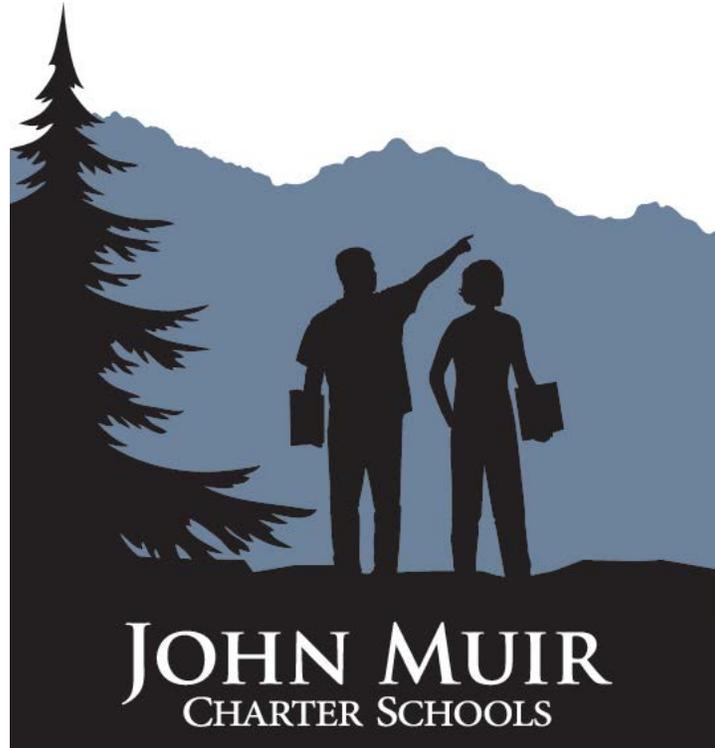


JOHN MUIR CHARTER SCHOOLS

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



First approved by the Nevada County Board of Education on May 8, 2002

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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.

Jesus Gopar Carreno
Conservation Corps Northbay, Cotati, Ca

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 you will 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.

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.

David Stewart
Riverside Heritage WIOA Program
Graduate of John Muir Charter School in 2014
Employee of John Muir Charter School since 2015

My New Story

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.

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

Parent Education Levels for JMCS Students 2013-2014	
53 – Graduate School/Post Graduate Training	771 – High School Graduate
279 – College Graduate	1410 – Not a High School Graduate
258– Some College (including AA degree)	581 – Declined to State/Unknown

Parent Education Levels for JMCS Students 2014 - 2015	
53 – Graduate School/Post Graduate Training	833 – High School Graduate
284 – College Graduate	1840 – Not a High School Graduate
275 – Some College (including AA degree)	446 – Declined to State/Unknown

Parent Education Levels for JMCS Students 2015 - 2016	
49– Graduate School/Post Graduate Training	700 – High School Graduate
279 – College Graduate	1113 – Not a High School Graduate
276 – Some College (including AA degree)	330 – Declined to State/Unknown

Parent Education Levels for JMCS Students 2016 - 2017	
31– Graduate School/Post Graduate Training	612 – High School Graduate
254 – College Graduate	880 – Not a High School Graduate
217– Some College (including AA degree)	210 – Declined to State/Unknown

Parent Education Levels for JMCS Students 2017 - 2018	
25– Graduate School/Post Graduate Training	535 – High School Graduate
179 – College Graduate	777 – Not a High School Graduate
173 – Some College (including AA degree)	179 – Declined to State/Unknown

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

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.**

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).

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

	2014-2015	2015-2016	2016-2017	2017-2018	2014-2018 Average
EL	296	189	293	239	254.25
IFEP	9	0	2	6	1.5
RFEP	112	83	96	44	83.75

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 oversight 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.

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.

Data Measurement	2010-2013	2014-2019 Goals
Contact Time Academic	3.2 hours daily	3.5 hours daily
Contact Time Vocational	3.0 hours daily	3.5 hours daily
Contact Time Total	6.2 hours daily	7 hours daily
Attendance Rate	77%	85%
Time in JMCS (days)	277 Days	330 Days

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:

Data Measurement	2010-2013	2014-2019 Goals	2014-2019 Actuals
Contact Time Academic	3.2 hours daily	3.5 hours daily	4 hours daily
Contact Time Vocational	3.0 hours daily	3.5 hours daily	5.8 hours daily
Contact Time Total	6.2 hours daily	7 hours daily	9.8 hours daily
Attendance Rate	77%	85%	78.8%
Time in JMCS (days)	277 Days	330 Days	92.6

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:

Growth Area	Number of Courses Available (2010-2013)	Course names	2014-2019 Goals: Number of Courses Available	Descriptions	2014-2019 Actuals	2014-2019 Actuals
1	7	English Language Development: ESL, Introduction to Language Arts, Intermediate Language Arts, English 9/10, American Literature, World Literature, Creative Writing	10	Addition of 3 remediation courses/programs	No additional courses added; 5 additional programs added	English-No Problem program added for ELD course; New Readers Press Challenger and Endeavor programs added for Intro to ELA, Inter. ELA; Scholastic ID & Reading with Relevance added for Eng 9/10
2	8	Health, PE, Drivers Training, Life Skills, Computer Literacy, Computer Lab, Computer Demonstration, PE Demonstration	11	Addition of 3 new Life Skills Courses	No additional courses added; 1 Life Skills BCO created; 4	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

						Education Initiative, Applied Brainology, Mindset Mondays, The Future Is Now, MyCEP
3	3	World History, US History, Economics	3	No additions		1 additional curriculum: The DBQ Project
4	1	United States Government	1	No additions		1 additional curriculum: The DBQ Project
5	8	Principles of Mathematics I, Principles of Mathematics II, Principles of Mathematics III, Pre-Algebra, Algebra, Geometry, Vocational Math, Consumer Math	11	Addition of 3 remediation course/programs	No additional courses added	1 new curriculum for Prin.Math I & II; math courses currently being restructured and realigned to CCSS - work complete by 6/2019
6	2	Life Science, Earth Science	2	No Additions	1 new course: Human Biology	3 additional curricula: Education and the Environment Initiative; HASPI Medical Biology; Strategic Energy Innovations
7	14	Vocational Education, Work Experience,	15-25	Addition of 1-15 agency-specific vocational	3 career pathways	Certifications include: Bring Your

		Career Development, German, Italian, French, Spanish, Russian, Chinese, Japanese, Other Foreign Language, Intro to Music, Astronomy World Physical Geography		education courses and certifications.	courses; 6 certifications	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)
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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

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

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

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.

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(1), 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

- 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.

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.

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.

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:

- 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.

- 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