgating the Comprehensive School Safety Plan. Community fire, law enforcement, and emergency managers’ suggestions for improvement will be requested.

A. APPROVAL AND DISSEMINATION OF THE PLAN

The John Muir Safety Committee and Governing Board will approve and disseminate the Comprehensive School Safety Plan following these steps:

- Review and validate the Plan
- Present the Plan (for comment or suggestion)
- Obtain Plan approval
- Distribute the Plan via Google Drive

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change.

2. Record of Distribution

Copies of the Comprehensive School Safety Plan will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Committee will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the Chief Executive Officer.
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B. PLAN REVIEW AND UPDATES

The Comprehensive School Safety Plan will be reviewed annually by the John Muir Safety Committee and Governing Board, and others deemed appropriate by school administration. Compliance with education code Section 32286 requires, “each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1 every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.”

The JMCS Safety Plan will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. TRAINING AND EXERCISING THE PLAN

JMCS understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that all school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur.

JMCS Safety Plan training will include:
● Hazard and incident awareness training for all staff.
● Orientation to the Comprehensive School Safety Plan and annexes.
● First aid and CPR training is encouraged for all staff.
● Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
● Volunteer participation in two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA’s Emergency Management Institute Website.

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted at least once per semester. Training will occur at least once per school year.

All JMCS staff members are encouraged to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this Comprehensive School Safety Plan is based. These authorities and references provide a legal basis for incident management operations and activities.
● California Senate Bill 187 (Chapter 736, Hughes, Statutes of 1997) requires that all California schools to develop and implement comprehensive Safe School Plans.
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(Education Code Section 35294.2). Education Code Section 35294.6(a) requires that the plan be reviewed and updated annually by March 1.

- California Education Code 33031 requires that school principals formulate and submit to the district superintendent for approval a civil defense and emergency preparedness plan for that school. Plans must be tested two times during the school year.
- California Government Code Title 1, Division 4, Chapter 8, section 3100 deems public workers to be disaster service workers subject to such disaster services activities as may be assigned to them, and that school districts have a responsibility to be prepared as possible to meet emergencies.
- Because all schools are integral components of every community and its government, it is recommended that all schools—regardless of whether or not they are recipients of Federal preparedness funding—implement NIMS. The Standardized Emergency Management System mandates the use of the National Incident Management System and the use of the Incident Command System (ICS) for managing all disaster/crisis situations.

Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:

- Assessing the current status of school crime committed on school campuses at school-related functions.
- Identifying appropriate strategies and program that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety.
John Muir Charter Schools Safety Plan

FUNCTIONAL ANNEXES

Each functional annex describes the policies, processes, roles, and responsibilities for that function. Functional annexes address all-hazard critical operational functions.

I. SCHOOL CLIMATE

A. PURPOSE

The purpose of this section is to ensure that there are programs in place to provide staff and students with a positive school climate.

B. SCOPE

The section outlines the importance of a positive school climate and the tools used for assessing school climate and providing data to guide school improvement efforts.

C. CORE FUNCTIONS

Nevada County Superintendent of Schools will act as a resource for John Muir Charter Schools sites in regard to safety research and support and in procurement, distribution and use of school climate curriculum materials and supplemental aids.

1. Assessment of School Climate

Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, all of the following:

- Assessing the current status of school crime committed on school campuses at school-related functions.
- Identifying appropriate strategies and program that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety.
- Maintaining a school suicide prevention policy.

2. Implementation and action for School Safety

- Review of existing school site discipline rules and procedures are done regularly. Expectations for student behavior, codes of conduct, unacceptable behavior, and disciplinary consequences are reviewed annually. Parent and student signatures ensure understanding and acceptance of policies and procedures.
- Internet use agreements between school sites and students are in place to ensure proper and safe use of internet services.
- Professional development activities are promoted for all school personnel to include training on the implementation of the school site plan, safe school strategies, crisis response training, consistent enforcement of
II. CONTINUITY OF OPERATIONS COOP PROCEDURES

A. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the county after an incident that results in disruption of normal activities or services to schools. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

- Common procedures, and
- Specialized procedures.

All functional annexes address:
- Situations under which the procedures should be used
- Who has the authority to activate the procedures
- Specific actions to be taken when the procedures are implemented

B. SCOPE

It is the responsibility of JMCS officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules.

The COOP procedures outline actions needed to maintain and rapidly resume essential academic, business, and physical services after an incident.

C. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP procedures personnel, in conjunction with the CEO and administrative team, will perform the essential functions.
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<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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</table>
| **Chief Executive Officer** | • Determine when to close schools, and/or send students/staff to alternate locations.  
                             • Disseminate information internally to students and staff.  
                             • Communicate with parents, media, and the larger school community.  
                             • Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.  
                             • Establish support services for students and staff/faculty.  
                             • Implement additional response and recovery activities according to established protocols. |
| **Chief Operations Officer** | • Ensure systems are in place for rapid contract execution after an incident.  
                               • Identify relocation areas for classrooms and administrative operations.  
                               • Create a system for registering students (out of district or into alternative schools).  
                               • Brief and train staff regarding their additional responsibilities.  
                               • Establish support services for students and staff/faculty.  
                               • Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).  
                               • Reevaluate the curriculum. |
| **Office Staff/Business Office** | • Maintain inventory.  
                                   • Maintain essential records (and copies of records) including school’s insurance policy.  
                                   • Ensure redundancy of records is kept at a different physical location.  
                                   • Secure classroom equipment, books, and materials in advance.  
                                   • Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.  
                                   • Retrieve, collect, and maintain personnel data.  
                                   • Provide accounts payable and cash management services. |

To implement the COOP procedures:

- All core COOP procedures personnel will undergo training on executing the COOP procedures. Training will be designed to inform each participant of
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his/her responsibilities (and those of others) during implementation.

D. PROCEDURES

The following procedures will be followed by staff to assist in the execution of essential functions and the day-to-day operations.

1. Activation and Relocation
   The Chief Executive Officer will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The CEO or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation.

2. Alert, Notification, and Implementation Process
   Staff members will be part of the telephone tree used to notify employees of COOP procedure activation and provide situation information, as available. Parents/guardians and students will be alerted and notified when important information becomes available.

3. Relocation Sites
   Relocation sites will be determined on an as needed basis. For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with JMCS backup data.

4. Vital Records and Retention File
   Vital records are archived and/or retained on backup data systems or stored off site.

5. Human Capital Management
   Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families’ well-being before a disaster strikes.

6. Reconstitution
   In most instances of COOP procedures implementation, reconstitution will
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be a reverse execution of those duties and procedures listed above, including:
- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school buildings.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

III. RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

A. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

B. SCOPE

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community.

C. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:
- Parents/guardians/students will be offered tips on how to recognize signs of trauma.
- Mental health experts will be available to offer expertise and help.

D. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff when directed by the Chief Executive Officer or when deemed appropriate by the situation.

1. Immediately Following a Serious Injury or Death and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families.
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
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- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned. Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

2. Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

3. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.
- Discuss and approve memorials with the school board’s consent.
HAZARD AND THREAT SPECIFIC ANNEXES

The hazard- and threat-specific annexes:
● Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
● Provisions and applications for warning the public and disseminating Emergency public information are included.

I. NATURAL HAZARDS: FLOOD

Flooding is a natural feature of the climate, topography, and hydrology of California. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

A. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

B. CORE FUNCTIONS

The National Weather Service and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander or designee will activate the EOP and implement the Incident Command System. The Director or teacher in charge will alert staff/faculty and school site administrations in case of imminent or confirmed flooding, including that due to dam failure.

1. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:
● Evacuation
● Reverse Evacuation
● Relocation
● Parent-Student Reunification
● Special Needs Population
● Continuity of Operations (COOP)
● Recovery: Psychological Healing
● Mass Care
2. Activating the Safety Plan

The site manager will determine the need to activate the Safety Plan and designate an Incident Commander.

A. Incident Commander Actions

● Issue stand-by instruction. In consultation with the local authorities, determine if evacuation is required.
● Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
● Delegate a search team to ensure that all students and staff have been evacuated.
● Activate communications plan.
● Determine if additional procedures should be activated.
● Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
● Notify the site administrators of the status and action taken.
● Update the administrators, Incident Management Team, and Section Chiefs of any significant changes.
● Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
● Determine whether school will be closed or remain open.
● Document all actions taken.

B. Incident Management Team and Section Chiefs Actions

● Monitor radio and Internet for flood information and report any developments to the Incident Commander.
● Review procedures with staff as needed.
● Disseminate information about the incident and follow-up actions such as, where school sites have relocated and parent-student reunification procedures.
● Implement the internal and external communications plan.
● Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
● Implement additional procedures as instructed by the Incident Commander.
● Take appropriate action to safeguard school and office property.
● Document all actions taken.

C. Staff Actions

● Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
● Account for all staff.
● Remain together as a staff throughout the evacuation process.
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- Upon arrival at the safe site, account for all staff. Report any missing or injured staff to the Incident Commander.
- Do not return to the building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

II. TECHNOLOGICAL HAZARDS: CHEMICAL

A. PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in the state of California. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills.

1. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an external chemical spill include:
- Reverse Evacuation
- Special Needs Population
- Shelter-in-Place
- Evacuation
- Parent-Student Reunification
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

If there is an internal chemical spill, the following procedures may be activated:
- Evacuation
- Special Needs Population
- Relocation
- Parent-Student Reunification

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

A. Activating the Plan for an External Spill

The CEO will determine the need to activate the safety plan and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.
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1. Incident Commander Actions:
   - Issue stand-by instruction if school is in session.
   - Determine what procedures should be activated.
   - Consider a reverse evacuation to bring all persons inside the building.
   - Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
   - Notify local law enforcement of intent to shelter in place.
   - Notify the school site administrators and partner agency of the status and action taken.
   - Activate communications plan.
   - Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
   - Update site administrators, Incident Management Team, and Section Chiefs of any significant changes.
   - Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
   - Give the “all clear” signal after the threat has passed.
   - Determine whether school will be closed or remain open.
   - Document all actions taken.

2. Incident Management Team and Section Chiefs Actions
   - Review procedures with staff if needed.
   - Implement the internal and external communications plan.
   - Monitor radio and Internet for additional information and report any developments to the Incident Commander.
   - Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
   - Notify relocation centers and determine an alternate relocation center if necessary.
   - Implement additional procedures as instructed by the Incident Commander.
   - Take appropriate action to safeguard school and office property.
   - Document all actions taken.

3. Staff Actions
   - Move staff away from immediate vicinity of danger.
   - Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
   - Report any missing or injured staff to the Incident Commander.
   - Remain in sheltered area until the “all clear” signal has been issued.
   - In the event of building damage, evacuate staff to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
   - Document all actions taken.

Appendix 4: Health and Safety Policy and Procedures
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B. Activating the Safety Plan for an Internal Chemical Spill

The Director, Agency Partner CEO or teacher in charge will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is internal, the following steps will be taken by the school community:

1. Person Discovering the Spill
   - Alert others in immediate area to leave the area.
   - Close windows and doors and restrict access to affected area.
   - Notify principal/teacher/safety officer.
   - Do not eat or drink anything or apply cosmetics.

2. Incident Commander Actions
   - Issue stand-by instruction to all staff and students.
   - Determine what procedures should be activated.
   - Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
   - Consider an all-school evacuation.
   - Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
   - Notify the local fire department and the Department of Public Health. Provide the following information:
     - Site name and address, including nearest cross street(s).
     - Location of the spill and/or materials released; name of substance, if known. Characteristics of spill (color, smell, visible gases). Injuries, if any.
   - Notify local law enforcement of intent to evacuate.
   - Notify the site administrators of the status and action taken.
   - Activate communications plan. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
   - Update the site administrators, Incident Management Team, and Section Chiefs of any significant changes.
   - Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
   - Give the “all clear” signal after the threat has passed.
   - Determine whether school will be closed or remain open.
   - Document all actions taken.

3. Incident Management Team and Section Chiefs Actions
   - Move staff and students away from the immediate danger zone and
keep staff and students from entering or congregating in danger zone.
● Review procedures with staff if needed.
● Implement the internal and external communications plan.
● Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
● Notify relocation centers and determine an alternate relocation center if necessary.
● Implement additional procedures as instructed by the Incident Commander.
● Take appropriate action to safeguard school and office property.
● Document all actions taken.

4. Staff Actions
● Move staff away from immediate vicinity of danger.
● Report location and type (if known) of the hazardous material to Incident Commander.
● Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the CEO.
● If evacuation is implemented, direct all staff to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all staff and students has evacuated the building.
● Upon arrival at evacuation site, account for all staff. Notify Incident Commander or designee of any missing or injured staff. Staff should remain together throughout the evacuation and relocation process until all clear is given.

III. FIRE/WILDFIRE EVACUATION

A. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students, office and school property in the event of a fire or wild fire on the site or threatening the community.

B. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school or office sites.
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C. CORE FUNCTIONS

JMCS is compliant with fire codes and inspections mandated by the local Fire Marshall. Fire extinguishers and fire alarms are strategically placed and inspected in compliance with state recommendations. Partner agencies are responsible for compliance on off-campus sites.

1. Operational Functions/Procedures That May Be Activated

Operational functions that may be activated in the event of a fire or wildfire on an office or school site or in close proximity include the following:

- Evacuation
- Relocation

A. Incident Commander Actions

- Issue evacuation order as recommended by local Fire Department.
- Determine what procedures should be activated depending on the location and nature of the fire/wildfire.
- Consult with local fire services and local County Office of Emergency Services.
- Notify site specific administrators and staff.
- Designate a specific staff member to coordinate with public safety at the Incident Command Post.
- Be available to deal with the media and bystanders.
- Parent-Student Reunification

B. Staff Actions

- Assist with ordered evacuation

2. Activating the safety plan for Fire/Wildfire

The Chief Executive Officer, Regional Director or teacher in charge will determine the need to activate the safety plan and designate a temporary Incident Commander until the local fire department or Office of Emergency Services assumes command.

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement.
- Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
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- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the CEO/Policy Group of the status and action taken.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and visitors to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Commander Actions
   - Issue stand-by instruction to all office and school site staff
   - Determine what procedures should be activated
   - Activate the evacuation procedures using primary or alternate routes, avoiding exposure to fire.
   - Consider all-school site evacuation.
   - Notify Maintenance to shut off utilities as appropriate.

3. Incident Management Teams and Section Chiefs Actions
   - Follow evacuation protocol assisting students and staff.
   - Review procedures with staff as needed.
   - Implement the internal and external communications plan.
   - Notify relocation centers and determine an alternate relocation center if necessary.
   - Implement additional procedures as instructed by Incident Commander.
   - Take appropriate action to safeguard office and school property.
   - Document all actions taken.

4. Staff Actions
   - Execute evacuation and relocation procedures when instructed by the Incident Management Team unless there is a natural or propane gas leak odor. If a natural or propane gas leak or odor is detected, or if danger of fire is imminent, evacuate immediately and notify the Chief Executive Officer.
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IV. HUMAN CAUSED HAZARDS: INTRUDER

A. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto JMCS property or partner agency classrooms.

B. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school or office sites.

C. CORE FUNCTIONS

JMCS will encourage school sites to post signs at the point of entry to the campus and buildings from streets and parking lots stating the following:

- All visitors entering school classroom areas on school days between 7:00 a.m. and 4:30 p.m. must register at the Main Office.
- To help prevent intruders on school grounds, JMCS sites and classrooms will require sign-in sheets and name tags to be worn in a visible location. Name tags will be filled out by office staff or classroom teacher and visitors will return to office to sign out and return name tags.

In the event of an intruder, JMCS staff will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff. Precautionary measures are outlined below to keep staff and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

1. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- Alert - notify those in harm’s way of the danger at hand. Call 911. Be clear, concise, and accurate with information. Caller should identify self, the location, suspect information, type of weapon (if applicable), direction of travel and call back number.
- Lockdown or shelter-in-place – Lock down and barricade entry points as appropriate for incident. Law enforcement will enter locked rooms with a key; staff should not open door on command.
- Inform – Principal or designee will give real time updates to affected school and office sites as approved by law enforcement.
- Counter – If the intruder enters the room with intent to cause harm, counter the attacker as a last resort. Use distraction devices, spread out, turn out the lights.
and be ready to cause confusion for the intruder.

- Evacuate – Put time and distance between staff and intruder if safe to do so.

2. Activating the Safety Plan

The person in charge on the site will determine the need to activate the Safety Plan and designate an Incident Commander to implement the procedures specified in this annex. The Incident Commander will transfer command to law enforcement as soon as possible.

A. Incident Commander Actions

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement
- Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the CEO/Policy Group of the status and action taken.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and visitors to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

B. Staff Actions

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
V. HUMAN CAUSED HAZARDS: ACTIVE SHOOTER

A. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an active shooter on JMCS property or partner agency classrooms.

B. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an active shooter on school property.

C. CORE FUNCTIONS

JMCS will ensure that the school site post signs at point of entry to the campus and buildings from streets and parking lots stating the following:

- All visitors entering school grounds on school days between 7:00 a.m. and 4:30 p.m. must register at the Main Office.
- To help prevent intruders on school grounds, JMCS will require sign-in sheets and name tags to be worn in a visible location. Name tags will be filled out by office staff and visitors will return to office to sign out and return name tags.

In the event of an active shooter, JMCS staff will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep staff and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

1. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active shooter on campus include the following:

- **Alert** – notify those in harm’s way of the danger at hand. Report incident immediately to law enforcement. Be clear, concise, and accurate with information. Caller should identify self, the location, suspect information, type of weapon (if applicable), direction of travel and call back number.
- **Lockdown** – Lockdown and barricade entry points. Lock doors, cover windows, turn off lights. Only law enforcement may enter a locked-down room or an administrator with a key.
- **Inform** – Principal or designee will give real time updates to affected school and office sites as approved by law enforcement.
- **Counter** – If the active shooter enters the room, be prepared to counter the attacker as a last resort. Use distraction devices, spread out, turn out the lights.
and be ready to cause confusion for the intruder.

- **Evacuate** – Put time and distance between staff and intruder if safe to do so.
- **Parent-Student Reunification**
  - Rooms will be cleared by law enforcement; students will be moved to a reunification site. Reunification plan will be implemented.
- **Recovery: Psychological Healing**

### 2. Activating the Safety Plan

The Director or teacher will determine the need to activate the Safety Plan and designate an Incident Commander to implement the procedures specified in this annex. **The Incident Commander will transfer command upon the arrival of law enforcement.**

#### A. Incident Commander Actions

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement
- Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the CEO/Policy Group of the status and action taken.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and visitors to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Implement reunification plans
- Document all actions taken.

#### B. Staff Actions

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications...
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of a weapon. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
REFERENCES

California Emergency Management Agency

Federal Emergency Management Agency (FEMA)


State of California Multi-hazard Mitigation Plan
  Retrieved from http://hazardmitigation.calema.ca.gov/plan/state_multihazard_mitigation_plan_shmp
The 2017-18 1st Interim Budget reflects proposed changes from the Adopted Budget to more closely reflect our current revenue and expense projections, including a revised P2 ADA estimate. We now project that John Muir Charter Schools (JMCS) will end the 2017-18 school year with a reserve of $833 thousand, or 8 percent of estimated expenditures for the year. JMCS’s ADA has decreased significantly, however, JMCS is maintaining a positive fund balance and remains fiscally sound.

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<tbody>
<tr>
<td><strong>ADA</strong></td>
<td>939.43</td>
<td>725.87</td>
<td>(213.56)</td>
<td>Revised Projection</td>
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<td>514,416</td>
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<td>86,876</td>
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<tr>
<td><strong>Revenues</strong></td>
<td></td>
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<tr>
<td>LCFF</td>
<td>11,035,572</td>
<td>8,694,300</td>
<td>(2,341,272)</td>
<td>ADA decrease</td>
</tr>
<tr>
<td>Other State</td>
<td>777,595</td>
<td>984,090</td>
<td>206,495</td>
<td>Additional funding</td>
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<td>Other Local</td>
<td>129,393</td>
<td>365,062</td>
<td>235,669</td>
<td>Increased reimbursements</td>
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<td><strong>Total Revenues</strong></td>
<td>11,942,560</td>
<td>10,043,452</td>
<td>(1,899,108)</td>
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<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Certificated Salaries</td>
<td>4,728,048</td>
<td>4,242,874</td>
<td>(485,174)</td>
<td>Staffing reduction</td>
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<td>1,476,999</td>
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<td>Employee Benefits</td>
<td>2,093,079</td>
<td>1,737,491</td>
<td>(355,588)</td>
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<td>Books and Supplies</td>
<td>375,563</td>
<td>209,676</td>
<td>(165,887)</td>
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<tr>
<td>Services &amp; Other</td>
<td>2,210,191</td>
<td>2,144,079</td>
<td>(66,112)</td>
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<td><strong>Total Expenditures</strong></td>
<td>11,602,460</td>
<td>9,811,119</td>
<td>(1,791,341)</td>
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<td><strong>Ending Fund Balance</strong></td>
<td>854,516</td>
<td>833,625</td>
<td>(20,891)</td>
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<tr>
<td>Undesignated Funds</td>
<td>506,442</td>
<td>539,291</td>
<td>32,849</td>
<td></td>
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<td>Economic Uncertainties</td>
<td>348,074</td>
<td>294,334</td>
<td>(53,740)</td>
<td>3% reserves</td>
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</table>
Revenue Differences — $1,899,108 Net Decrease

Local Control Funding Formula (LCFF) - $2,341,272

The P2 ADA estimate decreased by 213.56, reducing the LCFF by $2,279,701. Recognized audit adjustment of $61,571.

Career Pathways Trust Grant Funds (CPTG) - $125,873 Increase

The program allowed for carryover of grant funds into the 4th year. This is a transition year for the grant activities, for which oversight and delivery of the program has transferred from the CPTG Specialists to the classroom teachers.

Other State Revenue - $80,622 Increase

Includes the addition of one-time funds for Mandate Block Grant in the amount of $131,281. State Lottery revenue decreased by $42,156 due to ADA reductions.

Local Revenue - $235,669 Increase

Adjusted to reflect current estimates for client-agency reimbursements.

Expenditure Differences — $1,791,341 Decrease

Staffing Changes — $1,559,342 Decrease

The budget has been adjusted to account for layoffs, both in Admin and at the site level, along with the termination of all remaining Career Pathways staff. The benefit costs have been adjusted to reflect both the open enrollment changes in health benefit costs and the reduction in salaries.

Supplies and Equipment — $165,887 Decrease

The net decrease is due to reductions at the site level coupled with a decrease within both Muir Administration and the CPTG division.

Services and Other Costs — $66,112 Decrease

Muir receives facilities and support from the client agencies. The budget has been adjusted to reflect the reduction in costs due to a freeze on site reimbursements.

Ending Fund Balance — $20,891 Decrease

The current budget contains an ending fund balance of $833,625, or 8% of total expenditures.
## John Muir Charter Schools
### 2017-2018
#### First Interim Budget

### RESOURCES

<table>
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<tr>
<th></th>
<th>ADA</th>
<th>Career Pathways Trust</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
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<tbody>
<tr>
<td>Beg Balance</td>
<td>136,484</td>
<td>1,296,830</td>
<td>(84,539)</td>
<td>(192,538)</td>
<td>(378,236)</td>
<td>(176,709)</td>
<td>601,292</td>
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<tr>
<td>Closed Site Carryover</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Federal/State Grants</td>
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<td>-</td>
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<td>-</td>
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<tr>
<td>Total Beginning Balance</td>
<td>136,484</td>
<td>1,296,830</td>
<td>(84,539)</td>
<td>(192,538)</td>
<td>(378,236)</td>
<td>(176,709)</td>
<td>601,292</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>ADA</th>
<th>Career Pathways Trust</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
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<tr>
<td>LCFF</td>
<td>2,628,184</td>
<td>1,496,159</td>
<td>1,264,001</td>
<td>1,164,134</td>
<td>2,141,823</td>
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<td>8,694,300</td>
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<td>Lottery Unrestricted</td>
<td>-</td>
<td>26,927</td>
<td>22,748</td>
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<td>38,547</td>
<td>109,172</td>
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<td>Lottery Restricted</td>
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<td>7,109</td>
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<td>-</td>
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<td>Mandate Block Grant</td>
<td>170,526</td>
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<td>-</td>
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<td>-</td>
<td>170,526</td>
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<td>Charter Facility Funding</td>
<td>212,134</td>
<td>73,753</td>
<td>98,573</td>
<td>159,941</td>
<td>544,401</td>
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<td>Career Pathways Trust Grant</td>
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<td>Local (interest)</td>
<td>23,397</td>
<td>1,000</td>
<td>174,804</td>
<td>165,861</td>
<td>-</td>
<td>365,062</td>
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<td>Total Revenue</td>
<td>3,034,241</td>
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<td>1,532,500</td>
<td>1,542,415</td>
<td>1,456,067</td>
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<tr>
<td>Career Pathways Trust Grant</td>
<td>-</td>
<td>(934,194)</td>
<td>37,619</td>
<td>259,699</td>
<td>200,431</td>
<td>436,445</td>
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<td>Subsidy</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>Total Beg Balance &amp; Revenue</td>
<td>3,170,725</td>
<td>488,509</td>
<td>1,485,580</td>
<td>1,609,576</td>
<td>1,278,262</td>
<td>2,612,092</td>
<td>10,644,744</td>
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### EXPENDITURES

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<tr>
<th></th>
<th>ADA</th>
<th>Career Pathways Trust</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>FTE Certificated</td>
<td>8.75</td>
<td>-</td>
<td>16.25</td>
<td>11.00</td>
<td>9.55</td>
<td>13.00</td>
<td>58.55</td>
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<td>FTE Classified</td>
<td>6.80</td>
<td>-</td>
<td>-</td>
<td>1.00</td>
<td>0.30</td>
<td>12.38</td>
<td>20.68</td>
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<td>Certificated</td>
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<td>68,453</td>
<td>1,049,902</td>
<td>783,224</td>
<td>557,087</td>
<td>895,483</td>
<td>4,242,874</td>
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<td>Classified</td>
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<td>293,680</td>
<td>8,010</td>
<td>114,008</td>
<td>48,910</td>
<td>510,314</td>
<td>1,476,999</td>
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<td>Benefits</td>
<td>273,296</td>
<td>65,975</td>
<td>185,204</td>
<td>154,558</td>
<td>107,834</td>
<td>276,547</td>
<td>1,063,414</td>
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<td>Health Benefits</td>
<td>140,670</td>
<td>18,263</td>
<td>132,988</td>
<td>88,239</td>
<td>91,234</td>
<td>202,682</td>
<td>674,077</td>
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<td>NEVCO Oversight 1%</td>
<td>87,559</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>87,559</td>
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<tr>
<td>Muir-Administration</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>Subtotal Fixed Expenses</td>
<td>1,892,328</td>
<td>446,370</td>
<td>1,376,103</td>
<td>1,140,029</td>
<td>805,065</td>
<td>1,885,027</td>
<td>7,544,923</td>
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<td>Material/Supplies</td>
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<td>500</td>
<td>15,000</td>
<td>16,474</td>
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<td>36,000</td>
<td>168,385</td>
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<td>Equipment</td>
<td>20,700</td>
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<td>1,000</td>
<td>7,146</td>
<td>5,181</td>
<td>7,264</td>
<td>41,291</td>
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<td>Travel/Conferences</td>
<td>158,839</td>
<td>10,000</td>
<td>-</td>
<td>2,401</td>
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<td>5,271</td>
<td>176,511</td>
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<td>Utilities</td>
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<td>-</td>
<td>20,536</td>
<td>9,599</td>
<td>11,955</td>
<td>96,413</td>
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<td>Rents/Leases/Repairs</td>
<td>64,736</td>
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<td>185,268</td>
<td>302,878</td>
<td>439,808</td>
<td>992,690</td>
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<td>Consultant/Svcs/Oper. Exp</td>
<td>407,470</td>
<td>-</td>
<td>17,765</td>
<td>64,870</td>
<td>128,043</td>
<td>42,996</td>
<td>661,144</td>
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<td>Postage</td>
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<td>17</td>
<td>378</td>
<td>111</td>
<td>886</td>
<td>554</td>
<td>12,885</td>
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<td>Telephone</td>
<td>3,400</td>
<td>-</td>
<td>7,856</td>
<td>9,494</td>
<td>2,111</td>
<td>10,875</td>
<td>33,836</td>
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<td>Internet</td>
<td>9,641</td>
<td>17,393</td>
<td>24,208</td>
<td>6,220</td>
<td>13,979</td>
<td>11,600</td>
<td>83,041</td>
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<td>Subtotal Discretionary Expenses</td>
<td>804,459</td>
<td>27,910</td>
<td>66,207</td>
<td>312,520</td>
<td>488,777</td>
<td>566,323</td>
<td>2,266,196</td>
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<td>Total Expenditures</td>
<td>2,696,787</td>
<td>474,280</td>
<td>1,442,310</td>
<td>1,452,549</td>
<td>1,293,842</td>
<td>2,451,349</td>
<td>9,811,119</td>
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### Ending Fund Balance

<table>
<thead>
<tr>
<th></th>
<th>ADA</th>
<th>Career Pathways Trust</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3% Reserve</td>
<td>80,904</td>
<td>14,228</td>
<td>43,269</td>
<td>157,027</td>
<td>(15,580)</td>
<td>160,743</td>
<td>833,625</td>
</tr>
</tbody>
</table>

### Components of Ending Balance

- **3% Reserve**: 80,904 $ (14,228) $ 43,269 $ 157,027 $ (15,580) $ 160,743 $ 833,625 $ 294,334 $ 393,034 $ 146,257 $
CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report Certification

Charter School Name: John Muir Charter Schools
(continued)

CDS #: 29-10298-2930147
Charter Approving Entity: Nevada Co. Supt. of Schools
County: Nevada County
Charter #: 255
Fiscal Year: 2017/18

To the entity that approved the charter school:

( x ) 2017/18 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: ___________________________ Date: ___________________________

Charter School Official
(Original signature required)

Print Name: Stan Miller Title: Board Chair

To the County Superintendent of Schools:

( x ) 2017/18 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: ___________________________ Date: ___________________________

Authorized Representative of Charter Approving Entity
(Original signature required)

Print Name: Scott Lay Title: County Superintendent

For additional information on the First Interim Report, please contact:

For Approving Entity: For Charter School:

Name ___________________________ Name ___________________________
Title ___________________________ Title ___________________________

Phone ___________________________ Phone ___________________________
E-mail ___________________________ E-mail ___________________________

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to Education Code Section 47604.33.

_______________________________ Date

Appendix 5: JMCS Budget
### Appendix 5: JMCS Budget

#### 1. REVENUES

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Adopted Budget (X)</th>
<th>Actuall thru 10/31 (Y)</th>
<th>1st Interim Budget (Z)</th>
<th>$ Difference (Z vs. (X))</th>
<th>% Change (Z vs. (X))</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1. LCF/Revenue Limit Sources</td>
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<td>State Aid - Current Year</td>
<td>8011</td>
<td>4,471,284.00</td>
<td>886,984.00</td>
<td>2,652,425.00</td>
<td>(1,818,859.00)</td>
<td>-40.68 %</td>
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<tr>
<td>Education Protection Account State Aid</td>
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<td>187,886.00</td>
<td>44,556.00</td>
<td>145,174.00</td>
<td>(42,712.00)</td>
<td>-22.73 %</td>
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<td>-</td>
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<td>State Aid - Prior Years</td>
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<td>Tax Relief Subventions</td>
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<td>County and District Taxes</td>
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<td>Miscellaneous Funds</td>
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<td>PERS Reduction Transfer</td>
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<td>Charter Schools Funding in lieu of Property Taxes</td>
<td>8086</td>
<td>6,376,400.00</td>
<td>1,583,978.00</td>
<td>5,896,701.00</td>
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<td>2,515,618.00</td>
<td>8,694,300.00</td>
<td>(2,341,270.00)</td>
<td>-21.22 %</td>
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<td>No Child Left Behind (Include ARRA)</td>
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<td>Special Education - Federal</td>
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<td>Child Nutrition - Federal</td>
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<td>Total, Federal Revenues</td>
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<td>3. Other State Revenues</td>
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<td>Charter Schools Categorical Block Grant</td>
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<td>Special Education - State</td>
<td>StateRevSE</td>
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<td>All Other State Revenues</td>
<td>StateRevAO</td>
<td>777,597.00</td>
<td>126,783.06</td>
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<td>26.56 %</td>
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<tr>
<td>Total, Other State Revenues</td>
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<td>777,597.00</td>
<td>126,783.06</td>
<td>984,068.00</td>
<td>206,491.00</td>
<td>26.56 %</td>
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<td>4. Other Local Revenues</td>
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<td>All Other Local Revenues</td>
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<td>Total, Local Revenues</td>
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<td><strong>5. TOTAL REVENUES</strong></td>
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<td>11,942,560.00</td>
<td>2,687,151.90</td>
<td>10,043,400.00</td>
<td>(1,899,110.00)</td>
<td>-15.90 %</td>
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#### B. EXPENDITURES

<table>
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<tr>
<th>Description</th>
<th>Object Code</th>
<th>Adopted Budget (X)</th>
<th>Actuall thru 10/31 (Y)</th>
<th>1st Interim Budget (Z)</th>
<th>$ Difference (Z vs. (X))</th>
<th>% Change (Z vs. (X))</th>
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<tr>
<td><strong>1. Certificated Salaries</strong></td>
<td></td>
<td></td>
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<tr>
<td>Certificated Teachers' Salaries</td>
<td>1100</td>
<td>3,653,956.31</td>
<td>1,087,568.06</td>
<td>3,233,682.33</td>
<td>(420,273.98)</td>
<td>-11.50 %</td>
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<tr>
<td>Certificated Pupil Support Salaries</td>
<td>1200</td>
<td>-</td>
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<tr>
<td>Certificated Supervisors' and Administrators' Salaries</td>
<td>1300</td>
<td>1,027,591.03</td>
<td>330,845.19</td>
<td>975,745.01</td>
<td>(52,102.01)</td>
<td>-5.06 %</td>
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<td>Other Certificated Salaries</td>
<td>1900</td>
<td>46,500.00</td>
<td>1,786.71</td>
<td>33,713.80</td>
<td>(12,182.00)</td>
<td>-27.70 %</td>
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<td>Total, Certificated Salaries</td>
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<td>4,728,047.34</td>
<td>1,420,201.96</td>
<td>4,242,874.34</td>
<td>(485,173.00)</td>
<td>-10.26 %</td>
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<td><strong>2. Non-certificated Salaries</strong></td>
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<tr>
<td>Non-certificated Instructional Aides' Salaries</td>
<td>2100</td>
<td>1,156,593.94</td>
<td>383,596.39</td>
<td>704,075.71</td>
<td>(452,518.23)</td>
<td>-39.13 %</td>
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<td>Non-certificated Support Salaries</td>
<td>2200</td>
<td>36,378.16</td>
<td>-</td>
<td>1,861.86</td>
<td>(34,516.30)</td>
<td>-94.88 %</td>
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<td>Non-certificated Supervisors' and Administrators' Sal.</td>
<td>2300</td>
<td>159,200.56</td>
<td>20,543.11</td>
<td>138,657.45</td>
<td>(109,980.50)</td>
<td>-69.08 %</td>
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<td>Clerical and Office Salaries</td>
<td>2400</td>
<td>643,406.88</td>
<td>257,389.20</td>
<td>721,840.59</td>
<td>(121,556.09)</td>
<td>-14.41 %</td>
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<td>Total, Non-certificated Salaries</td>
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<td>2,195,579.34</td>
<td>661,629.70</td>
<td>1,476,998.67</td>
<td>(718,580.67)</td>
<td>-32.73 %</td>
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<td><strong>3. Employee Benefits</strong></td>
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<tr>
<td>STRS</td>
<td>3101-3102</td>
<td>635,432.52</td>
<td>194,821.60</td>
<td>-</td>
<td>(635,432.52)</td>
<td>(100%)</td>
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<td>PERS</td>
<td>3201-3202</td>
<td>284,884.14</td>
<td>95,040.80</td>
<td>571,238.14</td>
<td>286,354.00</td>
<td>100.52 %</td>
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<td>OASDI / Medicare / Alternative</td>
<td>3301-3302</td>
<td>248,541.96</td>
<td>71,510.85</td>
<td>226,919.54</td>
<td>(16,602.00)</td>
<td>-7.48 %</td>
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<td>Health and Welfare Benefits</td>
<td>3401-3402</td>
<td>830,962.82</td>
<td>228,918.34</td>
<td>185,090.70</td>
<td>(645,772.12)</td>
<td>-77.72 %</td>
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<td>Unemployment Insurance</td>
<td>3501-3502</td>
<td>3,461.81</td>
<td>1,007.95</td>
<td>2,453.86</td>
<td>(1,985.99)</td>
<td>-78.48 %</td>
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<td>Workers' Compensation Insurance</td>
<td>3601-3602</td>
<td>89,895.53</td>
<td>24,601.24</td>
<td>2,859.72</td>
<td>(87,035.81)</td>
<td>-96.82 %</td>
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<td>OPEB, Allocated</td>
<td>3701-3702</td>
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<td>-</td>
<td>74,283.83</td>
<td>74,283.83</td>
<td>New</td>
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<td>PERS Reduction (for revenue limit funded schools)</td>
<td>3801-3802</td>
<td>-</td>
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<td>Other Employee Benefits</td>
<td>3901-3902</td>
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<td>Total, Employee Benefits</td>
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<td>2,093,078.78</td>
<td>615,900.66</td>
<td>1,737,490.33</td>
<td>(355,587.85)</td>
<td>-16.99 %</td>
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### CHARTER SCHOOL
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**

**First Interim Report - Summary**

**Charter School Name:** John Muir Charter Schools  
(continued)

**CDS #:** 29-10298-2930147  
**Charter Approving Entity:** Nevada Co. Supt. Of Schools  
**County:** --  
**Fiscal Year:** 2017/18

---

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<th>Description</th>
<th>Adopted Budget (X)</th>
<th>Actuals thru 10/31 (Y)</th>
<th>1st Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
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<td>Materials and Supplies</td>
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<td>320,166.00</td>
<td>25,429.94</td>
<td>188,385.00</td>
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<td>Noncapitalized Equipment</td>
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<td>4,997.96</td>
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<td>375,563.00</td>
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<td>209,676.00</td>
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<td>Subagreements for Services</td>
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<td>-</td>
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<td>Travel and Conferences</td>
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<td>286,665.00</td>
<td>137,331.36</td>
<td>174,511.00</td>
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<td>Dues and Memberships</td>
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<td>2,000.00</td>
<td>2,000.00</td>
<td>-100.00%</td>
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<td>Insurance</td>
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<td>43,193.00</td>
<td>17,377.52</td>
<td>36,923.00</td>
<td>(6,970.00)</td>
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<td>Operations and Housekeeping Services</td>
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<td>16,121.10</td>
<td>59,590.00</td>
<td>(11,161.00)</td>
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<td>Rent, Leases, Repairs, and Noncap. Improvements</td>
<td>5600</td>
<td>1,089,439.00</td>
<td>314,732.57</td>
<td>992,690.00</td>
<td>(96,749.00)</td>
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<td>Professional/Consulting Services and Operating Exp.</td>
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<td>596,700.00</td>
<td>199,244.35</td>
<td>661,144.00</td>
<td>64,444.00</td>
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<td>Communications</td>
<td>5900</td>
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<td>93,877.00</td>
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<tr>
<td></td>
<td>2,210,192.00</td>
<td>724,800.41</td>
<td>2,144,079.00</td>
<td>(66,113.00)</td>
<td>-2.99%</td>
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<td><strong>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</strong></td>
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<td>Land and Land Improvements</td>
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<td>Buildings and Improvements of Buildings</td>
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<td>Books and Media for New School Libraries or Major Expansion of School Libraries</td>
<td>6300</td>
<td>-</td>
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<td>Equipment</td>
<td>6400</td>
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<td>Equipment Replacement</td>
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<td><strong>7. Other Outgo</strong></td>
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<td>Tuition to Other Schools</td>
<td>7110-7143</td>
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<td>Transfers of Pass-through Revenues to Other LEAs</td>
<td>7211-7213</td>
<td>-</td>
<td>-</td>
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<td>Transfers of Appropriations to Other LEAs - Spec. Ed.</td>
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<td>All Other Transfers</td>
<td>7281-7299</td>
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<td>Debt Service: Interest</td>
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<td>Principal (for modified accrual basis only)</td>
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<td><strong>8. TOTAL EXPENDITURES</strong></td>
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<tr>
<td></td>
<td>11,602,460.46</td>
<td>3,452,959.63</td>
<td>9,811,118.94</td>
<td>(1,791,341.52)</td>
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<td><strong>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (AS-88)</strong></td>
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<td></td>
<td>340,099.54</td>
<td>(765,807.73)</td>
<td>232,331.06</td>
<td>(107,768.48)</td>
<td>-31.69%</td>
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### Appendix 5: JMCS Budget

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<th>Description</th>
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<th>Adopted Budget (X)</th>
<th>Actuals thru 10/31 (Y)</th>
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<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
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<td>3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)</td>
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<td><strong>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</strong></td>
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<td></td>
<td>340,099.54</td>
<td>(765,807.73)</td>
<td>232,331.06</td>
<td>(107,768.48)</td>
<td>-31.69%</td>
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<td><strong>F. FUND BALANCE, RESERVES</strong></td>
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<td>c. Adjusted Beginning Balance</td>
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<td>514,414.51</td>
<td>601,292.00</td>
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<td>2. Ending Fund Balance, June 30 (E + F.1.c.)</td>
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<td>854,514.05</td>
<td>(164,515.73)</td>
<td>833,623.06</td>
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<td>Components of Ending Fund Balance :</td>
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<td>a. Nonspendable</td>
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<td>Prepaid Expenditures (equals object 9330)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserve for Economic Uncertainties</td>
<td>9789</td>
<td>348,074.00</td>
<td>-</td>
<td>293,911.00</td>
<td>(54,163.00)</td>
<td>-15.56%</td>
</tr>
<tr>
<td>Unassigned/Unappropriated Amount</td>
<td>9790</td>
<td>506,440.05</td>
<td>(164,515.73)</td>
<td>539,712.06</td>
<td>33,272.01</td>
<td>6.57%</td>
</tr>
</tbody>
</table>
John Muir Charter Schools
2017-18 Second Interim Budget
Prepared by Rachael Navarrete

The 2017-18 Second Interim Budget reflects proposed changes from the First Interim Budget to more closely reflect our current revenue and expense projections. We now project that John Muir Charter Schools (JMCS) will end the 2017-18 school year with a reserve of $835 thousand, or 9 percent of estimated expenditures for the year. JMCS’s ADA has not changed significantly from the First Interim Budget. JMCS is maintaining a positive fund balance and remains fiscally sound.

<table>
<thead>
<tr>
<th></th>
<th>1st Interim Budget</th>
<th>2nd Interim Budget</th>
<th>Difference</th>
<th>Explanation</th>
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<tr>
<td>ADA</td>
<td>725.87</td>
<td>726.2</td>
<td>.33</td>
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<td>Beginning Fund Balance</td>
<td>601,292</td>
<td>601,292</td>
<td>0</td>
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<tr>
<td>Revenues</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>LCFF</td>
<td>8,694,300</td>
<td>8,546,147</td>
<td>(148,153)</td>
<td>Audit adjustment</td>
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<tr>
<td>Other State</td>
<td>984,088</td>
<td>987,057</td>
<td>2,969</td>
<td>Additional funding</td>
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<td>Other Local</td>
<td>365,062</td>
<td>297,801</td>
<td>(67,261)</td>
<td>Increased reimbursements</td>
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<tr>
<td>Total Revenues</td>
<td>10,043,450</td>
<td>9,831,005</td>
<td>(212,445)</td>
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</tr>
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<td>Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries</td>
<td>4,242,874</td>
<td>4,238,532</td>
<td>(4,342)</td>
<td>Staffing reduction</td>
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<td>Classified Salaries</td>
<td>1,476,999</td>
<td>1,496,482</td>
<td>19,483</td>
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<td>Employee Benefits</td>
<td>1,737,491</td>
<td>1,727,145</td>
<td>(10,346)</td>
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<tr>
<td>Books and Supplies</td>
<td>209,676</td>
<td>161,739</td>
<td>(47,937)</td>
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<tr>
<td>Services &amp; Other</td>
<td>2,144,079</td>
<td>1,972,819</td>
<td>(171,260)</td>
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<tr>
<td>Total Expenditures</td>
<td>9,811,119</td>
<td>9,596,717</td>
<td>(214,402)</td>
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</tr>
<tr>
<td>Ending Fund Balance</td>
<td>833,625</td>
<td>835,580</td>
<td>1,955</td>
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<td>Undesignated Funds</td>
<td>539,291</td>
<td>547,678</td>
<td>8,387</td>
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<tr>
<td>Economic Uncertainties</td>
<td>294,334</td>
<td>287,902</td>
<td>(6,432)</td>
<td>3% reserves</td>
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</tbody>
</table>

Appendix 5: JMCS Budget
Revenue Differences — $212,445 Net Decrease

Local Control Funding Formula (LCFF) - $148,153 Decrease

The LCFF calculation was affected by the unduplicated pupil count audit finding. Not only was there a penalty for the finding in the year it occurred, it also lowered the funding calculation for the next 2 consecutive years.

Other State Revenue - $2,969 Increase

This category of funding includes Lottery, Mandate Block Grant, and Charter Facility Funding. There was a minor adjustment to this category due to a slight increase in projected ADA.

Local Revenue - $67,621 Decrease

Adjusted to reflect current estimates for client-agency reimbursements.

Expenditure Differences — $214,402 Net Decrease

Staffing Changes — $4,795 Increase

The most recent staffing changes have resulted in a minor increase to the total cost for staff.

Supplies and Equipment — $47,937 Decrease

Muir Administration implemented a spending freeze for all non-essential purchases. The budget has been adjusted to reflect the savings that were achieved.

Services and Other Costs — $171,260 Decrease

Muir receives facilities and support from its partnering agencies. Much of the decrease in this category is due to a reduction in rent costs.

Ending Fund Balance — $1,955 Increase

The current budget contains an ending fund balance of $835,580, or 9% of total expenditures. This is a slight increase over the First Interim Budget. The efforts of Muir Administration to adjust to fluctuations in revenue and make necessary adjustments to expenditures is paramount to Muir’s continued success.
## John Muir Charter Schools
### 2017-2018
#### Second Interim Budget

### RESOURCES

<table>
<thead>
<tr>
<th>Category</th>
<th>Muir Admin</th>
<th>Career Pathways Trust Fund</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA</td>
<td>-</td>
<td>181</td>
<td>155</td>
<td>136</td>
<td>254</td>
<td>726</td>
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</table>

### Total Beginning Balance

<table>
<thead>
<tr>
<th>Category</th>
<th>Muir Admin</th>
<th>Career Pathways Trust Fund</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF</td>
<td>2,582,845</td>
<td>1,482,696</td>
<td>1,275,187</td>
<td>1,120,808</td>
<td>2,084,610</td>
<td>8,546,147</td>
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<tr>
<td>Lottery Unrestricted</td>
<td>-</td>
<td>27,534</td>
<td>23,680</td>
<td>20,814</td>
<td>38,711</td>
<td>110,739</td>
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<tr>
<td>Lottery Restricted</td>
<td>-</td>
<td>9,052</td>
<td>7,785</td>
<td>6,843</td>
<td>12,727</td>
<td>36,407</td>
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<tr>
<td>College Readiness BG</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
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<tr>
<td>Mandate Block Grant</td>
<td>170,526</td>
<td>170,526</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Charter Facility Funding</td>
<td>212,134</td>
<td>73,498</td>
<td>96,833</td>
<td>160,137</td>
<td>542,602</td>
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<tr>
<td>Career Pathways Trust Grant</td>
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<td>125,873</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>State Revenue - Testing</td>
<td>910</td>
<td>910</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Local (interest)</td>
<td>24,323</td>
<td>1,000</td>
<td>178,720</td>
<td>88,112</td>
<td>5,646</td>
<td>297,801</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td>2,990,738</td>
<td>125,873</td>
<td>1,520,282</td>
<td>1,558,871</td>
<td>1,333,410</td>
<td>2,301,831</td>
<td>9,831,005</td>
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</table>

### EXPENDITURES

<table>
<thead>
<tr>
<th>Category</th>
<th>Muir Admin</th>
<th>Career Pathways Trust Fund</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Certificated</td>
<td>8.75</td>
<td>-</td>
<td>17.25</td>
<td>12.00</td>
<td>9.35</td>
<td>12.75</td>
<td>60.30</td>
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<tr>
<td>FTE Classified</td>
<td>6.80</td>
<td>-</td>
<td>-</td>
<td>1.00</td>
<td>0.50</td>
<td>11.63</td>
<td>19.93</td>
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<tr>
<td>Certified</td>
<td>887,315</td>
<td>62,488</td>
<td>1,057,763</td>
<td>812,357</td>
<td>557,087</td>
<td>861,523</td>
<td>4,238,532</td>
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<tr>
<td>Classified</td>
<td>503,754</td>
<td>288,816</td>
<td>8,010</td>
<td>117,268</td>
<td>48,910</td>
<td>529,724</td>
<td>1,496,482</td>
</tr>
<tr>
<td>Benefits</td>
<td>272,353</td>
<td>61,998</td>
<td>188,559</td>
<td>160,159</td>
<td>107,834</td>
<td>274,131</td>
<td>1,065,034</td>
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<td>Health Benefits</td>
<td>140,935</td>
<td>17,525</td>
<td>132,580</td>
<td>88,818</td>
<td>86,608</td>
<td>195,645</td>
<td>662,111</td>
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<tr>
<td>NEVCO Oversight 1%</td>
<td>86,310</td>
<td>17,765</td>
<td>120,580</td>
<td>88,818</td>
<td>86,608</td>
<td>195,645</td>
<td>662,111</td>
</tr>
<tr>
<td>Muir-Administration</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Subtotal Fixed Expenses</strong></td>
<td>1,890,666</td>
<td>430,827</td>
<td>1,386,911</td>
<td>1,178,601</td>
<td>800,440</td>
<td>1,861,024</td>
<td>7,548,469</td>
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<tr>
<td>Material/Supplies</td>
<td>63,761</td>
<td>309</td>
<td>16,000</td>
<td>14,974</td>
<td>14,580</td>
<td>25,391</td>
<td>135,015</td>
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<tr>
<td>Equipment</td>
<td>8,200</td>
<td>-</td>
<td>1,000</td>
<td>7,146</td>
<td>5,181</td>
<td>5,197</td>
<td>26,724</td>
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<td>Travel/Conferences</td>
<td>234,488</td>
<td>6,769</td>
<td>-</td>
<td>2,401</td>
<td>-</td>
<td>2,071</td>
<td>245,729</td>
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<td>Utilities</td>
<td>54,323</td>
<td>-</td>
<td>-</td>
<td>21,900</td>
<td>4,408</td>
<td>11,023</td>
<td>91,654</td>
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<tr>
<td>Rents/Leases/Repairs</td>
<td>65,726</td>
<td>-</td>
<td>-</td>
<td>185,268</td>
<td>198,687</td>
<td>394,374</td>
<td>844,055</td>
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<tr>
<td>Consultant/Svcs/Oper. Exp</td>
<td>314,441</td>
<td>17,765</td>
<td>64,904</td>
<td>140,051</td>
<td>41,379</td>
<td>578,540</td>
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<td>Postage</td>
<td>8,639</td>
<td>17</td>
<td>378</td>
<td>104</td>
<td>866</td>
<td>353</td>
<td>10,777</td>
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<tr>
<td>Telephone</td>
<td>3,400</td>
<td>-</td>
<td>7,856</td>
<td>11,722</td>
<td>1,230</td>
<td>9,318</td>
<td>33,526</td>
</tr>
<tr>
<td>Internet</td>
<td>9,641</td>
<td>17,393</td>
<td>24,208</td>
<td>6,220</td>
<td>13,215</td>
<td>11,951</td>
<td>82,628</td>
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<tr>
<td><strong>Subtotal Discretionary Expenses</strong></td>
<td>762,619</td>
<td>24,488</td>
<td>67,207</td>
<td>314,639</td>
<td>378,238</td>
<td>501,057</td>
<td>2,048,248</td>
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<tr>
<td><strong>Total Expenditures</strong></td>
<td>2,653,285</td>
<td>455,315</td>
<td>1,454,118</td>
<td>1,493,240</td>
<td>1,178,678</td>
<td>2,362,081</td>
<td>9,596,717</td>
</tr>
</tbody>
</table>

### Ending Fund Balance

<table>
<thead>
<tr>
<th>Category</th>
<th>Muir Admin</th>
<th>Career Pathways Trust Fund</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3% Reserve</td>
<td>79,599</td>
<td>13,659</td>
<td>43,624</td>
<td>44,797</td>
<td>35,360</td>
<td>70,862</td>
<td>287,902</td>
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<tr>
<td>CPTG Reserve</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unappropriated Balance</td>
<td>394,338</td>
<td>953,729</td>
<td>61,998</td>
<td>171,705</td>
<td>258,864</td>
<td>307,822</td>
<td>547,678</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>473,937</td>
<td>967,388</td>
<td>(18,375)</td>
<td>(126,907)</td>
<td>(223,504)</td>
<td>(236,959)</td>
<td>835,580</td>
</tr>
</tbody>
</table>
To the entity that approved the charter school:

( x ) 2017/18 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: ___________________________ Date: ___________________________
Charter School Official
(Original signature required)

Print Name: Stan Miller Title: Board Chair

To the County Superintendent of Schools:

( x ) 2017/18 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: ___________________________ Date: ___________________________
Authorized Representative of Charter Approving Entity
(Original signature required)

Print Name: Scott Lay Title: County Superintendent

For additional information on the First Interim Report, please contact:

For Approving Entity: For Charter School:

Name Rachael Navarrete
Name
Title Fiscal Analyst
Title
Phone (530) 272-4008 x 220
Phone
E-mail mnavarrete@johnmuircs.com E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to Education Code Section 47604.33.

______________________________
Date
### A. REVENUES

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>1st Interim Budget (X)</th>
<th>Actuals thru 1/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z vs. X)</th>
<th>% Change (Z vs. X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCCF/Revenue Limit Sources</td>
<td>8011</td>
<td>2,652,425.00</td>
<td>2,147,434.00</td>
<td>2,504,206.00</td>
<td>(148,219.00)</td>
<td>-5.59%</td>
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<tr>
<td>Education Protection Account State Aid - Current Year</td>
<td>8012</td>
<td>145,174.00</td>
<td>189,112.00</td>
<td>145,240.00</td>
<td>66.00</td>
<td>0.05%</td>
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<tr>
<td>Charter Schools Gen. Purpose Entitlement - State Aid</td>
<td>8015</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
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<tr>
<td>State Aid - Prior Years</td>
<td>8019</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
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<td>Tax Relief Subventions</td>
<td>8020-8029</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
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<tr>
<td>County and District Taxes</td>
<td>8040-8079</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
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<td>Miscellaneous Funds</td>
<td>8080-8089</td>
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<td>-</td>
<td>-</td>
<td>0%</td>
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<td>LCFF/Revenue Limit Transfers:</td>
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<tr>
<td>PERS Reduction Transfer</td>
<td>8092</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Charter Schools Funding in lieu of Property Taxes</td>
<td>8096</td>
<td>5,896,701.00</td>
<td>3,047,036.00</td>
<td>5,896,701.00</td>
<td>-</td>
<td>0.00%</td>
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<tr>
<td>Total, LCFF/Revenue Limit Sources</td>
<td>8091-8097</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
</tbody>
</table>

| Federal Revenues | | | | | | |
| No Child Left Behind (Include ARRA) | 8290 | - | - | - | - | 0% |
| Special Education - Federal | 8181-8182 | - | - | - | - | 0% |
| Child Nutrition - Federal | 8220 | - | - | - | - | 0% |
| Other Federal Revenues (Include ARRA) | 8110, 8260-8299 | - | - | - | - | 0% |
| Total, Federal Revenues | - | - | - | - | - | 0% |

| Other State Revenues | | | | | | |
| Charter Schools Categorical Block Grant | N/A thru 14/15 | - | - | - | - | 0% |
| Special Education - State | StateRevSE | - | - | - | - | 0% |
| All Other State Revenues | StateRevAO | 984,088.00 | 523,393.73 | 987,057.06 | 2,969.06 | 0.30% |
| Total, Other State Revenues | - | 984,088.00 | 523,393.73 | 987,057.06 | 2,969.06 | 0.30% |

| Local Revenues | | | | | | |
| All Other Local Revenues | LocalRevAO | 365,062.00 | 112,813.23 | 297,801.00 | (67,261.00) | -18.42% |
| Total, Local Revenues | - | 365,062.00 | 112,813.23 | 297,801.00 | (67,261.00) | -18.42% |

5. TOTAL REVENUES

| | | | | | | |
| | | | | | | |

### B. EXPENDITURES

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>1st Interim Budget (X)</th>
<th>Actuals thru 1/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z vs. X)</th>
<th>% Change (Z vs. X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Salaries</td>
<td>1100</td>
<td>3,233,682.33</td>
<td>1,865,383.93</td>
<td>3,239,304.70</td>
<td>5,622.37</td>
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<tr>
<td>Certified Pupil Support Salaries</td>
<td>1200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
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<tr>
<td>Certified Supervisors’ and Administrators’ Salaries</td>
<td>1300</td>
<td>975,574.01</td>
<td>575,276.57</td>
<td>969,609.31</td>
<td>(5,964.70)</td>
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<tr>
<td>Other Certified Salaries</td>
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<td>33,618.00</td>
<td>1,786.71</td>
<td>29,616.00</td>
<td>(4,000.00)</td>
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<tr>
<td>Total, Certified Salaries</td>
<td>4,424,974.34</td>
<td>2,442,449.21</td>
<td>4,238,532.01</td>
<td>(4,343.32)</td>
<td>-0.10%</td>
<td></td>
</tr>
</tbody>
</table>

2. Non-certified Salaries

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>1st Interim Budget (X)</th>
<th>Actuals thru 1/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z vs. X)</th>
<th>% Change (Z vs. X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-certified Instructional Aides’ Salaries</td>
<td>2100</td>
<td>704,075.71</td>
<td>585,663.36</td>
<td>702,940.47</td>
<td>(1,135.24)</td>
<td>-0.16%</td>
</tr>
<tr>
<td>Non-certified Support Salaries</td>
<td>2200</td>
<td>1,861.86</td>
<td>-</td>
<td>1,861.86</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Non-certified Supervisors’ and Administrators’ Sal.</td>
<td>2300</td>
<td>49,220.51</td>
<td>25,293.16</td>
<td>49,220.51</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Clerical and Office Salaries</td>
<td>2400</td>
<td>721,840.59</td>
<td>443,849.67</td>
<td>742,459.36</td>
<td>20,618.77</td>
<td>2.86%</td>
</tr>
<tr>
<td>Other Non-certified Salaries</td>
<td>2900</td>
<td>100.00</td>
<td>-</td>
<td>100.00</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Total, Non-certified Salaries</td>
<td>1,476,998.67</td>
<td>1,054,906.19</td>
<td>1,496,482.20</td>
<td>19,483.53</td>
<td>1.32%</td>
<td></td>
</tr>
</tbody>
</table>

3. Employee Benefits

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>1st Interim Budget (X)</th>
<th>Actuals thru 1/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z vs. X)</th>
<th>% Change (Z vs. X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRS</td>
<td>3101-3102</td>
<td>571,238.14</td>
<td>330,202.31</td>
<td>571,273.91</td>
<td>35.77</td>
<td>0.01%</td>
</tr>
<tr>
<td>PERS</td>
<td>3201-3202</td>
<td>229,941.94</td>
<td>153,164.16</td>
<td>229,976.44</td>
<td>34.50</td>
<td>0.02%</td>
</tr>
<tr>
<td>OASDI / Medicare / Alternative</td>
<td>3301-3302</td>
<td>185,090.70</td>
<td>116,511.05</td>
<td>186,689.86</td>
<td>1,599.16</td>
<td>0.86%</td>
</tr>
<tr>
<td>Health and Welfare Benefits</td>
<td>3401-3402</td>
<td>674,079.80</td>
<td>353,210.65</td>
<td>682,110.82</td>
<td>(8,931.08)</td>
<td>-1.76%</td>
</tr>
<tr>
<td>Unemployment Insurance</td>
<td>3501-3502</td>
<td>2,859.72</td>
<td>1,689.13</td>
<td>2,859.57</td>
<td>(0.15)</td>
<td>-0.01%</td>
</tr>
<tr>
<td>Workers’ Compensation Insurance</td>
<td>3601-3602</td>
<td>74,283.83</td>
<td>42,669.38</td>
<td>74,234.32</td>
<td>(49.51)</td>
<td>-0.07%</td>
</tr>
<tr>
<td>OPEB, Allocated</td>
<td>3701-3702</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>OPEB, Active Employees</td>
<td>3751-3752</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>PERS Reduction (for revenue limit funded schools)</td>
<td>3801-3802</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Other Employee Benefits</td>
<td>3901-3902</td>
<td>1,737,490.93</td>
<td>1,039,446.68</td>
<td>1,727,144.92</td>
<td>(10,346.01)</td>
<td>-0.60%</td>
</tr>
</tbody>
</table>
### Appendix 5: JMCS Budget

#### CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: John Muir Charter Schools
(continued)

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>1st Interim Budget (X)</th>
<th>Actuals thru 1/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z vs. (X))</th>
<th>% Change (Z vs. (X))</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Books and Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Textbooks and Core Curricula Materials</td>
<td>4100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Books and Other Reference Materials</td>
<td>4200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td>4300</td>
<td>168,385.00</td>
<td>37,018.38</td>
<td>135,015.00</td>
<td>(33,370.00)</td>
<td>-19.82%</td>
</tr>
<tr>
<td>Noncapitalized Equipment</td>
<td>4400</td>
<td>41,291.00</td>
<td>7,721.10</td>
<td>26,724.00</td>
<td>(14,567.00)</td>
<td>-35.28%</td>
</tr>
<tr>
<td>Food</td>
<td>4700</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total, Books and Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td>209,676.00</td>
<td>44,739.48</td>
<td>161,736.52</td>
</tr>
<tr>
<td>5. Services and Other Operating Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subagreements for Services</td>
<td>5100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Travel and Conferences</td>
<td>5200</td>
<td>174,511.00</td>
<td>162,899.48</td>
<td>245,729.00</td>
<td>71,219.00</td>
<td>40.81%</td>
</tr>
<tr>
<td>Dues and Memberships</td>
<td>5300</td>
<td>2,000.00</td>
<td>-</td>
<td>-</td>
<td>(2,000.00)</td>
<td>(100)%</td>
</tr>
<tr>
<td>Insurance</td>
<td>5400</td>
<td>96,823.00</td>
<td>26,583.26</td>
<td>36,823.00</td>
<td>-</td>
<td>0.00%</td>
</tr>
<tr>
<td>Operations and Housekeeping Services</td>
<td>5500</td>
<td>59,590.00</td>
<td>37,758.28</td>
<td>54,831.00</td>
<td>(4,799.00)</td>
<td>-7.99%</td>
</tr>
<tr>
<td>Rentals, Leases, Repairs, and Noncap. Improvements</td>
<td>5600</td>
<td>992,690.00</td>
<td>497,386.66</td>
<td>844,055.00</td>
<td>(148,635.00)</td>
<td>-14.97%</td>
</tr>
<tr>
<td>Professional/Consulting Services and Operating Expend.</td>
<td>5800</td>
<td>661,144.00</td>
<td>327,869.29</td>
<td>664,850.00</td>
<td>3,706.00</td>
<td>0.56%</td>
</tr>
<tr>
<td>Communications</td>
<td>5900</td>
<td>217,321.00</td>
<td>67,676.02</td>
<td>126,531.00</td>
<td>(90,790.00)</td>
<td>-41.78%</td>
</tr>
<tr>
<td><strong>Total, Services and Other Operating Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td>2,144,079.00</td>
<td>1,120,172.99</td>
<td>1,972,819.00</td>
</tr>
<tr>
<td>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land and Land Improvements</td>
<td>6100-6170</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Buildings and Improvements of Buildings</td>
<td>6200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Books and Media for New School Libraries or Major Expansion of School Libraries</td>
<td>6300</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equipment</td>
<td>6400</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equipment Replacement</td>
<td>6500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Depreciation Expense (for accrual basis only)</strong></td>
<td></td>
<td></td>
<td></td>
<td>6900</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total, Capital Outlay</strong></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7. Other Outgo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition to Other Schools</td>
<td>7110-7143</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfers of Pass-through Revenues to Other LEAs</td>
<td>7211-7213</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfers of Apportionments to Other LEAs - Spec. Ed.</td>
<td>7221-7223SE</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfers of Apportionments to Other LEAs - All Other</td>
<td>7221-7223AO</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>All Other Transfers</td>
<td>7281-7299</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Debt Service: Interest</td>
<td>7438</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Principal (for modified accrual basis only)</td>
<td>7439</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total, Other Outgo</strong></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>8. TOTAL EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
<td>9,811,118.94</td>
<td>5,701,714.55</td>
<td>9,396,717.13</td>
</tr>
<tr>
<td><strong>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (AS-88)</strong></td>
<td></td>
<td></td>
<td></td>
<td>232,331.06</td>
<td>218,074.41</td>
<td>234,287.93</td>
</tr>
</tbody>
</table>
CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: John Muir Charter Schools
(continued)
CDS #: 29-10298-2930147
Charter Approving Entity: Nevada Co. Supt. Of Schools
County:
Charter #: 255
Fiscal Year: 2017/18

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>1st Interim Budget (X)</th>
<th>Actuals thru 1/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. OTHER FINANCING SOURCES / USES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Other Sources</td>
<td>8930-8979</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2. Less: Other Uses</td>
<td>7630-7699</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)</td>
<td>8980-9999</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4. TOTAL OTHER FINANCING SOURCES / USES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</td>
<td></td>
<td>232,331.06</td>
<td>218,074.41</td>
<td>234,287.93</td>
<td>1,956.87</td>
<td>0.84%</td>
</tr>
<tr>
<td>F. FUND BALANCE, RESERVES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Beginning Fund Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. As of July 1</td>
<td>9791</td>
<td>601,292.00</td>
<td>601,292.00</td>
<td>601,292.00</td>
<td>-</td>
<td>0.00%</td>
</tr>
<tr>
<td>b. Adjustments to Beginning Balance</td>
<td>9793, 9795</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>c. Adjusted Beginning Balance</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2. Ending Fund Balance, June 30 (E + F.1.c.)</td>
<td></td>
<td>833,623.06</td>
<td>819,366.41</td>
<td>835,579.93</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Components of Ending Fund Balance:

a. Nonspendable
   - Revolving Cash (equals object 9130)
     9711 - - - -
   - Stores (equals object 9320)
     9712 - - - -
   - Prepaid Expenditures (equals object 9330)
     9713 - - - -
   - All Others
     9719 - - - -

b. Restricted
   9740 - - - -

c. Committed
   - Stabilization Arrangements
     9750 - - - -
   - Other Commitments
     9760 - - - -

d. Assigned
   - Other Assignments
     9780 - - - -

e. Unassigned/Unappropriated
   - Reserve for Economic Uncertainties
     9789 294,334.00 287,902.00 287,902.00 (6,432.00) -2.19%
   - Unassigned/Unappropriated Amount
     9790 539,289.06 531,464.41 547,677.93 8,388.87 1.56%
John Muir Charter Schools  
2017-18 Third Interim Budget  
Prepared by Rachael Navarrete  

The 2017-18 Third Interim Budget reflects proposed changes from the Second Interim Budget to more closely reflect our current revenue and expense projections. While not statutorily required, the primary purpose of the Third Interim budget is to update funding calculations for actual P2 ADA and provide an updated ending fund balance, which is the basis for the 2018-19 Adopted Budget beginning balance. We now project that John Muir Charter Schools (JMCS) will end the 2017-18 school year with a reserve of $815 thousand, or 9 percent of estimated expenditures for the year. JMCS is maintaining a positive fund balance and remains fiscally sound.

<table>
<thead>
<tr>
<th>ADA</th>
<th>2nd Interim Budget</th>
<th>3rd Interim Budget</th>
<th>Difference</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>726.2</td>
<td>718.55</td>
<td>(7.65)</td>
<td>Adjusted to P2 ADA</td>
</tr>
</tbody>
</table>

| Beginning Fund Balance | 601,292 | 601,292 | 0 |  |

<table>
<thead>
<tr>
<th>Revenues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF</td>
<td>8,546,147</td>
</tr>
<tr>
<td>Other State</td>
<td>987,057</td>
</tr>
<tr>
<td>Other Local</td>
<td>297,801</td>
</tr>
</tbody>
</table>

| Total Revenues | 9,831,005 | 9,637,362 | (193,643) |  |

<table>
<thead>
<tr>
<th>Expenditures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Salaries</td>
<td>4,238,532</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>1,496,482</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>1,727,145</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>161,739</td>
</tr>
<tr>
<td>Services &amp; Other</td>
<td>1,972,819</td>
</tr>
</tbody>
</table>

| Total Expenditures | 9,596,717 | 9,423,793 | (172,924) |  |

<table>
<thead>
<tr>
<th>Ending Fund Balance</th>
<th>835,580</th>
<th>814,861</th>
<th>(20,719)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Uncertainties</td>
<td>287,902</td>
<td>282,714</td>
<td>(5,188)</td>
<td>3% Reserves</td>
</tr>
<tr>
<td>Undesignated Funds</td>
<td>547,678</td>
<td>532,148</td>
<td>(15,530)</td>
<td></td>
</tr>
</tbody>
</table>
Revenue Differences — $193,643 Decrease

Local Control Funding Formula (LCFF) - $96,887 Decrease

The funding formula has two components to it: P2 ADA and the unduplicated pupil count. Now that the P2 ADA collection period is complete, the funding calculation has been updated to actual P2 ADA, not projected.

Other State Revenue - $20,097 Decrease

This category of funding includes Lottery, Mandate Block Grant, and Charter Facility Funding. Two of these categories are affected by changes in ADA: lottery and charter facility funding.

Local Revenue - $76,659 Decrease

Adjusted to reflect current estimates for client-agency reimbursements.

Expenditure Differences — $172,924 Decrease

Staffing Changes — $81,703 Decrease

As we near the end of the fiscal year, the budget allocated for unfilled open positions has been reduced. In addition, the estimated cost of hourly employees has been revised to reflect current schedules. Employee benefit costs are reduced in line with reduced salary costs. Health and welfare estimates are adjusted for actual usage, which includes savings achieved with unfilled open positions.

Supplies and Equipment — $42,208 Decrease

The primary reduction was to the Muir Administration budget, reducing the estimate for supplies and equipment by $35K.

Services and Other Costs — $49,013 Decrease

This category of costs includes: travel, liability insurance, rent, professional services, utilities, postage, phone, internet, and the 1% oversight fee. Most of the decrease was due to a reduction in Muir Administration’s budget for professional services.

Ending Fund Balance — $20,719 Decrease

The current budget contains an ending fund balance of $814,862, or 9% of total expenditures. Unfortunately the loss in revenue exceeded the reduction in expenses, which resulted in a $20K decrease in fund balance. The goal of Muir Administration is to build up the reserves to a healthy 25% of expenditures, so look for this to increase in the upcoming year.
## John Muir Charter Schools
### 2017-2018
#### Third Interim Budget

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>Muir Admin</th>
<th>Career Pathways Trust Grant</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA</td>
<td>-</td>
<td>181.47</td>
<td>156.98</td>
<td>130.77</td>
<td>249.33</td>
<td>718.55</td>
<td></td>
</tr>
</tbody>
</table>

### RESOURCES

**Beg Balance**
- 136,484

**Closed Site Carryover**
- 1,296,830

**Federal/State Grants**
- (84,539)

**State Revenue - Testing**
- (192,538)

**LCFF**
- (378,236)

**Mandate Block Grant**
- (176,709)

**Charter Facility Funding**
- 601,292

**Career Pathways Trust Grant**
- 202,435

**State Revenue - Testing**
- 125,873

**Local (Interest)**
- 24,584

**Total Beginning Balance**
- 136,484

**LCFF**
- 2,511,002

**Lottery Unrestricted**
- 1,499,709

**Lottery Restricted**
- 23,610

**College Readiness BG**
- 170,526

**Charter Facility Funding**
- 74,397

**Career Pathways Trust Grant**
- 125,873

**State Revenue - Testing**
- 910

**Local Interest**
- 24,584

**Total Revenue**
- 2,909,457

**Career Pathways Trust Grant**
- -

**Subsidy**
- -

**Total Beg Balance & Revenue**
- 3,045,941

### EXPENDITURES

**FTE Certificated**
- 7.75

**FTE Classified**
- 5.80

**Certificated**
- 880,828

**Classified**
- 503,466

**Benefits**
- 270,139

**Health Benefits**
- 140,797

**NEVCO Oversight 1%**
- 84,493

**Muir-Administration**
- -

**Subtotal Fixed Expenses**
- 1,879,722

**Material/Supplies**
- 31,861

**Equipment**
- 4,248

**Travel/Conferences**
- 238,338

**Utilities**
- 53,289

**Rents/Leases/Repairs**
- 65,726

**Consultant/Svcs/Oper. Exp**
- 281,420

**Postage**
- 6,417

**Telephone**
- 2,250

**Internet**
- 9,312

**Subtotal Discretionary Expenses**
- 692,861

**Total Expenditures**
- 2,572,583

**Ending Fund Balance**
- 473,358

### Components of Ending Balance

- **3% Reserve**
  - 77,177

- **CPTG Reserve**
  - -

- **Unappropriated Balance**
  - 396,181

**Appendix 5: JMCS Budget**

---

*294*
CHARTER SCHOOL   
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Third Interim Report Certification

Charter School Name: John Muir Charter Schools 
(continued) 
CDS #: 29-10298-2930147  
Charter Approving Entity: Nevada Co. Supt. of Schools 
County: Nevada County 
Charter #: 255  
Fiscal Year: 2017/18

To the entity that approved the charter school: 
( x ) 2017/18  CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM:  This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: ___________________________ Date: ___________________________  
Charter School Official 
(Original signature required)

Print Name: Stan Miller  
Title: Board Chair

To the County Superintendent of Schools:  
( x ) 2017/18  CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM:  This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: ___________________________ Date: ___________________________  
Authorized Representative of Charter Approving Entity 
(Original signature required)

Print Name: Scott Lay  
Title: County Superintendent

For additional information on the Third Interim Report, please contact: 

For Approving Entity: 
Name ___________________________ 
Title ___________________________  
Phone ___________________________  
E-mail ___________________________

For Charter School: 
Name Rachael Navarrete 
Title Fiscal Analyst  
Phone (530) 272-4008 x 220  
E-mail mnavarrete@johnmuircs.com

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to Education Code Section 47604.33.

_________________________  
Date

Appendix 5: JMCS Budget
### A. REVENUES

#### 1. LCFF/Revenue Limit Sources
- **State Aid - Current Year**
  - State Aid - Current Year
  - Education Protection Account State Aid - Current Year
  - Charter Schools Gen. Purpose Entitlement - State Aid
  - State Aid - Prior Years
  - Tax Relief Subventions
  - County and District Taxes
  - Miscellaneous Funds
- **LCFF/Revenue Limit Transfers:**
  - PERS Reduction Transfer
  - Charter Schools Funding in lieu of Property Taxes
- **Total, LCFF/Revenue Limit Sources**

#### 2. Federal Revenues
- **No Child Left Behind (Include ARRA)**
- **Special Education - Federal**
- **Child Nutrition - Federal**
- **Other Federal Revenues (Include ARRA)**
- **Total, Federal Revenues**

#### 3. Other State Revenues
- **Charter Schools Categorical Block Grant**
- **Special Education - State**
- **All Other State Revenues (Include ARRA)**
- **Total, Federal Revenues**

#### 4. Other Local Revenues
- **All Other Local Revenues**
- **Total, Local Revenues**

#### 5. TOTAL REVENUES

### B. EXPENDITURES

#### 1. Certificated Salaries
- **Certificated Teachers’ Salaries**
- **Certificated Pupil Support Salaries**
- **Certificated Supervisors’ and Administrators’ Salaries**
- **Total, Certificated Salaries**

#### 2. Non-certificated Salaries
- **Non-certificated Instructional Aides’ Salaries**
- **Non-certificated Support Salaries**
- **Non-certificated Supervisors’ and Administrators’ Salaries**
- **Clerical and Office Salaries**
- **Other Non-certificated Salaries**
- **Total, Non-certificated Salaries**

#### 3. Employee Benefits
- **STRS**
- **PERS**
- **OASDI / Medicare / Alternative**
- **Health and Welfare Benefits**
- **Unemployment Insurance**
- **Workers’ Compensation Insurance**
- **OPEB, Allocated**
- **OPEB, Active Employees**
- **PERS Reduction (for revenue limit funded schools)**
- **Other Employee Benefits**
- **Total, Employee Benefits**
### 4. Books and Supplies

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>2nd Interim Budget (X)</th>
<th>Actuas thru 4/30 (Y)</th>
<th>3rd Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Textbooks and Core Curricula Materials</td>
<td>4100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books and Other Reference Materials</td>
<td>4200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
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<tr>
<td>Materials and Supplies</td>
<td>4300</td>
<td>135,015.00</td>
<td>52,412.11</td>
<td>102,655.00</td>
<td>(32,640.00)</td>
<td>-23.97%</td>
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<tr>
<td>Noncapitalized Equipment</td>
<td>4400</td>
<td>26,724.00</td>
<td>10,376.03</td>
<td>16,876.00</td>
<td>(9,488.00)</td>
<td>-36.85%</td>
</tr>
<tr>
<td>Food</td>
<td>4700</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total, Books and Supplies</strong></td>
<td></td>
<td>161,739.00</td>
<td>62,788.14</td>
<td>119,531.00</td>
<td>(42,208.00)</td>
<td>-26.10%</td>
</tr>
</tbody>
</table>

### 5. Services and Other Operating Expenditures

| Subagreements for Services                                               | 5100        | -                      | -                    | -                      |                          |                     |
| Travel and Conferences                                                  | 5200        | 245,729.00             | 200,628.37           | 247,959.00             | 2,230.00                 | 0.91%               |
| Dues and Memberships                                                    | 5300        | -                      | -                    | -                      |                          |                     |
| Insurance                                                               | 5400        | 36,823.00              | 35,789.00            | 35,789.00              | (1,034.00)               | -2.81%              |
| Operations and Housekeeping Services                                    | 5500        | 54,831.00              | 46,370.66            | 58,180.00              | 3,349.00                 | 6.11%               |
| Rentals, Leases, Repairs, and Noncap. Improvements                      | 5600        | 844,055.00             | 630,904.49           | 843,659.00             | (396.00)                 | -0.05%              |
| Professional/Consulting Services and Operating Exp.                     | 5800        | 664,850.00             | 388,400.16           | 612,492.00             | (52,358.00)              | -7.88%              |
| Communications                                                          | 5900        | 126,531.00             | 99,660.72            | 122,727.00             | (804.00)                 | -0.64%              |
| **Total, Services and Other Operating Expenditures**                    |             | 1,972,819.00           | 1,401,753.40         | 1,923,806.00           | (40,013.00)              | -2.48%              |

### 6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)

| Land and Land Improvements                                              | 6100-6170   | -                      | -                    | -                      |                          |                     |
| Buildings and Improvements of Buildings                                 | 6200        | -                      | -                    | -                      |                          |                     |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300        | -                      | -                    | -                      |                          |                     |
| Equipment                                                              | 6400        | -                      | -                    | -                      |                          |                     |
| Equipment Replacement                                                  | 6500        | -                      | -                    | -                      |                          |                     |
| **Depreciation Expense (for accrual basis only)**                      | 6900        | -                      | -                    | -                      |                          |                     |
| **Total, Capital Outlay**                                              |             | -                      | -                    | -                      |                          |                     |

### 7. Other Outgo

| Tuition to Other Schools                                               | 7110-7143   | -                      | -                    | -                      |                          |                     |
| Transfers of Pass-through Revenues to Other LEAs                      | 7211-7213   | -                      | -                    | -                      |                          |                     |
| Transfers of Apportionments to Other LEAs - Spec. Ed.                | 7221-7223SE| -                      | -                    | -                      |                          |                     |
| Transfers of Apportionments to Other LEAs - All Other                 | 7221-723AO  | -                      | -                    | -                      |                          |                     |
| All Other Transfers                                                  | 7281-7299   | -                      | -                    | -                      |                          |                     |
| Debt Service:                                                        |             | -                      | -                    | -                      |                          |                     |
| Interest                                                              | 7438        | -                      | -                    | -                      |                          |                     |
| Principal (for modified accrual basis only)                            | 7439        | -                      | -                    | -                      |                          |                     |
| **Total, Other Outgo**                                                |             | -                      | -                    | -                      |                          |                     |

### 8. TOTAL EXPENDITURES

| 9,596,717.13 | 7,677,733.91 | 9,427,922.91 | (172,924.22) | -1.80% |

### C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.

**BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**

<p>| 234,287.93 | 495,570.72 | 213,570.15 | (20,717.78) | -8.4% |</p>
<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. OTHER FINANCING SOURCES / USES</td>
</tr>
<tr>
<td>1. Other Sources</td>
</tr>
<tr>
<td>2. Less: Other Uses</td>
</tr>
<tr>
<td>3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)</td>
</tr>
<tr>
<td>4. TOTAL OTHER FINANCING SOURCES / USES</td>
</tr>
<tr>
<td>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</td>
</tr>
<tr>
<td>F. FUND BALANCE, RESERVES</td>
</tr>
<tr>
<td>1. Beginning Fund Balance</td>
</tr>
<tr>
<td>a. As of July 1</td>
</tr>
<tr>
<td>b. Adjustments to Beginning Balance</td>
</tr>
<tr>
<td>c. Adjusted Beginning Balance</td>
</tr>
<tr>
<td>2. Ending Fund Balance, June 30 (E + F.1.c.)</td>
</tr>
</tbody>
</table>

Components of Ending Fund Balance:

- Nonspendable
  - Revolving Cash (equals object 9130)
  - Stores (equals object 9320)
  - Prepaid Expenditures (equals object 9330)
  - All Others
- Restricted
- Committed
  - Stabilization Arrangements
  - Other Commitments
- Assigned
  - Other Assignments
- Unassigned/Unappropriated
  - Reserve for Economic Uncertainties
  - Unassigned/Unappropriated Amount

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>2nd Interim Budget (X)</th>
<th>Actuals thru 4/30 (Y)</th>
<th>3rd Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
</table>

3rd Interim vs. 2nd Interim Increase, (Decrease)
### Non-Charter School(s)

Free/Reduced Meal Eligibility Counts Based On:

<table>
<thead>
<tr>
<th>School Code</th>
<th>School Name</th>
<th>Total Enrollment</th>
<th>Free &amp; Reduced Meal Program: 181/182 Foster</th>
<th>Homeless (1)</th>
<th>Migrant Program: 135</th>
<th>Direct Certification</th>
<th>Unduplicated Eligible Free/Reduced Meal Counts</th>
<th>EL Funding Eligible (2)</th>
<th>Total Unduplicated FRPM/EL Eligible Count (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>181/182</td>
<td>Foster Homeless (1)</td>
<td>135</td>
<td>Direct Certification</td>
<td>Unduplicated Eligible Free/Reduced Meal Counts</td>
<td>EL Funding Eligible (2)</td>
<td>Total Unduplicated FRPM/EL Eligible Count (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Homeless</td>
<td>674</td>
<td>20</td>
<td>71</td>
<td>0</td>
<td>290</td>
<td>700</td>
<td>126</td>
<td>707</td>
</tr>
</tbody>
</table>

TOTAL - Selected Schools

<table>
<thead>
<tr>
<th>School Code</th>
<th>School Name</th>
<th>Total Enrollment</th>
<th>Free &amp; Reduced Meal Program: 181/182 Foster</th>
<th>Homeless (1)</th>
<th>Migrant Program: 135</th>
<th>Direct Certification</th>
<th>Unduplicated Eligible Free/Reduced Meal Counts</th>
<th>EL Funding Eligible (2)</th>
<th>Total Unduplicated FRPM/EL Eligible Count (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2930147</td>
<td>John Muir Charter</td>
<td>740</td>
<td>674</td>
<td>20</td>
<td>71</td>
<td>0</td>
<td>290</td>
<td>700</td>
<td>126</td>
</tr>
</tbody>
</table>

TOTAL LEA

Total: 740 674 20 71 0 290 700 126 707

---

### Charter School(s)

Free/Reduced Meal Eligibility Counts Based On:

<table>
<thead>
<tr>
<th>School Code</th>
<th>School Name</th>
<th>Total Enrollment</th>
<th>Free &amp; Reduced Meal Program: 181/182 Foster</th>
<th>Homeless (1)</th>
<th>Migrant Program: 135</th>
<th>Direct Certification</th>
<th>Unduplicated Eligible Free/Reduced Meal Counts</th>
<th>EL Funding Eligible (2)</th>
<th>Total Unduplicated FRPM/EL Eligible Count (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2930147</td>
<td>John Muir Charter</td>
<td>740</td>
<td>674</td>
<td>20</td>
<td>71</td>
<td>0</td>
<td>290</td>
<td>700</td>
<td>126</td>
</tr>
</tbody>
</table>

TOTAL LEA

Total: 740 674 20 71 0 290 700 126 707

---

This report includes students with Primary and Short Term enrollment in grade levels K-12, UE and US only. Students enrolled in Adult Education Schools are not included in this report.

Students with multiple qualifying records as of Fall 1 Census Day are counted only once. A student with qualifying enrollments in more than one LEA on Census Day is counted in each LEA.

1. Homeless counts are based on Education Program record with an Education Program Membership Code 191 (Homeless).

2. For Funding, Eligible English Learners are students with an English Language Acquisition Status of 'EL' on Fall 1 Census Day.

3. Total Unduplicated FRPM/EL Eligibility Count will always equal enrollment count for Juvenile Court schools.
Grade: 01-First Grade, 02-Second Grade, 03-Third Grade, 04-Fourth Grade, 05-Fifth Grade, 06-Sixth Grade, 07-Seventh Grade, 08-Eighth Grade, 09-Ninth Grade, 10-Tenth Grade, 11-Eleventh Grade, 12-Twelfth Grade, KN-Kindergarten, UE-Ungraded Elementary, US-Ungraded Secondary
Ethnicity/Race: ALL
Gender: ALL
Age Eligibility: LCFF

This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.
The 2018-19 1st Interim Budget reflects proposed changes from the Adopted Budget to more closely reflect our current revenue and expense projections, including a revised P2 ADA estimate. We now project that John Muir Charter Schools (JMCS) will end the 2018-19 school year with a reserve of $1.9 million, or 28 percent of total expenditures for the year.

<table>
<thead>
<tr>
<th></th>
<th>Adopted Budget</th>
<th>1st Interim Budget</th>
<th>Difference</th>
<th>Explanation</th>
</tr>
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<tbody>
<tr>
<td><strong>ADA</strong></td>
<td>585.51</td>
<td>554.73</td>
<td>(30.78)</td>
<td>Revised Projection</td>
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<tr>
<td><strong>Beginning Fund Balance</strong></td>
<td>814,862</td>
<td>1,039,281</td>
<td>224,419</td>
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<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LCFF</strong></td>
<td>7,191,423</td>
<td>6,840,060</td>
<td>(351,363)</td>
<td>ADA decrease</td>
</tr>
<tr>
<td><strong>Other State</strong></td>
<td>682,490</td>
<td>987,662</td>
<td>305,172</td>
<td>Additional funding</td>
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<tr>
<td><strong>Other Local</strong></td>
<td>0</td>
<td>41,049</td>
<td></td>
<td>Increased reimbursements</td>
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<tr>
<td><strong>Total Revenues</strong></td>
<td>7,873,913</td>
<td>7,868,771</td>
<td>(5,142)</td>
<td></td>
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<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Certificated Salaries</strong></td>
<td>3,120,133</td>
<td>3,171,369</td>
<td>51,236</td>
<td>Staffing changes</td>
</tr>
<tr>
<td><strong>Classified Salaries</strong></td>
<td>903,473</td>
<td>891,095</td>
<td>(12,377)</td>
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<tr>
<td><strong>Employee Benefits</strong></td>
<td>1,376,667</td>
<td>1,306,815</td>
<td>(69,853)</td>
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<tr>
<td><strong>Books and Supplies</strong></td>
<td>362,563</td>
<td>254,554</td>
<td>(108,009)</td>
<td></td>
</tr>
<tr>
<td><strong>Services &amp; Other</strong></td>
<td>1,276,797</td>
<td>1,305,295</td>
<td>28,498</td>
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</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>7,039,633</td>
<td>6,929,128</td>
<td>(110,505)</td>
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<tr>
<td><strong>Ending Fund Balance</strong></td>
<td>1,649,142</td>
<td>1,978,924</td>
<td>329,782</td>
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<tr>
<td><strong>Economic Uncertainties</strong></td>
<td>703,963</td>
<td>692,913</td>
<td>(11,050)</td>
<td>10% reserve</td>
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<tr>
<td><strong>State Grants Reserved</strong></td>
<td>0</td>
<td>339,736</td>
<td></td>
<td></td>
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<tr>
<td><strong>Undesignated Funds</strong></td>
<td>945,179</td>
<td>946,275</td>
<td>1,096</td>
<td></td>
</tr>
</tbody>
</table>
Revenue Differences — $5,142 Net Decrease

Local Control Funding Formula (LCFF) - $2,341,272

The P2 ADA estimate decreased by 30.78, reducing the LCFF by $351,363.

Other State Revenue - $305,172 Increase

Includes the addition of Prop 39 Energy Funds for the Conservation Corps of North Bay, in the amount of $368,408, along with two new State grants: $5,080 for Classified Employee Professional Development and $9,880 for Low Performing Students. Charter Facility funding increased by $34,184. These increases offset a reduction in the funding rate for One-Time Funds for Outstanding Mandates, in the amount of $114,968.

Local Revenue - $41,049 Increase

Adjusted to reflect current estimates for client-agency reimbursements.

Expenditure Differences — $110,505 Decrease

Staffing Changes — $30,994 Decrease

The budget has been adjusted to account for current staffing costs, an increase in certificated staffing costs offset by a reduction in both classified salaries and benefit costs. The health and welfare costs have been updated to reflect actual costs. The worker’s comp rate decreased from 1.3% in 2017-18 to .90% in 2018-19.

Supplies and Equipment — $108,09 Decrease

With the adopted budget, the sites were allocated $300 per ADA for supplies and $200 per ADA for equipment. Now that the year is in progress, these categories have been reduced to more closely align with actual expenditures, resulting in significant savings.

Services and Other Costs — $28,498 Increase

This category of costs includes: travel, utilities, rent, professional development, postage, phone, and internet. Conservation Corps North Bay is expected to spend $104,429 in Prop 39 Energy Funds, which has been added to the professional services category. The travel category was originally budgeted for $1,000 per FTE, in anticipation of professional development for our staff. Now that the year is in progress, the budget has been reduced to reflect underutilization of this category.

Ending Fund Balance — $329,782 Increase

The ending fund balance is $1,978,925, or 28% of total expenditures. Within this balance, we have the following reserves: 10% economic uncertainties and $339,736 in unspent State revenue.
## John Muir Charter Schools
### 2018-2019
#### First Interim Budget

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>Muir Admin</th>
<th>Site Salaries</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beg Balance</td>
<td>1,039,281</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Beginning Balance</strong></td>
<td>1,039,281</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF</td>
<td>2,552,246</td>
<td>3,834,496</td>
<td>154,874</td>
<td>142,983</td>
<td>28,495</td>
<td>126,967</td>
<td>6,840,060</td>
</tr>
<tr>
<td>Lottery Unrestricted</td>
<td>-</td>
<td>29,890</td>
<td>27,595</td>
<td>5,499</td>
<td>24,504</td>
<td>87,488</td>
<td></td>
</tr>
<tr>
<td>Lottery Restricted</td>
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<td>10,491</td>
<td>9,686</td>
<td>1,930</td>
<td>8,601</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td>2,798,645</td>
<td>3,834,496</td>
<td>195,255</td>
<td>652,885</td>
<td>80,603</td>
<td>306,889</td>
<td>7,868,772</td>
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<td><strong>Total Beg Balance &amp; Revenue</strong></td>
<td>3,762,129</td>
<td>3,834,496</td>
<td>195,255</td>
<td>728,682</td>
<td>80,603</td>
<td>306,889</td>
<td>8,908,053</td>
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## EXPENDITURES

<table>
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<tr>
<th>EXPENDITURES</th>
<th>Muir Admin</th>
<th>Site Salaries</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
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<tbody>
<tr>
<td>FTE Certificated</td>
<td>7.75</td>
<td>37.45</td>
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<td>15.28</td>
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<td>749,036</td>
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<td>-</td>
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<td>3,171,369</td>
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<td>Classified</td>
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<td>475,522</td>
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<td>-</td>
<td>-</td>
<td>891,095</td>
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<td>Benefits</td>
<td>244,745</td>
<td>565,584</td>
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<td>810,330</td>
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<td>Health Benefits</td>
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<td>371,057</td>
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<td><strong>Subtotal Fixed Expenses</strong></td>
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<td>Material/Supplies</td>
<td>52,945</td>
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<td>56,856</td>
<td>39,331</td>
<td>5,711</td>
<td>27,064</td>
<td>181,907</td>
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<td>Equipment</td>
<td>6,340</td>
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<td>37,904</td>
<td>17,823</td>
<td>1,796</td>
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<td>Travel/Conferences</td>
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<td>14,875</td>
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<td>36,823</td>
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<td>Utilities</td>
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<td>1,203</td>
<td>-</td>
<td>9,700</td>
<td>19,903</td>
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<td>Rents/Leases/Repairs</td>
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<td>-</td>
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<td>137,816</td>
<td>43,970</td>
<td>195,755</td>
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<td>Consultant/Svcs/Oper. Exp</td>
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<td>-</td>
<td>9,378</td>
<td>120,341</td>
<td>2,060</td>
<td>9,130</td>
<td>490,491</td>
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<td>378</td>
<td>330</td>
<td>639</td>
<td>153</td>
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<td>11,852</td>
<td>63</td>
<td>5,127</td>
<td>28,313</td>
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<td>Internet</td>
<td>9,641</td>
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<td>24,208</td>
<td>7,720</td>
<td>315</td>
<td>7,890</td>
<td>49,774</td>
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<td><strong>Subtotal Discretionary Expenses</strong></td>
<td>678,345</td>
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<td>151,455</td>
<td>342,991</td>
<td>55,054</td>
<td>263,603</td>
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<td><strong>Total Expenditures</strong></td>
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<td>342,991</td>
<td>55,054</td>
<td>263,603</td>
<td>6,929,128</td>
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## Ending Fund Balance

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<th>ENDING FUND BALANCE</th>
<th>Muir Admin</th>
<th>Site Salaries</th>
<th>CCC Programs</th>
<th>LCC Programs</th>
<th>Youthbuild Programs</th>
<th>WIOA Programs</th>
<th>Total</th>
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<td>10% Reserve</td>
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<td>State Revenue</td>
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<td>946,276</td>
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Appendix 5: JMCS Budget

303
CHARTER SCHOOL INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report Certification

Charter School Name: John Muir Charter Schools
(continued)

CDS #: 29-10298-2930147
Charter Approving Entity: Nevada Co. Supt. of Schools
County: Nevada County
Charter #: 255
Fiscal Year: 2018/19

To the entity that approved the charter school:
( x ) 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _______________________________ Date: _______________________________
Charter School Official
(Original signature required)

Print
Name: Stan Miller Title: Board Chair

To the County Superintendent of Schools:
( x ) 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _______________________________ Date: _______________________________
Authorized Representative of Charter Approving Entity
(Original signature required)

Print
Name: Scott Lay Title: County Superintendent

For additional information on the First Interim Report, please contact:
For Approving Entity: For Charter School:
Name Rachael Navarrete
Name
Title Fiscal Analyst
Title
Phone (530) 272-4008 x 220
Phone
E-mail mnavarrete@johnmuircs.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to Education Code Section 47604.33.

_________________________________________ Date
### Appendix 5: JMCS Budget

**Charter School Name:** John Muir Charter Schools  
**CDS #:** 29-10298-2930147  
**Charter Approving Entity:** Nevada Co. Supt. Of Schools  
**Chart #:** 255  
**Fiscal Year:** 2018/19

#### A. REVENUES

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Adopted Budget (X)</th>
<th>Actuals thru 10/31 (Y)</th>
<th>1st Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
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<tbody>
<tr>
<td><strong>1. LCFF/Revenue Limit Sources</strong></td>
<td></td>
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<tr>
<td>State Aid - Current Year</td>
<td>8011</td>
<td>1,930,722.00</td>
<td>681,450.00</td>
<td>2,173,316.00</td>
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<td>8012</td>
<td>117,162.00</td>
<td>35,928.00</td>
<td>110,946.00</td>
<td>(6,216.00)</td>
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<td>State Aid - Prior Years</td>
<td>8019</td>
<td>(140,585.00)</td>
<td>(139,151.00)</td>
<td>1,434.00</td>
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<td>Tax Relief Subventions</td>
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<td>County and District Taxes</td>
<td>8040-8079</td>
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<td>Miscellaneous Funds</td>
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<td><strong>LCFF/Revenue Limit Transfers:</strong></td>
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<td>PERS Reduction Transfer</td>
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<td>Charter Schools Funding in lieu of Property Taxes</td>
<td>8096</td>
<td>5,284,124.00</td>
<td>1,220,687.00</td>
<td>4,694,497.00</td>
<td>(589,175.00)</td>
<td>-11.15%</td>
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<td><strong>Total, LCFF/Revenue Limit Sources</strong></td>
<td>8091, 8097</td>
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<td><strong>Federal Revenues</strong></td>
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<td>No Child Left Behind (Include ARRA)</td>
<td>8290</td>
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<td>Special Education - Federal</td>
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<td>Child Nutrition - Federal</td>
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<td>Other Federal Revenues (Include ARRA)</td>
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<td><strong>Total, Federal Revenues</strong></td>
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<td><strong>Other State Revenues</strong></td>
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<td><strong>Special Education - State</strong></td>
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<tr>
<td>All Other State Revenues</td>
<td>8181, 8182</td>
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<tr>
<td><strong>Total, Other State Revenues</strong></td>
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<td><strong>4. Other Local Revenues</strong></td>
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<tr>
<td>All Other Local Revenues</td>
<td>8110, 8260-8299</td>
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<td>-</td>
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<tr>
<td><strong>Total, Local Revenues</strong></td>
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<td><strong>5. TOTAL REVENUES</strong></td>
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<td>7,873,913.00</td>
<td>1,966,588.83</td>
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#### B. EXPENDITURES

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Adopted Budget (X)</th>
<th>Actuals thru 10/31 (Y)</th>
<th>1st Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
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<td>1,700.00</td>
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<td>817,512.56</td>
<td>3,171,368.95</td>
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<td><strong>2. Non-certificated Salaries</strong></td>
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<td>Non-certificated Instructional Aides’ Salaries</td>
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<td>Clerical and Office Salaries</td>
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<td><strong>Total, Non-certificated Salaries</strong></td>
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<td>STRS</td>
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<td>615.18</td>
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<td>Workers’ Compensation Insurance</td>
<td>3601-3602</td>
<td>52,306.87</td>
<td>10,703.87</td>
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<tr>
<td>OPEB, Allocated</td>
<td>3701-3702</td>
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<tr>
<td>OPEB, Active Employees</td>
<td>3751-3752</td>
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<tr>
<td>PERS Reduction (for revenue limit funded schools)</td>
<td>3801-3802</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other Employee Benefits</td>
<td>3901-3902</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Total, Employee Benefits</strong></td>
<td></td>
<td>1,376,667.46</td>
<td>378,794.34</td>
<td>1,308,814.62</td>
<td>(69,852.84)</td>
<td>-5.07%</td>
</tr>
</tbody>
</table>
### First Interim Report - Summary

#### John Muir Charter Schools

- **CDS #:** 29-10298-2930147
- **Charter Approving Entity:** Nevada Co. Supt. Of Schools
- **Charter #:** 255
- **Fiscal Year:** 2018/19

#### Adopted Actuals thru 1st Interim vs. Adopted

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Budget (X)</th>
<th>Actuals thru 10/31 (Y)</th>
<th>1st Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Books and Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Textbooks and Core Curricula Materials</td>
<td>4100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Books and Other Reference Materials</td>
<td>4200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td>4300</td>
<td>247,516.00</td>
<td>23,810.19</td>
<td>181,907.00</td>
<td>(65,609.00)</td>
<td>-26.51%</td>
</tr>
<tr>
<td>Noncapitalized Equipment</td>
<td>4400</td>
<td>115,047.00</td>
<td>14,408.70</td>
<td>72,647.00</td>
<td>(42,400.00)</td>
<td>-36.85%</td>
</tr>
<tr>
<td>Food</td>
<td>4700</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total, Books and Supplies</strong></td>
<td></td>
<td>362,563.00</td>
<td>38,218.89</td>
<td>254,554.00</td>
<td>(108,009.00)</td>
<td>-29.79%</td>
</tr>
<tr>
<td><strong>5. Services and Other Operating Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subagreements for Services</td>
<td>5100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Travel and Conferences</td>
<td>5200</td>
<td>269,058.00</td>
<td>44,981.99</td>
<td>161,121.00</td>
<td>(107,937.00)</td>
<td>-40.12%</td>
</tr>
<tr>
<td>Dues and Memberships</td>
<td>5300</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Insurance</td>
<td>5400</td>
<td>96,823.00</td>
<td>16,728.06</td>
<td>36,823.00</td>
<td>-</td>
<td>0.00%</td>
</tr>
<tr>
<td>Operations and Housekeeping Services</td>
<td>5500</td>
<td>17,500.00</td>
<td>5,956.03</td>
<td>19,903.00</td>
<td>2,403.00</td>
<td>13.73%</td>
</tr>
<tr>
<td>Rentals, Leases, Repairs, and Noncap. Improvements</td>
<td>5600</td>
<td>455,527.00</td>
<td>140,156.77</td>
<td>443,362.00</td>
<td>(12,165.00)</td>
<td>-2.67%</td>
</tr>
<tr>
<td>Professional/Consulting Services and Operating Expend.</td>
<td>5800</td>
<td>414,308.00</td>
<td>176,163.44</td>
<td>558,892.00</td>
<td>144,584.00</td>
<td>34.90%</td>
</tr>
<tr>
<td>Communications</td>
<td>5900</td>
<td>83,581.00</td>
<td>22,826.74</td>
<td>85,194.00</td>
<td>1,613.00</td>
<td>1.93%</td>
</tr>
<tr>
<td><strong>Total, Services and Other Operating Expenditures</strong></td>
<td></td>
<td>1,276,797.00</td>
<td>406,818.03</td>
<td>1,305,295.00</td>
<td>28,498.00</td>
<td>2.23%</td>
</tr>
<tr>
<td><strong>6. Capital Outlay</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(Objects 6100-6170, 6200-6500 modified accrual basis only)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Land and Land Improvements</td>
<td>6100-6170</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Buildings and Improvements of Buildings</td>
<td>6200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Books and Media for New School Libraries or Major Expansion of School Libraries</td>
<td>6300</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equipment</td>
<td>6400</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Equipment Replacement</td>
<td>6500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Depreciation Expense (for accrual basis only)</strong></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total, Capital Outlay</strong></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>7. Other Outgo</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition to Other Schools</td>
<td>7110-7143</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfers of Pass-through Revenues to Other LEAs</td>
<td>7211-7213</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfers of Apportionsments to Other LEAs - Spec. Ed.</td>
<td>7221-7223SE</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfers of Apportionsments to Other LEAs - All Other</td>
<td>7221-7223AO</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>All Other Transfers</td>
<td>7281-7299</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Debt Service: Interest</td>
<td>7438</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Principal (for modified accrual basis only)</td>
<td>7439</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total, Other Outgo</strong></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>8. TOTAL EXPENDITURES</strong></td>
<td></td>
<td>7,039,633.02</td>
<td>1,931,836.86</td>
<td>6,929,127.91</td>
<td>(110,505.11)</td>
<td>-1.57%</td>
</tr>
<tr>
<td><strong>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</strong></td>
<td></td>
<td>834,279.98</td>
<td>34,751.97</td>
<td>939,643.09</td>
<td>105,363.11</td>
<td>12.63%</td>
</tr>
</tbody>
</table>
CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary

Charter School Name: John Muir Charter Schools
CDS #: 29-10298-2930147
Charter Approving Entity: Nevada Co. Supt. Of Schools
County: Nevada Co.
Charter #: 255
Fiscal Year: 2018/19

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Adopted Budget (X)</th>
<th>Actuals thru 10/31 (Y)</th>
<th>1st Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. OTHER FINANCING SOURCES / USES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Other Sources</td>
<td>8930-8979</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2. Less: Other Uses</td>
<td>7630-7699</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)</td>
<td>8980-8999</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. TOTAL OTHER FINANCING SOURCES / USES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Adopted Budget (X)</th>
<th>Actuals thru 10/31 (Y)</th>
<th>1st Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beginning Fund Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. As of July 1</td>
<td>9791</td>
<td>814,862.15</td>
<td>601,292.00</td>
<td>1,039,280.84</td>
<td>224,418.69</td>
<td>27.54%</td>
</tr>
<tr>
<td>b. Adjustments to Beginning Balance</td>
<td>9793, 9795</td>
<td>814,862.15</td>
<td>601,292.00</td>
<td>1,039,280.84</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c. Adjusted Beginning Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

F. FUND BALANCE, RESERVES

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Adopted Budget (X)</th>
<th>Actuals thru 10/31 (Y)</th>
<th>1st Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beginning Fund Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. As of July 1</td>
<td>9711</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>b. Restricted</td>
<td>9712</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c. Committed</td>
<td>9713</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>d. All Others</td>
<td>9719</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>e. Unassigned/Unappropriated</td>
<td>9789</td>
<td>703,963.00</td>
<td>-</td>
<td>692,913.00</td>
<td>(11,050.00)</td>
<td>-1.57%</td>
</tr>
<tr>
<td>f. Reserve for Economic Uncertainties</td>
<td>9790</td>
<td>945,179.13</td>
<td>636,043.97</td>
<td>946,274.93</td>
<td>1,095.80</td>
<td>0.12%</td>
</tr>
</tbody>
</table>

Appendix 5: JMCS Budget
Appendix 6
JMCS Suspension and Expulsion Policy

Each JMCS site shall develop and maintain a comprehensive set of student discipline procedures containing the JMCS code of conduct as stated in the JMCS Student Achievement Plan. These procedures will be printed and distributed as part of the school’s student handbook and will clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student will be required to verify that they have reviewed and understand the procedures prior to enrollment. All JMCS sites will provide all students with an opportunity for due process and will conform to applicable federal law regarding students with exceptional needs. JMCS will notify the Superintendent of any expulsions and will include the suspension and expulsion date in its annual performance report.

A JMCS student may face suspension from class for the following infractions:
- Insubordination: Students found to be using behaviors or actions in defiance of direct instruction from JMCS staff or actions found to be in violation of the Student Code of Conduct may be suspended for 1-5 days.
- Drug and Alcohol Use: Students found under the influence of drugs or alcohol on school premises or at school related activities may be suspended for 1-5 days.
- Bullying and/or Harassment: Students found to be bullying, harassing or otherwise treating students, staff or others in a disrespectful or aggressive manner may be suspended for 1-5 days.

A JMCS student may face expulsion for the following infractions:
- Violence on campus or at a school affiliated event towards other students, staff or others.
- Possession of a weapon or use of any item as a weapon on campus or at a school affiliated event.
- Possession of drugs or alcohol weapon on campus or at a school affiliated event.
- Multiple (more than three) documented offenses in which a disciplinary suspension has occurred.

A student that has been suspended or expelled from JMCS may return provided:
- The student petitions, on a form approved by the Board of Directors, the host agency and JMCS for reinstatement into both the client agency’s and JMCS’ program. Students and parents may appeal suspensions and expulsions at the site level, administrative level, JMCS governing board level, and to the Nevada County Board of Education.
- JMCS or the Nevada County Board of Education approve the student’s petition based on strong evidence that the student is willing and able to comply with all rules and regulations of the client agency and the school, that they are committed to success at work and in the classroom, and that they understand the reasons for the suspension or expulsion.
- Suspension and Expulsion Appeals materials are in appendix two of this document.

JMCS will follow all applicable state and federal laws regarding suspension and expulsion proceeding for special education services, including the student’s right to manifestation.
determination. A student that is currently receiving special education services and has been suspended or expelled from JMCS site will qualify for:

- An intervention and revisiting of the IEP to insure appropriate services and accommodations are being provided for the student,

- Continuing special education services off site at a location mutually agreed upon by the student, parent, JMCS administration and the Nevada County Superintendent of Schools special education provider.
John Muir Charter Schools
Student Suspension and Expulsion Appeal

Student Name: ___________________________ Date: ______________________

Site Name: ___________________________ Lead Teacher/Director: ___________________________

This appeal is for a (circle one) Student Suspension Student Expulsion

Student has previously appealed this suspension/expulsion at the following level (circle one):

Site Level JMCS Admin Nevada County Supt. of Schools

Date of Original Suspension Expulsion: _____________________________________________

Reason for Original Suspension/Expulsion: ___________________________________________

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Statement of Appeal (Why should the original suspension/expulsion be over turned?)

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Please attach additional sheets as needed to complete the statement of appeal

Received by: ___________________________ Date: ______________________

Reviewers Decision:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Please attach additional sheets as necessary.

Appendix 6: Suspension and Expulsion Policy
Appendix 7

JOHN MUIR CHARTER SCHOOLS

EMPLOYEE HANDBOOK

117 New Mohawk Road, Ste. F,
Nevada City, CA 95959 Phone: (530) 272-4008 Fax: (530) 272-4009
ACKNOWLEDGMENT OF RECEIPT OF PERSONNEL HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE JMCS OFFICE.

EMPLOYEE NAME: ________________________________

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning applicable JMCS policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with JMCS. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by JMCS.

I understand that other than the Board of JMCS, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee’s Signature: ____________________________ Date: ________________
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   - Employment At-Will
   - Child Abuse and Neglect Reporting
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   - Tuberculosis Testing
   - Immigration Compliance
   - Staff/Student Interaction Policy
   - Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation
   - Whistleblower Policy
   - Drug-Free Workplace
   - Privacy and Confidentiality
   - Smoking
   - Conflicts of Interest

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   - Time Sheets/Records
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   - Personal Business
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   - Weapons Policy
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   - Political Activity
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   - Occupational Safety
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   - Reporting Fires and Emergencies

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  Sick Leave
  San Francisco Conservation Corps Site
  Personal Necessity Leave
  Vacation
  Unpaid Leave of Absence
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  Pregnancy Disability Leave
  Industrial Injury Leave (Workers’ Compensation)
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  Jury Duty or Witness Leave
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  School Appearance and Activities Leave
  Bone Marrow and Organ Donor Leave
  Returning From Leave of Absence
  Using Electronic Media to Communicate with Students
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  JMCS Employee “Ethical Pledge”
  Student-Centered Focus
  Code of Conduct
  Supervisors
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APPENDIX C – GENERAL SAFETY RULES
INTRODUCTION TO HANDBOOK

This Handbook is designed to acquaint employees with John Muir Charter Schools (hereinafter referred to as “JMCS” or “School”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an all-inclusive policies and procedures manual (all of our policies and procedures are available on our intranet website, intranet.johnmuircs.com), we hope that it will serve as a useful reference document for employees throughout their employment at the JMCS.

Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace the official plan documents (i.e., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Because the School is an ever-changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook or the policies and procedures on which they may be based, at any time without advance notice. JMCS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

Only the JMCS Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification must be in writing.

This Handbook is the property of JMCS, and it is intended for personal use and reference by employees of JMCS. Circulation of this Handbook outside of JMCS requires the prior written approval of the Chief Executive Officer.

Employees are required to sign the acknowledgment form at the back of this Handbook, remove it, and return it to the JMCS office. This requirement provides JMCS with a record that each employee has received this Handbook.
CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity is Our Policy

JMCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act (“FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation, and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. JMCS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. JMCS will identify possible accommodations if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.
Employment At-Will

Except if stated expressly otherwise by the employment contract, it is the policy of JMCS that all employees are considered “at-will” employees of the School. Accordingly, either JMCS or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, JMCS memoranda or other materials provided to employees in connection with their employment shall require JMCS to have “cause” to terminate an employee or otherwise restrict JMCS' right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict JMCS' right to terminate at-will. Only the Board of Directors is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with JMCS that are not consistent with JMCS' policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, JMCS memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

JMCS will provide annual training on the mandated reporting requirements, using the SafeSchools online training system to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training before May 1 of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.
Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. The cost of the Live Scan background investigation performed by the Federal Bureau of Investigation and/or California Department of Justice will be paid by the School. Any fees charged by an individual or company performing the Live Scan (often referred to as a “rolling fee”) will be borne by the applicant. No condition or activity will be permitted that may compromise the School’s commitment that the safety and the well-being of students take precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the CEO or COO.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a current risk assessment examination for tuberculosis (TB). If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes substitute teachers and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

JMCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, JMCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee’s family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver’s license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the CEO or COO.

Appendix 7: JMCS Employee Handbook
Staff/Student Interaction Policy

JMCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student
2. Preventing a pupil from committing an act of vandalism
3. Defending yourself from physical injury or assault by a student
4. Forcing a pupil to give up a weapon or dangerous object
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable
standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?” For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

**Duty to Report Suspected Misconduct**

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears to be a violation of this policy, it is the duty of every staff member to immediately report it to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

**Examples of Specific Behaviors**

The following examples are not an exhaustive list:

**Unacceptable Staff/Student Behaviors (Violations of this Policy)**

(a) Giving gifts to an individual student that are of a personal and intimate nature  
(b) Kissing of any kind  
(c) Any type of unnecessary physical contact with a student in a private situation.  
(d) Intentionally being alone with a student away from the school  
(e) Making or participating in sexually inappropriate comments  
(f) Sexual jokes  
(g) Seeking emotional involvement with a student for your benefit  
(h) Listening to or telling stories that are sexually oriented  
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding  
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
Giving students a ride to/from school or school activities.

Being alone in a room with a student at school with the door closed.

Allowing students in your home.

Remarks about the physical attributes or development of anyone.

Excessive attention toward a particular student.

Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents’ written consent for any after-school activity
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions
(c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology)
(d) Keeping the door open when alone with a student
(e) Keeping reasonable space between you and your students
(f) Stopping and correcting students if they cross your own personal boundaries
(g) Keeping parents informed when a significant issue develops about a student
(h) Keeping after-class discussions with a student professional and brief
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries
(j) Involving your supervisor if conflict arises with the student
(k) Informing the CEO or COO about situations that have the potential to become more severe
(l) Making detailed notes about an incident that could evolve into a more serious situation later
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers
(n) Asking another staff member to be present if you will be alone with any type of special needs student
(o) Asking another staff member to be present when you must be alone with a student after regular school hours
(p) Giving students praise and recognition without touching them
(q) Pats on the back, high fives and handshakes are acceptable
(r) Keeping your professional conduct a high priority
(s) Asking yourself if your actions are worth your job and career

Fraternization

All JMCS staff are accountable for their relationships with students, corps members (CMs) and partner agency participants and must maintain a “teacher-student” relationship. Staff should avoid situations that lead to fraternization and may affect either the staff member, students, corps members (CMs), or partner agency participants’ ability to perform their duties. Staff or students who are in doubt about their activities should seek clarification from their Regional Director, the CEO or the COO.

The following behavior is prohibited for staff and violations may result in disciplinary action, up to and including termination:

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● Using personal influence or power to aid or hinder students, corps members (CMs) or partner agency participants in the school or employment setting because of a personal relationship
● Borrowing money, materials, or items of value from students, corps members (CMs) or partner agency participants, or otherwise using students’ corp members (CMs) or partner agency participants.
● Providing alcohol, tobacco, illegal drugs, or prescription or over the counter medication to students
● Consuming alcohol, tobacco, illegal drugs, or prescription medication with students, corps members (CMs) or partner agency participants
● Engaging in any sexual activity with students, corps members (CMs) or partner agency participants

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation (JMCS Policy #4107)

JMCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. JMCS' policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

JMCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When JMCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. JMCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

● Verbal conduct such as epithets, derogatory jokes or comments or slurs
● Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
● Retaliation for reporting or threatening to report harassment
● Disparate treatment based on any of the protected classes above

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Prohibited Unlawful Sexual Harassment

JMCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual’s employment; (2) an employment decision is based upon an individual’s acceptance or rejection of that conduct; (3) that conduct interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer’s legitimate business interests. Abusive conduct includes but is not limited to the repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person’s work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular, those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See Appendix A for the “Harassment/Discrimination/Retaliation Complaint Form.” See Appendix B for the general “Internal Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body

- Unwanted sexual advances, propositions or other sexual comments, such as:

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Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience

Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct

Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making the performance of the employee’s job more difficult because of the employee’s sex

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate JMCS policy.

**Whistleblower Policy**

JMCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the
information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug-Free Workplace

JMCS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other JMCS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Privacy and Confidentiality

Confidential Information

JMCS employees must exercise care to avoid disclosing non-public, internal, secret, or proprietary information related to JMCS or its students to unauthorized persons, either within or outside JMCS during employment or afterward, except as such disclosure is legally mandated or approved by JMCS.

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.
Confidential Information of Employees

Employment and medical records of JMCS employees are confidential and private. Medical Records shall only be disclosed if the employee provides a written release or as required by law.

Financial Information of Current and Former Students

Financial information of current and former JMCS students must be protected as required by State and Federal privacy laws and regulations.

The Family and Education Rights and Privacy Act of 1974, as amended (“FERPA”)

FERPA includes limitations on student educational records that institutions can disclose without the student’s prior written consent or written consent of the parent if the student is under 18 years of age. FERPA requirements apply to current and former students of JMCS.

Smoking

All JMCS facilities are non-smoking facilities.

Conflicts of Interest

JMCS employees shall avoid having a personal, business, financial, or other interest, activity or relationship, outside JMCS that has or may be in conflict with JMCS or its students. Any material transaction or relationship that may give rise to an actual or perceived conflict of interest should be disclosed to the COO or CEO.

Conflicts of interest may include, but are not limited to, the following situations:

- Outside Employment: Employees shall not perform work or render direct consulting or managerial services for an organization that competes or does business with JMCS without the approval from the JMCS CEO or COO
- Having a personal, social, economic or romantic relationship with a student or prospective student
- Managers or supervisors shall not engage in sexual, romantic, or dating relationships with subordinate employees
- Accepting loans or gifts of entertainment, food, cash or other economic benefit from students, subordinate employees, regulatory or any outside concern that does or seeks to do business with or is a competitor to JMCS
- Obtaining a personal financial benefit in any sale or loan of school property
- Performing services for students outside those consistent with JMCS’ mission of providing higher education and vocational training programs
- Using or disclosing any confidential student or staff information gained during employment for an employee’s personal benefit or the benefit of others, including a future employer
THE WORKPLACE

Work Schedule

The regular workday schedule for non-exempt employees is 8 hours; the regular workweek schedule is forty (40) hours. Exempt employees are generally required to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Break Periods

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday. An employee may waive this meal period if the day’s work will be completed in no more than six (6) hours, provided the employee and JMCS mutually consent to the waiver.

Non-exempt employees are also provided with a ten (10) minute break period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. An employee’s supervisor must be aware of and approve scheduled meal and break periods.

Employees are required to observe assigned working hours and the time allowed for meal and break periods. Employees may not leave the premises during break periods but may leave the premises during the meal period.

Lactation Accommodation (JMCS Policy #4106)

JMCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

JMCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee’s work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are required to arrive at work consistently and on time. Absenteeism and tardiness negatively affect JMCS' ability to implement its educational program and disrupts consistency in students’ learning.

If it is necessary to be absent or late, you are required to telephone the site supervisor and/or JMCS supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday. If you are absent from work longer than one (1) day, you are required to keep the site supervisor and/or JMCS supervisor sufficiently informed of your situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will
employment with the School. Absence for more than three (3) consecutive days without notifying the site supervisor and/or JMCS supervisor will be considered a voluntary resignation from employment.

**Time Sheets/Records**

By law, JMCS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize JMCS’ time card system.

All employees must accurately maintain timesheets, which must be approved by the site supervisor or administration if directed by such. The timesheet indicates the days or hours worked.

Employees are solely responsible for ensuring accurate information on their timesheets and recording time worked. If an employee forgets to mark his/her timesheet or makes an error on the timesheet card, the employee must contact the JMCS Payroll Analyst and the employee’s site supervisor to make the correction, and such correction must be acknowledged by both the employee and the site supervisor.

Any employee who tampers with his/her own time card, or another employee’s time card, may be subjected to disciplinary action, up to and including release from at-will employment with JMCS.

**Use of E-Mail, Voicemail and Internet Access**

JMCS will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The E-mail system and Internet access are not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees shall not attempt to gain access to another employee’s personal file of E-mail or voicemail messages without the latter’s express permission.

4. JMCS staff will not enter an employee’s personal E-mail files or voicemail unless there is a business need to do so. System security features, including passwords and delete functions, do not neutralize JMCS' ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

**Social Media**

Recognizing that collaboration is essential to education, JMCS and/or client agencies may provide users with access to “Social Media” websites or tools that allow communication, collaboration, sharing, and messaging among users.

Students and staff are expected to communicate with the same appropriate, safe, mindful, and courteous conduct online as is expected offline. Conduct on social media will be held to the same standard as...
conduct in the classroom, safe and respectful. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally identifying information online.

- JMCS staff will engage in the respectful usage of social media in regard to JMCS or the client agency program
- JMCS staff have the right to engage in appropriate discussions and content hosted by JMCS or client agency social media
- JMCS staff may not post sexual, profane, personal or derogatory material on JMCS or program partner social media accounts
- JMCS staff will be held responsible if engaging in secondary commentary on social media (making a comment on another student’s inappropriate comment)
- JMCS staff may not post images, videos or otherwise of other students or staff without expressed permission
- JMCS staff do not have the right to privacy when using JMCS equipment and software
- JMCS staff engaged in inappropriate online behavior in any context may be subjected to disciplinary action, up to and including release from at-will employment with JMCS

**Personal Appearance/Standards of Dress**

JMCS employees serve as role models to the School’s students. All employees should, therefore, maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair.

2. Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs, and offices. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the CEO or COO. Hats issued by JMCS or partnering agencies are exempt from this regulation.

3. Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.

4. Skirts and dresses should be no higher than three (3) inches above the knee.
5. All tops must be appropriate to the work environment and should be clean, neat, and provide proper coverage.

6. For safety purposes, earrings must not dangle more than one (1) inch below the ear.

7. Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

8. Appropriate shoes must be worn at all times.

Personal Business

JMCS' facilities for handling mail and telephone calls are designed to accommodate JMCS business. Personal mail may not be directed to JMCS sites and facilities, and JMCS staff shall limit personal telephone calls to an absolute minimum. Personal calls shall not be made outside your immediate dialing area. Do not use JMCS material, time or equipment for personal projects.

Workplace Violence

JMCS has a zero-tolerance policy for workplace violence including threats, threatening behavior, harassment, intimidation, assaults or similar conduct.

Weapons Policy

JMCS employees and students shall not carry firearms or other weapons on JMCS facilities. Box knives or other knives issued as part of a vocational training program are the only exceptions to this policy, and whenever possible should not be brought into JMCS classrooms.

Health and Safety Policy

JMCS is committed to providing and maintaining a healthy and safe work environment for all employees. JMCS staff are expected to know and comply with the JMCS Emergency Plan and Client Agency’s General Safety Rules, and to follow safe and healthy work practices at all times (a copy of the JMCS emergency plan is at all JMCS sites and available on the JMCS intranet website). You are required to report immediately to the site supervisor and/or JMCS Administration any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, JMCS will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Books and Records

Accurate and Complete JMCS Records

Employees must act in good faith not to misrepresent material facts in JMCS’ books and records or in any internal or external correspondence, memoranda, or communication of any type, including telephone or electronic communications, attendance records or student grades and graduation requirements.
Financial Reporting

All JMCS funds, assets, liabilities and receipts must be recorded in accordance with generally acceptable accounting procedures and the JMCS Fiscal Policy.

Proper Maintenance of Records

JMCS maintains documents in accordance with all applicable laws and regulations. If JMCS employees receive a subpoena, a request for records or other legal papers or if there is a reason to believe that such a request or demand is likely, the law requires JMCS to retain all relevant records. In the event that a JMCS employee receives a subpoena, a request for records or other legal papers the employee is to immediately contact the JMCS COO or CEO.

Cooperation with Auditors

JMCS employees must cooperate fully with internal and external auditors during the annual required examination of JMCS’ books, records, and operations as allowed by HIPAA and FERPA.

Communications and Marketing

School Communications

Employees must not make public statements on behalf of JMCS unless that have been designated as the authorized spokespersons. If an employee is unsure if they are authorized to make public statements regarding JMCS issues or matters, the employee shall contact the JMCS COO or CEO.

Advertising and Marketing

JMCS’ policy takes necessary steps to assure that all advertised products or services in any of its literature, exhibits or other public statements are true, supported by documentation, and does not mislead students, staff or stakeholders.

Use of JMCS Resources

For a comprehensive description of JMCS policy on use of school resources, please see the JMCS Policy and Procedure Manual.

Equipment and Supplies

All equipment and supplies purchased by JMCS remain JMCS property, including but not limited to office supplies, office furniture, fax machines, computers, software, hardware, supplies and equipment, and may not be used by JMCS employees for personal reasons.

Political Activity

JMCS encourages employees to participate in the political process on their own time. Employees shall not use JMCS’ resources, reputation or assets to support a political candidate or movement.
Non-Work Related Interests

JMCS employees shall not use JMCS facilities to promote non-JMCS or non-work related interests of the employee or of third parties without prior consent of their Regional Director, the COO or CEO.

Proper Use of Organizational Assets

JMCS employees shall only use, transfer, or dispose of funds or assets for the lawful and legitimate school purposes for which they were approved by the JMCS COO, CEO or Governing Board.

Security Protocols

JMCS has developed guidelines to help maintain a secure workplace.
- Report any suspicious persons or activities to the site supervisor. If a supervisor is not present when in doubt, call 911
- Secure student and confidential records at the end of the day
- The security of facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual to potential security risks
- You should immediately notify your site supervisor when keys are missing or if security access codes or passes have been breached

Occupational Safety

JMCS is committed to the safety of its employees, students, and the public to provide a clear safety goal for management.

The prevention of worksite accidents is the responsibility of every employee. It is also the duty of all employees to accept and promote established safety regulations and procedures, every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of JMCS that accident prevention shall be considered of primary importance in all phases of operation and administration. JMCS’ management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce JMCS safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on JMCS premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. The on-site JMCS emergency plan provides information on who to contact in the event of an accident.
Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling their direct supervisor and following the guidelines in the on-site emergency plan. In addition, all employees should know the local emergency numbers such as 911.
EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

JMCS is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) if applicable, State Disability Insurance and PERS or STRS, if applicable, from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by JMCS. If you are in a position not covered by Social Security, this section does not apply.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

5. Retirement Withholding: Your job may be subject to mandatory withholding for retirement to either PERS (Public Employee Retirement System) or STRS (State Teachers Retirement System). You will be notified at the time of hire whether or not your job qualifies for the mandatory withholding. When an employee is required to participate in one of the retirement systems, JMCS also contributes funds on the employee’s behalf.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the JMCS Payroll Analyst to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to Business Services. The office maintains a supply of these forms and can provide them in paper or electronic format.

All applicable Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee’s W-4 form. The W-4 form must be completed upon hire and it is the employee’s responsibility to report any changes in filing status to Business Services and to fill out a new W-4 form. The office maintains a supply of these forms and can provide them in paper or electronic format.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with the preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.
Overtime Pay

Nonexempt employees are subject to overtime pay as identified in the employment contract. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. JMCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the CEO or COO. JMCS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee’s regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays for hourly employees are scheduled on the 15th of the month and the last working day of each month. Paydays for salaried employees are scheduled on the last working day of each month. If a payday falls on a weekend or holiday, paychecks will be mailed or direct deposited on the previous business day. If you observe any error in your check, please report it immediately to the JMCS Payroll Analyst.

Wage Attachments and Garnishments

Under normal circumstances, JMCS will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require JMCS, by law, to withhold part of your earnings in their favor.

Medical Benefits

Eligibility

Employees who are contracted for a minimum .5 FTE, are eligible for medical, dental and vision coverage. Benefit allowances are pro-rated in ratio to employee FTE status for employees below 1.0 FTE. An employee is considered full-time if he or she is a regular employee working for JMCS at least thirty (30) hours per week.

An hourly employee who becomes a salaried employee becomes eligible for benefit commensurate to their FTE on the first day of the month following the effective date of the change.

Hourly employees are not eligible for medical benefits.
When Coverage Starts

Your benefits become effective the first day of the month after you have been in a benefits eligible position for 30 days. Your enrollment form must be submitted to the JMCS Payroll Analyst within this 30-day period. This form serves as a request for coverage and authorizes any payroll deductions necessary to pay for your coverage. Employees who fail to submit this form within this 30-day period will be required to wait until the next month for benefits to become active. Open enrollment is held annually during the month of August.

COBRA Benefits

WHEN COVERAGE UNDER JMCS' HEALTH PLAN ENDS, YOU AND/OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under JMCS' medical and/or dental plans ends, you and/or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and JMCS' previous contribution plus a possible administrative charge directly to the JMCS COBRA benefits administrator.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee’s spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee’s dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses, and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

JMCS will notify you or your dependents if coverage ends due to termination or a reduction in your
work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying JMCS within 30 days of the event. JMCS will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee’s spouse or child, as applicable) may have;
- JMCS stops providing group health benefits;
- The employee (or the employee’s spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.
PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the CEO or designee. Performance evaluations will be conducted per School policy and procedure. The frequency of performance evaluations may vary depending upon the length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the CEO or designee, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the CEO or designee within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the CEO or designee will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. JMCS' evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record-Keeping Protocols

At the time of employment, a personnel file is established for you. Please keep Business Services advised of changes that should be reflected in your personnel file. Such changes include change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. JMCS will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Principal. Only the CEO or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee’s personnel file unless the complaint is heard by an arbitrator, administrative law judge or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.
HOLIDAYS, VACATIONS AND LEAVES

Holidays

- New Year's Day
- Martin Luther King, Jr., Birthday
- Lincoln’s Birthday
- President’s Day
- Cesar Chavez Day
- Memorial Day
- 4th of July
- Labor Day
- Indigenous People’s Day
- Veterans Day
- Thanksgiving
- Friday after Thanksgiving
- Christmas Day

Religious Holidays – Time off for the celebration of other religious holidays not formally observed by JMCS, may be granted to you upon advance notice, and approved by your supervisor. If available, you may use your accrued vacation or unpaid leave for such observances.

Holidays are specified on your work calendar which will be provided to you at the time of hire and the beginning of each school year.

Sick Leave (JMCS Policy #4353)

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (defined as child, parent [adoptive, foster, step-parents and legal guardians included], spouse, registered domestic partner, grandparent, grandchild, and sibling) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year. Furthermore, all full-time employees will accrue additional sick leave per month worked for a total of twelve (12) days per full work year. All 0.5 FTE to 0.9 FTE shall accrue additional sick leave per month worked for a total prorated amount of days commensurate with the employee’s FTE status. Sick leave can only be used as it is earned. JMCS does not advance sick leave, though in some cases the JMCS CEO or COO may make exceptions based on medical need. Accrued sick leave is carried over from year to year. However, the School does not pay employees in lieu of unused sick leave.

If you are absent longer than five (5) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of your sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee’s absence.
Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee’s basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School. Sick leave does not accrue during any unpaid leave of absence.

Sick leave accrued by JMCS may transfer to other California public schools, subject to the school’s policies.

**San Francisco Conservation Corps Site**

All the above rules shall apply to San Francisco Conservation Corps (“SFCC”). Additionally, a family member includes child, parent, legal guardian or ward, sibling, grandparent, grandchild, spouse, registered domestic partner, or designated person. However, under no circumstances will SFCC employees receive less than 72 hours of sick leave.

**Personal Necessity Leave**

Employees may use up to five (5) days of sick time for personal necessity in any given year. Reasonable notice in advance is required and must be approved by JMCS CEO, COO or Regional Director. Personal necessity leave may be used for the following reasons:

- Death of a member of your immediate family as defined in Bereavement Leave, if leave is required in addition to that provided for in Bereavement Leave
- Serious illness of a member of the immediate family
- Accidents involving the employee, employee family or employee property
- Work in child’s classroom or child’s field trip
- Situations which compel an employee to attend to a serious matter during the workday where the matter cannot be accomplished at any other time nor reasonably disregarded
- Other reasons as approved by the CEO, COO or Regional Director

Personal necessity leave for vacation, work stoppage, seeking employment, shopping, traveling or personal monetary gain is not allowed. Additionally, personal necessity leave does not accrue and is not subject to payout upon separation from employment.

**Vacation**

Regular full-time employees who work 247 days per year are entitled to vacation terms based upon the date of hire, length of service and status with the School. Full-time staff shall accrue a minimum of 120 hours of paid vacation each year. Paid vacation for the CEO will be established in the CEO’s employment contract. Employees working on a part-time basis (less than full-time) shall earn vacation proportionally based on their full-time equivalency (FTE).

Any vacation or dock time taken during the school year or otherwise should be coordinated and cleared with:

- The lead client agency staff or client agency liaison at the JMCS site
- The JMCS Regional Director with oversight responsibilities for that site
- JMCS employees may take unpaid time off with JMCS Director and Client Agency liaison approval

Should an employee take unpaid time off, their payroll will be adjusted accordingly. Vacation time does not accrue during any unpaid leave of absence.

Appendix 7: JMCS Employee Handbook
All JMCS employees should request vacation time with a reasonable amount of advance notice so JMCS may arrange substitute teacher coverage for the teacher if coverage is not available. JMCS staff are encouraged to take vacation during non-ADA collection periods.

Vacation may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation. JMCS staff members that are terminated from employment (voluntary or involuntary) will receive the fiscal value of their vacation time calculated at their current hourly wage rate. JMCS staff members that transfer between JMCS sites will have their vacation time paid out and receive the fiscal value of their vacation time calculated at their current hourly wage rate at the time of their transfer. The JMCS CEO or COO may allow a transfer of vacation time if the new site the JMCS employee transfers to accepts the vacation time fiscal liability of the transferring employee.

Vacation can accrue up to a maximum of 160 hours. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Unpaid Leave of Absence

JMCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, JMCS may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by JMCS.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered by JMCS benefits; medical, dental, and vision coverage will remain in force during a medical or worker’s compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence.

Family Care and Medical Leave

JMCS complies with the Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require JMCS to permit each eligible employee to take up to 12 work weeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve 12-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as “FMLA leave.”

- Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by JMCS for a total of at least 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding the commencement of the FMLA leave. Additionally, the employee must work at a work site with fifty (50) or more employees either at the worksite within seventy-five (75) miles of the worksite.
Events That May Entitle An Employee To FMLA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.

2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by JMCS' separate pregnancy disability policy).
   a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
   b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a healthcare facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
   c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
   d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.

4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed 12 work weeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. “Twelve work weeks” means the equivalent of twelve of the employee’s normally scheduled work weeks. For a full-time employee who works five eight-hour days per week, “twelve work weeks” means 60 working and/or paid eight-hour days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3. The “twelve-month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break or Spring Break, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay During FMLA Leave

1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of vacation pay, sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

JMCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and

2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he or she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his or her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider as a detailed and signed letter or on a form supplied by JMCS. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School
may contact the employee’s health care provider to authenticate a certification as needed.

3. If JMCS has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, JMCS may request a second opinion by a health care provider of its choice (paid for by JMCS). If the second opinion differs from the first one, JMCS will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

● Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Leave of Absence Request form and submitting it to JMCS Business Services. An employee asking for a Leave of Absence Request form will be given a copy of JMCS’ then-current FMLA leave policy.

2. Employees should provide no less than thirty (30) days’ notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt JMCS' operations.

4. If FMLA leave is taken because of the employee’s own serious health condition or the serious health condition of the employee’s spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the healthcare provider of the person with the serious health condition.

5. If an employee needs intermittent leave or leaves on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee’s regular position.

6. If FMLA leave is taken because of the birth of the employee’s child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks’ duration on any two (2) occasions.

7. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative
position for which he or she is qualified that has equivalent pay and benefits and
that better accommodates recurring periods of leave than the employee’s regular
position.

8. The School will respond to an FMLA leave request no later than five (5) days of
receiving the request. If an FMLA leave request is granted, the School will notify
the employee in writing that the leave will be counted against the employee’s
FMLA leave entitlement. This notice will explain the employee’s obligations and
the consequences of failing to satisfy them.

● Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee
(other than a “key” employee whose reinstatement would cause serious and
grievous injury to JMCS’ operations) is entitled to the same or a comparable
position with the same or similar duties and virtually identical pay, benefits, and
other terms and conditions of employment unless the same position and any
comparable position(s) have ceased to exist because of legitimate business
reasons unrelated to the employee’s FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a “key”
employee), the School will give the employee a written guarantee of reinstatement
at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA leave taken because
of his/her own serious health condition, the employee must obtain a certification
from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, JMCS will evaluate those
limitations and, if possible, will accommodate the employee as required by law.
If accommodation cannot be made, the employee will be medically separated
from JMCS.

● Limitations on Reinstatement

1. JMCS may refuse to reinstate a “key” employee if the refusal is necessary to
prevent substantial and grievous injury to the School’s operations. A “key”
employee is an exempt salaried employee who is among the highest paid 10% of
the School’s employees within seventy-five (75) miles of the employee’s
worksite.

2. A “key” employee will be advised in writing at the time of a request for, or if
earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a
“key” employee and the potential consequences with respect to reinstatement and
maintenance of health benefits if JMCS determines that substantial and grievous
injury to JMCS' operations will result if the employee is reinstated from FMLA
leave. At the time it determines that refusal is necessary, JMCS will notify the
“key” employee in writing (by certified mail) of its intent to refuse reinstatement
and will explain the basis for finding that the employee’s reinstatement would
cause JMCS to suffer substantial and grievous injury. If JMCS realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

● Employment During Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without the School’s written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how JMCS complies with the California Pregnancy Disability Act, which requires JMCS to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

● Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

● Events That May Entitle An Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

● Duration Of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks).
weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by-case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay During Pregnancy Disability Leave
  1. An employee on pregnancy disability leave may use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
  2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
  3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

  JMCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. JMCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

  1. The employee fails to return from leave after the designated leave period expires.
  2. The employee’s failure to return from leave is for a reason other than the following:
     i. The employee is taking leave under the California Family Rights Act
     ii. There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave
     iii. There is a non-pregnancy related medical condition requiring further leave
     iv. Any other circumstance beyond the control of the employee

- Seniority

  An employee on pregnancy disability leave remains an employee of JMCS and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave,
he or she will return with the same seniority he or she had when the leave commenced.

• Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by JMCS. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

• Requesting And Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to Business Services. An employee asking for a Request for Leave form will be referred to JMCS' then current pregnancy disability leave policy.

2. The employee should provide not less than thirty (30) days’ notice or as soon as is practicable if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt JMCS' operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee’s healthcare provider.

5. JMCS will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, JMCS will notify the employee in writing and leave will be counted against the employee’s pregnancy disability leave entitlement. This notice will explain the employee’s obligations and the consequences of failing to satisfy them.

• Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

   i. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
ii. There is no comparable position available, to which the employee is either qualified or entitled, on the employee’s scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A “comparable” position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee’s original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with JMCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment During Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

**Industrial Injury Leave (Workers’ Compensation)**

JMCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers’ compensation benefits provided to injured employees may include:

- Medical care;

- Cash benefits, tax-free to replace lost wages; and

- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker’s compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the site supervisor and JMCS Business Services;

- Seek medical treatment and follow-up care if required;
• Complete a written Employee’s Claim Form (DWC Form 1) and return it to the Business Services and;

• Provide JMCS with a certification from JMCS approved medical Provider regarding the need for worker’s compensation disability leave as well as your eventual ability to return to work from the leave.

It is JMCS’ policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. JMCS’ insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high-quality medical service and a location that is convenient to the School’s operation.

• If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

• All accidents and injuries must be reported to the CEO and Business Services, and to the individual responsible for reporting to JMCS’ insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to JMCS approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Worker’s Compensation Bureau and the insurance carrier.

• When there is a job-related injury that results in lost time, the employee must have a medical release from JMCS' approved medical facility before returning to work.

• Any time there is a job-related injury, JMCS' may require drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

JMCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, the employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, JMCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment.
within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

JMCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee’s military spouse will be on leave from deployment, and (2) documentation certifying that the employee’s military spouse will be on leave from deployment during the time that the employee requests leave.

**Bereavement Leave**

Salaried employees are entitled to a leave of up to five (5) work days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, and grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

**Jury Duty or Witness Leave**

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if you are called to serve on a jury.

It is the policy JMCS for employees to provide jury service during periods when the continuity of instruction and school operations will not be adversely affected. To this end, employees called to service during such times shall request a postponement for up to ninety (90) days. Non-exempt employees may be requested to provide written verification from the court clerk of the performance of jury service. If work time remains after any day of jury selection or jury duty, employees are expected to return to work for the remainder of the work schedule.

Please submit the following items to JMCS if you are selected to participate in jury duty:

- An email to JMCS Business Services indicating that you have been called to jury duty
- A copy of your jury summons

If the employee received any pay from JMCS while on jury duty, the employee must reimburse the amount the courts have paid for your salary and send that into JMCS or sign over the check that you receive from the courts to JMCS.
Appendix 7: JMCS Employee Handbook

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Regional Director, CEO or COO at least two (2) days’ notice.

School Appearance and Activities Leave

As required by law, JMCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child’s school or childcare. If more than one (1) parent or guardian is an employee of JMCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child’s school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Appendix 7: JMCS Employee Handbook
An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) weeks’ worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

**Returning from Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor’s return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the CEO and Business Services 30 days’ notice before returning from leave. Whenever JMCS is notified of an employee’s intention to return from a leave, JMCS will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult your Regional Director and JMCS Business Services.

**Using Electronic Media to Communicate With Students**

Any participation by a JMCS employee with students, including through the use of electronic media or technology, should always be limited to school business. With the exception of new and recurring student recruitment, enrollment, and alumni outreach, participation by JMCS employees with students in social media such as Facebook, Instagram, Twitter, Snapchat, etc., or other similar means, is highly discouraged and can lead to violations of this policy.

Specifically, with the exception of recruitment, enrollment, and alumni outreach services, JMCS employees are highly discouraged from inviting students to join social networks and insofar as such behavior occurs, employees will be responsible for any exposure/access by students to inappropriate or unprofessional content, including words or pictures.
COMPLIANCE WITH THE EMPLOYEE CODE OF ETHICS AND CONDUCT (JMCS Policy #4101)

All JMCS employees must know this Code and adhere to its guidelines. If questions arise please contact the COO or CEO.

JMCS Employee “Ethical Pledge”

As an employee of JMCS and a member of the JMCS team, I shall promote the best interests of JMCS students and JMCS as a whole and, to that end, shall adhere to the following ethical standards:

Equity in Attitude
- I will be fair, just, and impartial in all my decisions and actions towards JMCS students and colleagues
- I will encourage expressions of different opinions and listen with an open mind to others’ ideas

Trustworthiness in Stewardship
- I will be accountable to the public by representing JMCS’ policies, programs, priorities, and progress accurately
- I will be responsive to the community by seeking its involvement in School affairs and by communicating its priorities and concerns
- I will work to ensure prudent and accountable use of JMCS resources
- I will make no personal promise or take private action that may compromise my performance or my responsibilities as an educator of students

Honor in Conduct
- I will tell the truth
- I will share my views while working for consensus
- I will respect the decisions of the JMCS Board
- I will base my decisions as an educator on fact rather than supposition, opinion, or public favor

Integrity of Character
- I will refuse to surrender judgment to any individual or group at the expense of JMCS as a community dedicated to student achievement
- I will consistently uphold all applicable laws, rules, policies, and governance procedures
- I will not disclose student or staff information that is confidential by law or that will needlessly harm JMCS students or staff if disclosed

Commitment to Service
- I will focus my attention on fulfilling the responsibilities of planning, teaching, assessing and reflecting as part of a community of educators dedicated to student success
- I will diligently prepare for and attend JMCS activities
- I will avoid personal involvement that may reflect poorly on the JMCS community of education
- I will seek continuing education that will enhance my ability to fulfill my duties as an educator effectively
Student-Centered Focus

I will be continuously guided by what is best for all students of John Muir Charter Schools.

Code of Conduct

All JMCS staff at school sites or events will:

- Model civic pride and responsibility in their daily conduct and behavior and, at all times, present themselves in a manner that reflects positively on themselves and on John Muir Charter Schools
- Treat all persons with respect and courtesy and settle disputes in a non-violent/non-abusive manner, and show respect for students and colleagues
- Conduct themselves in such a manner so as to avoid harm to other persons
- Adhere to the rules and regulations of John Muir Charter Schools and its partnering agencies, the host facility, and all applicable city, state, and federal laws
- Bear a fair share of the workload and exhibit satisfactory performance
- Be punctual for scheduled activities and work assignments
- Refrain from using profanity in all professional settings
- Wear appropriate attire for the work-site setting; follow all dress code regulations of the collaborating agency
- Maintain appropriate personal hygiene

Supervisors

Supervisors must take reasonable care to assure that subordinate employees are complying with these guidelines. Supervisors are responsible for misconduct by employees if the supervisor orders such misconduct; ratifies the conduct, even by inaction; the supervisor has direct authority and knows of the conduct but fails to act appropriately, or should have known with reasonable diligence that the actions occurred.

Reporting Actual or Suspected Violations of the Code

Requirement to Report Actual or Suspected Violations of the Code: Employees must report any actual or suspected violations of this Code to JMCS COO or CEO. In the event an employee feels the COO or CEO has violated this code, the employee may report violations directly to the JMCS Governing Board. Failure to report any actual or suspected violations of the Code is in itself a violation of this Code.

Non-Retaliation Policy: Employees will not be retaliated against or subject to any form of reprisal for raising a good faith concern under this policy or participating in an investigation into any such concerns. Retaliation is a serious violation of this Code and should be reported immediately.

Investigation of Alleged Violations of the Code: All inquiries, complaints, and reports will be promptly investigated. Employees are expected to cooperate in the investigation. Reasonable measures will be taken to preserve the confidentiality of the claim and the identity of anyone who reports a suspected violation or participated in the investigation. If you are unsure whether a violation has occurred, JMCS encourages you to seek advice from the JMCS HR department, COO or CEO before acting.
Zero-Tolerance Policy toward Violations of the Code

JMCS takes a zero-tolerance approach to violations of this Code, failure to report actual or suspected violations of the Code, or retaliation against whistleblowers. Employees that are found to have violated this Code or retaliated against whistleblowers will have their employment with JMCS terminated.
DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by JMCS. This list of prohibited conduct is illustrative only and applies to all employees of JMCS; other types of conduct that threaten security, personal safety, employee welfare and JMCS operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of JMCS. If an employee is working under a contract with JMCS which grants procedural rights prior to termination, the procedural terms of the contract shall apply.

1. **Insubordination**: Refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee’s supervisor or proper authority, including refusal to speak with a supervisor or other employees.

2. **Inefficiency**: Including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.

3. **Unauthorized Soliciting**: Soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on JMCS property by employees and non-employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.

4. **Damaging Property**: Damaging, defacing, unauthorized removal, destruction or theft of JMCS or partnering agency property.

5. **Violence**: Taking part in a violent act, physical or emotional, fighting or instigating a fight on JMCS or partnering agency premises, or during any JMCS or partnering agency related or associated event.

6. **Drugs, Alcohol and Tobacco Use**: Violations of the JMCS Drug, Alcohol, and Tobacco Free Workplace policy

7. **Weapons**: Using or possessing firearms, weapons or explosives of any kind on JMCS premises.

8. **Gambling**: Gambling on JMCS premises including online or other electronic forms of gambling.

9. **Official Reporting**: Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or attendance reports or records, specifically including applications for employment and time cards.

10. **Fraudulent Time Reporting**: Recording the timesheet, when applicable, of another employee or permitting or arranging for another employee to record your timesheet.

11. **Language**: Use of profanity, profane, abusive or threatening language or interfering with other employees/students.

12. **Personal Business**: Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.

13. **Tardiness and Absenteeism**: Excessive absenteeism or tardiness excused or unexcused.

14. **Unapproved Posting of Materials**: Posting any notices on JMCS premises without prior written approval of management, unless posting is on a JMCS bulletin board designated for employee postings.
15. **Immoral or Indecent Conduct**: Including bullying, violations of the JMCS Social Media Policy, violations of the JMCS Fraternization Policy, or violations of the JMCS Employee Code of Ethics.

16. **Criminal Convictions**: Conviction of a criminal act.

17. **Sabotage**: Engaging in sabotage or espionage (industrial or otherwise)

18. **Harassment**: Violations of the JMCS Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

19. **Reporting**: Failure to report harassment, abuse, violence or a job-related accident to a supervisor, or failure to take or follow prescribed tests, procedures or treatment.

20. **Sleeping**: Sleeping during work hours.

21. **Maintaining Confidential Information**: Release of confidential information without authorization.

22. **Improper Conduct**: Any other conduct detrimental to other employees or JMCS' interests or its efficient operations.

23. **Dishonesty**: Knowingly making a dishonest statement in the course of any JMCS or professional activity.

24. **Refusal to Speak**: Refusal to speak to supervisors or other employees.

25. **Credential**: Failure to possess or maintain the credential/certificate required for the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

**Off-Duty Conduct**

While JMCS does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the legitimate business interests of JMCS. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the school or one’s own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the school’s legitimate business interests or the employee’s ability to perform his or her work will not be tolerated.

While employed by JMCS, employees are expected to devote their energies to their jobs with JMCS. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee’s work schedule, duties, and responsibilities at JMCS;

- Additional employment that creates a conflict of interest or is incompatible with the employee’s position with JMCS;

- Additional employment that impairs or has a detrimental effect on the employee’s work performance with JMCS;

- Additional employment that requires the employee to conduct work or related activities on JMCS’ property during the employer’s working hours or using JMCS’ facilities and/or equipment; and
• Additional employment that directly or indirectly competes with the business or the interests of JMCS.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the JMCS CEO explaining the details of the additional employment. If the additional employment is authorized, JMCS assumes no responsibility for it. JMCS shall not provide workers’ compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

**Termination of Employment**

Should it become necessary for you to terminate your at-will employment with JMCS, please notify your JMCS supervisor regarding your intention as far in advance as possible. At least two (2) weeks’ notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. Employees will receive their final wages and any unused vacation on the last day of employment unless the employee does not provide seventy-two (72) hours’ notice of his or her resignation. Employees that do not provide seventy-two (72) hours’ notice of his or her resignation shall receive their final wages and any unused vacation within seventy-two (72) hours of his or her resignation. JMCS does not payout accrued sick time, but sick time may be transferred to other California Public Schools. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.
INTERNAL COMPLAINT REVIEW (JMCS Policy #4105)

The purpose of the “Internal Complaint Review Policy” is to afford all employees of John Muir Charter Schools (“JMCS”) the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors (“Board”) to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under JMCS’ “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation” (JMCS Policy #4107)

Internal Complaints
(Complaints by Employees against Employees or Partner Agency Employees)

This section of the policy is for use when a JMCS employee raises a complaint or concern about a co-worker or a partner agency employee.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the CEO or designee:

1. The complainant will bring the matter to the attention of the CEO as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The CEO or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the chairman of the JMCS Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board Chairman or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, JMCS values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties (Partners, Parents, and Stakeholders) Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a JMCS employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the CEO or Board Chairman (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.
In processing the complaint, CEO (or designee) shall abide by the following process:

1. The CEO or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the CEO (or designee) finds that a complaint against an employee is valid, the CEO (or designee) may take appropriate disciplinary action against the employee. As appropriate, the CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The CEO’s (or designee’s) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances, absolute confidentiality cannot be assured.

2. **Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the CEO) or the CEO or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.
AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook includes the employment policies and practices of JMCS in effect at the time of publication.

JMCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the Board of Directors.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way change or alter the provisions of this Handbook.
It is the policy of John Muir Charter Schools ("JMCS") that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that JMCS may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of JMCS, you may file this form with the CEO or Board Chairman.

Please review JMCS’ policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

JMCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, JMCS will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, JMCS will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize JMCS to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that JMCS will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by JMCS both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: ___________________________ Date: ___________________________

Date of Alleged Incident(s): ______________________________________________

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: ____________________________________________________________

List any witnesses that were present: __________________________________________

__________________________________________________________________________

Where did the incident(s) occur? ______________________________________________

__________________________________________________________________________

__________________________________________________________________________

Signature: __________________________________________________________________
APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: ___________________________________________ Date: ____________________________

Date of Alleged Incident(s):________________________________________________________________

Name of Person(s) you have a complaint against: _____________________________________________

_______________________________________________________________________________________

List any witnesses that were present: _________________________________________________________

_______________________________________________________________________________________

Where did the incident(s) occur?

_______________________________________________________________________________________

Please describe the events or conduct that are the basis of your complaint by providing as much factual
detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements;
what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its
investigation. I hereby certify that the information I have provided in this complaint is true and correct
and complete to the best of my knowledge and belief. I further understand providing false information in this
regard could result in disciplinary action up to and including termination.

__________________________________________         Date: ____________________

Signature of Complainant

__________________________________________

Print Name

To be completed by School:

Received by: _______________________________  Date: ____________________

Appendix 7: JMCS Employee Handbook
APPENDIX C

GENERAL SAFETY RULES

- I understand the high priority JMCS gives to safety.
- I will maintain good standards of housekeeping in my classroom.
- When lifting by hand, I will get myself in a comfortable position, bend at the knees, and get close to the load. I will lift with my leg muscles and not my weaker back muscles. I will not lift especially heavy materials by myself.
- I will maintain safety guard and electrical grounding on all office equipment within my classroom.
- I will maintain proper storage of chemicals/cleaning solutions or other health hazards.
- I will identify the locations of the fire extinguisher and first aid kit at my work site.
- If I am ever in doubt how to do a job safely, I will ask a qualified person for assistance.
- I will report all injuries immediately to JMCS Business Services.
- In the event of illness/injury, I will send the worker’s compensation claim form as soon as reasonably possible to JMCS Business Services.
- I will report unsafe conditions immediately to my supervisor and the client agency at which I work.

It is John Muir Charter Schools’ practice to maintain open communication between management and staff on all matters including safety. Your thoughts regarding safety are considered important. Please feel free to express any of your safety concerns or suggestions to management and/or supervisors employed by the client agency. Be assured that all safety suggestions will be given serious consideration and that each will receive a response.