



Accrediting Commission for Schools Western Association of Schools and Colleges

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INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

Today's Date: 12-10-18

School:	JCS - Pine Valley		
Address:	28876 Old Hwy 80	Pine Valley, CA	91962
	Number and Street	City and State	Zip Code
Mailing Address (if different):	PO Box 1438	Pine Valley, CA	91962
	Number and Street	City and State	Zip Code
Telephone #:	(619) 473-1300	Fax #	(619) 473-1300
Email Address:	smckay@jcs-inc..org		
Chief Administrator:	Jennifer Cauzza		
School District:	JCS-Inc., authorized by Mountain Empire School District		
Enrollment:	126	Current Grade Span	to be Reviewed: K-12
County:	San Diego		

Check any of the following that apply to your school:

- | | | |
|---|--|---|
| <input type="checkbox"/> Comprehensive | <input type="checkbox"/> Community Day School | <input type="checkbox"/> Alternative Education/Continuation |
| <input checked="" type="checkbox"/> Independent Study | <input checked="" type="checkbox"/> Charter School | <input type="checkbox"/> Home Study |
| <input type="checkbox"/> Online Distance Learning | <input type="checkbox"/> Other: Explain: | |

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 0%, and the percentage of students utilizing the online delivery system 0%. Briefly describe:

Note: If more space is needed on the following pages, please append additional sheets.

Part II: School Profile

Introduction

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

JCS-Pine Valley (JCS-PV) is one of six different charters within the JCS-Inc. network. The original charter, Julian Charter School was divided into five new charter schools as a result of the Anderson vs. Shasta decision. JCS-Pine Valley was approved by the Mountain Empire School District on August 14, 2018, as an independent study charter school to serve the K-12 students residing in San Diego, Riverside, and Orange County from the original charter and any new students seeking a non-traditional education either in a home study or a small group instruction environment.

School Description and History

Provide a description of the school that includes such areas as:

- The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.
- When the school was opened
- Initial location of the school and any location changes

As the originating charter school founded in November 1999, Julian Charter School successfully served students in San Diego, Orange, and Riverside County for nearly two decades, receiving three 6-year WASC accreditations. JCS was designed to meet the needs of students underserved by traditional systems and for families with a strong desire to home school. JCS initially followed only a home school model, but soon developed strong academy programs where students attended 2-4 days each week.

JCS-Pine Valley opened its doors on August 20, 2018 to continue the philosophy and good work of the original charter. As of December 14, 2018, there are 126 students enrolled. 40 students attend the academy program, Pine Valley Academy (PVA) and the remaining 87 students are in the home study program under the oversight of four Educational Facilitators (EFs).

Students at PVA are in 6th - 12th grade and mainly live in the eastern portion of San Diego County, primarily in the cities of Descanso, Campo, Pine Valley, and Jacumba, whereas the home study population resides throughout San Diego County.

Demographic and Achievement Information

Provide demographic and achievement information regarding the students, including the following:

- Enrollment by grade level

Grade	Student Count	Percent of Total
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K	6	5%
1	8	6%
2	12	10%
3	9	7%
4	6	5%
5	8	6%
6	14	11%
7	15	12.0%
8	23	18%
9	10	8.0%
10	7	6%
11	7	6%
Total	125	100%

- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)

Ethnicity	Student Count	Percent of Total
American Indian or Alaska Native	1	1%
Asian	0	0%
Black or African American	3	2%
Declined to State	1	1%
Filipino	0	0%
Hispanic or Latino	11	9%
Mexican American	9	7%
Pacific Islander	0	0%
White	100	80.0%
Total	125	100%

- English proficiency

Language	Proficiency	Student Count	Percent of Total
Japanese	EL	0	0%
	RFEP	2	2%
Spanish	EL	6	5%
	RFEP	1	1%
Totals	EL	6	5%
	RFEP	3	2%

- Gender/age mix

Gender	Student Count	Percent of Total
Female	62	49.6%
Male	63	50.4%
Total	125	100%

- Special populations

Student Residence Category

Residence Category	Student Count	Percent of Total
Permanent Housing	124	100%
Temporarily Doubled Up	0	0%
Temporary Shelters	0	0%
Foster Youth	1	0%
Total	125	100%

Student Eligibility for Reported Programs

Program	Student Count	Percent of Total
Gifted and Talented	4	3%
Socio-economically Disadvantaged	49	39%
Special Education	19	15%
Total	72	58%

CAASPP Data (2017-18) - Comparison of State, County and JCS-Pine Valley

ELA	State	County	Pine Valley	Math	State	County	Pine Valley
All				All			
Exceeded	21%	26%	14%	Exceeded	19%	23%	8%
Met	29%	31%	33%	Met	20%	22%	21%
Nearly Met	23%	21%	34%	Nearly Met	26%	25%	34%
Not Met	27%	22%	18%	Not Met	35%	30%	37%

While we have historical data from Julian Charter School, we cannot accurately produce three years of data that would be representative of the students who are now currently enrolled in JCS-Pine Valley. We were able to gather the 2017-2018 data of the students who are currently enrolled in JCS-Pine Valley to give us a baseline for moving forward. When compared to the state and San Diego county, the scores of students at JCS-MZ that have Met or Exceeded standard in ELA are comparable to or better than the state or the county.

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

A core value of our school is the belief that families should have choice in their education. Our goal is to support lifelong learning and serve students who have not been happy with a traditional model.

JCS-Pine Valley Charter is located in the community of Pine Valley, 30 miles east of San Diego. Our school's theme is cultivating character. Our students are very involved in community events, community service, recycling, responsible stewardship of nature, ASB activities, and school events, We also encourage global awareness and strive to step out of our comfortable town and into the world around us.

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school and involves the stakeholders. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions briefly and succinctly. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below along with their responses to the ACS WASC/CDE criteria. The evidence can be provided electronically, e.g., Dropbox, hyperlink.

Category A Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.

Students at JCS-PV are part of an independent study education model and are generally referred to as being in the home study program or the academy program. Home study students are divided into two main groups, kindergarten through eighth grade (K-8) and high school (9-12). Daily instruction of K-8 students is done by the parent teacher under the supervision of an educational facilitator (EF). K-8 students may get instruction one day a week at a learning center, take an online e-Class offered by teachers, or elect to use vendor funds for instruction from one of our vendors. Home study at the high school level offers classes at two levels of instruction: college prep (CP), and foundational (non-diploma bound). Options include specialist-designed courses of study, and portfolio (parent-designed courses of study with input from specialists).

Academy students are divided into a middle school (6th - 8th) and high school (9th - 12th). Students at the academy are taught by a certificated teacher no more than 74% of the time and by a parent-teacher 26% of the time. The academy has a combination of direct instruction and project based focus. JCS-PV exists to serve students that are either not successful in or satisfied with the traditional education models available to them.

Vision

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

Mission

Empowering learners with educational choice.

State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.

As an organization, JCS-Inc. created core values that express our ideals and beliefs. JCS-Pine Valley adopted these core values and created the Schoolwide Learner Outcomes based on these same core values. The outcomes are written in student friendly language so that even our youngest stakeholders can understand them.

Schoolwide Learner Outcomes

All students will:

- Demonstrate creativity and innovation through rich learning opportunities.
- Show commitment to reaching their full potential through setting goals and managing their time and resources.
- Value choice to develop individual educational pathways to help meet personal learning objectives and to become lifelong learners.
- Foster excellence in their effort and their work through high self- expectations.
- Practice integrity and compassion through personal responsibility, a strong moral character, and respect for different ideas and cultures.

Explain how the school's purpose is communicated to the members of the school community.

The school's purpose was initially developed collaboratively with staff, students and parents, and continues to be addressed and discussed through staff forums, professional development, and on a daily basis with students. Each classroom displays posters that list not only the Core Values, but also the Learner Outcomes. Teachers review these with students throughout the school year in various capacities. In addition, ongoing communication to stakeholders of the school's purpose takes place in many ways; quarterly board meetings, school site council meetings, bi-monthly staff meetings, newsletters, weekly emails, surveys, and other methods as needed or requested.

Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.

JCS Pine Valley believes in uniting all stakeholders through our personalized independent study program. Students, parents, staff and administration all have a large role in ensuring that student and school goals are created, reviewed, and met each year. The teacher works with the parent and student to create an individualized plan that establishes student goals, provides details about meetings, and reviews the types of assessments and plans the student will follow each year. The teacher works with the parent and student to create assignments and lessons based on common core standards, that will help support

the student's individual needs and modalities. Multi-Tiered Systems of Support (MTSS) are in place throughout the school to support all students.

JCS Pine Valley utilizes School Pathways for our student information system, and Canvas as our learning management system. In addition, Zoom is utilized for online meetings, tutoring, and conferencing to support students and facilitate staff communication. At the high school level, four-year plans are created and reviewed by the student, parent, teacher, and academic counselor to ensure that students are prepared for college and/or career placement. The school site council, which is made up of students, teachers, parents, and admin, meets quarterly to review the school improvement process and contribute to the decision making process.

Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.

JCS-PV is continually analyzing student data to determine effectiveness of the structure and the educational program. The LCAP is the basis for review of data and goal achievement. Areas of focus are analyzed deeply using various measurements (CAASPP, MAP, ongoing math assessments, DIBELS, and teacher created assessments) leading to necessary modifications to curriculum and strategies to be implemented as needed. Teachers meet to identify areas of weakness and strength and make modifications and set goals as needed.

Supporting Evidence and Documentation:

- Student Learning Outcomes
- Assessment Schedule
- LCAP Summary

Achievements:

- Well defined mission and vision statements and ESLOs.
- Strong assessment plan and schedule

Areas for Improvement:

As this is our first year, we do not have specific identified areas of improvement aside from our LCAP goals which include Academic Achievement, College & Career Readiness, and Health, Wellness & Safety.

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

Provide information about the governance structure and its responsibilities.

The Board of Directors of JCS-Pine Valley strives to have a complement of parents and community members on the Board. The Board of Directors has final authority on all matters concerning the school. The board is governed in its operations and its actions by the corporate bylaws, which are consistent with the terms of this charter, the Act, and all other applicable laws, and delineates membership, voting rights, term, etc. of the members of the board. Day-to-day management of the school is delegated to the School Director, an appointee of the Board.

JCS Pine Valley follows the Brown Act and posts the agenda for meetings at each site and on the website at least 72 hours prior to the meeting. Minutes from the meeting are available for review through the website, Board Docs, and at the JCS main office. Parents, students and staff are encouraged to attend the meetings, and virtual options are made available for those unable to attend in person.

Explain how the school's vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.

JCS Pine Valley requires that parents and students sign and acknowledge that they have reviewed the policies and procedures of the school, including the student/parent handbook, annual parent notifications and testing acknowledgement. Policies and procedures are also housed in the JCS knowledge base and can be found on the JCS Portal and website. ~~DK~~

Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

The role of the Board is to oversee and articulate the mission, vision, and direction of JCS Pine Valley, to help develop strategies for both long and short term goals as well as long and short term budget plans; the Board works as a whole to have the ultimate accountability for, and authority over, resources, academics, and activities; the Board speaks with one voice. Once the board has approved an action through a resolution or policy, it becomes the school's official position and all board members are bound by it. The Board focuses on what is best for the organization as a whole and not an individual agenda. It sets policies; oversees fiscal and academic accountability; assists with board recruitment and school hires, supervises, and reviews the Executive Director. Board members should possess the following qualities: ability to get along well with others, have some financial expertise or the willingness to learn, personal experience with the organization's business, and a way to access a variety of resources.

Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.

All Board members will participate in Brown Act Training and will be included in local association conferences for professional development. Each Board meeting will have time allotted to train Board members on some aspect of their position.

JCS-Pine Valley is governed by the corporation's board, the major roles and responsibilities of which include, but are not limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the school's Executive Director according to a board-approved policy and annual goals.

Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

Parents, staff members and students are encouraged to provide feedback regarding the operation of the school. Surveys are sent out at least once per semester. JCS Pine Valley has a Uniform Complaint Policy, and works diligently to ensure that the school is compliant in all areas of the school.

Supporting Evidence and Documentation:

- Board Bylaws
- Parent Handbook (available on JCS Portal)
- Board Policies (available on JCS website)
- Schedule of Board Meetings

Achievements:

- JCS-PV is compliant with all Brown Act requirements
- Board members receive quarterly training

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students attaining the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

Our processes ensure staff voice is heard and considered. Staff meetings are held quarterly for the whole organization and weekly for the school's academy program. Teachers collaborate across the school programs: home study and academy. All staff are surveyed twice a year for feedback. With input from the staff, JCS uses an internally-designed rubric for staff evaluation and support. This year staff will participate in selecting curriculum funded by our implementation grant.

Teachers maintain student folders inside Google Drive that include assessment documentation, student profiles, work samples and any other pertinent documents. Canvas is used by staff and administration schoolwide. Led by Assistant Director, the coordinator and/or the math coach, staff analyze data from common assessments. Past professional learning communities aligned school wide scope and sequence documents to the CCSS and determined some common assessments.

Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.

The majority of our school wide communication is done via email and shared Google documents. Weekly email updates are sent by the Executive Director to the entire staff. The portal is used to communicate information to employees, parents and staff, and is also a way for those groups to locate resources in our knowledge base on the portal. For example, the home study parent handbook is easy to search for and find on the parent portal. JCS uses an in-house, electronic help ticket system to field questions from employees, parents and students. By examining the database, JCS staff can determine quickly issues with the greatest need. These processes are effective for most internal communication and planning. Most meetings to resolve any differences are conducted in person. Zoom is also used for meetings and for training. For example, weekly "office hours" are held on Zoom with the Technology and Training Department to help troubleshoot any issues staff is having.

Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

The School Site Council is a stakeholder group that approves the school-planning process. It includes parents, staff and, when possible, at least one student. Our strategic planning process will also involve representation from all stakeholders. For hiring of new teachers, parents and students are often involved in the hiring process.

Annual surveys are sent to parents, staff and students eliciting feedback regarding school programs and culture. Furthermore, when major changes are being considered (for example, combining two grade levels), specific surveys are sent out to stakeholders for input to guide decisions.

Comment on how staff ensures that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

CAASPP and NWEA MAP are used to evaluate the effectiveness of our academic program. In addition to these common assessments, we use an Ongoing Math Assessment (internally-developed) for all grades, a Kindergarten Skills assessment, and DIBELS in first grade through sixth grade. Additionally, we continue to implement student goal-setting so all students set goals in collaboration with their teacher or EF.

Through classroom meetings and EF meetings, student progress is evaluated also using formative assessments such as teacher-created or curriculum-specific assessments. This is an ongoing process. If a child is not progressing or meeting grade level standards, the teacher will write a concern report to start a collaboration process to help support the student. This process may lead to more targeted instruction, small group pull out, and behavior interventions, for example. We are in the process of training and development to align this process to the Multi-Tiered Systems of Support framework.

The Educational Leadership Team meets monthly and reports and tracks the progress on major plans such as LCAP and WASC. Adjustments and next steps are planned accordingly.

Supporting Evidence and Documentation:

- STAR Teacher and Staff Rubrics
- Staff and student surveys
- Google Folders
- School Site Council meetings
- Executive Director emails to parents and staff
- Staff meetings
- CAASPP and MAP scores
- Teacher Data Sheets for Ongoing Math, Kindergarten Skills and Running Records assessment.

Achievements:

Achievement will be monitored through the evaluation of our LCAP

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

JCS Pine Valley teachers are all required to have a California teaching credential. The human resources department created a Teacher Qualification Tool to determine whether or not a teacher is highly qualified to teach in the identified subject area. An action for our LCAP is to assist any teacher in need of EL Authorization over the next two years.

JCS Pine Valley strives to follow the UC requirements for teachers qualified to teach a-g approved courses. Most of our blended instruction/online teachers are certified through the Leading Edge as online/blended learning teachers.

Job openings are posted on EdJoin. The hiring process involves verifications of credentials, applications with resumes, letter of recommendation, clearances, interviews, performance tasks and demonstrations of lessons (as deemed appropriate).

Beginning teachers participate in the CTI program through the Riverside County Office of Education.

Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Policies and procedures are available for all staff to view in the JCS Knowledge Base (Google Drive folder) that is also accessible via the employee portal.

For the academy program, a coordinator handbook is housed in the Knowledge Base. Team Link meetings are held for coordinators to review procedures and practices.

A home study educational facilitator handbook is housed in the Knowledge Base.

Each year HR sends out a link to the Employee Handbook and asks all staff to read and acknowledge the reading of the handbook. All new hires meet with HR staff prior to employment. Part of this meeting includes an explanation of at-will employment and direction on how to find the employee handbook.

At the beginning of the year staff forum, there is a presentation from the Executive Director that includes the school goals and theme for the year, based on the strategic plan and the LCAP goals. In

addition, at this meeting there is a small “meet up” for new staff with the Executive Director and the Director of Education.

The majority of teacher training is conducted by the academy coordinators for the academy program and by the Associate Director and Lead Specialist in the home study program. There are also screencasts for common processes in the employee portal/knowledge base, as well as a searchable help system.

Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

The Principal will have at least two meetings with each of their individual staff members each year. STAR rubrics are used as a goal-setting and measurement tool. The rubrics are completed by teachers and administrators as a means to facilitate discussion. Observations of teachers is done by administration, as well as academy coordinators. The lead specialist provides bi-weekly meetings and trainings for home study high school specialists via Zoom, an online, synchronous meeting tool. Although these specialists are not considered online instructional staff, most of them are Leading Edge certified as they work in a blended learning environment.

Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Forums, which include employees from the entire JCS organization, take place twice a year at the beginning and end of the school year. At these forums, training and announcements relevant to all staff (such as benefits announcements and unlawful harassment training) occur. In addition, several all staff trainings, such as mandated reporter training, are conducted online throughout the school year..

There are additional forums for certificated staff throughout the year. At these forums, teachers have face-to-face discussion time, and there are designated times for collaboration and training.

Staff members attend assorted conferences including SDCOE workshops, SDCUE and CCSA. JCS-Inc. created a Growth Blog where leaders of in-house workshops or those who have attended an outside conference or workshop can post summaries for all staff to read.

During Project Week there is professional development time for staff to attend trainings and work on projects.

Academy programs meet quarterly in ACT (Academy Collaboration & Training) meetings for all-academy collaboration and training.

The overarching focus of the governing board and Executive Director is to ensure the school is student-centered and decisions are made based on what is good and best for students. All decisions, including fiscal decisions, are made based on these essential premises. Staff and leadership make

requests and recommendations to the Executive Director who makes final decisions based on the impact for students, financial feasibility, and legal compliance.

The Resource Center has a wide array of curriculum and learning resources available to students to support all learning styles. Parents use educational units (EUs) and vendor class instruction (VCI) for resources not found in the RC or for specialized classes. Online resources such as Typing Pal and Discovery Ed, to name just a few, are available to all students, and online specialized resources, such as Bookshare, are available to students requiring additional support.

Summarize the current process to determine the measurable effect of professional development on student achievement.

The STAR teacher rubric and process includes teacher reflections and evidence of practice with students after professional development. This includes monitoring student progress and a response to identified areas of needed growth. CTI via the Riverside COE includes a reflection process and a colloquium at the end of the year. CAASPP score analysis over time is also an indicator of the effectiveness of our professional development efforts.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

All teachers in Pine Valley are credentialed to teach the subjects they are assigned to teach. High school home study students are supported by educational facilitators who have multiple-subject credentials, as well as by teachers (called specialists) who are highly qualified in the core subject areas (English, math, social studies or science).

Attach a copy of the school's master schedule indicating staff assignment and length of period or module.

In an independent study school, a master schedule is not something that is used since each student has a personalized schedule of courses. However, the academy has a daily schedule of classes, and all courses and teachers are listed in our school information system. A copy of this list is attached in Appendix A.

Describe any use made of regularly employed instructional assistants.

JCS Pine Valley employs two instructional assistants. Their primary job is to assist teachers and students in the classroom. Under the guidance of the teacher, the IA provides academic and behavioral support to students.

Describe any regular use made of community volunteers.

JCS Pine Valley has an active Student Leadership group that provides various activities for students and supports the school community. The school frequently accesses local area businesses and resources to

provide real-life learning opportunities for students. The academy has guest speaker volunteers from the local sheriff office, border patrol, park rangers, and fire department.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

Student:Teacher ratio is 19:1

Provide the information regarding support or classified staff.

The classified staff is an integral part of Pine Valley's daily operations. The staff help support and carry out the vision of the school. Support staff assist students and parents in preparing teaching materials, organizing learning activities, field trips, and much more. The staff supports the administration through office management, scheduling, enrollment and day-to-day operations.

Additional Supporting Evidence and Documentation:

- Master Schedule
- STAR Rubric
- Forum Schedules

Achievements:

- Well-established teacher evaluation system

Areas for Improvement:

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

JCS-PV is a non-classroom based school and is in compliance with SB 740. This means that 80% of all revenue is allocated towards instructional materials and services. Allocations are based on student data and identified areas of need, along with the LCAP goals, mission and vision. With the personalized instruction, the needs of each student are assessed, and achievement monitored to drive decisions on curriculum and resources.

Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

The Executive Director shares financial information regularly with all staff via weekly updates, and conducts “date with the director” meetings to further gather input from staff on financial decisions. Teachers regularly communicate needs regarding instructional materials that are reviewed and approved by the Principal. On a large scale, school wide curricular needs are identified based on data analysis and staff input and approved as needed after following the established review process.

Explain the impact the process for the allocation of resources has made on student learning.

JCS-PV is able to allocate a wealth of resources based on student need, learning style, and interest. As part of our mission and vision we value choice in curriculum, but using data to inform our curricular choices ensures that students have a variety of curricular choices which will meet their needs and interests. Continual monitoring of student data and growth will help us make future decisions on curriculum.

Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

JCS-PV maintains a good relationship with our sponsoring district and prides itself on being transparent about the use of funds. The sponsoring district’s superintendent attends the quarterly Board meetings. JCS-Pine Valley prepares its budget in a timely manner each year, and in the tradition of Julian Charter School will continue to be well-prepared for the annual audit.

Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Our facilities provide a welcoming atmosphere to all families as soon as they enter, and it's evident by student work that learning and educational choice are valued. Facilities are used for a variety of purposes: academy classes; special education services; response to intervention supports; and meetings with EFs. Our facilities have learner outcomes posted along with student-friendly standards. A safety committee has yearly tasks linked to a safety plan to ensure our facilities are safe, functional and well-maintained as well. We are currently conducting an internal facility audit to ensure equipment and utilities are being used efficiently.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

JCS-PV uses Destiny to catalog and maintain all resources. The portal is used for enrollment, so the Resource Center is able to track whether a family has outstanding resources. Policies and procedures are in place for acquiring new materials and getting board approval for the adoption of new curriculum. The Education Leadership team meets monthly and reviews such policies and procedures as needed.

Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.

Staff at JCS-PV are provided a variety of opportunities for professional development, both in house and elsewhere. All new teachers participate in the CTI induction program for two years. Academy teachers meet monthly, in addition to their daily interactions, and all staff meet every other month. As part of the bi-monthly meetings teachers are part of professional learning communities. Each year in January teachers are given a week without students (Project Week) to participate in different professional learning opportunities. This may include whole group or small group based on their needs, interests and subject area/grade level. JCS-PV pays for teachers to attend workshops offered at the county office, charter school associations and other institutions to further their practice or to target an area identified to support greater student growth. All of these are linked to student learning outcomes identified within the LCAP. Current professional development is focused on math, writing, multi-tiered systems of support, and social-emotional support for students at various developmental stages.

Supporting Evidence and Documentation:

- Professional development plan
- Staff meeting agendas
- Destiny catalog
- Board meeting agendas and budget documents

Achievements:

- Cataloging and maintaining resources

Areas for Improvement:

- Maximizing use of facilities (e.g. Friday)

NOTE: Only Charter Schools should respond to the following criterion.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Evaluate the effectiveness of how the charter school regularly reviews its long-range plan in relation to the school's vision, mission, and schoolwide learner outcomes. Include the extent to which all stakeholders are involved in future planning, including long-range capital needs.

Throughout the year the leadership team looks at: state and local test data; student usage of technology and data associated with technology (where available); student usage of educational units; and parent/student surveys to determine which programs and resources JCS-PV should continue to use or invest in to promote further student growth. Progress towards LCAP actions and services is reviewed by the Educational Leadership team throughout the year.

Parent and student input is actively solicited through various means: monthly school site council meetings; quarterly board meetings (which include parents as members); and online surveys throughout the year. The budget, LCAP goals and progress towards goals are shared at school site council and board meetings and all stakeholders are asked to provide input for upcoming goals and actions.

Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.

Policies are created by administration, reviewed by legal counsel and approved by the board. The educational leadership team creates procedures to align with board-approved policies. Policies and procedures are reviewed and revised as needed. Independent audits occur throughout the year and records are maintained and housed per the term indicated by law.

Comment on the school's annual independent audit that employs generally accepted accounting principles. Explain the written policies regarding the scope and responsibilities related to this audit and the procedures followed for filing the audit reports with the authorizing agency and other government entities as required by law.

An annual independent financial audit of the books and records is conducted. The audit verifies the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examines the school's internal controls. The Executive Director and Board Treasurer oversee the auditor and any audit exceptions or deficiencies, the recommendations for resolving them and approves the school's financial affairs. Any audit exceptions or deficiencies are reported to the Board, along with any necessary actions JCS-PV needs to take to correct any program inconsistencies.

Comment on the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.

JCS-PV has an Employee Handbook housed in the Staff Portal's Knowledge Base. All staff are asked to review and acknowledge receipt annually. The Employee Handbook is a Google Doc with hyperlinks which allow staff to quickly and easily access policies at any given time. New hires go through an orientation for additional support and overview of policies. Job aids are created by the Technology and Training Department on an on-going basis as administration identifies areas of need for additional training and support. The Technology and Training Team meets weekly to discuss such areas of need.

Explain the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

- 1) The Executive Director is authorized by the Board to sign contracts. Checks are generated by the management company which the Executive Director or Associate Director of Finance can sign. The Executive Director and Associate Director of Finance also maintain oversight of petty cash, and electronic deposits. Release of institutional funds is also the responsibility of the Executive Director.
- 2) The Associate Director of HR and the HR assistant monitor payroll information. The corporation (JCS-Inc.) has hired a back-office service provider, Charter School Management Corporation (CSMC) to process accounts payable and payroll for the charter.
- 3) The Associate Director of Finance (JCS-Inc.) and CSMC review bank reconciliations and deposits/withdrawals of all school financial accounts
- 4) The JCS-Inc. governing board oversees all policies and procedures of the schools. JCS-Inc. has a credit card policy.

Comment on the degree to which the charter school has defined regular accounting and external audit procedures that meet the generally accepted principles of accounting and audits.

JCS-Inc. has been in operation since 1999 and has defined regular accounting and external audit procedures that meet accepted principles of accounting and audits. The originating organization (JCS) has had audits with no findings for the past 19 years. As a corporation overseeing a network of charter schools, all schools will be audited by the same firm and rolled into one final corporate audit for JCS-Inc. annually, along with filing the 990.

Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.

The budgeting process includes estimating annual enrollment per program/charter, and the school will budget at 95% ADA. Decisions are made based on past trends, reviewing expenses from the prior year, estimates are made per category keeping LCAP goals and SB740 non-classroom based funding determinations in mind; Budgets are shared quarterly at School Site Council meetings and Governing

Board meetings. JCS-Inc uses BoardDocs where all budgets are visible to the public via the web. The Corporation also has live streaming of board meetings for full public transparency.

Comment on the extent to which the school's governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

JCS-Inc. has been in the process of exploring performance based pay in lieu of a step and column system. JCS-Inc. has a three year contract with a third-party company (PayScale) to assess job descriptions, pay, and compare to local similar entities. The product/service also has a tool for performance based measures. The corporation has not made it to this portion of the cycle yet.

The corporation is working on a FTE ratio to appropriately staff schools. 25:1 is the non-classroom based maximum (ADA/FTE at P2).

The corporation has sufficient reserves based on covenants from a bond in 2015 and needs to add a debt ratio of 1:1 annually. This will be split between the charters under JCS-Inc., that have the bond facilities in them. JCS-PV is not one of these charters.

Each new school will have the required 3% reserve as based on charter compliance.

Comment on the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

The school has identified the surrounding area and demographics for effective distribution of marketing material to support the growth of enrollment. Start up grant monies will be used for flyers, ads, and other means by which to inform families in the surrounding areas of the educational options offered by JCS-PV. Existing families have been surveyed for input and are partners in the sharing of information of the school for recruitment.

Explain the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.

The corporation has entered into Memorandums of Understanding (MOUs) with each charter authorizer outlining the financial obligations of each entity, as well as SELPAs.

The public is notified via web on requirements such as EPA funds annually. Financials are posted on the school's website via the BoardDocs website. Each school has a School Site Council which reviews the individual school's financials.

Explain how the charter school ensures the adequacy of reserve funds to ensure the financial stability of the school. Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.

The Corporation budgets each school at a lower ADA than it expects to attain (95% where historically the school hits 97% or above). It does not budget for one time expenses until the funds drop into the

school's budget. The Corporation (JCS-Inc.) has a relatively secure reserve due to the bond requirements. As a non-classroom based school, the school is required to meet SB740 funding determinations requirements which include at least 40% on teacher salaries and benefits, 80% on direct instruction (including teacher salaries) and no more than 20% on administration or non-instructional services.

Supporting Evidence and Documentation:

- Examples of ads and marketing materials

Achievements:

- History of clean audits

Areas for Improvement:

- This is our first year using a management company for the back office. We are working out some logistical challenges to ensure checks are processed in a timely manner.

Category B

Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC “a-g” requirements.

All students at JCS-Pine Valley have access to rigorous and relevant curriculum within each subject area. As a result, student achievement has consistently improved as teachers challenge students with standards-based assignments and instruction. When entering 9th grade, it is assumed that a student will take our courses that meet “a-g” requirements so that all doors to the future remain open to that student. Parents, students, and teachers work together to develop a four year plan that is personalized to interests, passions, and the future plans of the student.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

In our various staff meetings, teachers collaborate according to grade level, vertical grade band or subject area. In the past, these groups have created scope and sequences for all subjects and grade levels to align with Common Core Standards. They have developed, administered, and analyzed common assessments and results leading to refinement of lessons and instruction. This year, we will begin the work of determining the effectiveness of our current curriculum to make determinations on how to use our grant funds on new materials. We will also work on analyzing our common assessments and learn together how to use our new assessment, NWEA MAP.

Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

JCS-Pine Valley has a continuous process of reviewing and evaluating curriculum so that it aligns with the values and learner outcomes of the school as well as graduation requirements. School staff work together to create consistent expectations and follow established policies approved by the Board in grading and assignment completion. When seeking to adopt new curriculum, JCS-PV will follow the California EC 240. The process includes understanding the needs of students within the various program structures, researching State adopted curriculum, reviewing EdReports.org, creating subject specialist teams to narrow down choices, seeking stakeholder input through the School Site Council, piloting the curriculum, and presenting selected curricular choices to the Board for approval. Finally, a rollout and implementation plan will be created that will involve professional development for teachers as well as opportunities for parents.

Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.

High school students have yearly (if not more frequently) conversations with their Educational Facilitator or teacher to discuss and revise four year plans and set personal goals for college and career success. The high school counselor reviews transcripts yearly to ensure that students are on track to meet those goals. Students are encouraged to take community college classes to explore interests and to experience college.

In addition, the counselor organizes college visits for students, hosts presentations from college representatives, and works directly with our 8th grade population to inform them of opportunities within and beyond high school.

JCS-Pine Valley is in the beginning stages of developing a partnership with local community colleges to provide instruction either online or on site for all of our high school students.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

See Appendix B

List the courses for which there is a written comprehensive and sequential documented curriculum.

See Appendix C

List the graduation requirements of the school, if applicable.

In order to graduate, students must complete 220 credits in grades 9-12 which will include the following courses.

- English (4 years)
- Writing (1 semester)
- Math (3 years - 1 year must be Integrated Math I or higher)
- Social Studies (3 years)
- Science (1 year physical/earth science and 1 year life science)
- Physical Education (2 years)
- VAPA and/or Foreign Language (2 years)
- Health (1 semester)
- Life Skills (1 semester)

JCS-Pine Valley provides its students with two graduation plans in preparation for post-secondary education.

- UC/CSU College Bound 4-Year Plan
- Vocational/Community College: 4-Year Plan

Briefly describe the post-graduation plans of the school's graduating class, if applicable.

Based on a survey of 2018 graduates, approximately 50% planned to attend a community college. 25% went directly into the workforce, the military or a vocational school, and 25% attended a four year university.

Additional Supporting Evidence and Documentation:

- 4-year Plans
- Scope & Sequence
- Course Catalog
- UC a-g list of approved courses
- 2018 Senior Survey

Achievements:

- Scope and Sequences
- Recently revised a-g courses
- Increased number of college tours

Areas for Improvement:

- Provide community college classes that are accessible to all students.

B2. Access to Curriculum Criterion: All students have equal access to the school's entire program, which includes access to the high school counselor, and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

JCS-PV has a Math Coach who works with all grade levels to support teaching and learning for both the academy students and home study students. We believe improving our students' math skills (and by extension their critical thinking and logic) is necessary to better prepare them for postsecondary education and skills needed for the types of technical careers our students may pursue. A 9th grade math placement test is in place to identify which math course students should be placed in for high school and what additional supports they may need. An action/service identified in our LCAP is to focus on the number of 8th grade students taking the PSAT. Using their scores, we will help them create a College Board account which links to a personalized learning path for math on Khan Academy.

JCS-PV also has a high school counselor who organizes college ready testing, college tours and trips to college fairs for high school students. The counselor has been researching several avenues for the high school home study students, including an online "college readiness" course and a dual enrollment community college program with Palomar College. The school has begun to put together a career technical education (CTE) program and has identified three CTE pathways for students. For 2019-20 the school will staff and formally implement at least one pathway.

High school home study and academy students have the opportunity to explore a wide variety of career interests through elective courses and curriculums. Additionally they are encouraged to take community college courses for high school credit.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.

All students at JCS-PV have access to grade-level, standards-aligned curriculum. Students with exceptional needs are identified through our multi-tiered systems of support. In addition to the general curriculum, a variety of supplemental curriculum resources and designated curriculum and instruction is available to all students who need it, such as students with disabilities, English Learners and at-risk students.

Accommodations are provided to ensure student learning is maximized, even before a team of teachers considers the need for tiered support. Personalized learning is the heart of the school, and even students who attend academies have options for differentiation in their learning and assignments. At the high school level we offer college prep and foundational courses. While we encourage our students to take the "a-g" track and although all students start on that track, we value students' passions and interests and recognize that not all students will want to attend a university. JCS-PV wants to ensure all students have access to a life path that will be relevant to them which may include community college and vocational education.

Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.

Students at JCS-PV are responsible for being a partner in their education and developing personal learning goals throughout the school year.

In home study parents and students work closely with their EF and can adjust a student's personal learning plan and curriculum at any time. Academy teachers work closely with parents as well since parents are responsible for teaching and learning at least 26% of the time. Although the academy teacher assigns the homeschool day work, parents work with teacher to adjust this according to a particular student need. Students will sometimes move from the academy to home study (and vice versa) based on current life circumstances or because a family has determined one or the other will be a better fit; this is a fairly seamless process and ensures the student's greatest possibility for success.

At the high school level the counselor meets with each student at least once in their high school career to discuss graduation requirements and a-g requirements. This can be adjusted with the teacher and counselor as needed to meet the goals and needs of the student.

Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.

Our home study students have access to a variety of activities to prepare them for college, as well as community college courses, as described above. One challenge is that parents and students must value these resources and take advantage of what is offered. We continue to listen to student/parent needs to most effectively offer activities and courses that will meet their needs and interests.

Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

All high school teachers are highly qualified and teach in their subject area. Home study high school students have assignments created by high school specialists to ensure they receive rigorous, standards-aligned instruction. All high school courses are put through the a-g process with the UC system, and all high school students have access to "a-g" courses. 8th grade students have the opportunity to take Algebra as well. Home study students at all grades can use educational units (EUs) to take courses or buy curriculum or supplemental materials to explore their interests and possible career paths.

Elementary students at the academy as well as some home study students participate in Junior Achievement BizTown each year where 4th - 6th grade students become "citizens" and experience the "real world" by working in a business, making personal and business financial decisions, attend business meetings, pay taxes, and donate to charity.

Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.

While there is more to be accomplished, JCS-Pine Valley is on a positive trajectory in preparing students for college and career. Students have many opportunities and the freedom to explore and dive deeply into their interests and passions. They attend community college, participate in internships, and have jobs through Work Experience. With the support of staff, parents, and the community, our students are prepared for life beyond high school.

Supporting Evidence and Documentation:

- Course list
- Dual enrollment
- Curriculum
- CTE data (OWA)
- High school grad worksheet and 4-year plans

Achievements:

- 9th graders are taking the introductory CTE courses for a chosen pathway in Odysseyware
- Some high school students are taking community college courses

Areas for Improvement:

- Continue to increase the overall number of students who complete their a-g requirements.
- Develop an internal CTE program.

Category C

Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

JCS-PV students are engaged in challenging learning across all programs. Students learn at home, in the classroom and abroad by participating in field trips and national/international travel. Curriculum is written and developed with a strong focus on the CCSS, NGSS and California state standards.

All JCS students participate in Performance Tasks and Project Based Learning. These lessons are interactive and encompass CCSS and 21st Century skills. They are rigorous, challenging, include multiple-steps and are typically presented to an authentic audience.

Home study students utilize a variety of resources to access material at their academic level and self-monitor progress. Students are encouraged to monitor areas of strength and struggle. Parents/Teachers use this data to guide instruction. At home, student work is observed and monitored by the parent on a daily basis, and every few weeks by the education facilitator. Expectations are made clear to the student through rubrics and educational facilitators monitor the adherence of standards through regular assessment, including the use of written and online assessment tools.

At academies, teachers formally and informally observe students, utilize formative assessment during instruction, and meet regularly with students to monitor and assess progress. Ongoing observations allows for differentiated and targeted instruction.

All students are assessed two times per year using NWEA (MAP) and results are used to provide individual support to students to help them bridge any gaps. Tiered intervention is implemented when a student consistently scores two-years below or more.

JCS-PV teachers use benchmarks to monitor student progress towards mastery. Students who demonstrate mastery have the opportunity to advance beyond class levels. Students who are struggling will receive intervention including placement in the Safety Net support system, part of our MTSS.

JCS-PV teachers and students use online learning management systems to track and monitor student achievement of standards and learning outcomes. Analysis of the data drives instruction.

JCS-PV high school programs prepare students for college, career and life. Students are assigned curriculum that best suits their academic levels and produce work according to their ability.

JCS-PV high school seniors prepare for college and career by completing a career project. In addition, students participate in activities such as college fairs, field trips to local businesses, and have the option to take CTE and community college courses to supplement their learning.

Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

Academies use online learning management systems to track completed assignments, current academic standing, and student mastery of standards and learning outcomes.

JCS-PV teachers provide students/parents information regarding the specific grade-level CCSS, NGSS, and 21st Century skills that will be taught. This information may be provided at the beginning of the year, each semester, monthly and/or per assignment.

JCS academy students participate in classroom discussions regarding the standards and objectives of assignments. Students are given checklists and benchmark due dates to assist with time management and pacing.

In the Home Study high school program, pacing guides are accessible online through the Learning Management System (LMS) and from the Educational Facilitator (EF). Syllabi are given in Academy classes. Syllabi also exist for core subjects with specialists in the Home Study program.

Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of multimedia and technology instructional strategies is used.

JCS-PV offers differentiated instruction both in the classroom and in the home study program. Students have the opportunity to participate in online classes through JCS, BYU, Odysseyware Academy, and others, where they are engaged in asynchronous online collaboration or synchronous, live online learning. Students also have the option to schedule face-to-face meetings with a highly qualified instructor.

College readiness online programs are implemented at the high school level to further prepare students for college and/or the workplace.

Supporting Evidence and Documentation:

- Student projects
- Rubrics
- AWRs

Achievements:

- Implementation of NWEA MAP Assessments.
- Ongoing math assessments and DIBELS/DAZE for ELA
- Implementation of MTSS

Areas for Improvement:

- Increase MAP testing for the 2019-2020 school year.
- Encourage more students to enroll in CTE and/or community college courses
- Build an internal CTE program and help teachers become certified

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.

JCS teachers use iPads, Chromebooks, laptops, document cameras, interactive projectors and various educational apps to integrate technology into classroom and home study learning.

In the home study program, parents and the educational facilitator collaborate to design curriculum that best meets the student's educational goals and current learning level.

Intervention strategies are implemented for students performing below grade level. Staff members communicate concerns with their educational team (teachers, SPED providers, specialists, parents etc.). Continuous monitoring takes place to track student progress towards goal. In an effort to help students achieve goals, work may be modified, additional benchmarks may be put in place and the teacher will increase observation of the student. Students may be given technological tools or access to online assignments as a means for students and teachers to track progress. After a few weeks, intervention data is used to determine the next step.

High school students utilize college-level research programs to conduct research within an academic database, as well as learn to integrate MLA format with proper in-text and works-cited citations.

Teachers utilize online classrooms through Zoom to provide additional instruction and support to students both in a live setting and through recorded lessons.

Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

JCS-PV teachers have close working relationships with their students. Communication is frequent and ongoing between teacher, student and parent. JCS teachers are readily available to answer questions via in-person meetings, Zoom classrooms, phone calls, email or text. Teachers provide parents and/or students with strategies, curriculum options, and recommendations based on areas of need. Students are often given the opportunity to re-do or improve assignments before a final grade is given.

The classroom environments of JCS-PV encourage students to take the lead in the learning when it comes to student voice/choice, project details, and learning outcomes. Students are also encouraged to support one another to foster a positive team spirit.

Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.

JCS-PV students demonstrate that they can apply acquired knowledge by presentations, self-reflections, peer reviews, discussion boards, evaluations, presentations, and more. Students receive direct instruction initially, which is followed up by a variety of performance tasks which may include communicating as a group, gathering materials, independent research, note taking, use of graphic organizers, conducting an interview, creating a visual presentation and presenting to an authentic audience.

Explain how students demonstrate higher level thinking and problem solving skills in a variety of instructional settings.

JCS-PV teachers instruct students on using a variety of tools to facilitate the completion of assignments. This includes strategies for organizing materials, using the Internet for research, Google Apps, Prezis, PowerPoint, apps and other programs. Cooperative learning environments, including those through the LMS, help students collaborate with one another and allow students to work together successfully. Teachers utilize formative assessments to ensure that students are reaching their goals.

Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.

JCS-PV teachers often model tasks in class, and ask students to demonstrate or facilitate a shared assignment to ensure students understand how to research, inquire, gather, discover, and invent knowledge. Teachers utilize the LMS, Google classroom and other Google platforms, and all students at JCS-PV have their own Gmail account. Students collaborate with peers and their teacher using Google Docs and a variety of interactive tools that demonstrate student learning.

Technology programs used in academies and home study demonstrate that students are achieving academic standards and schoolwide learner outcomes. Student samples are evaluated by the teacher frequently. Some student samples are completed through home study projects and others are created in class at an academy.

Explain the degree to which students have access to and are engaged in career preparation activities.

All JCS-PV students participate in curriculum and activities to prepare them for the world of work. Experiential learning is incorporated into the classroom and home study curriculum in every grade level. Students in fourth through sixth grade have the opportunity to participate in Biztown, where they are fully immersed into a simulated work environment. In addition to the classroom and curricular options, JCS-PV provides students with ample opportunities to see the world in action through field trips, guest speakers (such as firefighters, police officers, scientists), and vendor course instruction in home study in woodworking, music, coding, and much more.

Students at JCS-PV in grades K-11 set goals each year, including career and/or college goals, and these goals are reviewed regularly. The high school students take a-g approved courses and have the option to take community college courses, online courses, and CTE courses while still in high school. Our

counselor also teaches work experience education and a high school orientation course. In the orientation course, all high school students new to JCS-PV set goals, learn about career and college readiness, and meet with the academic counselor to discuss their 4-year academic plan. In addition, the counselor sets up several college visits throughout the school year where students get the opportunity to tour colleges in California. The counselor attends a variety of conferences each year to stay abreast of the latest college and career programs country-wide.

Supporting Evidence and Documentation:

- High school course catalog
- CTE course catalog

Achievements:

- WEE and high school orientation program

Areas for Improvement:

More guest speakers and field trips at the K-8 level for academy students.

Category D

Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.

JCS-Pine Valley uses a variety of data sources to assess and analyze student progress. We employ a "drill down" approach to identify student needs and specific skills that should be addressed. In addition to state assessments (CAASPP/CAA for ELA and Math, CAST/CAA for Science, ELPAC for English Learners) JCS-PV uses universal screenings given up to three times per year at all grade levels to identify students in need of extra support. The assessments include both in-house assessments as well as outside assessments: a Kindergarten skills assessment; a math readiness skills assessment; DIBELS; ongoing math assessments created by our Math Coach; MAP; SBAC interim assessment blocks (IABs); and a 9th grade math placement test. JCS-PV also uses several Tier 2 assessments to monitor student progress on benchmark goals in Response to Intervention: CORE Phonics survey; sight words lists; Easy CBM; DRA; and placement tests for specific reading intervention curriculum.

Teachers are trained by special education staff to administer the screening tools like DIBELS and the early skills assessments, and experienced great success in implementing their use and identifying students in need of intervention early on.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

Parents are provided copies of all state assessment results and MAP results. The teacher reviews the MAP results with parents to explain what they mean for learning goals.

Staff are given CAASPP data in a variety of formats that allow them to analyze individual student growth, class growth and program growth. The Math Coach helps teachers analyze their students' growth on the ongoing math assessments and IABs to help plan for math instruction.

At school site council and board meetings stakeholders are given CAASPP results and a brief overview of the school progress.

As it becomes available for our school, the CA School Dashboard data will be incorporated into our analysis and will be shared with stakeholders through school site council and board meetings.

Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

As we've implemented the ongoing math assessments and IABs with the support of our Math Coach, teachers report seeing student growth in math. In general, student scores on the ongoing math assessments have improved at each benchmark. Students who are identified early using our screening tools and have participated in RtI have made significant progress in learning (~50% have met benchmark goals).

Supporting Evidence and Documentation:

- Assessment schedule
- MAP results
- Data samples from in-house assessments
- CAASPP data

Achievements:

- Creating and successfully implementing a universal screener and Tier 2 assessments appropriate to various grade levels.

Areas for Improvement

- Full implementation of MAP testing grades 2-11 at least twice/year.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.

JCS-PV teachers use a variety of formative and summative assessment strategies to evaluate student learning. Teachers will use a combination of the following assessments at least biannually to monitor progress and plan instruction:

- NWEA MAP
- Ongoing Math assessment
- SBAC Interim Assessment Blocks
- Kindergarten Skills assessment
- DIBELS

The high school program has common benchmarks and finals in place under the California State Standards and the English teachers have used a common writing rubric.

CAASPP assessments are administered each year.

Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.

JCS-PV teachers keep records of classroom assessments in Google Drive folders. Assessment results are analyzed and next steps are developed through collaboration at program meetings, or whole-organization meetings. Staff use shared data from the google folders to collaborate with administration and other departments, such as Special Education, to determine strategies for student support. For example, after Ongoing Math is administered, the teacher records data in google sheets. The data from this sheet can help a teacher determine whole class needs and small group needs. Furthermore, this data helps drive collaborative discussions with colleagues at staff meetings. Finally, if a student's results are concerning, school leaders (administrators, coordinators and the math coach) can see the data and work with the teacher on strategies.

Since our students are taught at home for a significant amount of time each week, we also use the assessments to personalize assignments based on the students' needs.

Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

All JCS students produce a wide variety of student work, including daily writing warm ups, science labs at the San Diego Safari Park and Catalina Island, research projects culminating in presentations where students dress and present as different historical characters, to a yearly talent show where students demonstrate presentation and performance skills.

Each year students also spend a week working on a project of their choice that synthesizes multiple subjects and skills. Based on a common rubric, teachers nominate the highest quality student projects

and selected students come to the February Forum and present their projects to teachers and staff, culminating in a recognition and awards ceremony and a luncheon.

Student work and other assessments are evaluated by the teacher, not only for academic standard proficiency, but also to determine the interests of the student to better plan for personalized learning.

Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Timely student feedback is important and can come from a variety of sources such as self-reflection, peers, parents, teachers, and other members of the school and community. Home study students often receive daily feedback when working with the parent-teacher. In addition, mostly at academies, students work with peers, continually evaluating each other's progress to complete group projects. Teachers meet with students individually to discuss missing assignments or low scoring work to initiate student feedback and reflection. There is ongoing communication with parents and students regarding students' progress. Teachers meet with each other to collaborate on individual student progress across subject areas. Students learn responsibility and time management through home study assignments to prepare them for college, career and life. Our school counselor meets with high school students to help prepare them for college and career.

Supporting Evidence and Documentation:

- Google Drive Folders
- Ongoing Math Standards Analysis Google Sheet
- Example assessments
- Project Week assignments, website
- Student work samples

Achievements:

- NWEA MAP testing is in progress.
- Project Week continues to be an engaging learning event for students.
- Teachers are administering schoolwide assessments described above.

Areas for Improvement:

Since this is our first year with NWEA MAP, we need to increase focus on training on test administration and test result analysis.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Comment on the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments.

A variety of ways to collaborate and examine assessments are in place:

- Whole organization meetings, called Forums
- Academy collaborations, called ACTs (Academy Collaboration and Training)
- Program specific meetings, individual academies and home study
- Subject-area PLCs at the high school level.
- Individual time with the Math Coach

In these professional communities, we can examine the effectiveness of our assessment and curriculum choices.

Teachers keep individual student and whole class/roster data in Google Drive folders so various members of the professional communities can access and analyze.

Explain how the school uses schoolwide assessment results to make changes in the school program, professional development activities and resource allocations.

As a result of assessment results, JCS has purchased online programs such as RAZ kids and ST Math to improve academic achievement.

A focus for professional development is determined after analyzing assessment results. For example, past CAASPP scores have shown a need for improved math instruction, so a math coach was hired and many professional development activities in the area of math were offered. Math scores continued to improve in the original JCS, increasing each year by 2%. Also, administration emails out various training opportunities for teachers to attend in their area of specialty and interest.

In conjunction with many factors, such as stakeholder input, resources are purchased and allocated based on schoolwide assessment results. As noted above, online resources, such as ST math, have been purchased. Updated math curriculum has been implemented when student results showed a need for increased math support. More Chromebooks will be available for students to use. This helps students to be more computer literate for online assessments. It also helps them to have more access to online research and presentations. Classrooms have up-to-date projectors for students to experience more hands-on learning and share in online resources.

Our LCAP is developed to monitor and assess our school's programs and resource allocation. We use this to continuously evaluate our progress.

Explain the current and future processes to assess its curriculum and instruction in relation to its evaluation processes.

Changes in curriculum offerings will be determined after an evaluation of assessment trends, stakeholder input, and finally, board approval. Choices in professional development go through a similar, but less formal process. Continuous analysis of the CAASPP assessment, and schoolwide assessments, such as MAP and DIBELS, will aid in our evaluation of curriculum and instruction. Depending on the program, the results of individuals or classes could determine the need for a change in curriculum or further professional development.

Comment on the impact of stakeholder involvement in assessing and monitoring student progress.

Student scores on the CAASPP are presented to the JCS governing board annually. The governing board approves our LCAP before it is sent to our sponsoring district, JUSD. We also present CAASPP results to our School Site Council.

As detailed in previous sections, student, parents and staff are actively involved in the assessment and monitoring process of student progress. Parents educate their children in either full home study or modified home study (academy programs) so through communication and collaboration with their teacher or EF, parents are highly involved in assessing and monitoring student progress.

Our LCAP is developed with stakeholder input and is public for stakeholders to view.

Describe the school's security systems that maintain the integrity of the assessment process.

Our Assessment and Accountability Coordinator trains staff annually on administering standardized assessments, such as CAASPP and ELPAC. After the training, staff sign the testing security affidavit. Teachers who administer ELPAC and CAA receive additional training online and must provide a certificate of completion. All assessment materials for paper-based standardized assessments are kept in a secure, locked office to ensure security of materials.

For formal assessments, like Ongoing Math and DIBELS, testing happens at a facility and is proctored by employees, not parents.

In high school, finals are proctored in person, by teachers.

Supporting Evidence and Documentation:

- Program licenses, such as RAZ Kids and ST Math
- School meetings, like Forum and ACT
- CCSS Math Curriculum
- Professional Development Registrations

Achievements:

LCAP in place to monitor program choices and student progress. Useful professional development in Math offered this year.

Areas for Improvement:

With a recent implementation grant, we need to focus in this area to make informed choices on curriculum, resources and professional development.

Category E

School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

Parent teachers and parent volunteers are a strong foundation of school support. This includes supporting teachers in classrooms, hosting various events throughout the year, bringing in speakers and supporting field trips and events outside of the classroom which allow students to experience various aspects of the surrounding community. Parents sign up for volunteer opportunities throughout the year such as coaching, chaperoning on field trips, helping with art activities and science labs, gardening, fundraising, and teacher support.

In addition, the school conducts School Site Council meetings which allow additional input from stakeholders (parents, students and staff) to identify additional supports that can be put in place for student success.

Plans are in place to provide additional workshops for parents and staff on best practices in behavior management, personal motivation, conflict resolution and mental health.

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

JCS-PV is involved in the Master Gardeners Program in conjunction with the local nursery, Guatay Mountain Nursery. Our middle school has a certified native habitat garden. Our students utilize the Pine Valley Library monthly for arts and crafts programs for students as well as for library resources. Students eat lunch and have their Physical Education class at the Pine Valley Park on a regular basis. Students also partner to clean up the park or help with needs. Career speakers are requested as a result of student career interest surveys. These speakers come from parents and community leaders.

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes, and academic standards.

JCS-Pine Valley seeks to work collaboratively with the parents and students to support the mission and vision of the school consistently through communications, meetings, actions, in lessons and through teaching strategies. Teachers and coordinators communicate the standards and expected outcomes regularly in the classroom, in lessons, and in various communications. Parent meetings are held to provide explanation and training with new curriculum.

JCS-PV contributes articles to the local newspaper, Valley Views. Community members are also invited to our project gallery where student work is displayed.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

As an independent study charter school, by law parents are required to be an integral part of their child's education. JCS-Pine Valley staff are partners with parents and work closely with them to ensure that students' needs are being met. Curriculum choices are discussed, supports needed are identified, learning plans are developed collaboratively.

Besides actively teaching and helping students with curriculum, parents share the joy of learning by taking students on field trips (both home study and academy parents), helping in classrooms, attending school and community events, and collaborating with other families.

Comment on how parents have access to school personnel regarding all concerns.

Teachers and administration are available to parents via email or phone, and school policy is to respond within 48 hours. However, the staff strives to respond to parents as quickly as possible to resolve any concerns or questions. Staff is also available to meet in person if requested by parents.

Describe how the school regularly communicates to parents and other stakeholders.

The Executive Director sends quarterly email updates to all parents on the state of the school, as well as additional communications as needed. The Principal and/or Coordinator send weekly updates via email, and in the future Parent Square, with weekly updates including upcoming dates and activities, recaps of highlights, important deadlines, and student achievements.

Board meetings are available for parents to participate via Zoom/Board Docs.

The school counselor sends out a quarterly newsletter to high school students with upcoming activity information, college information, scholarship information and financial aid information and deadlines.

Supporting Evidence and Documentation:

- Executive Director Update
- Example of weekly communication from Academy
- Counselor's newsletter

Achievements:

- Establishment of strong PTO
- Adoption of Parent Square for improving ease of communication

Areas for Improvement:

- Greater interaction with business members in the community to provide insight to students as to career paths and work/internship opportunities
- Collaboration with local colleges and universities

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

The following policies are effective and are in place to ensure safe, clean and orderly facilities.

- Disciplinary Process Policy. In part outlines that violation of safety rules and processes may result in immediate termination of an employee.
- Drug Free Workplace Policy. In place to protect the health, safety and welfare of the employees of the school and the public. Similar policy in place for students called Drug, Alcohol, and Tobacco Free Environment Policy.
- Workplace Safety – Violence in the Workplace Policy. Address the responsibility, compliance, communication, hazard assessment, incident investigation, hazard correction, training / instruction and record keeping components to aide in the prevention of workplace violence
- Child Abuse Notification of Reporting Procedures. The policy that goes along with mandated reporter training.
- Civility Policy. This policy is not intended to deprive any person of his/her right to freedom of expression but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff.
- Search and Seizure Policy. Guidelines for conducting searches.
- Student Discipline, Suspension, and Expulsion Policy. Student discipline is a critical factor in maintaining a safe environment for students and staff.

Acceptable Use Policy. Outlines the privileges and responsibilities of using the Internet and school computer networks and technology resources

Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.

JCS-PV promotes student safety through regular preparedness training and published safety procedures.

- Safety drills are conducted at all academies.
- All academies have first aid kits that have been examined by our safety vendor, including service to epi- pens.
- Staff have been CPR, first aid and epi-pen trained. Evacuation routes and policies are posted in each room. Emergency procedures flip charts are in each classroom.

In addition to the Acceptable Use Policy listed above JCS takes the following steps to ensure students are safe online.

- Students are trained in internet safety using lessons from Common Sense Media. All teachers are asked to set up a teacher account and do at least one lesson each year with their students. The educational leadership team (ELT) suggests that Digital Citizenship Week is a great time to do this.
- Each location has a firewall installed that filters content to meet CIPPA requirements.

- Our LMS, Canvas, helps with student monitoring of online work done in Google tools since the integration is well done. In addition, JCS uses Turnitin.com to help students understand and remain responsible citizens with regards to citation of sources, and Canvas integrates with Turnitin.

Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.

JCS-PV staff are caring and concerned about our students and work to ensure a schoolwide culture that honors individual differences so that all students may learn. JCS Core Values and Student Learning Outcomes reflect this cultural belief. JCS-PV honors student diversity and personalizes the learning for students to support them. Additional support is provided for students to grow socially, academically, and as a peer. Workshops have been held on anti-bullying. The Butterfly Effect has been an enormous success at JCS-PV. Through this program students learn to give back to their community and work together for a common goal. JCS-PV embraces the philosophy “teach the change” and incorporates this motto into the fabric of learning.

The faculty and staff regularly recognize student academic achievement and personal growth. Some of these are public recognitions and can be seen on the school website, especially in the student spotlight section. Faculty and staff emphasize the importance of a positive school culture through discussion of different aspects of personal development.

For students who need additional support, SafetyNet/MTSS resources are in place to help.

Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.

Parents, students, and teachers communicate regularly to ensure monitoring and support of student achievement. JCS-PV provides a parent and student online Portal that houses announcements, pertinent documents, and access to a variety of important information. Newsletters and weekly announcements and emails are used in both the academy and home study to keep parents and students abreast of important information. In addition, many teachers have their own websites and Zoom online-classrooms where they provide additional support to students. Support meetings are held no less than 20 days per month between the teacher, student and parent, to review goals, opportunities (field trips, vendor course instruction, learning center classes, etc.), lesson plans, and to build a positive relationship between the family and JCS-PV teachers and staff.

SST (Student Success Team) is implemented when a student is struggling, and includes the student and parent. The SST works together to support the student by providing necessary support and interventions. Students who continue to show academic difficulty after tiered instruction might be referred for testing through the JCS-PV Special Education Department, which utilizes the East County SELPA.

Supporting Evidence and Documentation:

- Parent handbook
- Safety plan
- MTSS plan

Achievements:

- JCS-PV employs a full time academic counselor and school psychologist
- JCS-PV offers a safe and clean learning environment in Encinitas

Areas for Improvement:

- Purchase of Parent Square to facilitate communication via text, phone, etc.

E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.

Ongoing student assessment and evaluation are key to identifying student strengths and weaknesses. Students who show areas of academic weakness are identified and given RtI (Response to Intervention) strategies for six weeks. After this, if it is determined that students need additional support, a Concern Report is created through the Safety Net Program (SN). The SN Program works with students, parents, teachers and other stakeholders to support the student in areas of need. Through this program, students receive personalized and scaffolded instruction from their teacher and parent, and are given opportunities to work on areas of weakness. The SN team tracks the student's progress. If growth is shown, the student continues to complete the scaffolded instruction. If no growth is shown, an SST is called, and further testing may be performed.

A counselor is available to high school students for college and career planning. The counselor reviews student four year plans on an annual basis. The counselor also keeps a list of health and community counseling services to provide to families in need.

While JCS-PV does not participate in CIF, we have an Intramural Athletic Program where our students compete against other JCS schools and some other local charters.

The SafetyNet team collaborates with the Assessment and Intervention Coordinator on how to handle concerns that are emotional/social/behavioral in nature. As needed the following resources are used.

- JCS-Inc. has a few staff members with PPS credentials who can provide short term counseling as needed on a referral basis. All counseling provided is documented, and our Assessment and Intervention Coordinator and Assistant Director of Special Education consult on when services should be provided by JCS staff as opposed to referrals to an outside provider.
- JCS Academic Counselor keeps lists of community based resources for the different geographical areas and/or find the needed services when the need arises.

Sometimes JCS-PV finds that a different program within the school is able to address a student need and a program change is initiated. For example, students who have anxiety might find that transferring to home study allows them to continue schooling in a less stressful environment while working to figure out how to handle the anxiety— especially when first diagnosed by a doctor.

Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

We embrace our mission statement “empowering learners with educational choice.” There is a wide variety of curriculum choices for parents to select from, ranging from a good deal of freedom at the K8 home study level, to selecting an academy program where one curriculum is used. Regardless of the range of curricular freedom, all JCS teachers demonstrate a high level of involvement with their students and develop and implement personalized approaches to learning.

Students are monitored and held accountable for attendance via the learning log for independent study. Work produced is how attendance is claimed. Students who do not progress are given many opportunities to succeed. Individualized approaches to student success are implemented at every level.

The SST team works together to identify the needs of students, and makes recommendations for how to best serve a student’s needs. If special education is recommended, the team continues to work with the student to identify strengths and weakness and implements special education methods to ensure student success. This process has been shown to effectively help students who are EL, or who have fallen behind in school due to absences or other issues. JCS-PV firmly believes that it is important to assess each student individually to determine any areas that require extra support. Extra support is provided through tutoring (both online and in person), scaffolded assignments, parent involvement, support from counseling or psychological staff, changes in program selection to most benefit the student’s learning style, and curricular recommendations that will best support the individual needs of students.

Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.

Support and intervention strategies are in place to support student learning and growth. JCS-PV has an extremely supportive special education staff, school psychologist, counselor, and many support staff to ensure that student needs are being addressed. Students with IEPs may also receive additional support, such as physical or occupational therapy, speech therapy, vision therapy, etc. At the academy level, the special education teachers are on site to support students with IEPs. In the home study community, students come in for services based on the needs outlined in the IEP. Tutoring for students in all academic areas is available. Online curriculum has been purchased for use with our EL student population, and will be implemented in the spring semester of 2019. Students who are at-risk are supported through the educational facilitator, teacher and SST team, when necessary. If independent study is determined as an inappropriate placement, the parent is notified and recommendations for alternative options are made.

Explain how all students have access to a challenging, relevant, and coherent curriculum.

JCS-PV stocks standards-based curriculum for K8 students that works well for home study families, and parents are also able to use educational units (EUs) to obtain other curriculum from approved vendors on the educational materials resources (EMR) list as long as the material is in alignment with the students learning plan (assignment and work record) and is non-sectarian. The parents of home study students are the daily parent-teacher and are very involved with their students.

At the home study high school level, students are in core courses where the curriculum has been written by a highly-qualified teacher in that subject area and parents no longer select the curriculum to use for daily instruction. There are a wide variety of elective classes high school home study students may take where the educational facilitator has the ability to tailor the class for the student—similar to K8 home study.

At our academies, parents have elected to let the academies select the curriculum that is used in exchange for more direct instruction from JCS-PV teachers. The independent study assignments that academy students do at home are created by academy teachers. All academy programs have fewer than 26 students in a class and this allows the teachers time to have more personalized interactions with their students. To help maximize the time spent with small groups of individual students, some teachers follow a flipped classroom model.

Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

JCS-PV students have many opportunities to participate in curricular and co-curricular opportunities that support the whole student and connect to academic standards and school-wide learning outcomes. Field trips are a big component of the program, and include a variety of opportunities for every grade level. Sixth grade students attend camp, high school students attend labs at the Safari Park and Catalina Island, and an abundance of field trips are available to the home study students. Trips are scheduled to cover a wide-variety of topics and interests from careers in STEAM, robotics, science, math, music, theatre, art, and many more.

During the last week of the fall semester students participate in Project Week, which is a cross curricular in-depth assignment linked to academic standards. At the end of project week, several showcases are held, and student projects are submitted to the committee for consideration of an EPIC (Educational, Passionate, Innovative, Creative) Award. Students truly embrace the themes during project week and demonstrate their understanding of a topic that truly interests them.

Supporting Evidence and Documentation:

- Field trip calendar 2018-2019

Achievements:

- Intramural Sports program
- Project Week

Areas for Improvement:

- Purchase additional CCSS curriculum with supplemental resources

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments: Provide a prioritized list of major achievements/accomplishments (within the past three years) of students, staff, and school.

When faced with the need to restructure our charter due to the changes in the law, we initially thought we would have no problem gaining authorization from the local county office of education. That timeline would have given us ample time to prepare for the school year and minimized the redundancy that we now find ourselves faced with given the five charters under JCS-Inc. The time needed to re-write and present the charter to the local district cost the school dearly in student enrollment. Many parents kept their students enrolled with us as long as they could, but when by early August we still did not have approval, they felt the need to enroll their students in other schools. We were extremely excited when we finally did receive approval, and were grateful that many of our teachers had stayed with us and were ready to start the school year with students. We did have students that stayed or returned, and many more have indicated that now that we have the charter up and running, that they will return for the 2019-2020 school year. We are grateful that we are able to continue operating, and have the chance to improve further the practices and structures that were already successfully in place.

JCS is historically a nurturing, safe, supportive learning environment for students who need an option outside of their local schools. We have exceptional staff and employee retention, are proud of the success the students in our program have and the part we play in their academic and personal success both while they are with us and after.

Major School Needs: Provide a prioritized list of areas for improvement in relation to impact on student achievement.

- Academic Growth and LCAP goals
- Refining our own identity - strategic planning
- Increasing home study enrollment in the east county

Name: Sheryl McKay

Position: Assistant Director

Appendix A

884 - JCS Online Middle School (Home Study)

1105 Language Arts 6 (1105:Online)

Instructors

Code: **1105** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open** **6th grade**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Language Arts**
Class Days: **86** **Online (Canvas)**

Azizi, Durana(*HQT, Primary*)

1106 Language Arts 7 (1106:Online)

Instructors

Code: **1106** Starts: **08/20** Students: **1** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open** **7th grade**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Language Arts**
Class Days: **86** **Online (Canvas)**

Azizi, Durana(*HQT, Primary*)

1106 Language Arts 7 (1106:OnlineSP19)

Instructors

Code: **1106** Starts: **01/14** Students: **0** of seats Assignments: **15** Curriculum
Section: **OnlineSP19** Sched: **MTWRF** Registration: **Open** **7th grade**
8:00-2:00 Reg UnVerif: **0** Verif: **0** **Language Arts**
Room: **Canvas** Class Days: **92** **Online (Canvas)**

Azizi, Durana(*HQT, Primary*)

1107 Language Arts 8 (1107:Online)

Instructors

Code: **1107** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open** **8th grade**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Language Arts**
Class Days: **86** **Online (Canvas)**

Azizi, Durana(HQT, Primary)

1107 Language Arts 8 (1107:OnlineSP19)

Instructors

Code: **1107** Starts: **01/14** Students: **0** of seats Assignments: **15** Curriculum
Section: Sched: **MTWRF** Registration: **Open** **8th grade**
OnlineSP19 **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Language Arts**
Room: **Canvas** Class Days: **92** **Online (Canvas)**

Azizi, Durana(HQT, Primary)

1121 Mathematics 6 (1121:Online)

Instructors

Code: **1121** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open** **6th grade Math**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Online (Canvas)**
Class Days: **86**

Azizi, Durana(HQT, Primary)

1122 Mathematics 7 (1122:Online)

Instructors

Code: **1122** Starts: **08/20** Students: **1** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0**
Class Days: **86**
7th grade Math
Online (Canvas)
Azizi, Durana(HQT, Primary)

1123 Mathematics 8 (1123:Online) Instructors

Code: **1123** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0**
Class Days: **86**
8th grade Math
Online (Canvas)
Azizi, Durana(HQT, Primary)

1127 Earth Science 6 (1127:Online) Instructors

Code: **1127** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0**
Class Days: **86**
6th grade Science
Online (Canvas)
Johansen, Jacquelyn(HQT)
Miranda-Marrs, Christina(HQT, Primary)
Cummings, Lori(HQT, Primary)

1128 Life Science 7 (1128:Online) Instructors

Code: **1128** Starts: **08/20** Students: **1** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0**
Class Days: **86**
7th grade Science
Online (Canvas)
Johansen, Jacquelyn(HQT)
Miranda-Marrs, Christina(HQT, Primary)
Cummings, Lori(HQT, Primary)

1128 Life Science 7 (1128:OnlineSP19)

Instructors

Code: **1128** Starts: **01/14** Students: **0** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open** **7th grade Science**
OnlineSP19 **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Online (Canvas)**
Room: **Canvas** Class Days: **92**

Johansen, Jacquelyn(HQT, Primary)

1129 Physical Science 8 (1129:OnlineSP19)

Instructors

Code: **1129** Starts: **01/14** Students: **0** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open** **8th grade Science**
OnlineSP19 **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Online (Canvas)**
Room: **Canvas** Class Days: **92**

Johansen, Jacquelyn(HQT, Primary)

1129 Physical Science 8 (1129:Online)

Instructors

Code: **1129** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open** **8th grade Science**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Online (Canvas)**
Class Days: **86**

Johansen, Jacquelyn(HQT)
Miranda-Marrs, Christina(HQT, Primary)
Cumplings, Lori(HQT, Primary)

1139 Ancient Civilizations 6 (1139:Online)

Instructors

Code: **1139** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open** **6th grade Social**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Studies Online**
Class Days: **86** **(Canvas)**

Azizi, Durana(HQT, Primary)

1140 Medieval/Early Modern 7 (1140:Online)

Instructors

Code: **1140** Starts: **08/20** Students: **1** of seats Assignments: **15** Curriculum
Section: **Online** Sched: **MTWRF** Registration: **Open** **7th grade Social**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Studies Online**
Class Days: **86** **(Canvas)**

Azizi, Durana(*HQT, Primary*)

1140 Medieval/Early Modern 7 (1140:OnlineSP19)

Instructors

Code: **1140** Starts: **01/14** Students: **0** of seats Assignments: **15** Curriculum
Section: Sched: **MTWRF** Registration: **Open** **7th grade Social**
OnlineSP19 **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Studies Online**
Room: **Canvas** Class Days: **92** **(Canvas)**

Azizi, Durana(*HQT, Primary*)

1141 US History 8 (1141:OnlineSP19)

Instructors

Code: **1141** Starts: **01/14** Students: **0** of seats Assignments: **15** Curriculum
Section: Sched: **MTWRF** Registration: **Open** **8th grade Social**
OnlineSP19 **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Studies Online**
Room: **Canvas** Class Days: **92** **(Canvas)**

Azizi, Durana(*HQT, Primary*)

1141 US History 8 (1141:Online)

Instructors

Code: **1141** Starts: **08/20** Students: **0** of seats
Section: **Online** Sched: **MTWRF** Registration: **Open**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0**
Class Days: **86**

Assignments: **15** Curriculum
**8th grade Social
Studies Online
(Canvas)**

Azizi, Durana(*HQT, Primary*)

2100 Mentor 4-6 (2100:Grade 6 PV)

Code: **2100** Starts: **01/14** Students: **0** of seats
Section: **Grade** Sched: **MTWRF** Registration: **Open**
6 PV **8:00-2:00** Reg UnVerif: **0** Verif: **0**
Room: **Canvas** Class Days: **92**

Assignments: **15** Curriculum
**6th grade
community
classroom
(Canvas) [JCSPV]**

Azizi, Durana(*HQT, Primary*)

Instructors

3100 Mentor 7-8 (3100:Grade 8 PV)

Code: **3100** Starts: **01/14** Students: **0** of seats
Section: **Grade** Sched: **MTWRF** Registration: **Open**
8 PV **8:00-2:00** Reg UnVerif: **0** Verif: **0**
Room: **Canvas** Class Days: **92**

Assignments: **15** Curriculum
**8th grade
community
classroom
(Canvas) [JCSPV]**

Azizi, Durana(*HQT, Primary*)

Instructors

3100 Mentor 7-8 (3100:Grade 7 PV)

Instructors

Code: **3100** Starts: **01/14** Students: **0** of seats Assignments: **15** Curriculum
Section: **Grade** Sched: **MTWRF** Registration: **Open** **8th grade**
7 PV **8:00-2:00** Reg UnVerif: **0** Verif: **0** **community**
Room: **Canvas** Class Days: **92** **classroom**
(Canvas) [JCSPV]

Azizi, Durana(HQT, Primary)

Mass Copy Classes

Mass Edit Classes

Mass Delete Classes

894 - 9-12 Specialists (HS)

0923A Integrated Math II P (0923A:0923AF18PV)

Instructors

Code: **0923A** Starts: **08/20**

Students: **1** of **120** seats Assignments: **15** Curriculum

Robinson, Pamela(*HQT, Primary*)

Section: **0923AF18PV** Sched: **MTWRF**

Registration: **Open**

0923 Integrated

0923AF18PV 8:00-2:00

Reg UnVerif: **0** Verif: **0**

Math II (Canvas)

Room: **Canvas** Class Days: **86**

[JCSPV]

0923B Integrated Math II P (0923B:0923BS19)

Instructors

Code: **0923B** Starts: **01/14**

Students: **1** of **120** seats Assignments: **15** Curriculum

Robinson, Pamela(*HQT, Primary*)

Section: **0923BS19** Sched: **MTWRF**

Registration: **Open**

0923 Integrated

0923BS19 8:00-2:00

Reg UnVerif: **0** Verif: **0**

Math II (Canvas)

Room: **Canvas** Class Days: **92**

[JCSPV]

0927A Integrated Math III P (0927A:0927AF18PV)

Instructors

Code: **0927A** Starts: **08/20**

Students: **1** of **120** seats Assignments: **15** Curriculum

Robinson, Pamela(*HQT, Primary*)

Section: **0927AF18PV** Sched: **MTWRF**

Registration: **Open**

0927 Integrated

0927AF18PV 8:00-2:00

Reg UnVerif: **0** Verif: **0**

Math III

Room: **Canvas** Class Days: **86**

(Canvas)

JCSPV

1020 Learning JCS LMS (1020:SPRING2019)

Instructors

Code: 1020	Starts: 01/14	Students: 1 of seats	Assignments: 0	Curriculum	Cummings, Lori(<i>HQT, Primary</i>)
Section: SPRING2019	Sched: MTWRF	Registration: Open			
	8:00-2:00	Reg UnVerif: 0 Verif: 0			
Room: Canvas	Class Days: 92				

1020 Learning JCS LMS (1020:Fall2018)

Instructors

Code: 1020	Starts: 08/20	Students: 2 of seats	Assignments: 0	Curriculum	Cummings, Lori(<i>HQT, Primary</i>)
Section: Fall2018	Sched: MTWRF	Registration: Open			
Room: Canvas	8:00-2:00	Reg UnVerif: 0 Verif: 0			
	Class Days: 86				

1276A English I P (1276A:1276AF18IN)

Instructors

Code: 1276A	Starts: 08/20	Students: 1 of 120 seats	Assignments: 0	Curriculum	Mullins, Tamara(<i>HQT, Primary</i>)
Section: 1276AF18IN	Sched: MTWRF	Registration: Open		1276 English I	
	8:00-2:00	Reg UnVerif: 0 Verif: 0		P (Canvas)	
Room: Canvas	Class Days: 86			[JCSPV]	

1276A English I P (1276A:1276AF18T)

Instructors

Code: 1276A Starts: **08/20** Students: **3** of **120** seats Assignments: **15** Curriculum Mullins, Tamara(*HQT, Primary*)
Section: Sched: **MTWRF** Registration: **Open** **1276 English I**
1276AF18T **8:00-2:00** Reg UnVerif: **0** Verif: **0** **P (Canvas)**
Room: **Canvas** Class Days: **86** **[JCSPVJ]**

1276B English I P (1276B:HomePV) Instructors

Code: 1276B Starts: **01/14** Students: **4** of **120** seats Assignments: **15** Curriculum Wilkinson, Paul(*HQT, Primary*)
Section: HomePV Sched: **MTWRF** Registration: **Open** **1276 English I**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **P (Canvas)**
Class Days: **92** **[JCSPVJ]**

1285A English II P (1285A:1285AF18T) Instructors

Code: 1285A Starts: **08/20** Students: **3** of **120** seats Assignments: **15** Curriculum Stubbs, Joan(*HQT, Primary*)
Section: Sched: **MTWRF** Registration: **Open** **1285 English II**
1285AF18T **8:00-2:00** Reg UnVerif: **0** Verif: **0** **P (Canvas)**
Room: **Canvas** Class Days: **86** **[JCSPVJ]**

1285A English II P (1285A:1285AF18IN) Instructors

Code: 1285A Starts: **08/20** Students: **0** of **120** seats Assignments: **15** Curriculum Stubbs, Joan(*HQT, Primary*)
Section: Sched: **MTWRF** Registration: **Open** **1285 English II**
1285AF18IN **8:00-2:00** Reg UnVerif: **0** Verif: **0** **P (Canvas)**
Room: **Canvas** Class Days: **86** **[JCSPVJ]**

1285B English II P (1285B:HomePV)

Instructors

Code: **1285B** Starts: **01/14** Students: **3** of **120** seats Assignments: **15** Curriculum
Section: **HomePV** Sched: **MTWRF** Registration: **Open** **1285 English II**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **P (Canvas)**
Class Days: **92** **[JCSPV]**

Wilkinson, Paul(*HQT, Primary*)

1294A English III P (1294A:1294AF18IN)

Instructors

Code: **1294A** Starts: **08/20** Students: **0** of **120** seats Assignments: **6** Curriculum
Section: Sched: **MTWRF** Registration: **Open** **1294 English III**
1294AF18IN **8:00-2:00** Reg UnVerif: **0** Verif: **0** **P (Canvas)**
Room: **Canvas** Class Days: **86** **[JCSPV]**

Mullins, Tamara(*HQT, Primary*)

1294A English III P (1294A:1294AF18T)

Instructors

Code: **1294A** Starts: **08/20** Students: **4** of **120** seats Assignments: **15** Curriculum
Section: Sched: **MTWRF** Registration: **Open** **1294 English III**
1294AF18T **8:00-2:00** Reg UnVerif: **0** Verif: **0** **P (Canvas)**
Room: **Canvas** Class Days: **86** **[JCSPV]**

Mullins, Tamara(*HQT, Primary*)

1294B English III P (1294B:HomePV)

Instructors

Code: **1294B** Starts: **01/14** Students: **4** of **120** seats Assignments: **15** Curriculum
Section: **HomePV** Sched: **MTWRF** Registration: **Open** **1294 English III**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **P (Canvas)**
Class Days: **92** **[JCSPV]**

Wilkinson, Paul (*HQT, Primary*)

1614 Economics P (1614:1614F18IN)

Code: **1614** Starts: **08/20** Students: **0** of **120** seats Assignments: **15** Curriculum
Section: Sched: **MTWRF** Registration: **Open** **1614**
1614F18IN **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Economics P**
Room: **Canvas** Class Days: **86** **(Canvas)**
[JCSPV]

Selby, John (*Primary*)

Instructors

1614 Economics P (1614:1614F18T)

Code: **1614** Starts: **08/20** Students: **0** of **120** seats Assignments: **15** Curriculum
Section: **1614F18T** Sched: **MTWRF** Registration: **Open** **1614**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Economics P**
Class Days: **86** **(Canvas)**
[JCSPV]

Selby, John (*Primary*)

Instructors

1850A Psychology P (1850A:1850AIN)

Instructors

Code: **1850A** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum Selby, John(*Primary*)
Section: **1850A1N** Sched: **MTWRF** Registration: **Open** **1850**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Psychology P**
Class Days: **86** **(Canvas)**
JCSPV

1883A Sociology P (1883A:1883AFIN) Instructors

Code: **1883A** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum Selby, John(*HQT, Primary*)
Section: **1883AFIN** Sched: **MTWRF** Registration: **Open** **1883 A**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Sociology**
Class Days: **86** **(Canvas)**
JCSPV

1942A US History P (1942A:1942AF181N) Instructors

Code: **1942A** Starts: **08/20** Students: **0** of **120** seats Assignments: **15** Curriculum Stubbs, Joan(*Primary*)
Section: Sched: **MTWRF** Registration: **Open** **1942 US**
1942AF181N **8:00-2:00** Reg UnVerif: **0** Verif: **0** **History P**
Room: **Canvas** Class Days: **86** **(Canvas)**
[JCSPV]

1942A US History P (1942A:1942AF18T) Instructors

Code: **1942A** Starts: **08/20** Students: **4** of **120** seats Assignments: **15** Curriculum Stubbs, Joan(*Primary*)
Section: Sched: **MTWRF** Registration: **Open** **1942 US**
1942AF18T **8:00-2:00** Reg UnVerif: **0** Verif: **0** **History P**
Room: **Canvas** Class Days: **86** (**Canvas**)
[JCSPV]

1942B US History P (1942B:HomePV) Instructors

Code: **1942B** Starts: **01/14** Students: **4** of **120** seats Assignments: **15** Curriculum Weston, Joshua(*HQT, Primary*)
Section: **HomePV** Sched: **MTWRF** Registration: **Open** **1942 US**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **History P**
Class Days: **92** (**Canvas**)
[JCSPV]

1945A World History P (1945A:1945AF18IN) Instructors

Code: **1945A** Starts: **08/20** Students: **0** of **120** seats Assignments: **15** Curriculum Selby, John(*Primary*)
Section: Sched: **MTWRF** Registration: **Open** **1945 World**
1945AF18IN **8:00-2:00** Reg UnVerif: **0** Verif: **0** **History P**
Room: **Canvas** Class Days: **86** (**Canvas**)
[JCSPV]

1945A World History P (1945A:1945AF18T) Instructors

Code: **1945A** Starts: **08/20** Students: **2 of 120** seats Assignments: **15** Curriculum
Section: **1945 World** Sched: **MTWRF** Registration: **Open**
1945AF18T **8:00-2:00** Reg UnVerif: **0** Verif: **0** **History P**
Room: **Canvas** Class Days: **86** **(Canvas)**
[JCSPV]

Selby, John(*Primary*)

1945B World History P (1945B:HomePV)

Instructors

Code: **1945B** Starts: **01/14** Students: **2 of 120** seats Assignments: **15** Curriculum
Section: **HomePV** Sched: **MTWRF** Registration: **Open** **1945 World**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **History P**
Class Days: **92** **(Canvas)**
[JCSPV]

Weston, Joshua(*Primary*)

2238A Integrated Math IA P (2238A:2238AF18)

Instructors

Code: **2238A** Starts: **08/20** Students: **2 of 120** seats Assignments: **15** Curriculum
Section: **2238AF18** Sched: **MTWRF** Registration: **Open** **2238 Integrated**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Math IA**
Class Days: **86** **(Canvas)**
[JCSPV]

Robinson, Pamela(*Primary*)

2238B Integrated Math IA P (2238B:2238BS19)

Instructors

Code: **2238B** Starts: **01/14** Students: **2** of **120** seats Assignments: **15** Curriculum Robinson, Pamela(*HQT, Primary*)
Section: Sched: **MTWRF** Registration: **Open**
2238BS19 **8:00-2:00** Reg UnVerif: **0** Verif: **0** **2238 Integrated**
Room: **Canvas** Class Days: **92** (Canvas)
[JCSPVJ]

2245B Integrated Math IB P (2245B:PVA Sp19) Instructors

Code: **2245B** Starts: **01/14** Students: **0** of **120** seats Assignments: **15** Curriculum Robinson, Pamela(*HQT, Primary*)
Section: **PVA** Sched: Registration: **Open** **2245 Integrated**
Sp19 Class Days: **0** Reg UnVerif: **0** Verif: **0** **Math IB**
Room: **Canvas** (Canvas)
[JCSPVJ]

2629A Transitional Math (2629A:2629AF18) Instructors

Code: **2629A** Starts: **08/20** Students: **3** of seats Assignments: **15** Curriculum Robinson, Pamela(*HQT, Primary*)
Section: **2629AF18** Sched: **MTWRF** Registration: **Open** **2629**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Transitional**
Class Days: **86** **Math (Canvas)**
[JCSPVJ]

2629B Transitional Math (2629B:2629BS19) Instructors

Code: **2629B** Starts: **01/14** Students: **3** of seats Assignments: **15** Curriculum Robinson, Pamela(*HQT, Primary*)
Section: Sched: **MTWRF** Registration: **Open** **2629**
2629BS19 **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Transitional**
Room: **Canvas** Class Days: **92** **Math (Canvas)**
[JCSPV]

2731A Writing (2731A:2731AF18)

Instructors

Code: **2731A** Starts: **08/20** Students: **2** of **120** seats Assignments: **6** Curriculum Mullins, Tamara(*HQT, Primary*)
Section: **2731AF18** Sched: **MTWRF** Registration: **Open** **2731A Writing**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **(Canvas)**
Class Days: **86** **[JCSPV]**

2731A Writing (2731A:HomePV)

Instructors

Code: **2731A** Starts: **01/14** Students: **2** of **120** seats Assignments: **6** Curriculum Wilkinson, Paul(*HQT, Primary*)
Section: **HomePV** Sched: **MTWRF** Registration: **Open** **2731A Writing**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **(Canvas)**
Class Days: **92** **[JCSPV]**

2731B Writing (2731B:2731BF18)

Instructors

Code: 2731B Starts: **08/20** Students: **2** of **120** seats Assignments: **9** Curriculum Mullins, Tamara(*HQT, Primary*)
Section: 2731BF18 Sched: **MTWRF** Registration: **Open** **2731B Writing**
Room: Canvas **8:00-2:00** Reg UnVerif: **0** Verif: **0** (**Canvas**)
Class Days: **86** **[JCSPIV]**

2731B Writing (2731B:HomePV) Instructors

Code: 2731B Starts: **01/14** Students: **1** of **120** seats Assignments: **9** Curriculum Wilkinson, Paul(*HQT, Primary*)
Section: HomePV Sched: **MTWRF** Registration: **Open** **2731B Writing**
Room: Canvas **8:00-2:00** Reg UnVerif: **0** Verif: **0** (**Canvas**)
Class Days: **92** **[JCSPIV]**

2929A Biology P (2929A:2929A18T) Instructors

Code: 2929A Starts: **08/20** Students: **4** of **120** seats Assignments: **15** Curriculum Johansen, Jacquelyn(*Primary*)
Section: 2929A18T Sched: **MTWRF** Registration: **Open** **2929 Biology P**
Room: Canvas **8:00-2:00** Reg UnVerif: **0** Verif: **0** (**Canvas**)
Class Days: **86** **[JCSPIV]**

2929B Biology P (2929B:HomePV) Instructors

Code: 2929B Starts: **01/14** Students: **4** of **120** seats Assignments: **15** Curriculum Berkoben, Sylvie(*HQT, Primary*)
Section: HomePV Sched: **MTWRF** Registration: **Open** **2929 Biology P**
Room: Canvas **8:00-2:00** Reg UnVerif: **0** Verif: **0** (**Canvas**)
Class Days: **92** **[JCSPIV]**

4542A Expository Reading/Writing P (4542A:4542AF18T)

Instructors

Code: **4542A**
Section: **4542AF18T**
Room: **Canvas**

Starts: **08/20**
Sched: **MTWRF**
Class Days: **86**

Students: **0** of **120** seats
Registration: **Open**
Reg UnVerif: **0** Verif: **0**

Curriculum
4542A
Expository
Reading/Writing
P (Canvas)
[JCSPV]

Mullins, Tamara(*HQT, Primary*)

4542A Expository Reading/Writing P (4542A:4542AF18IN)

Instructors

Code: **4542A**
Section: **4542AF18IN**
Room: **Canvas**

Starts: **08/20**
Sched: **MTWRF**
Class Days: **86**

Students: **0** of **120** seats
Registration: **Open**
Reg UnVerif: **0** Verif: **0**

Curriculum
4542A
Expository
Reading/Writing
P (Canvas)
[JCSPV]

Mullins, Tamara(*HQT, Primary*)

4542B Expository Reading/Writing P (4542B:4542BF18T)

Instructors

Code: **4542B** Starts: **08/20** Students: **0** of **120** seats Assignments: **15** Curriculum Mullins, Tamara(*HQT, Primary*)
Section: Sched: **MTWRF** Registration: **Open** **4542B**
4542BF18T **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Expository**
Room: **Canvas** Class Days: **86** **Reading/Writing**
P (Canvas)
[JCSPV]

4542B Expository Reading/Writing P (4542B:4542BF18IN) Instructors

Code: **4542B** Starts: **08/20** Students: **0** of **120** seats Assignments: **6** Curriculum Mullins, Tamara(*HQT, Primary*)
Section: Sched: **MTWRF** Registration: **Open** **4542B**
4542BF18IN **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Expository**
Room: **Canvas** Class Days: **86** **Reading/Writing**
P (Canvas)
[JCSPV]

4608A Business Math (4608A:4608AF18) Instructors

Code: **4608A** Starts: **08/20** Students: **0** of **120** seats Assignments: **15** Curriculum Robinson, Pamela(*HQT, Primary*)
Section: **4608AF18** Sched: **MTWRF** Registration: **Open** **4608A**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Business Math**
Class Days: **86** **(Canvas)**
[JCSPV]

4608B Business Math (4608B:4608BS19) Instructors

Code: 4608B Starts: **01/14** Students: **0** of **120** seats Assignments: **15** Curriculum
Section: **4608BS19** Sched: **MTWRF** Registration: **Open** **4608A**
8:00-2:00 Reg UnVerif: **0** Verif: **0** **Business Math**
Room: **Canvas** Class Days: **92** **(Canvas)**
[JCSPV]

4712A Integrated Math I P (4712A:4712F18)

Instructors

Code: 4712A Starts: **08/20** Students: **2** of **120** seats Assignments: **15** Curriculum
Section: **4712F18** Sched: **MTWRF** Registration: **Open** **4712 Integrated**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Math I (Canvas)**
Class Days: **86** **[JCSPV]**

Robinson, Pamela(*HQT, Primary*)

4712B Integrated Math I P (4712B:4712BS19)

Instructors

Code: 4712B Starts: **01/14** Students: **2** of **120** seats Assignments: **15** Curriculum
Section: **4712BS19** Sched: **MTWRF** Registration: **Open** **4712 Integrated**
8:00-2:00 Reg UnVerif: **0** Verif: **0** **Math I (Canvas)**
Room: **Canvas** Class Days: **92** **[JCSPV]**

Robinson, Pamela(*HQT, Primary*)

4975A Earth and Space Science H (4975:IN4975A18P)

Instructors

Code: **4975** Starts: **08/20** Students: **0** of seats Assignments: **0** Curriculum
 Section: **IN4975A18P** Sched: **MTWRF** Registration: **Open** **4975 Earth**
8:00-2:00 Reg UnVerif: **0** Verif: **0** **Science H**
 Room: **Canvas** Class Days: **86** **(Canvas)**
JCSPV
 Johansen, Jacquelyn (*HQT, Primary*)

4975A Earth and Space Science H (4975:T4975A18P) Instructors

Code: **4975** Starts: **08/20** Students: **5** of seats Assignments: **15** Curriculum
 Section: **T4975A18P** Sched: **MTWRF** Registration: **Open** **4975 Earth**
8:00-2:00 Reg UnVerif: **0** Verif: **0** **Science H**
 Room: **Canvas** Class Days: **86** **(Canvas)**
JCSPV
 Johansen, Jacquelyn (*HQT, Primary*)

4975B Earth and Space Science H (4975B:HomePV) Instructors

Code: **4975B** Starts: **01/14** Students: **5** of seats Assignments: **15** Curriculum
 Section: **HomePV** Sched: **MTWRF** Registration: **Open** **4975 Earth**
8:00-2:00 Reg UnVerif: **0** Verif: **0** **Science H**
 Room: **Canvas** Class Days: **92** **(Canvas)**
JCSPV
 Berkoben, Sylvie (*HQT, Primary*)

5941 - Introduction to High School (5941:SPRING2019) Instructors

Code: **5941** Starts: **01/14** Students: **1** of seats
Section: **SPRING2019** Sched: **MTWRF** Registration: **Open** Assignments: **0** Curriculum
Room: **Canvas** Class Days: **92** Reg UnVerif: **0** Verif: **0** Simmons, Lisa (*HQT, Primary*)

5941 - Introduction to High School (5941:Fall 2018)

Instructors

Code: **5941** Starts: **08/20** Students: **5** of seats
Section: **Fall 2018** Sched: **MTWRF** Registration: **Open** Assignments: **0** Curriculum
Room: **Canvas** Class Days: **86** Reg UnVerif: **0** Verif: **0** Simmons, Lisa (*HQT, Primary*)

7554A Chemistry P (7554A:7554AF18T)

Instructors

Code: **7554A** Starts: **08/20** Students: **0** of **20** seats
Section: **7554AF18T** Sched: **MTWRF** Registration: **Open** Assignments: **15** Curriculum
Room: **Canvas** Class Days: **86** Reg UnVerif: **0** Verif: **0** **7554 Chemistry**
[JCSPV] **P (Canvas)**
[JCSPV]

Berkoben, Sylvie (*HQT, Primary*)

7554B Chemistry P (7554B:HomePV)

Instructors

Code: **7554B** Starts: **01/14** Students: **0** of seats
Section: **HomePV** Sched: **MTWRF** Registration: **Open** Assignments: **15** Curriculum
Room: **Canvas** Class Days: **92** Reg UnVerif: **0** Verif: **0** **7554 Chemistry**
[JCSPV] **P (Canvas)**
[JCSPV]

Berkoben, Sylvie (*HQT, Primary*)

7559 American Government P (7559:7559F18IN)

Instructors

Code: **7559** Starts: **08/20** Students: **0** of **120** seats Assignments: **15** Curriculum
Section: **7559F18IN** Sched: **MTWRF** Registration: **Open** **7559 American**
8:00-2:00 Reg UnVerif: **0** Verif: **0** **Government P**
Room: **Canvas** Class Days: **86** **(Canvas)**
[JCSPV]

Stubbs, Joan (*HQT, Primary*)

7559 American Government P (7559:7559F18T)

Instructors

Code: **7559** Starts: **08/20** Students: **0** of **120** seats Assignments: **15** Curriculum
Section: **7559F18T** Sched: **MTWRF** Registration: **Open** **7559 American**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Government P**
Class Days: **86** **(Canvas)**
[JCSPV]

Stubbs, Joan (*HQT, Primary*)

8400 Work Experience (8400:840011A)

Instructors

Code: **8400** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum
Section: **840011A** Sched: **MTWRF** Registration: **Open** **8400 Work**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Experience**
Class Days: **86** **(Canvas)**
[JCSPV]

Simmons, Lisa (*HQT, Primary*)

8400 Work Experience (8400:840011B)

Instructors

Code: **8400** Starts: **01/14** Students: **1** of seats Assignments: **0** Curriculum Simmons, Lisa (*HQT, Primary*)
Section: **840011B** Sched: **MTWRF** Registration: **Open** **8400 Work**
Room: **Canvas** **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Experience**
Class Days: **92** **(Canvas)**
[JCSPVJ]

0923A Integrated Math II P (JH0923A:JH0923AF18) Instructors

Code: **JH0923A** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum Robinson, Pamela (*HQT, Primary*)
Section: Sched: **MTWRF** Registration: **Open** **0923 Integrated**
JH0923AF18 **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Math II (Canvas)**
Room: **Canvas** Class Days: **86** **[JCSPVJ]**

0923B Integrated Math II P (JH0923B:JH0923BS19) Instructors

Code: **JH0923B** Starts: **01/14** Students: **0** of seats Assignments: **15** Curriculum Robinson, Pamela (*HQT, Primary*)
Section: Sched: **MTWRF** Registration: **Open** **0923 Integrated**
JH0923BS19 **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Math II (Canvas)**
Room: **Canvas** Class Days: **92** **[JCSPVJ]**

4712A Integrated Math I P (JH4712A:JH4712AF18) Instructors

Code: **JH4712A** Starts: **08/20** Students: **0** of seats Assignments: **15** Curriculum Robinson, Pamela (*HQT, Primary*)
Section: Sched: **MTWRF** Registration: **Open** **4712 Integrated**
JH4712AF18 **8:00-2:00** Reg UnVerif: **0** Verif: **0** **Math I (Canvas)**
Room: **Canvas** Class Days: **86** **[JCSPVJ]**

890 - Pine Valley Academy

0923A Integrated Math II P (0923A:A)

Instructors

Code: **0923A** Starts: **08/20** Students: **2** of **20** seats Assignments: **0** Curriculum Carr, Kathryn(HQT, Primary)

Section: **A** Sched: Registration: **Open**

Room: **Canvas** MTRWF 8:00- Reg UnVerif: **0** Verif: **0**

9:00
Class Days: **86**

HS - Mathematics II
Volume 1 - Pearson
Prentice Hall (2014)

0923B Integrated Math II P (0923B:B)

Instructors

Code: **0923B** Starts: **01/14** Students: **2** of **20** seats Assignments: **0** Curriculum Kailing, Christine(HQT, Primary)

Section: **B** Sched: Registration: **Open**

Room: **Canvas** MTRWF 8:00- Reg UnVerif: **0** Verif: **0**

9:00
Class Days: **92**

HS - Mathematics II
Volume 1 - Pearson
Prentice Hall (2014)

0927A Integrated Math III P (0927A:A)

Instructors

Code: **0927A** Starts: **08/20** Students: **1** of **20** seats Assignments: **0** Curriculum Carr, Kathryn(Primary)

Section: Sched: Registration: **Open**

Room: **Canvas** MTRWF 8:00- Reg UnVerif: **0** Verif: **0**

9:00
Class Days: **86**

HS - Mathematics III
Volume 1 - Pearson
Prentice Hall (2014)

0927B Integrated Math III P (0927B:)

Instructors

Kailing, Christine (*Primary*)

Code: 0927B Starts: **01/14** Students: **1 of 20** seats Assignments: **0** Curriculum
Section: Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Mathematics III**
9:00 **Volume 1 - Pearson**
Class Days: **92** **Prentice Hall (2014)**

1000 Attendance 9-12 (1000:PVA 9-11)

Instructors

Masters, Constance (*Primary*)

Code: 1000 Starts: **08/20** Students: **12** of seats Assignments: **10** Curriculum
Section: **PVA 9-** Sched: Registration: **Open**
11 **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **AC Attendance**
Room: **Canvas** **8:15** **[JCSPV]**
Class Days: **86**

1000 Attendance 9-12 (1000:PVA 9-11SP)

Instructors

Masters, Constance (*Primary*)

Code: 1000 Starts: **01/14** Students: **0** of seats Assignments: **0** Curriculum
Section: **PVA 9-** Sched: Registration: **Open**
11SP **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **AC Attendance**
Room: **Canvas** **8:15** **[JCSPV]**
Class Days: **92**

1006 Grade 6 Attendance (1006:PVA6SP)

Instructors

Code: **1006** Starts: **01/14** Students: **0** of seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: Sched: Registration: **Open**
PVA6SP **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **AC Attendance**
Room: **Canvas** **8:15** **JCSPV]**
Class Days: **92**

1006 Grade 6 Attendance (1006:PVA6)

Instructors

Code: **1006** Starts: **08/20** Students: **6** of seats Assignments: **10** Curriculum Masters, Constance (*Primary*)
Section: **PVA6** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **AC Attendance**
8:15 **JCSPV]**
Class Days: **86**

1007 Grade 7 Attendance (1007:PVA7)

Instructors

Code: **1007** Starts: **08/20** Students: **9** of seats Assignments: **6** Curriculum Masters, Constance (*Primary*)
Section: **PVA7** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **AC Attendance**
8:15 **JCSPV]**
Class Days: **86**

1007 Grade 7 Attendance (1007:PVA7SP)

Instructors

Code: **1007** Starts: **01/14** Students: **0** of seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: Sched: Registration: **Open**
PVA7SP MTWRF 8:00- Reg UnVerif: **0** Verif: **0** AC Attendance
Room: Canvas 8:15 [JCSPV]
Class Days: **92**

1008 Grade 8 Attendance (1008:PVA8SP)

Instructors

Code: **1008** Starts: **01/14** Students: **0** of seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: Sched: Registration: **Open**
PVA8SP MTWRF 8:00- Reg UnVerif: **0** Verif: **0** AC Attendance
Room: Canvas 8:15 [JCSPV]
Class Days: **92**

1008 Grade 8 Attendance (1008:PVA8)

Instructors

Code: **1008** Starts: **08/20** Students: **11** of seats Assignments: **4** Curriculum Masters, Constance (*Primary*)
Section: PVA8 Sched: Registration: **Open**
Room: Canvas MTWRF 8:00- Reg UnVerif: **0** Verif: **0** AC Attendance
8:15 [JCSPV]
Class Days: **86**

1105 Language Arts 6 (1105:B)

Instructors

Code: **1105** Starts: **01/14** Students: **6** of **20** seats Assignments: **0** Curriculum
Section: **B** Sched: **T 8:00-** Registration: **Open**
Room: **Canvas** **9:00** Reg UnVerif: **0** Verif: **0**
Class Days: **19** Koch, Karen(*HQT, Primary*)

1105 Language Arts 6 (1105:A) Instructors

Code: **1105** Starts: **08/20** Students: **6** of **20** seats Assignments: **0** Curriculum
Section: **A** Sched: **T 8:00-** Registration: **Open**
Room: **Canvas** **9:00** Reg UnVerif: **0** Verif: **0**
Class Days: **18** Koch, Karen(*HQT, Primary*)

1106 Language Arts 7 (1106:B) Instructors

Code: **1106** Starts: **01/14** Students: **9** of **20** seats Assignments: **0** Curriculum
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **92** Koch, Karen(*HQT, Primary*)

1106 Language Arts 7 (1106:A) Instructors

Code: **1106** Starts: **08/20** Students: **9** of **20** seats Assignments: **0** Curriculum
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **86**

Koch, Karen(HQT, Primary)

1107 Language Arts 8 (1107:A)

Instructors

Code: **1107** Starts: **08/20** Students: **11** of **20** seats Assignments: **0** Curriculum
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **86**

Koch, Karen(HQT, Primary)

1107 Language Arts 8 (1107:B)

Instructors

Code: **1107** Starts: **01/14** Students: **11** of **20** seats Assignments: **0** Curriculum
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **92**

Koch, Karen(HQT, Primary)

1121 Mathematics 6 (1121:B)

Instructors

Code: **1121** Starts: **01/14** Students: **6** of **20** seats Assignments: **0** Curriculum Labovitz, Aaron(*HQT, Primary*)
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **6 - California Grade 6**
9:00 **Math - Prentice Hall**
Class Days: **92** **(2008)**

1121 Mathematics 6 (1121:A)

Instructors

Code: **1121** Starts: **08/20** Students: **6** of **20** seats Assignments: **0** Curriculum Labovitz, Aaron(*HQT, Primary*)
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **6 - California Grade 6**
9:00 **Math - Prentice Hall**
Class Days: **86** **(2008)**

1122 Mathematics 7 (1122:B)

Instructors

Code: **1122** Starts: **01/14** Students: **9** of **20** seats Assignments: **0** Curriculum Labovitz, Aaron(*HQT, Primary*)
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **92**

1122 Mathematics 7 (1122:A)

Instructors

Code: **1122** Starts: **08/20** Students: **9** of **20** seats Assignments: **0** Curriculum Labovitz, Aaron(HQT, Primary)
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **86**

1123 Mathematics 8 (1123:A)

Instructors

Code: **1123** Starts: **08/20** Students: **11** of **20** seats Assignments: **0** Curriculum Labovitz, Aaron(HQT, Primary)
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **86**
8 - CA Mathematics
Common Core
Content Standards -
CDE (2013)

1123 Mathematics 8 (1123:B)

Instructors

Code: **1123** Starts: **01/14** Students: **11** of **20** seats Assignments: **0** Curriculum Labovitz, Aaron(HQT, Primary)
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **92**
8 - CA Mathematics
Common Core
Content Standards -
CDE (2013)

1127 Earth Science 6 (1127:A)

Instructors

Code: **1127** Starts: **08/20** Students: **6 of 20** seats Assignments: **0** Curriculum Masters, Constance(HQT, Primary)
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **6 - Earth Science, CA**
9:00 **- Holt (2007)**
Class Days: **86**

1127 Earth Science 6 (1127:B)

Instructors

Code: **1127** Starts: **01/14** Students: **6 of 20** seats Assignments: **0** Curriculum Parks, Gretel(HQT, Primary)
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **6 - Earth Science, CA**
9:00 **- Holt (2007)**
Class Days: **92**

1128 Life Science 7 (1128:A)

Instructors

Code: **1128** Starts: **08/20** Students: **9 of 20** seats Assignments: **0** Curriculum Masters, Constance(Primary)
Section: **A** Sched: Registration: **Open** Milner, Cristina(HQT, Primary)
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **7 - Science Explorer,**
9:00 **Life Science_CA -**
Class Days: **86** **Prentice Hall(2001)**

1128 Life Science 7 (1128:B)

Instructors

Code: **1128** Starts: **01/14** Students: **9** of **20** seats Assignments: **0** Curriculum Parks, Gretel (*Primary*)
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **7 - Science Explorer,**
9:00 **Life Science_ CA -**
Class Days: **92** **Prentice Hall (2001)**

1129 Physical Science 8 (1129:A)

Instructors

Code: **1129** Starts: **08/20** Students: **11** of **20** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: **A** Sched: Registration: **Open** **8 - Focus on** Milner, Cristina (*HQT, Primary*)
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **California Physical**
9:00 **Science - Prentice**
Class Days: **86** **Hall (2008)**

1129 Physical Science 8 (1129:B)

Instructors

Code: **1129** Starts: **01/14** Students: **11** of **20** seats Assignments: **0** Curriculum Parks, Gretel (*Primary*)
Section: **B** Sched: Registration: **Open** **8 - Focus on**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **California Physical**
9:00 **Science - Prentice**
Class Days: **92** **Hall (2008)**

1139 Ancient Civilizations 6 (1139:A)

Instructors

Code: **1139** Starts: **08/20** Students: **6 of 20** seats Assignments: **0**
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **86**

Curriculum
**6 - History Alive, The
Ancient World - TCI
(2004)**

Weston, Joshua(*HQT, Primary*)

1139 Ancient Civilizations 6 (1139:B)

Instructors

Code: **1139** Starts: **01/14** Students: **6 of 20** seats Assignments: **0**
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **92**

Curriculum
**6 - History Alive, The
Ancient World - TCI
(2004)**

Weston, Joshua(*HQT, Primary*)

1140 Medieval/Early Modern 7 (1140:B)

Instructors

Code: **1140** Starts: **01/14** Students: **9 of 20** seats Assignments: **0**
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **92**

Curriculum
**7 - History Alive, The
Medieval World and
Beyond - TCI (2005)**

Weston, Joshua(*Primary*)

1140 Medieval/Early Modern 7 (1140:A)

Instructors

Code: **1140** Starts: **08/20** Students: **9** of **20** seats Assignments: **0** Curriculum
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **7 - History Alive, The**
9:00 **Beyond - TCI (2005)**
Class Days: **86**

Weston, Joshua (*Primary*)

1141 US History 8 (1141:A)

Instructors

Code: **1141** Starts: **08/20** Students: **11** of **20** seats Assignments: **0** Curriculum
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **8 - History Alive, The**
9:00 **United States - TCI**
Class Days: **86** **(2002)**

Weston, Joshua (*Primary*)

1141 US History 8 (1141:B)

Instructors

Code: **1141** Starts: **01/14** Students: **11** of **20** seats Assignments: **0** Curriculum
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **8 - History Alive, The**
9:00 **United States - TCI**
Class Days: **92** **(2002)**

Weston, Joshua (*Primary*)

1276A English I P (1276A:A)

Instructors

Code: 1276A Starts: **08/20** Students: **5** of **20** seats Assignments: **0** Curriculum Koch, Karen(HQT, Primary)
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Literature, The**
9:00 **Course 4 - Glencoe**
Class Days: **86** **(2007)**

1276B English I P (1276B:B)
Code: **1276B** Starts: **01/14** Students: **5** of **20** seats Assignments: **0** Curriculum Koch, Karen(HQT, Primary)
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Literature, The**
9:00 **Reader's Choice,**
Class Days: **92** **Course 4 - Glencoe**
(2007)

1285A English II P (1285A:A)
Code: **1285A** Starts: **08/20** Students: **4** of **20** seats Assignments: **0** Curriculum Koch, Karen(HQT, Primary)
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Reader's**
9:00 **Choice, World Lit. CA**
Class Days: **86** **- Glencoe (2002)**

1285B English II P (1285B:B) Instructors

Code: 1285B Starts: **01/14** Students: **5 of 20** seats Assignments: **0** Curriculum Koch, Karen(HQT, Primary)
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Reader's**
9:00 **Choice, World Lit. CA**
Class Days: **92** **- Glencoe (2002)**

1294A English III P (1294A:A)

Instructors

Code: 1294A Starts: **08/20** Students: **3 of 20** seats Assignments: **0** Curriculum
Section: **A** Sched: Registration: **Open** **HS - DSCHS**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **Reader's Choice,**
9:00 **American Lit, CA -**
Class Days: **86** **Glencoe (2002)**

Wilkinson, Paul(HQT, Primary)

1294B English III P (1294B:B)

Instructors

Code: 1294B Starts: **01/14** Students: **3 of 20** seats Assignments: **0** Curriculum
Section: **B** Sched: Registration: **Open** **HS - DSCHS**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **Reader's Choice,**
9:00 **American Lit, CA -**
Class Days: **92** **Glencoe (2002)**

Wilkinson, Paul(HQT, Primary)

1658 Photo/Journalism (1658:B)

Instructors

Code: **1658** Starts: **01/14** Students: **0** of **20** seats
Section: **B** Sched: **T 8:00-** Registration: **Open**
Room: **Canvas** **9:00** Reg UnVerif: **0** Verif: **0**
Class Days: **19**

Assignments: **0**

Curriculum
HS - Digital Photographers Handbook - DK (2004)

Kailing, Christine (*Primary*)

1658 Photo/Journalism (1658:A)

Instructors

Code: **1658** Starts: **08/20** Students: **0** of **20** seats
Section: **A** Sched: **T 8:00-** Registration: **Open**
Room: **Canvas** **9:00** Reg UnVerif: **0** Verif: **0**
Class Days: **18**

Assignments: **0**

Curriculum
HS - Digital Photographers Handbook - DK (2004)

Kailing, Christine (*Primary*)

1850A Psychology P (1850A:A)

Instructors

Code: **1850A** Starts: **08/20** Students: **1** of **20** seats
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**
9:00
Class Days: **86**

Assignments: **0**

Curriculum
HS - Understanding Psychology - Glencoe (2003)

Masters, Constance (*HQT, Primary*)

1850B Psychology P (1850B:B)

Instructors

Code: **1850B** Starts: **01/14** Students: **1** of **20** seats Assignments: **0** Curriculum Masters, Constance(*HQT, Primary*)

Section: **B** Sched: Registration: **Open**

Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**

**HS - Understanding
Psychology -
Glencoe (2003)**

9:00
Class Days: **92**

1942A US History P (1942A:A)

Instructors

Code: **1942A** Starts: **08/20** Students: **3** of **20** seats Assignments: **0** Curriculum Weston, Joshua(*HQT, Primary*)

Section: **A** Sched: Registration: **Open**

Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**

**HS - American
Odyssey - Glencoe
(2004)**

9:00
Class Days: **86**

1942B US History P (1942B:B)

Instructors

Code: **1942B** Starts: **01/14** Students: **3** of **20** seats Assignments: **0** Curriculum Weston, Joshua(*HQT, Primary*)

Section: **B** Sched: Registration: **Open**

Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0**

**HS - American
Odyssey - Glencoe
(2004)**

9:00
Class Days: **92**

1945A World History P (1945A:A)

Instructors

Code: **1945A** Starts: **08/20** Students: **9** of **20** seats Assignments: **0** Curriculum Weston, Joshua(HQT, Primary)

Section: **A** Sched: Registration: **Open**

Room: **Canvas** MTWRF 8:00- Reg UnVerif: **0** Verif: **0**

**HS - World History,
Modern Times, CA -
Glencoe (2006)**

9:00
Class Days: **86**

1945B World History P (1945B:B)

Instructors

Code: **1945B** Starts: **01/14** Students: **10** of **20** seats Assignments: **0** Curriculum Weston, Joshua(HQT, Primary)

Section: **B** Sched: Registration: **Open**

Room: **Canvas** MTWRF 8:00- Reg UnVerif: **0** Verif: **0**

**HS - World History,
Modern Times, CA -
Glencoe (2006)**

9:00
Class Days: **92**

2238A Integrated Math IA P (2238A:A)

Instructors

Code: **2238A** Starts: **08/20** Students: **6** of **20** seats Assignments: **0** Curriculum Carr, Kathryn(HQT, Primary)

Section: **A** Sched: Registration: **Open**

Room: **Canvas** MTWRF 8:00- Reg UnVerif: **0** Verif: **0**

**HS - California
Integrated
Mathematics -
Houghton Mifflin
Harcourt (2015)**

9:00
Class Days: **86**

2238B Integrated Math IA P (2238B:B)

Instructors

Code: 2238B Starts: **01/14** Students: **6 of 20** seats Assignments: **0** Curriculum Kailing, Christine(*HQT, Primary*)
Section: B Sched: Registration: **Open**
Room: Canvas **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - California**
9:00 **Mathematics -**
Class Days: **92** **Houghton Mifflin**
Harcourt (2015)

2491 Physical Education Elective (2491:A)

Instructors

Code: 2491 Starts: **08/20** Students: **2 of 20** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: A Sched: Registration: **Open**
Room: Canvas **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Physical**
9:00 **Education 2-Scott**
Class Days: **86** **Foresman (1993)**

2491 Physical Education Elective (2491:B)

Instructors

Code: 2491 Starts: **01/14** Students: **2 of 20** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: B Sched: Registration: **Open**
Room: Canvas **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Physical**
9:00 **Education 2-Scott**
Class Days: **92** **Foresman (1993)**

2929A Biology P (2929A:A)

Instructors

Code: **2929A** Starts: **08/20** Students: **8** of **20** seats Assignments: **0** Curriculum Berkoben, Sylvie (*Primary*)
Section: **A** Sched: Registration: **Open** Masters, Constance (*Primary*)
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Biology, The**
9:00 **Dynamics of Life, CA**
Class Days: **86** **- Glencoe (2005)**

2929B Biology P (2929B:CPB)

Instructors

Code: **2929B** Starts: **01/14** Students: **9** of **20** seats Assignments: **0** Curriculum Berkoben, Sylvie (*HQT, Primary*)
Section: **CPB** Sched: Registration: **Open** **HS - Biology, The**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **Dynamics of Life, CA**
9:00 **- Glencoe (2005)**
Class Days: **92**

3514 Culinary Art (3514:B)

Instructors

Code: **3514** Starts: **01/14** Students: **0** of **20** seats Assignments: **0** Curriculum Kailing, Christine (*Primary*)
Section: **B** Sched: **T 8:00-** Registration: **Open** **HS - Culinary**
Room: **Canvas** **9:00** Reg UnVerif: **0** Verif: **0** **Essentials A -**
Class Days: **19** **Glencoe (2006)**

3514 Culinary Art (3514:A)

Instructors

Code: **3514** Starts: **08/20** Students: **1** of **20** seats Assignments: **0** Curriculum
Section: **A** Sched: **T 8:00-** Registration: **Open** **HS - Culinary**
Room: **Canvas** **9:00** Reg UnVerif: **0** Verif: **0** **Essentials A -**
Class Days: **18** **Glencoe (2006)**
Kailing, Christine (*Primary*)

4352A Spanish I P (4352A:A)

Instructors

Code: **4352A** Starts: **08/20** Students: **0** of **20** seats Assignments: **0** Curriculum
Section: **A** Sched: Registration: **Open** **HS - Buen Viaje,**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **Spanish 1 - Glencoe**
9:00 **(2004)**
Class Days: **86**
Masters, Constance (*Primary*)

Physical Education (4-6 PE:6)

Instructors

Code: **4-6 PE** Starts: **08/20** Students: **6** of **40** seats Assignments: **0** Curriculum
Section: **6** Sched: Registration: **Open** **6 - Physical**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **Education - CA**
9:00 **Standards (2006)RL**
Class Days: **86**
Masters, Constance (*Primary*)

Physical Education (4-6 PE:6B)

Instructors

Code: **4-6 PE** Starts: **01/14** Students: **6** of **40** seats Assignments: **0** Curriculum
Section: **6B** Sched: Registration: **Open** **6 - Physical**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **Education - CA**
9:00 **Standards (2006)RL**
Class Days: **92**
Masters, Constance (*Primary*)

4712A Integrated Math I P (4712A:A)

Instructors

Code: **4712A** Starts: **08/20** Students: **2 of 20** seats Assignments: **0** Curriculum
Section: **A** Sched: Registration: **Open** **HS - Mathematics 1**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **Common Core -**
9:00 **Volume 1 - Pearson**
Class Days: **86** **(2014)**

Carr, Kathryn(HQT, Primary)
Kailing, Christine

4712B Integrated Math I P (4712B:B)

Instructors

Code: **4712B** Starts: **01/14** Students: **3 of 20** seats Assignments: **0** Curriculum
Section: **B** Sched: Registration: **Open** **HS - Mathematics 1**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **Common Core -**
9:00 **Volume 1 - Pearson**
Class Days: **92** **(2014)**

Kailing, Christine(HQT, Primary)

5088 Computers (5088:A)

Instructors

Code: **5088** Starts: **08/20** Students: **4 of 20** seats Assignments: **0** Curriculum
Section: **A** Sched: Registration: **Open** **HS - RESCU**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **Computer Science -**
9:00 **Glencoe (2006)**
Class Days: **86**

Masters, Constance(Primary)

5555-2298 Online LOTE (5555-2298:ASLB)

Instructors

Code: **5555-2298** Starts: **01/14** Students: **1** of **5** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Sched: Registration: **Open**
Section: **ASLB** Class Days: **0** Reg UnVerif: **0** Verif: **0**
Room: **Canvas**

5555-2298 Online LOTE (5555-2298:ASL)

Instructors

Code: **5555-2298** Starts: **08/20** Students: **1** of **5** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Sched: Registration: **Open**
Section: **ASL** Class Days: **0** Reg UnVerif: **0** Verif: **0**
Room: **Canvas**

5555-2498 Online Math (5555-2498:OWA)

Instructors

Code: **5555-2498** Starts: **08/20** Students: **1** of seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Sched: Registration: **Open**
Section: **OWA** Class Days: **0** Reg UnVerif: **0** Verif: **0** **AC Integrated Math I**
Room: **Canvas** **[JCSPV]**

5555-2698 Online Science (5555-2698:A)

Instructors

Code: **5555-2698** Starts: **08/20** Students: **1** of **20** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Sched: Registration: **Open**
Section: **A** Class Days: **0** Reg UnVerif: **0** Verif: **0**
Room: **Canvas**

5555-2698 Online Science (5555-2698:B)

Instructors

Code: **5555-2698** Starts: **01/14** Students: **1 of 20** seats
Sched: Registration: **Open**
Section: **B** Class Days: **0** Reg UnVerif: **0** Verif: **0**
Room: **Canvas**

Assignments: **0**

Curriculum

Masters, Constance (*Primary*)

5555-6098 Online Elective I (5555-6098E1:French I)

Instructors

Code: **5555-6098E1** Starts: **08/20** Students: **1 of 5** seats
Sched: Registration: **Open**
Section: **French I** Class Days: **0** Reg UnVerif: **0** Verif: **0**
Room: **Canvas**

Assignments: **0**

Curriculum
**JCS 4071A French I
P (Bon Voyage
2008/Ros Stone) rv.
2016 [JCSPV]**

Masters, Constance (*Primary*)

5555-6098 Online Elective I (5555-6098E1:Spanish II)

Instructors

Code: **5555-6098E1** Starts: **08/20** Students: **1 of 20** seats
Sched: Registration: **Open**
Section: **Spanish II** MTWRF 8:00-9:00
Reg UnVerif: **0** Verif: **0**
Room: **Canvas** Class Days: **86**

Assignments: **0**

Curriculum
**HS - Buen Viaje,
Spanish 2 - Glencoe
(2005)**

Masters, Constance (*Primary*)

5766 Physical Education II (5766:A)

Instructors

Code: **5766** Starts: **08/20** Students: **4 of 20** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Physical**
9:00 **Standards Based**
Class Days: **86** **(2005)**

5766 Physical Education II (5766:B)

Instructors

Code: **5766** Starts: **01/14** Students: **5 of 20** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Physical**
9:00 **Education 2 -**
Standards Based
Class Days: **92** **(2005)**

6063A Art Appreciation P (6063A:A)

Instructors

Code: **6063A** Starts: **08/20** Students: **2 of 20** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: **A** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** **HS - Art in Focus -**
9:00 **Glencoe (2006)**
Class Days: **86**

6071 Intro to Art (6071:)

Instructors

Code: **6071** Starts: **08/20** Students: **3** of **30** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: Sched: Registration: **Open**
Room: **Canvas** Class Days: **0** Reg UnVerif: **0** Verif: **0**

6245 Drawing (6245:A)

Instructors

Code: **6245** Starts: **08/20** Students: **2** of **20** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: **A** Sched: Registration: **Open** HS - Draw Today -
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** Art Skills (1995)
9:00
Class Days: **86**

6492 Physical Education I (6492:A)

Instructors

Code: **6492** Starts: **08/20** Students: **5** of **20** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: **A** Sched: Registration: **Open** HS - Physical
Room: **Canvas** **MTWRF 8:00-** Reg UnVerif: **0** Verif: **0** Education 1 -
9:00 Standards Based
Class Days: **86** (2005)

6492 Physical Education I (6492:B)

Instructors

Code: **6492** Starts: **01/14** Students: **5** of **20** seats Assignments: **0** Curriculum Masters, Constance (*Primary*)
Section: **B** Sched: Registration: **Open**
Room: **Canvas** **MTWRF 8:00-9:00** Reg UnVerif: **0** Verif: **0** **HS - Physical Education 1 - Standards Based (2005)**
Class Days: **92**

7554A Chemistry P (7554A:A) Instructors
Code: **7554A** Starts: **08/20** Students: **2** of **20** seats Assignments: **0** Curriculum Berkoben, Sylvie (*Primary*)
Section: **A** Sched: Registration: **Open** **HS - Chemistry, CA - Prentice Hall (2007)** Milner, Cristina (*HQT, Primary*)
Room: **Canvas** **MTWRF 8:00-9:00** Reg UnVerif: **0** Verif: **0**
Class Days: **86**

7554B Chemistry P (7554B:B) Instructors
Code: **7554B** Starts: **01/14** Students: **2** of **20** seats Assignments: **0** Curriculum Berkoben, Sylvie (*Primary*)
Section: **B** Sched: Registration: **Open** **HS - Chemistry, CA - Prentice Hall (2007)**
Room: **Canvas** **MTWRF 8:00-9:00** Reg UnVerif: **0** Verif: **0**
Class Days: **92**

7696 Life Skills (7696:B) Instructors
Code: **7696** Starts: **01/14** Students: **7** of **15** seats Assignments: **0** Curriculum Wilkinson, Paul (*Primary*)
Section: **B** Sched: Registration: **Open** **AC Life Skills 7696 [JCSPV]**
Room: **Canvas** Class Days: **0** Reg UnVerif: **0** Verif: **0**

Physical Education (7-8 PE:B)

Instructors

Code: **7-8 PE** Starts: **01/14**

Students: **20** of **40** seats

Assignments: **0**

Masters, Constance (*Primary*)

Section: **B** Sched:

Registration: **Open**

0-8 - Elementary

Room: **Canvas** **MTWRF 8:00-**

Reg UnVerif: **0** Verif: **0**

**Physical Education -
CA Framework (2006)**

9:00

Class Days: **92**

Physical Education (7-8 PE:A)

Instructors

Code: **7-8 PE** Starts: **08/20**

Students: **20** of **40** seats

Assignments: **0**

Masters, Constance (*Primary*)

Section: **A** Sched:

Registration: **Open**

0-8 - Elementary

Room: **Canvas** **MTWRF 8:00-**

Reg UnVerif: **0** Verif: **0**

**Physical Education -
CA Framework (2006)**

9:00

Class Days: **86**

Mass Copy Classes

Mass Edit Classes

Mass Delete Classes

Appendix B

Master Course List

The master course list displays all courses defined for the school across all available schoolyears. Select a school type below to display a list of matching courses.

Schoolyear: 2018 - 2019

School Type: Elementary K-3 (33 courses) [Display](#)

- Show inactive/retired courses not linked to catalogs in this schoolyear([Explain](#))
- Show All active courses([Explain](#))

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Course List		Course Catalogs		Independent Study Course Report			Graduation Paths			Scheduler						
Master Course List		Match Classes to Courses			Prerequisites		Instructors									
<input type="checkbox"/>	1001	1	Grade 1 Attendance	1000	No		0	Electives	Electives	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	1002	1	Grade 2 Attendance	1000	No		0	Electives	Electives	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	1003	1	Grade 3 Attendance	1000	No		0	Electives	Electives	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	1015	1	Grade K Attendance	1000	No		0	Electives	Electives	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	1023	1	Language Arts K	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	14	Edit Course
<input type="checkbox"/>	1024	1	Language Arts 1	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	20	Edit Course
<input type="checkbox"/>	1025	1	Language Arts 2	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	26	Edit Course
<input type="checkbox"/>	1026	1	Language Arts 3	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	21	Edit Course
<input type="checkbox"/>	1033	1	Mathematics K	1000	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	14	Edit Course
<input type="checkbox"/>	1034	1	Mathematics 1	1000	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	20	Edit Course
<input type="checkbox"/>	1035	1	Mathematics 2	1000	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	26	Edit Course
<input type="checkbox"/>	1036	1	Mathematics 3	1000	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	21	Edit Course
<input type="checkbox"/>	1043	1	Science K	1000	No		0	Science	Science	Y	Y	Y	N	No	14	Edit Course
<input type="checkbox"/>	1044	1	Science 1	1000	No		0	Science	Science	Y	Y	Y	N	No	20	Edit Course
<input type="checkbox"/>	1045	1	Science 2	1000	No		0	Science	Science	Y	Y	Y	N	No	26	Edit Course
<input type="checkbox"/>	1046	1	Science 3	1000	No		0	Science	Science	Y	Y	Y	N	No	21	Edit Course
<input type="checkbox"/>	1053	1	Social Studies K	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	14	Edit Course
<input type="checkbox"/>	1054	1	Social Studies 1	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	20	Edit Course
<input type="checkbox"/>	1055	1	Social Studies 2	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	26	Edit Course
<input type="checkbox"/>	1056	1	Social Studies 3	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	21	Edit Course
<input type="checkbox"/>	K-3 ELD SDAIE	1	EL Development 4	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	K-3 EL	1	IS	1000	No		0	Foreign Languages / Visual Arts	Foreign Languages / Visual Arts	Y	Y	Y	N	No	0	Edit Course



Recent Pages ▾

<input type="checkbox"/>	K-3 FLA	1	Foundational Language Arts	1000	No	0	Language Arts	Language Arts	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	K-3 FM	1	Foundational Math	1000	No	0	Mathematics	Mathematics	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	K-3 FS	1	Foundational Science	1000	No	0	Science	Science	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	K-3 FSS	1	Foundational Social Studies	1000	No	0	Social Studies	Social Studies	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	K-3 MLA	1	Modified Language Arts	1000	No	0	Language Arts	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	K-3 MM	1	Modified Math	1000	No	0	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	K-3 MS	1	Modified Science	1000	No	0	Science	Science	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	K-3 MSS	1	Modified Social Studies	1000	No	0	Social Studies	Social Studies	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	K-3 PE	1	Physical Education	1000	No	0	Physical Education	Physical Education	Y	Y	Y	N	No	65	Edit Course
<input type="checkbox"/>	K-3 PEA	1	PE Adapted	1000	No	0	Physical Education	Physical Education	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	K-3 VAPA	1	Visual and Performing Arts	1000	No	0	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	81	Edit Course

Check All All All

* Type 'CONFIRM' in the box above before clicking Delete

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Admin Reports Program Teachers Portal Help

Course List Course Catalogs Independent Study Course Report Graduation Paths Scheduler

Master Course List Match Classes to Courses Prerequisites Instructors

Master Course List

The master course list displays all courses defined for the school across all available schoolyears. Select a school type below to display a list of matching courses.

Schoolyear: 2018 - 2019 ▾

School Type: Elementary 4-6 (32 courses) ▾ [Display](#)

Show inactive/retired courses not linked to catalogs in this schoolyear([Explain](#))

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Course List Course Catalogs Independent Study Course Report Graduation Paths Scheduler																
Master Course List Match Classes to Courses Prerequisites Instructors																
<input type="checkbox"/>	1006	1	1006 Grade 6 Attendance	1000	No		0	Electives	Electives	Y	Y	N	N	No	2	Edit Course
<input type="checkbox"/>	1028	1	1028 Language Arts 4	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	13	Edit Course
<input type="checkbox"/>	1029	1	1029 Language Arts 5	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	15	Edit Course
<input type="checkbox"/>	1037	1	1037 Mathematics 4	1000	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	13	Edit Course
<input type="checkbox"/>	1038	1	1038 Mathematics 5	1000	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	15	Edit Course
<input type="checkbox"/>	1047	1	1047 Science 4	1000	No		0	Science	Science	Y	Y	Y	N	No	13	Edit Course
<input type="checkbox"/>	1048	1	1048 Science 5	1000	No		0	Science	Science	Y	Y	Y	N	No	15	Edit Course
<input type="checkbox"/>	1057	1	1057 Social Studies 4	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	13	Edit Course
<input type="checkbox"/>	1058	1	1058 Social Studies 5	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	15	Edit Course
<input type="checkbox"/>	1101	1	1101 Writing 6	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	1105	1	1105 Language Arts 6	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	20	Edit Course
<input type="checkbox"/>	1121	1	1121 Mathematics 6	1000	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	20	Edit Course
<input type="checkbox"/>	1127	1	1127 Earth Science 6	1000	No		0	Science	Science	Y	Y	Y	N	No	20	Edit Course
<input type="checkbox"/>	1139	1	1139 Ancient Civilizations 6	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	20	Edit Course
<input type="checkbox"/>	1406	1	1406 Writing 4	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	1407	1	1407 Writing 5	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	2100	1	2100 Mentor 4-6	1000	No		0	Electives	Electives	Y	Y	N	N	No	1	Edit Course
<input type="checkbox"/>	4-6 ELD SDAIE	1	EL Development 4	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	4-6 FL	1	IS Foreign Language	1000	No		0	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	4-6 FLA	1	Foundational Language Arts	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	2	Edit Course

Mass Edit Courses

Save Catalogs

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<input type="checkbox"/>	4-6 FSS	1	Foundational Social Studies	1000	No	0	Social Studies	Social Studies	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	4-6 MLA	1	Modified Language Arts	1000	No	0	Language Arts	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4-6 MM	1	Modified Math	1000	No	0	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4-6 MS	1	Modified Science	1000	No	0	Science	Science	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4-6 MSS	1	Modified Social Studies	1000	No	0	Social Studies	Social Studies	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4-6 PE	1	Physical Education	1000	No	0	Physical Education	Physical Education	Y	Y	Y	N	No	47	Edit Course
<input type="checkbox"/>	4-6 PEA	1	PE Adapted	1000	No	0	Physical Education	Physical Education	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4-6 VAPA	1	Visual and Performing Arts	1000	No	0	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	43	Edit Course

Check All

 All
 All

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Course List Course Catalogs Independent Study Course Report Graduation Paths Scheduler

Master Course List Match Classes to Courses Prerequisites Instructors

Master Course List

The master course list displays all courses defined for the school across all available schoolyears. Select a school type below to display a list of matching courses.

Schoolyear: 2018 - 2019 ▾

School Type: Junior High 7-8 (34 courses) ▾ [Display](#)

Show inactive/retired courses not linked to catalogs in this schoolyear([Explain](#))

Show All active courses([Explain](#))

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Attendance																
<input type="checkbox"/>	1102	1	1102 Writing 7	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	1103	1	1103 Writing 8	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	1106	1	1106 Language Arts 7	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	16	Edit Course
<input type="checkbox"/>	1107	1	1107 Language Arts 8	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	29	Edit Course
<input type="checkbox"/>	1122	1	1122 Mathematics 7	1000	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	15	Edit Course
<input type="checkbox"/>	1123	1	1123 Mathematics 8	2400	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	28	Edit Course
<input type="checkbox"/>	1128	1	1128 Life Science 7	1000	No		0	Science	Science	Y	Y	Y	N	No	16	Edit Course
<input type="checkbox"/>	1129	1	1129 Physical Science 8	1000	No		0	Science	Science	Y	Y	Y	N	No	29	Edit Course
<input type="checkbox"/>	1140	1	1140 Medieval/Early Modern 7	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	16	Edit Course
<input type="checkbox"/>	1141	1	1141 US History 8	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	29	Edit Course
<input type="checkbox"/>	3100	1	3100 Mentor 7-8	1000	No		0	Electives	Electives	Y	Y	N	N	No	2	Edit Course
<input type="checkbox"/>	7-8 ELD SDAIE	1	EL Development 4	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	7-8 FL	1	IS Foreign Language	1000	No		0	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7-8 FLA	1	Foundational Language Arts	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7-8 FM	1	Foundational Math	1000	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7-8 FS	1	Foundational Science	1000	No		0	Science	Science	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7-8 FSS	1	Foundational Social Studies	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7-8 MLA	1	Modified Language Arts	1000	No		0	Language Arts	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7-8 MM	1	Modified Math	1000	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7-8 MS	1	Modified Science	1000	No		0	Science	Science	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7-8 MSS	1	Modified Social Studies	1000	No		0	Social Studies	Social Studies	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>			Physical					Physical	Physical							

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Enter search text

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Master Course List Match Classes to Courses Prerequisites Instructors

Arts										Performing Arts						
<input type="checkbox"/>	JH0923A	1	0923A Integrated Math II P	2426	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	JH0923B	1	0923B Integrated Math II P	2426	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	JH4712A	1	4712A Integrated Math I P	2425	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	JH4712B	1	4712B Integrated Math I P	2425	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	JH7534A	1	7534A Geometry P	2413	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	JH7534B	1	7534B Geometry P	2413	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	JH7537A	1	7537A Algebra II P	2404	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	JH7537B	1	7537B Algebra II P	2404	No		0	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course

Check All Edit Course Properties **Mass Edit Courses** Save Catalogs All All

Delete Selected Courses

* Type 'CONFIRM' in the box above before clicking Delete

[Click here to create courses based on classes](#)

► Embedded Files

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Course List Course Catalogs Independent Study Course Report Graduation Paths Scheduler

Master Course List Match Classes to Courses Prerequisites Instructors

Master Course List

The master course list displays all courses defined for the school across all available schoolyears. Select a school type below to display a list of matching courses.

Schoolyear: 2018 - 2019 ▾

School Type: High School (256 courses) ▾ [Display](#)

Show inactive/retired courses not linked to catalogs in this schoolyear([Explain](#))

Show All active courses([Explain](#))

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Master Course List		Match Classes to Courses			Prerequisites		Instructors										
<input type="checkbox"/>	0927A	2	0927A Integrated Math III P	2427	No		C	5	Mathematics	Mathematics	Y	Y	Y	N	No	2	Course
<input type="checkbox"/>	0927B	2	0927B Integrated Math III P	2427	No		C	5	Mathematics	Mathematics	Y	Y	Y	N	No	1	Course
<input type="checkbox"/>	0996A	2	0996A Sign Language II P	2230	No		E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Course
<input type="checkbox"/>	0996B	2	0996B Sign Language II P	2230	No		E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Course
<input type="checkbox"/>	1000	2	1000 Attendance 9-12	6001	No			0	Electives	Electives	Y	Y	N	N	No	2	Course
<input type="checkbox"/>	1010	2	1010 Portfolio Student	6001	No			0	Electives	Electives	Y	Y	N	N	No	0	Course
<input type="checkbox"/>	1020	1	1020 Learning JCS LMS	6001	No			0	Electives	Electives	Y	Y	N	N	No	2	Course
<input type="checkbox"/>	1030	1	1030 CAASPP Testing Grade 11	6098	No			0	Electives	Electives	Y	Y	N	N	No	0	Course
<input type="checkbox"/>	1032	1	1032 STAR Testing Grade 10	6098	No			0	Electives	Electives	Y	Y	N	N	No	0	Course
<input type="checkbox"/>	1070	2	1070 Performing Arts	2998	No			5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Course
<input type="checkbox"/>	1120	2	1120 Composition	2113	No			5	Electives	Language Arts	Y	Y	Y	N	No	0	Course
<input type="checkbox"/>	1135	2	1135 Creative Writing	2114	No			5	Electives	Language Arts	Y	Y	Y	N	No	0	Course
<input type="checkbox"/>	1138	2	1138 Creative Art	2998	No			5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Course
<input type="checkbox"/>	1144	2	1144 Drama	2900	No			5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Course
<input type="checkbox"/>	1154	2	1154 College Success	6023	No			5	Electives	Electives	Y	Y	Y	N	No	0	Course
<input type="checkbox"/>	1169	2	1169 Painting	2898	No			5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Course
<input type="checkbox"/>	1276A	2	1276A English I P	2130	No		B	5	English 09	Language Arts	Y	Y	Y	N	No	3	Course
<input type="checkbox"/>	1276B	2	1276B English I P	2130	No		B	5	English 09	Language Arts	Y	Y	Y	N	No	2	Course
<input type="checkbox"/>	1285A	2	1285A English II P	2131	No		B	5	English 10	Language Arts	Y	Y	Y	N	No	3	Course
<input type="checkbox"/>	1285B	2	1285B English II P	2131	No		B	5	English 10	Language Arts	Y	Y	Y	N	No	2	Course
<input type="checkbox"/>	1294A	2	1294A English III P	2132	No		B	5	English 11	Language Arts	Y	Y					Course

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<input type="checkbox"/>	1360	2	1360 Film Studies	2910	No		5	Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1385	1	1385 Math Support	2498	No		5	Electives	Mathematics	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1448	2	1448 Literature	2109	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1492	2	1492 Mythology	2198	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1501	2	1501 Novel	2198	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1529	2	1529 Digital Arts I	2820	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1535	2	1535 Reading	2100	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1560	2	1560 Equine Science	7140	Yes		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1561	2	1561 Digital Arts II	2820	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1580	1	1580 Emergency Medical Care	2537	No		5	Life Skills	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1582	2	1582 Speech	2112	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1614	2	1614 Economics P	2701	No	A	5	Economics	Social Studies	Y	Y	Y	N	No	2	Edit Course			
<input type="checkbox"/>	1624	2	1624 Yearbook	2821	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1648	2	1648 Life Skills Theater	2998	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1649	2	1649 Communication Process	2898	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1658	2	1658 Photo/Journalism	2111	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	2	Edit Course			
<input type="checkbox"/>	1721	2	1721 Anthropology	2700	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1739	2	1739 California History	2708	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1794	2	1794 Philosophy	2713	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1802	2	1802 Geography	2724	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1850A	2	1850A Psychology P	2714	No	GA	5	Electives	Social Studies	Y	Y	Y	N	No	2	Edit Course			
<input type="checkbox"/>	1850B	2	1850B	2714	No	GA	5	Electives	Social	Y	Y	Y	N	No	2	Edit Course			

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<input type="checkbox"/>	1914A	2	1914A Costume Design P	2998	No	F	5	Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1914B	2	1914B Costume Design P	2998	No	F	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1919	2	1919 Introduction to Marketing I	8300	Yes		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1929	2	1929 US History Survey	2712	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1931	2	1931 Western Civ	2712	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	1942A	2	1942A US History P	2709	No	A	5	U.S. History	Social Studies	Y	Y	Y	N	No	3	Edit Course			
<input type="checkbox"/>	1942B	2	1942B US History P	2709	No	A	5	U.S. History	Social Studies	Y	Y	Y	N	No	2	Edit Course			
<input type="checkbox"/>	1945A	2	1945A World History P	2711	No	A	5	World History	Social Studies	Y	Y	Y	N	No	3	Edit Course			
<input type="checkbox"/>	1945B	2	1945B World History P	2711	No	A	5	World History	Social Studies	Y	Y	Y	N	No	2	Edit Course			
<input type="checkbox"/>	1956	2	1956 World Geography Inquiry	2724	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	2036	2	2036 Macro-Econ	2798	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	2089	2	2089 Digital Photography	2805	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	4	Edit Course			
<input type="checkbox"/>	2126A	2	2126A Calculus P	2415	No	C	5	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	2126B	2	2126B Calculus P	2415	No	C	5	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	2147	2	2147 Computer Program	2451	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	2157	2	2157 Computer Graphics	2820	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	2164A	2	2164A Theatre P	2904	No	F	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	2164B	2	2164B Theatre P	2904	No	F	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	2238A	1	2238A Integrated Math IA P	2425	No	C	5	Mathematics	Mathematics	Y	Y	Y	N	No	2	Edit Course			
<input type="checkbox"/>	2238B	1	2238B Integrated Math IA P	2425	No	C	5	Mathematics	Mathematics	Y	Y	Y	N	No	2	Edit Course			
<input type="checkbox"/>	2245A	1	2245A Integrated Math IB P	2425	No	C	5	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	2245B	1	2245B Integrated Math IB P	2425	No	C	5	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course			

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<input type="checkbox"/>	2417	2	2417 Symbolic Logic	2498	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2425A	1	2425A Spanish I H	2206	No	E	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2425B	1	2425B Spanish I H	2206	No	E	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2449A	1	2449A Spanish II H	2206	No	E	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2449B	1	2449B Spanish II H	2206	No	E	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2471	1	2471A Theater H	2900	No	GF	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2491	2	2491 Physical Education Elective	2512	No		5	Electives	Electives	Y	Y	Y	N	No	4	Edit Course																																																																									
<input type="checkbox"/>	2523	2	2523 Dance	2355	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2529A	2	2529A Trig/Pre-Calc P	2407	No	C	5	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2529B	2	2529B Trig/Pre-Calc P	2407	No	C	5	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2629A	1	2629A Transitional Math	2400	No		5	Mathematics	Mathematics	Y	Y	Y	N	No	1	Edit Course																																																																									
<input type="checkbox"/>	2629B	1	2629B Transitional Math	2400	No		5	Mathematics	Mathematics	Y	Y	Y	N	No	1	Edit Course																																																																									
<input type="checkbox"/>	2681	2	2681 PE Adapted	2503	No		5	Electives	Physical Education	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2731A	2	2731A Writing	2113	No		2.5	Electives	Language Arts	Y	Y	Y	N	No	2	Edit Course																																																																									
<input type="checkbox"/>	2731B	2	2731B Writing	2113	No		2.5	Electives	Language Arts	Y	Y	Y	N	No	2	Edit Course																																																																									
<input type="checkbox"/>	2739	2	2739 SAT Prep	6001	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2817	2	2817 Film as Literature	2198	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2867	2	2867 GED Science	2698	No		5	Electives	Science	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2868	2	2868 GED Math	2498	No		5	Electives	Mathematics	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2869	2	2869 GED Social Studies	2798	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course																																																																									
<input type="checkbox"/>	2929A	2	2929A Biology P	2603	No	D	5	Life Science	Science	Y	Y	Y	N	No	0	Edit Course																																																																									

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<input type="checkbox"/>	3023A	2	3023A Sign Language I P	2230	No		E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3023B	2	3023B Sign Language I P	2230	No		E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3117	2	3117 Botany	2605	No			5	Electives	Science	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3179	2	3179 Bible Lit I	2748	No			5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3180	2	3180 Bible Lit II	2748	No			5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3210	2	3210 Health	2535	No			5	Health	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3235A	1	3235A Costume Design H	2998	No		GF	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3251	2	3251 First Aid	2537	No			5	Life Skills	Electives	Y	Y	Y	N	No	6	Edit Course
<input type="checkbox"/>	3360	1	3360 Marine Biology	2609	No			5	Electives	Science	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3489	1	3489 Geology	2620	No			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3490	2	3490 Zoology	2606	No			5	Electives	Science	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3514	2	3514 Culinary Art	8020	Yes			5	Electives	Visual and Performing Arts	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	3553	1	3553 Sports Medicine	2538	No			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3580	2	3580 Astronomy	2600	No			5	Electives	Science	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3589	1	3589 Introduction to Professional Theater	1000	No			5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3872	2	3872 Teacher Prep	2537	No			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	3936	2	3936 Drama Production Wk	2905	No			5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4071A	2	4071A French I P	2204	No		E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4071B	2	4071B French I P	2204	No		E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4100	2	4100 Master's														Edit Course

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<input type="checkbox"/>	4141B	2	4141B German I P	2200	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4155A	2	4155A German II P	2200	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4155B	2	4155B German II P	2200	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4191	2	4191 Vocal	2305	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4200	2	4200 IS Foreign Language	2298	No		5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4261	2	4261 Ceramics	2800	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4280A	2	4280A Latin I P	2210	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4280B	2	4280B Latin I P	2210	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4308A	2	4308A Latin III P	2211	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4308B	2	4308B Latin III P	2211	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4352A	2	4352A Spanish I P	2206	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	4352B	2	4352B Spanish I P	2206	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4365A	2	4365A Spanish II P	2206	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course

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<input type="checkbox"/>	4379A	2	4379A Spanish III P	2207	No		E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4379B	2	4379B Spanish III P	2207	No		E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4416	2	4416 ASVAB Prep	6001	No			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4499	2	4499 Accounting	2498	No			5	Electives	Mathematics	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4542A	1	4542A Expository Reading/Writing P	2133	No		B	5	English 12	Language Arts	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	4542B	1	4542B Expository Reading/Writing P	2133	No		B	5	English 12	Language Arts	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	4608A	2	4608A Business Math	2400	No			5	Mathematics	Mathematics	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	4608B	2	4608B Business Math	2400	No			5	Mathematics	Mathematics	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	4638	2	4638 Forensics	2698	No			5	Electives	Science	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4683	2	4683 CHSPE Prep	6001	No			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4712A	2	4712A Integrated Math I P	2425	No		C	5	Mathematics	Mathematics	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	4712B	2	4712B Integrated Math I P	2425	No		C	5	Mathematics	Mathematics	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	4716	2	4716 Leadership	2537	No			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4730	1	4730 Money Management	7400	Yes			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4882	2	4882 Teacher Aide	7002	Yes			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4971	1	4971A Visual Art H	2816	No		GF	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	4975	1	4975A Earth and Space Science H	2618	No		D	5	Physical/Earth Science	Science	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	4975B	1	4975B Earth and Space Science H	2618	No		D	5	Physical/Earth Science	Science	N	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	5008	2	5008 Auto	7120	Yes			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	5088	2	5088 Computers	2458	No			5	Electives	Electives	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	5306	2	5306 Welding	8230	Yes			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	5438	2	5438 Game Design I	7260	Yes			5	Electives	Electives	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	5530	2	5530 Cooking	7500	Yes			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	5540	2	5540 Child Care	7500	Yes			5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course

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<input type="checkbox"/>	5555-2298	1	5555-2298 Online LOTE	2298	No		5	Languages / Visual and Performing Arts	Foreign Languages	Y	Y	N	N	No	7	Edit Course
<input type="checkbox"/>	5555-2307	1	5555-2307 Online Music Appreciation	2307	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	5555-2498	1	5555-2498 Online Math	2498	No		5	Mathematics	Mathematics	Y	Y	N	N	No	6	Edit Course
<input type="checkbox"/>	5555-2512	1	5555-2512 Online Physical Education Elective	2512	No		5	Electives	Physical Education	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	5555-2698	1	5555-2698 Online Science	2698	No		5	Electives	Science	Y	Y	N	N	No	2	Edit Course
<input type="checkbox"/>	5555-2798	1	5555-2798 Online Social Studies	2798	No		5	Electives	Social Studies	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	5555-6098E1	1	5555-6098 Online Elective I	6098	No		5	Electives	Electives	Y	Y	N	N	No	7	Edit Course
<input type="checkbox"/>	5555-6098E2	1	5555-6098 Online Elective II	6098	No		5	Electives	Electives	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	5562	1	5562 Engineering	7700	Yes		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	5665	2	5665 Food and Nutrition	8010	Yes		5	Electives	Electives	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	5720	2	5720 Home Arts	7800	Yes		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	5730	2	5730 Life Management Skills	2537	No		5	Life Skills	Electives	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	5752	2	5752 Home Ec	7500	Yes		5	Electives	Electives	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	5766	2	5766 Physical Education II	2515	No		5	Physical Education	Physical Education	Y	Y	Y	N	No	9	Edit Course
<input type="checkbox"/>	5795	2	5795 World Religions	2726	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	5823A	1	5823A College and Career Planning	2722	No	GO	5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	5847	2	5847 Conceptual Physics	2636	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	5941	1	5941 - Introduction to High School	1000	No		0	Electives	Electives	N	N	N	N	No	2	Edit Course
<input type="checkbox"/>	5945	2	5945 Computer Technology	2458	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	6056	2	6056 Art	2816	No		5	Electives	Visual and Performing Arts	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	6063A	2	6063A Art Appreciation P	2816	No	F	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	6063B	2	6063B Art Appreciation P	2816	No	F	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course

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<input type="checkbox"/>	6133	2	6133 Crafts	2802	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	6245	2	6245 Drawing	2806	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	6	Edit Course			
<input type="checkbox"/>	6371	2	6371 Photography	2805	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	6486	2	6486 Aviation	2602	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	6489A	2	6489A Statistics P	2410	No	C	5	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	6489B	2	6489B Statistics P	2410	No	C	5	Mathematics	Mathematics	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	6492	2	6492 Physical Education I	2514	No		5	Physical Education	Physical Education	Y	Y	Y	N	No	16	Edit Course			
<input type="checkbox"/>	6494	2	6494 Music	2327	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	6538	2	6538 Computer Keyboarding	7410	Yes		5	Electives	Electives	Y	Y	Y	N	No	1	Edit Course			
<input type="checkbox"/>	6562	2	6562 Career/Life	2537	No		5	Life Skills	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	6577	2	6577 Animal Care	7140	Yes		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	6600	2	6600 Art/History	2803	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	6722	2	6722 Introduction to Entrepreneurship I	8330	Yes		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7041A	2	7041A Earth Science P	2618	No	D	5	Physical/Earth Science	Science	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7041B	2	7041B Earth Science P	2618	No	D	5	Physical/Earth Science	Science	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7100	2	7100 Choir	2305	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7124A	2	7124A Music Appreciation P	2307	No	F	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	1	Edit Course			
<input type="checkbox"/>	7124B	2	7124B Music Appreciation P	2307	No	F	5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			

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<input type="checkbox"/>	7228B	2	7228B Latin II P	2210	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7409	2	7409 Piano	2325	No		5	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7554A	2	7554A Chemistry P	2607	No	D	5	Physical/Earth Science	Science	Y	Y	Y	N	No	2	Edit Course			
<input type="checkbox"/>	7554B	2	7554B Chemistry P	2607	No	D	5	Physical/Earth Science	Science	Y	Y	Y	N	No	2	Edit Course			
<input type="checkbox"/>	7559	2	7559 American Government P	2703	No	A	5	Government	Social Studies	Y	Y	Y	N	No	2	Edit Course			
<input type="checkbox"/>	767	2	0767 Technology	2458	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7696	2	7696 Life Skills	2537	No		5	Life Skills	Electives	Y	Y	Y	N	No	4	Edit Course			
<input type="checkbox"/>	7771-10	2	7771 Foundational English 10	2131	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7771-11	2	7771 Foundational English 11	2132	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7771-12	2	7771 Foundational English 12	2133	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7771-9	2	7771 Foundational English 9	2130	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7772-10	2	7772 Foundational Math 10	2400	No		5	Electives	Mathematics	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7772-11	2	7772 Foundational Math 11	2400	No		5	Electives	Mathematics	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7772-12	2	7772 Foundational Math 12	2400	No		5	Electives	Mathematics	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7772-9	2	7772 Foundational Math 9	2400	No		5	Electives	Mathematics	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7773-10	2	7773 Foundational Science 10	2611	No		5	Electives	Science	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7773-11	2	7773 Foundational Science 11	2611	No		5	Electives	Science	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7773-12	2	7773 Foundational Science 12	2611	No		5	Electives	Science	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7773-9	2	7773 Foundational Science 9	2611	No		5	Electives	Science	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7774-10	2	7774 Foundational Social Studies 10	2712	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course			
<input type="checkbox"/>	7774-	2	7774 Foundational Social	2712	No		5	Electives	Social	Y	Y	Y	N	No	0	Edit Course			

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<input type="checkbox"/>	12B	2	Foundational Economics 12	2712	No		5	Electives	Studies	Y	Y	Y	N	No	0	Course
<input type="checkbox"/>	7774-9	2	7774 Foundational Social Studies 9	2712	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7862	2	7862 Child Dev/Ed	7500	Yes		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7948	2	7948 3D Arts I-Modeling	2801	No		5	Electives	Visual and Performing Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	7982	2	7982 Debate	2112	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	8053	2	8053 Driver's Education	2545	No		2.5	Electives	Electives	Y	Y	Y	N	No	4	Edit Course
<input type="checkbox"/>	8161	2	8161 Study Skills	6001	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	8393	2	8393 Video Production	7243	Yes		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	8400	2	8400 Work Experience	7003	Yes		10	Electives	Electives	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	849	2	0849 Ag Science	2698	No		5	Electives	Science	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	8761	1	8761 Computer Programming	2451	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	8798	2	8798 Computer Repair	8200	Yes		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	9090	2	9090 Gardening	2605	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	9-12 ELD SDAIE	1	4000 EL Development	2110	No		5	Electives	Language Arts	Y	Y	Y	N	No	1	Edit Course
<input type="checkbox"/>	9-12 SDAIE	1	3000 EL Development	2110	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	9246	2	9246 Internship	7004	Yes		5	Electives	Electives	Y	Y	Y	N	No	2	Edit Course
<input type="checkbox"/>	9367	2	9367 Community Volunteer	7002	Yes		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	9371A	2	9371A French II P	2204	No	E	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	9371B	2	9371B French II P	2204	No	F	5	Foreign Languages / Visual and Performing Arts	Foreign Languages	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	9562	2	9562 Computer Animation	2458	No		5	Electives	Electives	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	9761	2	9761 GED Writing	2198	No		5	Electives	Language Arts	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	9789	2	9789 Ancient World Civ	2798	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	9832	2	9832 Human Geography	2724	No		5	Electives	Social Studies	Y	Y	Y	N	No	0	Edit Course
<input type="checkbox"/>	9999-2190	1	2190 College Course - English Language Arts	2190	No		10	Electives	Language Arts	Y	Y	Y	N	College	n	Edit Course

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<input type="checkbox"/>	9999-2490	1	🔒 2490 College Course - Mathematics	2490	No		10	Mathematics	Mathematics	Y	Y	Y	N	College Credit	0	Edit Course
<input type="checkbox"/>	9999-2512	2	🔒 9999-2512 College Physical Education (No A.D.A. collected)	2512	No		10	Physical Education	Physical Education	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	9999-2514	2	🔒 9999-2514 College Physical Education (No A.D.A. collected)	2514	No		10	Physical Education	Physical Education	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	9999-2515	2	🔒 9999-2515 College Physical Education (No A.D.A. collected)	2515	No		10	Physical Education	Physical Education	Y	Y	N	N	No	0	Edit Course
<input type="checkbox"/>	9999-2690	1	🔒 2690 College Course - Science	2690	No		10	Electives	Science	Y	Y	Y	N	College Credit	0	Edit Course
<input type="checkbox"/>	9999-2790	1	🔒 2790 College Course - History/Social Science	2790	No		10	Electives	Social Studies	Y	Y	Y	N	College Credit	0	Edit Course
<input type="checkbox"/>	9999-2890	1	🔒 2890 College Course - Visual or Performing Arts	2890	No		10	Foreign Languages / Visual and Performing Arts	Visual and Performing Arts	Y	Y	Y	N	College Credit	0	Edit Course
<input type="checkbox"/>	9999-6090	1	🔒 6090 College Course - Other	6090	No		10	Electives	Electives	Y	Y	Y	N	College Credit	0	Edit Course

Check All

 All
 All

Delete Selected Courses

* Type 'CONFIRM' in the box above before clicking Delete

[Click here to create courses based on classes](#)

▶ Embedded Files 

Appendix C

APPENDIX C: HIGH SCHOOL COURSE DESCRIPTIONS

JCS High School Course Catalog

Note: Not all of the courses listed below have current course descriptions on file with Julian Charter School.

Academic counselors: Home Study, Lisa Simmons lsimmons@juliancharterschool.org or Academies, Elena Derrell ederrell@juliancharterschool.org

College Prep Courses: <i>The following courses are on file with the UC and meet the graduation requirements:</i>			
English—College Prep	Social Studies—College Prep	The Arts—College Prep	
1276 English I P	1945 World History P	1914 Costume Design P	
1285 English II P	1942 US History P	2164 Theatre P	
1294 English III P	7559 American Government P	6063 Art Appreciation P	
4542 Expository Reading & Writing	1614 Economics P	7124 Music Appreciation P	
1303 English IV P (Portfolio Only)	Physical Science—College Prep	Foreign Language—College Prep	
Mathematics—College Prep	7041 Earth Science P *	4352 Spanish I P (OL)	
2238 Integrated Math IA	7554 Chemistry P ** (CC Rec)	4365 Spanish II P (OL)	
2245 Integrated Math IB	3885 Physics P ** (CC Rec)	4379 Spanish III P (OL)	
4712 Integrated Math I P	<p>* Earth Science meets CSU Physical Science requirement, UC elective requirement, and the Physical Science graduation requirement.</p> <p>** UC-bound students must take Chemistry or Physics in addition to Biology.</p> <p>ACA = Academy OL = Online Vendor CC = Community College</p>	2425 Spanish I Honors (ACA)	
0923 Integrated Math II P		2449 Spanish II Honors (ACA)	
0927 Integrated Math III P (ACA)		4071 French I P	
7534 Geometry P		9371 French II P	
7537 Algebra II P		4141 German I P	
2529 Trig/Pre-Calc P (ACA or OL)		4155 German II P	
6489 Statistics P (ACA or OL)		4280 Latin I P	
2126 Calculus P(CC or OL)		7228 Latin II P	
Life Science—College Prep		Social Studies Electives	4308 Latin III P
2929 Biology P		1850 Psychology P	3023 Sign Language I P
	1883 Sociology P	0996 Sign Language II P	

JCS High School Course List and Catalog

Core Courses that meet graduation requirements in each area for remedial students (by approval)

English	Math	Social Studies	Life Science
5380 Basic English 9	2629 Transitional Math	0676 World History Basic	3391 Life Science Basic
5704 Basic English 10	4608 Business Math	3915 US History Basic	
5707 Basic English 11		5336 American Gov. Basic	Physical Science
5436 Basic English 12		7325 Economics Basic	3708 Earth Science Basic

JCS Non-Core Courses

JCS Non-Core Courses			
Visual and Performing Arts	Foreign Languages	Life Skills	
Non A-G Visual and Performing Arts (for those without a description speak to your Academic Counselor for more information)	Non A-G Foreign Language	These courses meet the Life Skills requirement.	
1070 Performing Arts	3936 Drama Production	4200 IS Foreign Lang.	3251 First Aid
1138 Creative Art	4191 Vocal		3872 Teacher Prep
1144 Drama	4261 Ceramics	Health	5550 Child Development
1169 Painting	5581 Clothing Constr	3210 Health	5580 Child Dev. Lab
1360 Film Studies	6056 Art		5665 Food and Nutrition
1529 Digital Arts I	6071 Intro to Art	Physical Education	5730 Life Management Skills
1561 Digital Arts II	6133 Crafts	2491 PE Elective	5752 Home Ec
1648 Life Skills Theater	6245 Drawing	2681 PE Adapted	6562 Career/Life
1649 Communication	6371 Photography	5766 Phys Education II	6648 Child Care Practicum
1658 Photo/Journalism	6494 Music	6492 Phys Education I	7696 Life Skills
2089 Digital Photo	6600 Art/History		7862 Child Dev/Ed
2310 Instrumental Music	7100 Choir		8400 Work Experience
2523 Dance	7409 Piano		
3514 Culinary Art	7948 3D Arts I-Modeling		
3907 3D Arts II Animation	8393 Video Production		
Technology Electives (CTE)	Career Technical Ed (CTE)	Test Prep Electives	Social Studies Electives

JCS High School Course List and Catalog

0767 Technology	0704 Small Business Mang.	2739 SAT Test Prep	1721 Anthropology
2147 Computer Program	1131 Criminal Law	4461 ASVAB Prep	1739 California History
2157 Computer Graphics	1919 Intro to Marketing I	4683 CHSPE Prep	1794 Philosophy
4063 Computer Drafting	1920 Intro to Marketing II	9761 GED Writing	1802 Geography
4633 Computer Accounting	2494 Masonry I		1929 US History Survey
4979 Word Processing	3632 Production Design	Math Electives	1931 Western Civ
5088 Computers	3832 Law	2417 Symbolic Logic	1956 World Geog. Inquiry
5438 Game Design I	5008 Auto	4499 Accounting	2036 Macro-Econ.
5450 Game Design II	5010 Auto Adv		5795 World Religions
5601 Green Design & Tech	5306 Welding		9789 Ancient World Civ.
5945 Computer Technology	5353 Woodcraft	Science Electives	9832 Human Geography
6430 Computer App/Business	6486 Aviation	0849 Ag Science	Other Courses
6538 Computer Keyboarding	6722 Intro to Entrepreneurship I	3117 Botany	1154 College Success
8516 Computer Skills I	7719 Intro to Entrepreneurship II	3360 Marine Biology	1624 Yearbook
8656 Digital Citizens Unite		3490 Zoology	3179 Bible as Lit I
8798 Computer Repair	English Electives	3580 Astronomy	3180 Bible as Lit II
9562 Computer Animation	1120 Composition	4638 Forensics	4716 Leadership
	1135 Creative Writing	5847 Conceptual Physics	4882 Teacher Aide
	1448 Literature		7982 Debate
Family/Consumer SCIENCE (CTE)	1492 Mythology	Agriculture	8053 Drivers Education
4251 Textile/Home Art	1501 Novel	1560 Equine Science	8161 Study Skills
5530 Cooking	1535 Reading	6567 Ag Management	9246 Internship
5540 Child Care	1582 Speech	6570 Ag Production	9367 Comm. Volunteer
5720 Home Arts	2731 Writing	6577 Animal Care	
	2817 Film as Literature	6579 Animal Production	
	5441 Writing Skills	9639 Animal/Plt Science	
		9090 Gardening	

ENGLISH

COLLEGE PREPARATORY ENGLISH

JCS High School Course List and Catalog

1276 English I P

This is a one-year course (10 credits)

In English I P, Literature and Composition, students combine the study of literature with concentrated work on writing. Students read a variety of recommended authors and genres. They write in response to literature and to their own personal experience (journal, reflective, narrative, and descriptive.) Emphasis in the writing process is on the mechanics of generating ideas, writing precise sentences, and learning and using vocabulary. This course will cover traditional grammar and its use and related skills such as spelling, oral communication, writing, study skills, and library use and research.

Resources needed:

- Text: McDougal Littell: *The Language of Literature* (2002 or 2006 compatible)
- Novels: *To Kill a Mockingbird* and *Night* [second semester]
- Note: "Romeo and Juliet" is in the textbook above [first semester]
- Novel: *The Narrative of the Life of Frederick Douglass* [first semester]
- 9th Edition of *A Guide to MLA Documentation* by Joseph F. Trimmer

1285 English II P

This is a one-year course (10 credits)

In English II P, World Literature and Composition, students combine the study of world literature with a continued emphasis on writing. Students read a variety of recommended authors and genres. Students write in response to literature and to their own personal experience (journal, reflective, narrative, and descriptive). They will also create persuasive and informative essays, articles, and reviews. Emphasis in the writing process is on the generation of paragraphs and unified essays. The course of study continues to cover traditional grammar and its use and related skills, such as spelling, oral communication, writing, study skills, and library use and research use.

Resources needed:

- "Macbeth", *Ender's Game* [first semester]
- *All Quiet on the Western Front*, *Fahrenheit 451* [second semester]

JCS High School Course List and Catalog

1294 English III P

This is a one year course (10 credits)

In English III P, American Literature and Composition, students read the works of American writers and view works of American artists in terms of literary, historical, political and cultural perspectives. Emphasis in the writing process is on the essay form, research and documentation, and business writing. This course reinforces and refines spelling, mechanics, and grammar, as each student advances through the pre-writing, writing, revising, and publishing stages of textual development. Students will create reflective, descriptive, evaluative, and informative essays, articles, and reviews.

Resources needed:

- Soldier's Heart [first semester]
- The Great Gatsby, The Sun Also Rises [second semester]
- 9th Edition of A Guide to MLA Documentation by Joseph F. Trimmer (optional)

1303 English IV P (Portfolio Course)

This is a one year course (10 credits) – recommended for portfolio students (not a specialist course)

In English IV P, British and World Literature, students explore British and world literature through reading stories, novels, plays, poems, and essays. They will examine the nature, character, and universality of humankind as they become acquainted with prominent authors spanning several centuries. Students will use higher-level communication skills in reading, writing, speaking, and listening to gain insight into their values, opportunities, and choices. Emphasis in the writing process is on the essay form, research and documentation, and analysis of themes in literature.

This course reinforces and refines spelling, mechanics and grammar as each student advances through the pre-writing, writing, revising and publishing stages of essay development. Students will create reflective, descriptive, evaluative and informative essays, articles and reviews. In addition, students will write college application essays. This course also emphasizes creative and evaluative thinking, and prepares students for college level English courses.

Recommended books for this course (portfolio form required before semester begins):

- Glencoe (CA) Reader's Choice and Writer's Choice (Grade 12, 2002)
- Beowulf OR Canterbury Tales (1st Semester)
- Hamlet (1st Semester)
- Frankenstein OR Pride and Prejudice (2nd Semester)
- Wuthering Heights OR Jane Eyre (2nd Semester)

JCS High School Course List and Catalog

JCS High School Course List and Catalog

4542 Expository Reading and Writing

This is a one year course (10 credits)

The goal of the Expository Reading and Writing course is to prepare college-bound seniors for the literacy demands of higher education. Students in this year long, rhetoric-based course develop proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. (Must be taken with a high school specialist).

Resources Required:

- The Expository Reading and Writing Course: Student Reader (Consumable), Second Edition
- Novel- *Into the Wild* [first semester]
- Novel- *1984* (Orwell, George) or *Brave New World* (Huxley, Aldous) [second semester]
- 9th Edition of A Guide to MLA Documentation by Joseph F. Trimmer

2731 Writing (required elective course)

This is a two-part course recommended to take within one semester (2.5 credits each).

In this mandatory writing class for ninth graders, students will focus on research writing skills in one section, and response to literature in another section (each section will run for 9 weeks). Students will learn about the various purposes and characteristics of writing in different styles. Literary response and the research process will be taught and practiced in depth. Additionally, students will learn the writing processes of brainstorming, outlining, drafting, revision, and publishing writing. Students will have the opportunity to reflect on their growth at the end of each section. This course is intended to foster students’ growth and confidence in writing, support all course success through improved writing skills, and foster a foundation for success in high school and beyond.

NOTE: Both sections of this mandatory ninth grade writing class are required. However, in lieu of this mandatory ninth grade writing class, a student may show proficiency in his/her writing through a performance-based exam or take the class in Grade 8. In order to enroll in Writing in Grade 8, a student must first receive Assistant Director approval.

JCS High School Course List and Catalog

BASIC ENGLISH

5380 English 9 (Basic)

This is a one year course (10 credits)

Emphasis is on reading comprehension of everyday documents, instructions, consumer information, newspapers, etc. Student should also be exposed to basic literary analysis of novels and short stories -- analysis to include such basic terms as plot, characterization, setting, tone, and theme. Reading fluency should also be an emphasis. Reading level starts at the student's level and increases with the development of skills. Emphasis in writing is at the sentence and paragraph level, with a projected development of a three-paragraph essay. Writing should also reflect some understanding of audience and purpose.

Resources needed:

- [The InterActive Reader Plus](#)- McDougal Littell (2003)
- JCS Student Handbook (on the online course)

5704 English 10 (Basic)

This is a one year course (10 credits)

Emphasis is on reading comprehension of everyday documents, instructions, consumer information, newspapers, etc. Student should also be exposed to basic literary analysis of novels and short stories -- analysis to include such basic terms as plot, characterization, setting, tone, and theme. Reading fluency should also be an emphasis. Reading level starts at the student's level and increases with the development of skills. Emphasis in writing is at the sentence and paragraph level, with a projected development of a three-paragraph essay. Writing should also reflect some understanding of audience and purpose.

Resources needed:

- [The Interactive Reader Plus](#) McDougal Littell 2003
- JCS Student Handbook (on the online course)

5707 English 11 (Basic)

This is a one-year course (10 credits)

Emphasis is on reading comprehension of everyday documents, instructions, consumer information, newspapers, etc. Student should also be exposed to basic literary analysis of novels and short stories -- analysis to include such basic terms as plot, characterization, setting, tone, and theme. Reading fluency should also be an emphasis. Reading level starts at the student's level and increases with the development of skills. Emphasis in writing is at the sentence and paragraph level with the expectation of writing paragraph essays. Writing should also reflect some understanding of audience and purpose.

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Resources needed:

- Daybook of Critical Reading and Writing – Great Source (1999)
- JCS Student Handbook (on the online course)

5436 English 12 (Basic)

This is a one-year course (10 credits)

Basic Courses are remedial in nature, designed to develop student skills in reading and writing. Emphasis is on reading comprehension of everyday documents, instructions, consumer information, newspapers, etc. Real-life applications, such as resumes, applications, and workplace documents are emphasized in this course in order to better prepare students for the real world. Students are exposed to basic literary analysis of novels and short stories -- analysis to include such basic terms as plot, characterization, setting, tone, and theme. Reading fluency is emphasized. Reading level starts at the student's level and increases with the development of skills. Emphasis in writing is at the paragraph level, and real-world application of writing skills. Writing should also reflect some understanding of audience and purpose.

Resources needed:

- Text: Exploring Literature AGS (1999) (first semester only)
- English for the World of Work - AGS Publishing (2003)

MATHEMATICS

COLLEGE PREPARATORY MATHEMATICS

4712 Integrated Math I P

This is a one-year course (10 credits)

The Integrated Math 1 course is designed to combine some of the basic principles of Algebra, Geometry, and Statistics. Students will deepen and extend their understanding of linear relationships and be introduced to exponential functions, modeled through data. Students will use properties and theorems involving congruent figures to expand and broaden understanding of geometric knowledge. Students will experience mathematics as a coherent, useful, and logical subject that draws on their ability to make sense of problem situations, and will develop the ability to explore and solve mathematical problems, think critically, and communicate mathematical ideas clearly. Students in this course will be expected to solve more rigorous problems and demonstrate their understanding of mathematical concepts in writing.

- Resources required: Pearson Integrated Mathematics I Vol 1 Common Core (first and second semester)
- Pearson Integrated Mathematics I Vol 2 Common Core (second semester)

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0923 Integrated Math II P

0927 Integrated Math III P (Academy only 2017-2018)

2529 Trig/Pre-Calc (Academy - home study students speak to your academic counselor)

This is a one-year course (10 credits) This course is designed to meet Common Core Standards for both Math Analysis and Trigonometry. This course is a college preparatory course designed to prepare students for college-level or advanced placement math courses. The goal of this course is for students to master topics introduced in Algebra II at a deeper level such as quadratic functions, polynomial functions, rational functions, complex numbers, exponential and logarithmic functions and conic sections. These topics are included in the Math Analysis standards. Additionally, this course introduces trigonometry and includes graphing trigonometric functions, inverse functions, solving trigonometric equations, identities, and problem solving using trigonometry. Trigonometry also serves as a foundation for topics such as polar coordinates, vectors, and parametric equations. Mastery of these topics is essential for success at higher levels of math such as Calculus. This course is designed for students who will be attending a four-year college or university.

6489 Statistics (Academy - home study students speak to your academic counselor)

This is a one-year course (10 credits)

Statistics is designed for students who have successfully completed Algebra II and who desire to continue their mathematics education, but who do not desire the rigors of an Advanced Placement course. This course will address four central themes in statistics: Collecting Data, Organizing and Describing Data, Probability, and Statistical Inference. Students will utilize graphing calculator technology (TI-83 or TI-84) to engage in a variety of experiments and projects with the emphasis on analyzing data, interpreting results, and writing conclusions in context. Successful completion of this course will prepare students for a college-level statistics course.

7537 Algebra II P

This is a one-year course (10 credits)

This course is a comprehensive Algebra II course designed to meet Common Core Standards for Algebra II and to prepare students for higher levels of math and for college. Success in Algebra II requires the mastery of skills from Algebra I. Students who have not mastered these skills will be expected to spend extra time working on these skills. Algebra II pulls together many of the concepts learned in previous math courses. Successful completion of this course is required for acceptance into the California State University system. The goal of this course is for students to master higher-level algebra topics such as quadratic functions, systems of equations, exponential functions, logarithms, polynomials, sequences and series, and rational expressions.

Textbook required: Glencoe *Algebra 2* CA Edition, (teacher's edition optional) 2005

2126 Calculus P (Speak to your academic counselor regarding options for this course)

This is a one-year course (10 credits)

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This is college level in *rigor*. This course is designed to give students a background in the fundamental principles of Calculus. This course is not intended as a comprehensive Calculus course that would allow a student to proceed to higher levels upon completion. Upon completion of this course, a student would be expected to enter a college Calculus course having gained some background into the subject. The goal of this course is to give students a fundamental understanding of limits, differentiation, and integration along with some applications of these concepts. Success in this course requires mastery of Trigonometry and Pre-Calculus concepts and an ability to think analytically and solve problems.

2238 Integrated Math IA P

This is a one-year course (10 credits)

The Integrated Math 1A course is designed to combine some of the basic principles of Algebra, Statistics. This course is the first in a two-year sequence that will meet the requirements of an Integrated Math 1 course. Students will deepen and extend their understanding of linear relationships and be introduced to exponential functions, modeled through data. Students will experience mathematics as a coherent, useful, and logical subject that draws on their ability to make sense of problem situations, and will develop the ability to explore and solve mathematical problems, think critically, and communicate mathematical ideas clearly. This course provides students extra time to process new concepts and helps them transition into new common core standards.

- Resources required: Pearson Integrated Mathematics I Vol 1 Common Core (first and second semester)

2245 Integrated Math IB P

This is a one-year course (10 credits)

The Integrated Math 1B course is designed to combine some of the basic principles of Algebra, Statistics. This course is the second in a two-year sequence that will meet the requirements of an Integrated Math 1 course. Students will deepen and extend their understanding of linear relationships and be introduced to exponential functions, modeled through data. Students will experience mathematics as a coherent, useful, and logical subject that draws on their ability to make sense of problem situations, and will develop the ability to explore and solve mathematical problems, think critically, and communicate mathematical ideas clearly. This course provides students extra time to process new concepts and helps them transition into new common core standards.

- Resources required: Pearson Integrated Mathematics I Vol 2 Common Core (first and second semester)

7534 Geometry P

This is a one-year course (10 credits)

This course is a comprehensive Geometry course designed to meet Common Core Standards for Geometry. This course is not designed for students who plan to attend a four-year college or university upon graduation from high school. The goal of this course is to give students a solid foundation of Geometry skills such as angles, parallel lines, congruence, polygons, similarity, right triangles, circles, surface area, and volume while continuing to strengthen basic algebra skills and preparing students for entrance into a community college.

Textbook choices:

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- Glencoe *Geometry Concepts and Applications*, (teacher's edition optional) 2004
- *Teaching Textbooks Geometry*, Solutions DVD (bundle)
- *AGS Geometry*, (teacher's edition optional) (BASIC ONLY) 2001

OTHER MATHEMATICS

2629 Transitional Math

This is a one-year course (10 credits)

The Transitional Math course is designed to bridge the old and new math standards. Students will master skills that are foundational to the understanding of beginning algebra concepts. Additionally, they will be exposed to new standards of mathematical practice which include using math in context, problem solving, modeling, and thinking abstractly. Students will also be exposed to some beginning geometry and statistical concepts. Upon completion of this course, students will be ready to take a college prep integrated math 1 course.

- Access to Kahn Academy online.

4608 Business Math

This is a one-year course (10 credits)

This course introduces students to the math skills surrounding math used in the business world. This is not a college preparatory course and is designed to give students a background in practical math skills while increasing proficiency of basic computation skills.

- Textbook: *Mathematics with Business Applications* - 2004, (teacher's edition optional), (workbook optional)

SOCIAL STUDIES

COLLEGE PREPARATORY SOCIAL STUDIES

1945 World History P

This is a one-year course (10 credits)

This is a college preparatory course in Modern World History. This College Prep standards-based course is intended to provide students with a rigorous preparation in higher order thinking skills, as well as prepare students for a four year university/college. Topics include: the growth of self-government in England; the French Revolution; the Napoleonic Era; the Industrial Revolution; growth of Imperialism; Nationalism, both as a constructive and destructive force; World War I; World War II; Communism and Fascism in the 20th century; and post-World War II to the contemporary world.

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- Textbook: World History: The Modern World (2007) SE/TE PH

1942 US History P

This is a one-year course (10 credits)

This is a college preparatory course in the study of United States History from the Colonial Period up to and including the 21st-century. This College Prep standards-based course is intended to provide students with a rigorous preparation in higher order thinking skills as well as prepare students for a 4 year college/university. The focus is placed on political, social, economic, geographic, and cultural factors which have shaped the course of events that allowed the United States to gain independence, develop, and evolve as a nation and world leader.

- Textbook: The Americans: Reconstruction to the 21st Century (2003) SE/TE MDL

7559 American Government P

This is a one-semester course (5 credits)

This is a twelfth grade course in the study of United States Federal and State Government including the Constitution, legislative, executive, and judicial branches. This grade- level course is intended to provide students with the opportunity to demonstrate mastery of the CA State Standards. Emphasis is placed on the freedoms set down by the amendments to the Constitution, functions of the three branches of government including checks and balances, and personal involvement in government.

- Textbook: Magruder's American Government (Pearson Prentice Hall) (2006) SE/TE

1614 Economics P

This is a one-semester course (5 credits)

This is a college preparatory course in the study of World Economics. This CP standards-based course is intended to provide students with a more rigorous preparation in higher order thinking skills. It combines the NCP and CP courses of last year. Studies will include fundamental economic concepts and principles, economic systems, supply and demand, prices, market structure, government spending, and the Federal Reserve System. This course will also cover money and banking, international trade and comparative economic systems.

- Textbook: Economics Principles in Action (2003) SE/TE Prentice-Hall

BASIC SOCIAL STUDIES

0676 World History Basic

This course is one-year (10 credits)

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The same topics as regular level social studies courses are covered, but materials used are at a reduced reading and writing level. This course does not fulfill the University of California a-g requirements. (This course meets the World History graduation requirement)

- Textbook: AGS World History (2008) SE/TE

3915 US History Basic

This course is one-year (10 credits)

The same topics as regular level social studies courses are covered, but materials used are at a reduced reading and writing level. This course does not fulfill the University of California a-g requirements. (This course meets the US History graduation requirement)

- Textbook: AGS United States History (2001) SE/TE GLN

5336 American Government Basic

This course is one semester (5 credits)

The same topics as regular level social studies courses are covered, but materials used are at a reduced reading and writing level. This course does not fulfill the University of California a-g requirements. (This course meets the American Government graduation requirement)

- Textbook: AGS United States Government (2005) SE/TE

7325 Economics Basic

This course is one semester (5 credits)

The same topics as regular level social studies courses are covered, but materials used are at a reduced reading and writing level. This course does not fulfill the University of California a-g requirements. (This course meets the Economics graduation requirement)

- Textbook: AGS Economics (2005) SE/TE

SCIENCE

COMPETITIVE COLLEGE LEVEL SCIENCE

7041 A/B Earth Science P

This is a one-year course (10 credits)

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This Earth Science course is designed to interpret and understand the world around you. Students will investigate and study Earth's place in the universe, Earth's systems and how the actions of man interact and affect Earth's systems. Topics include the scientific method, mapping, introductory astronomy, geological time, Earth's composition, plate tectonics, weathering and erosion, meteorology, and resource use. Hands on activities are required as the student will complete several labs throughout the semester. This course is recommended for ninth graders. (This course meets the physical science graduation requirement.)

- Textbook: Earth Science: *Geology, the Environment and the Universe* (2002, Glencoe) SE/TE
- Earth Science Lab Kit

2929A/B Biology P

This is a one-year course (10 credits)

Biology is a course study of the characteristics and functions of organisms. The course comprises an introduction to the scientific method, the development of an awareness of the processes that maintain organisms, as well as the ecological interrelationships between them. This course covers concepts in ecology, cell biology, genetics, evolution, diversity and principles of classification, and structure and function of living systems. Labs are encouraged but not required. This course fulfills the University of California a-g requirements. This course is recommended for tenth graders. (This course meets the physical science graduation requirement and the CSU a-g requirements but does NOT fulfill the UC a-g requirements.)

- Textbook: *Biology*, California Edition, McDougal Littell (2008)
- Biology lab kit

7554 Chemistry P

This is a one-year course (10 credits)

Chemistry is taught as a concept-oriented course with emphasis on understanding the general laws governing the properties of the elements, their compounds and their reactions. Importance is placed on understanding how chemical principles and concepts are developed and how these principles are used to explain phenomena in everyday life. Ample mathematical application is made in all topics. Students are introduced to the principle of atomic theory, Periodic Law, molecular formulas, equations, Stoichiometry, bonding and common reactions, acid-base reactions, oxidation-reduction reactions, equilibrium and thermochemistry. The laboratory work helps students develop reasoning power and the ability to apply chemical principles, as well as acquaint students with chemical laboratory techniques. (This course meets the physical science graduation requirement.)

All materials found on LMS (Canvas). Order Chemistry Lab Kit.

3885 Physics P (contact your counselor regarding options for this course)

This is a one-year course (10 credits)

This standards-based physics course will give students practice in complex problem solving, hands on lab experience, and a chance to investigate or apply their own physics ideas. Scientific measurement and error, motion (kinematics and basic

JCS High School Course List and Catalog

projectile motion), Newton's laws, momentum, equilibrium in forces, work and energy, basic gravitation, waves, sound, electromagnetic radiation and light, thermal expansion, heat engines and entropy, electricity and magnetism, are included in the content.

BASIC SCIENCE

3708 A/B Earth Science Basic

This is a one-year course (10 credits).

This basic course is designed for students that need the most remediation. Students will explore the earth and its processes by studying it from the inside out. Additionally, students will explore information regarding space science. This course is recommended for ninth graders. This course does not fulfill the University of California a-g requirements. (This course meets the physical science graduation requirement.)

- Textbook: *AGS Earth Science* (2012) SE/TE
- Student Handbook

3391A/B Life Science Basic

This is a one-year course (10 credits)

This basic course is designed for students that need the most remediation. Life Science is a course study of the characteristics and functions of organisms. The course comprises an introduction to the scientific method, classification, the kingdoms of living things, genetics, ecology and evolution. Labs are encouraged but not required. This course does not fulfill the University of California a-g requirements. This course is recommended for tenth graders. (This course meets the life science graduation requirement.)

- Textbook: *AGS Biology: Cycles of Life* (2006)

FOREIGN LANGUAGE

4352 Spanish I P - (speak to your academic counselor about BYU or Academy options)

This is a one-year course (10 credits)

This course is designed to meet CSU/UC admissions requirements. This course is designed for students who plan on attending a four-year college or university upon graduation from high school. Students will develop fundamental skills in listening, speaking, reading, and writing. This course provides students with vocabulary and structures necessary for primary proficiency and exposure to the culture, history and geography of the Spanish-speaking world. There is no JCS

JCS High School Course List and Catalog

Spanish curriculum available for Home Study students. Home Study students may take Spanish through an approved vendor (BYU online course is recommended) or may discuss an academy option with their academic counselor.

4365 Spanish II P - (speak to your academic counselor about BYU or Academy options)

This is a one-year course (10 credits)

This course is designed to meet CSU/UC admissions requirements. It intensifies vocabulary/structural development necessary for Spanish proficiency/basic fluency, and deepens exposure to culture. The course addresses customs, idiomatic expressions and historical influences in the Spanish-speaking world. Home Study students may take Spanish through an approved vendor (BYU online course is recommended) or may discuss an academy option with their academic counselor.

4379 Spanish III P - (speak to your academic counselor about BYU or Academy options)

This is a one-year course (10 credits)

This course, designed to meet CSU/UC admissions requirements, enhances fluency in the language and familiarity with Spanish expressions. Students continue to develop vocabulary/structures necessary for a traveler, student, or resident of a Spanish-speaking country. Students expand their knowledge of culture and history. Students further develop communication skills through written and oral form. Home Study students may take Spanish through an approved vendor (BYU Home Study's online course is recommended) or may discuss an academy option with their academic counselor.

2425 Spanish I - H (Murrieta High School Academy only)

This is a one-year honors course (10 credits)

This course gives students the basic language tools and experiences that constitute the first step toward proficiency in Spanish. Students will practice all four skills of listening, speaking, reading, and writing. The course will include thorough instruction in grammar. Students will increase their Spanish proficiency and mastery of language structure, thought patterns, syntax, and grammar by comparing the Spanish language with the English language. The class will learn about the cultural of many countries of the Spanish-speaking world. Students will be able to both understand and interpret beginning levels of Spanish within social, cultural and written contexts. At a beginner level students will be able to effectively communicate their feelings and opinions, and they will be able to exchange information necessary for daily life. The students will be able to demonstrate beginning level speaking and writing skills.

2449 Spanish II - H (Murrieta High School Academy only)

This is a one-year honors course (10 credits)

This course requires students maintain an interactive student notebook, which allows students to record information about Spanish development in an engaging way. As students learn new ideas, they use several types of writing and innovative graphic techniques to record and process them. This course requires students to pass a comprehensive final exam that is

JCS High School Course List and Catalog

administered at the end of the semester. Projects this course requires the student to share Latin American history and share current issues in multiple oral presentations.

4141 German I P

This is a one-year course (10 credits)

This course is designed to meet CSU/UC admissions requirements. Students will develop fundamental skills in listening, speaking, reading, and writing. Course provides vocabulary and structures necessary for primary proficiency and exposure to culture, history and geography of the German-speaking world.

If not taking this course at an academy, this is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. **Textbooks for this course title are not stocked in the Resource Center.** This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need to obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

4155 German II P

This is a one-year course (10 credits)

This course is designed to meet CSU/UC admissions requirements. It intensifies vocabulary/structural development necessary for German proficiency/basic fluency, deeper exposure to culture, examines customs, idiomatic expressions and historical influences in the German-speaking world.

If not taking this course at an academy, this is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. **Textbooks for this course title are not stocked in the Resource Center.** This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need to obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

4071 French I P

This is a one-year course (10 credits)

This course is designed to meet CSU/UC admissions requirements. Students will develop fundamental skills in listening, speaking, reading, and writing. This course provides students with vocabulary and structures necessary for primary proficiency and exposure to the culture, history and geography of the French-speaking world.

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need to

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obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

- Curriculum: Bon Voyage French text combined with Rosetta Stone. Proctored final required. Contact Kristy Matthews kmatthews@juliancharterschool.org for supplemental materials and to set up final exams.

9371 French II P

This is a one-year course (10 credits)

This course is designed to meet CSU/UC admissions requirements. It intensifies vocabulary/ structural development necessary for French proficiency/basic fluency, deeper exposure to culture, examines customs, idiomatic expressions and historical influences in the French-speaking world.

- Curriculum: Bon Voyage French II text combined with Rosetta Stone. Proctored final required. Contact Kristy Matthews kmatthews@juliancharterschool.org for supplemental materials and to set up final exams.

3023 Sign Language I P (Speak to your academic counselor about the BYU Home Study online option.)

This is a one-year course (10 credits)

This course is designed to meet CSU/UC requirements. Students develop fundamental skills in signing and comprehension of signs. Provides students with vocabulary and structures essential for primary proficiency and emphasizes “survival” language skills necessary to convey the basic ideas of a deaf person. Students will be exposed to deaf culture.

Home Study students and parents who do not select the BYU Home Study option must be motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need to obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

0996 Sign Language II P (Speak to your academic counselor about the BYU Home Study online option.)

This is a one-year course (10 credits)

Students acquire intermediate level skills in signing and in comprehension of signs while deepening their familiarity with grammatical features of ASL. The course expands expressive and receptive vocabulary necessary to increase ASL proficiency. It increases visual perception, visual memory, signed fluency and length of signed interactions to enable prolonged conversations. Students will gain an increased knowledge of Deaf culture.

Home Study students and parents who do not select the BYU Home Study option must be motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to

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complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need to obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

4280 Latin I P

This is a one-year course (10 credits)

This course is designed to meet CSU/UC admissions requirements. Students develop novice level skills in listening, speaking, reading, and writing. Students acquire basic vocabulary and are exposed to history geography and culture of language development.

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need to obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

7228 Latin II P

This is a one-year course (10 credit)

This course is designed to meet CSU/UC requirements. This course is designed to give students increased proficiency in communication skills. Students increase vocabulary, control of grammatical structures, and cultural awareness.

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need to obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

4308 Latin III P

This is a one-year course (10 credit)

This course is designed to meet CSU/UC requirements. In this advanced Latin course, students concentrate on refining their reading skills and tackling longer passages of prose and poetry with attention to accurate translation and in-depth literary analysis. Readings will be drawn from works by authors such as Cicero, Caesar, Catullus, Ovid, Horace, Plautus, Pliny, and Seneca. Understood goals: Translation of larger passages of original Latin, including poetry; refinement of skills in literary analysis and essay writing; deeper understanding of Roman literary history. Prerequisite: Latin II with a "C" or better.

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study

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students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need to obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

4200 IS Foreign Language

This is a one-year course (10 credit)

This is a non-college prep course. Students may study a variety of languages other than English. I.S. Foreign Language is also appropriate for students wishing to take a conversational language. This is an option for home study students. Home study families may wish to use EUs and utilize Rosetta Stone for 40 minutes or more per day.

VISUAL AND PERFORMING ARTS

COLLEGE PREPARATORY VISUAL AND PERFORMING ARTS

6063 Art Appreciation P

This is a one-year course (10 credits)

This course is a first year art course in the fundamentals of art. The course emphasizes the necessary skills to provide a perceptual base leading to understanding artistic perception, creative expression, historical and cultural context(s). The art elements and principles of design serve as a foundation for each unit covered. Selected historical or cultural contexts are applied with attention to analysis, interpretation, and judgment of student work, and appreciation of art works from other cultures and times

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

- Textbook: Art in Focus SE/TE

7124 Music Appreciation P

This is a one-year course (10 credits)

This course is designed to be an introduction to musical styles. Students learn how music affects their culture and other cultures and how music is used in a variety of situations from communication to mood setting. Students learn to recognize music in both its written and aural form. This class was developed using Standards in Music Education grades 9-12, as identified by the Music Educators National Conference.

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This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

- Textbook: Music Appreciation Its Role and Importance in Our Lives SE/TE 2006

2164 Theatre P

This is a one-year course (10 credits)

This course is designed to introduce students to the art of the actor through acting instruction and experience. Students will learn fundamentals of theatre history and culture from around the world. They are exposed to design and production elements through lecture, study, and projects. This course involves reading the textbook, studying plays, completing regular writing assignments, and additional activities and projects that provide students with a background in theatre.

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Student, parent, and EF need obtain and then adhere to the UC approved course description if the student is to be enrolled in this college preparatory course.

- Textbook: *The Stage and the School*, Glencoe McGraw-Hill

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1914 Costume Design P

This is a one-year course (10 credits)

This course consists of an aesthetic exploration of two and three-dimensional design through the media, a variety of fabrics, and other design materials. An emphasis is placed on the artistic expressive possibilities of clothing and costume design. Students will engage in basic drawing activities and learn basic design skills. They will analyze the history of clothing and the artistic nature of clothing and costume design. This course involves an exploration of contemporary fashion movements. Students will complete individual projects that constitute pieces of art. Please see UC approved a-g course descriptions on the Staff Portal for detailed course descriptions of these course as well as additional courses.

Textbooks: *Clothing* - Glencoe (2003) and *Fashion in History: Western Dress* - Macmillan Publishing (1979) (JCS set curriculum)

NON-COLLEGE PREPARATORY VISUAL AND PERFORMING ARTS

The following courses are approved for meeting the Julian Charter School graduation requirement for the arts/foreign language category.

6371 Photography

Prerequisite: Availability of a 35mm camera. Each semester is worth 5 credits (may be repeated for credit).

Students will acquire knowledge of the camera and related equipment, photographic materials, and darkroom techniques. Students will produce a variety of black and white prints in achieving technical competence, leading eventually to prints of aesthetic value. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

Other topics should include composition, color, lighting, landscapes, portraits, close-ups, photo essays, and building a portfolio. Standards shall be addressed from the Visual Arts Standards found at: www.cde.ca.gov/be/st/ss/.

- Recommended text: *Photography* published by Prentice-Hall (a special order item)

2089 Digital Photography

Each semester is worth 5 credits (may be repeated for credit)

This photography course will familiarize students with digital cameras and their use. Students will master both the technical aspects of digital photography and the basic techniques needed to take quality photos. Whether students are new to photography or have experience with manual photography, this course will help them learn more about using light and meter, camera controls, aperture and depth of field, shutter speed and movement, different types of exposure, wide angle and telephoto lenses. Students will also learn how to creatively enhance their photos. This is an option for home study

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students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

- Recommended text: *Photo & Digital Imaging*, published by Goodheart-Wilcox

3936 Drama Production Wk

Each semester is worth 5 credits (may be repeated for credit)

The focus of this course is on performance and production. Students will focus either on rehearsal and performance *or* production. They will audition for productions and participate in plays, scenes, festivals, television, or film work. Students choosing to focus on production rather than performance work engage in behind the scenes production work, including but not limited to: light board operator, assistant stage manager, crew member, make-up artist, or assistant costumer. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

The theatre standards shall be addressed and may be found at: www.cde.ca.gov/be/st/ss/.

- Recommended texts: Drama for Reading & Performance: Collection One published by Perfection Learning, Drama for Reading & Performance: Collection Two, Theatre: Art in Action published by Perfection Learning, The Stage and the School, Theatre Arts: The Dynamics of Acting , Play Production Today , and Exploring Theatre, all published by Glencoe/McGraw-Hill (all special order items)

1144 Drama

Each semester is worth 5 credits (may be repeated for credit)

Drama exposes students to acting techniques and aspects of production. They learn about the structure of drama, the variety of types of drama, and the responsibilities of each member of the production team. Students will also be exposed to theatrical lighting, make-up, and costuming. They develop analytical skills, critique various plays, examine the history of theatre, and theatre from around the world. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

The Theatre Standards shall be addressed and may be found at: www.cde.ca.gov/be/st/ss/.

- Recommended texts: Drama for Reading & Performance: Collection One published by Perfection Learning, Drama for Reading & Performance: Collection Two, Theatre: Art in Action published by Perfection Learning , The Stage and the School, Theatre Arts: The Dynamics of Acting ,and Exploring Theatre, all published by Glencoe/McGraw-Hill (special order items)

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1138 Creative Art

Each semester is worth 5 credits (may be repeated for credit)

This is a broad based course that introduces students to the creative arts. This exploratory course is interdisciplinary in nature and explores various components of the creative arts, including the communication arts, home arts, performing arts, or fine arts. Students work on various projects, which increase the students' awareness and appreciation of various forms of creative expression. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

The Visual and Performing Arts Standards that apply shall be addressed and may be found at: www.cde.ca.gov/be/st/ss/.

- Consider the following text: *The Creative Impulse: An Introduction to the Arts* published by Prentice-Hall "Introduce your students to the arts of the Western tradition—architecture, literature, visual arts, music, theater, dance, film..." (a special order item)

6133 Crafts

Each semester is worth 5 credits (may be repeated for credit)

Students will engage in craft making as well as the critical study of arts and crafts. They will be familiarized with the debate regarding the legitimacy of crafts as art. Students will develop their own position on this topic after careful study. Throughout the course, students will create crafts. They will take part in unit studies that cover selected topics, such as: weaving, needlework, papier-mâché, making jewelry and children's items. While evaluating their own projects, students will utilize appropriate standards of evaluation. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

Standards to be addressed include applicable Visual Arts Standards, which can be found at: www.cde.ca.gov/be/st/ss/.

- Prentice Hall has a variety of good books including *The Craft and Art of Clay* (a special order item)

3514 Culinary Art

Each semester is worth 5 credits (may be repeated for credit)

This course provides cooking experiences that teach the aesthetic values of food preparation, service and design. Students implement creativity as they learn about balancing color when serving a meal and aesthetic considerations of dishware and table settings. The class covers texture and other forms of sensory appeal involved in meal preparation and design. Students may also practice making garnishments.

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- Text: Culinary Essentials and Lab Manual (workbook) (McGraw-Hill) (in School Pathways and a JCS pick – must use the lab workbook in order to receive VAPA credit).
- Supplemental books to consider: Food Presentation Secrets: Styling Techniques of Professionals by Cara Hobday (a special order item available at Barnes and Noble or Amazon) Garnish and Decorating Made Easy by Georg Hartung (a special order item available at Barnes and Noble or Amazon)

5581 Clothing Construction

Each semester is worth 5 credits (may be repeated for credit)

A student enrolled in Clothing Construction will understand factors influencing textiles and clothing choices. They will know about historical influences on textiles and clothing, be able to distinguish between fads and fashion, and be able to identify psychological impact and global influences on clothing. The students will understand principles and elements of design. They will know and be able to apply line, texture, balance, emphasis, color, and proportion and scale. The students will be able to assess, purchase, and maintain a wardrobe based on needs and preferences. They will be able to identify quality and value in clothing; know potential, time limitations, and skill limitations in producing own clothing; be able to purchase (budget, selection, durability) clothing based on assessment; operate a sewing machine for maintenance of clothing; and maintain (store, care, and repair) wardrobe for long-term success. The student will be able to apply construction techniques: select appropriate patterns, fabrics, and notions. They will be able to follow sewing pattern instructions and apply advanced techniques such as seam finishes, and zipper application.

- Recommended text: Clothing Fashion, Fabrics, and Construction published by Glencoe/McGraw-Hill (in School Pathways and a JCS pick).

6245 Drawing

- Text: Hooked on Drawing, stocked by Sandy Brook (JCS set curriculum)

Please speak to your academic counselor if you need more information on the following courses:

- 6056 Art
- 6600 Art/History
- 2523 Dance
- 1070 Performing Arts
- 1169 Painting
- 2310 Instrumental Music
- 2227 Digital Animation
- 4191 Vocal
- 4261 Ceramics
- 6071 Intro to Art
- 6494 Music
- 7100 Choir
- 1658 Photo/Journalism
- 7409 Piano

PHYSICAL EDUCATION

Two years (20 credits) of Physical Education is required to graduate.

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6492 Physical Education I

California Physical Education Standards can be found at <http://www.cde.ca.gov/be/st/ss/>

Five credits are equal to approximately 60-75 hours of instruction and activity. This equals 12-15 hours per month. Students are required to keep a log that tracks instruction and activity hours

- Recommended text: *Fitness for Life* published by Scott Foresman (in School Pathways and a JCS pick)

5766 Physical Education II

California Physical Education Standards can be found at: <http://www.cde.ca.gov/be/st/ss/>

Five credits are equal to approximately 60-75 hours of instruction and activity. This equals 12-15 hours per month. Students are required to keep a log that tracks instruction and activity hours

2491 Physical Education Elective

Each semester is worth 5 credits (may be repeated for credit)

California Physical Education Standards can be found at: <http://www.cde.ca.gov/be/st/ss/>

Five credits are equal to approximately 60-75 hours of instruction and activity. This equals 12-15 hours per month. Students are required to keep a log that tracks instruction and activity hours

2681 PE Adapted

Each semester is worth 5 credits (may be repeated for credit)

Prerequisite: Must meet state criteria Ed Code 5 CCR Sec. 3051.5(a), and section 51241, be referred by medical doctor or have an IEP.

This course will comply with state and local guidelines for testing and evaluation in the area of adaptive physical education. Programs, games and activities are designed to help meet the student's individual needs. Five credits are equal to approximately 60-75 hours of instruction and activity. This equals 12-15 hours per month. Students are required to keep a log that tracks instruction and activity hours.

- Recommended text: *Fitness for Life* published by Scott Foresman (in School Pathways and a JCS pick)

HEALTH

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3210 Health

5.0 units of health is required to graduate, and recommended for 9th graders. This course can be taken for 10.0 units (first and second semester available).

This course is designed to cover diseases and disorders, mental/emotional health, use and misuse of substances, personal health/nutrition, growth, and development (including family life unit), health resources, consumer health, first aid, and safety and community health. This course is required for graduation.

- Recommended texts: *Health* published by Glencoe (in School Pathways and a JCS pick) or for basic students *Life Skills Health* published by AGS (in School Pathways)

LIFE SKILLS

- 7696 Life Skills
- 5665 Food and Nutrition
- 5752 Home Ec
- 5580 Child Dev. Lab
- 6562 Career/Life
- 4730 Money Management
- 6648 Child Care Practicum
- 3251 First Aid
- 5730 Life Management Skills (See course description. This yearlong course is a foundation course.)
- 5550 Child Development (Please see course description. This course is also part of the sequence.)
- 3872 Teacher Prep (Please see course description. This is not Teacher Aide)
- 7862 Child Dev/Ed (Please see course description—part of a sequence)

7696 Life Skills

Each semester is worth 5 credits (may be repeated for credit)

Students begin to successfully prepare for work and home life. The class helps students to manage resources, plan, and develop goals. Students examine the significance of good communication skills and gain skills to understand their relationships with others.

- Recommended texts: *The 7 Habits of Highly Effective Teens* (in School Pathways and a JCS pick, which could be used in conjunction with the following books for a year-long course)
- *Everyday Life Skills* published by AGS (in School Pathways and usually available in the resource center)

5665 Food and Nutrition

Prerequisite: Life Management—recommended. This is a one-year course (10 credits)

This course is designed as a second year course in family and consumer sciences for students to take after Life Management. The students will understand ways to meet personal and family nutritional needs. The student will know the

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relationship between nutrition and wellness, effects of vitamins and minerals (quantity, food content, effect on body, situational needs), how to read and analyze food labels, understand how food preparation affects nutritional value of foods and that nutritional needs vary throughout the life span and by gender, activity level and situation. They will be able to select and prepare meals that contain a proper nutritional balance. Students will understand proper storage and handling techniques and should be able to plan, and prepare and serve food and meals using various techniques. Students will understand and appreciate the cuisine of many cultures.

- Recommended texts: *Nutrition and Wellness*, (in School Pathways and a JCS pick)

5752 Home Ec

Each semester is worth 5 credits (may be repeated for credit)

This course covers a variety of home economics skills such as: consumer knowledge, financial literacy, food safety and preparation, nutrition, menu planning, clothing decisions including clothing care and construction, living spaces, and children and families. The student will learn basic skills that are needed to run a household.

- JCS Curriculum - new 2016 (request course handbook from RC)
- Other choices: *Creative Living*, published by Glencoe/McGraw-Hill (in School Pathways and a special order item), *Today's Teen* and *You: Living, Learning, and Caring* published by The Goodheart-Wilcox Company, Inc. (a special order item)

5580 Child Dev. Lab

Each semester is worth 5 credits (may be repeated for credit)

Students will analyze child development practices by observing and recording behaviors of children from infancy through age eight. Techniques, methods and organization of information concerning the young child will be implemented. Students will learn concepts of effective childcare with an emphasis on communication, problem solving, and how to provide safe and nurturing environments for children.

- Recommended texts: *Approaches to Preschool Curriculum* published by Glencoe/McGraw-Hill, or *Child & Adult Care Professionals* published by Glencoe/McGraw-Hill (both special order items)

6562 Career/Life

Each semester is worth 5 credits (may be repeated for credit)

Students will explore career options as they relate to the careers and lifestyle goals that students set for themselves. They will investigate their interest. Students will learn how to research careers, be successful on the job, stay safe on the job and get along with co-workers. Students will enhance their communication skills, math skills and leadership skills as they relate to the world of work. Students will learn skills such as writing a letter of application, developing an effective resume,

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developing a portfolio of skills, and successfully interviewing for a job. Students will also learn how to manage their money and handle legal matters as they relate to working. Other topics such as social security and income taxes will be explored. Students will explore the current job market for career jobs and do job shadowing.

- Recommended texts: *Career Choices* published by Academic Innovations (in School Pathways and a JCS pick).

6648 Child Care Practicum

Each semester is worth 5 credits (may be repeated for credit)

This course is an internship in a childcare setting, in which students can gain valuable experience caring for children. Students earn credit under the guidance of an adult child care provider while learning routines, such as diapering, toilet learning, napping, snack preparation, and will assist children in their learning and play opportunities. The course is designed to increase understanding of children's behavior and explores effective techniques for dealing with frustrations, aggression and conflict. Students will also learn the importance of child safety and nutrition. Sixty to 75 hours of work as an aide must be completed to earn 5 credits for this class.

- Recommended text: *The Developing Child* and workbook published by Glencoe/McGraw-Hill (in School Pathways and a JCS pick)

3251 First Aid

This is a one-semester class worth 5 credits

This class covers how to prevent injuries with an emphasis on the most frequent types of injuries. Students learn to recognize and respond to emergencies in adults, children, and infants including: breathing problems, shock, cardiac problems, heat emergencies, cold emergencies, sudden illnesses, and poisonings. The class will cover first aid from minor cuts and scrapes to muscle, joint, and bone injuries.

Text : Responding to Emergencies – The American Red Cross (reproducible copy)

4730 Money Management

This is a one-semester class worth 5 credits. This course focuses on financial literacy.

This course prepares students to understand and analyze values, needs, wants, goals and resources in order to make decisions that contribute to personal and family economic stability. Instruction includes the steps in decision making, earning an income, taxes, money management, financial planning, understanding the marketplace, selling methods, retail information, consumer rights and responsibilities, managing credit, housing decisions, and the consumer as part of the national and global economy. This course provides a simulation for financial decision making and personal finance simulation.

- Textbook: *Becoming Money Smart* (Good-heart Wilcox)

JCS High School Course List and Catalog

The following are classes may be taken as an approved three- to four-year course sequence:

Option 1: Life Management, Child Development, Teacher Prep, and Child Development/Education

Option 2: Life Management, Child Development, and Child Development/Education

5730 Life Management Skills

This is a one-year course (10 credits)

The Life Management I course is an introduction to the study of the discipline of Home Economics Careers and Technology (HECT) and equips students with essential skills for living. This Consumer and Family Studies course focuses on teaching students skills for managing personal, family, and work responsibilities, and provides a solid foundation for further study in the CFS content areas and/or for entering one of the eight industry-related Home Economics Related Occupations (HERO) career pathway programs. It provides students with the opportunity to gain life management skills through leadership and career development activities, and through instruction in the seven content areas of child development and guidance; consumer education; family living and parenting education; fashion, textiles and apparel; food and nutrition; housing and furnishings; and individual and family health. Based on the HECT standards, this course provides rigorous, standards-driven instruction, integrates academic and career-technical concepts, and contributes significantly to students' academic achievement.

- Recommended texts: Today's Teen and Today's Teen workbook, and teacher's edition of Today's Teen with great extension activities. Families Today, Shaping your Future, Skills for Living, Young Living, Creative Living, (in School Pathways/special order items) or Living Now, all published by Glencoe/McGraw-Hill (available special order: Glencoe Family and Consumer Sciences Catalog). You: Living, Learning, and Caring published by The Goodheart-Wilcox Company, Inc. (special order item).

5550 Child Development

Prerequisite: one-year of Life Management—recommended . This is a one-year course (10 credits)

This Child Development course is the second in a three-course sequence taught at the high school level. The prerequisite foundation course is Life Management I. Students enrolled in Child Development gain background knowledge needed for careers in child development or teaching. Topics include: parenting; child growth and development; guidance and discipline; abuse and neglect; health and safety; learning, play, and recreation; cultural diversity; and children with special needs. Based on the Home Economics Careers and Technology Consumer and Family Studies content standards, this course provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts, and contributes significantly to students' academic achievement.

- Recommended text: The Developing Child, Glencoe/McGraw-Hill and pathways (in School Pathways and a JCS pick)

3872 Teacher Prep (Introduction to Teaching Careers)

Prerequisite: one-year of Life Management and Child Development—recommended. This is a one-year course (10 credits)

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Do you like to work with younger children in grades K-6 or do you like to work with older students in grades 7-12? This course, Teaching Careers, prepares you for high-reward career opportunities in California's largest industry. The need for teachers and others who work with children, such as librarians and counselors, has never been greater. Seeing children develop and learn can be very rewarding. Learn how to apply knowledge of child development to planning and implementing developmentally appropriate learning activities. Practice guidance and teaching techniques at a variety of elementary or secondary school sites. Take this opportunity to decide what level you want to work with and what route you are going to take to become credentialed. See what a difference you can make in the lives of children with whom you will work! Now it is your turn to inspire the next generation of students.

7862 Child Dev/Ed (Careers in Education)

Prerequisite: Life Management, Child Development—recommended. This is a one-year course (10 credits)

Do you want a career working with children or to enter the teaching profession? This course, Child Development and Education, prepares you for high-reward careers in the largest industry in the economy. Seeing children develop and learn can be very rewarding. The need for teachers and others who work with children and adolescents at all levels has never been greater. Learn how to apply knowledge of child development to planning and implementing developmentally appropriate learning activities for children and adolescents. Practice guidance and teaching techniques in a variety of classroom settings from pre-school through secondary school. Earn a Child Development Assistant Permit from the California Commission on Teacher Credentialing upon completion of the program.

ELECTIVES

The following courses meet JCS graduation requirements for electives, but do not meet the requirements for any other area (unless also listed under another category).

Career Technical Education: [Hospitality, Tourism, and Recreation](#) (link)

5530 Cooking

Each semester is worth 5 credits (may be repeated for credit)

Students learn the fundamentals of food handling and preparation. They prepare meal items and complete meals. Students are involved in the planning and shopping necessary prior to preparing the food. They select recipes and are involved in all stages of cooking and baking. Students will have opportunities to make salads, soups, desserts, entrées, vegetable dishes, and baked goods. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student.

- Recommended texts: *Adventures in Food and Nutrition* (Goodheart-Wilcox) adopted 2014. The text *Culinary Essentials* may also be used for this course; however, supplemental cooking assignments will need to be added to the curriculum.

JCS High School Course List and Catalog

5730 Life Management Skills

This is a one-year course (10 credits)

5665 Food and Nutrition

Prerequisite: Life Management—recommended. This is a one-year course (10 credits)

Career Technical Education: [Building and Construction Trades \(link\)](#)

5312 Wood Gen Shop

Each semester is worth 5 credits (may be repeated for credit)

This is a one-semester course designed to interest the student in woods technology and offer hands-on experience in using woodworking machinery to complete various projects. The course will cover safety, planning, design, materials, jointery, assembly, finishing, and the proper use of hand tools, power tools, and machinery. This course offers all the basic elements necessary as a prerequisite to enroll in the year-long advance woods technology class. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

- Recommended text: *Wood Technology and Processes* published by Glencoe/McGraw-Hill (special order)

5353 Woodcraft

Prerequisite: Wood General Shop. Each semester is worth 5 credits (may be repeated for credit)

The first portion should be devoted to a review of the objectives and safety orientation presented in the Wood General Shop class. This class will cover concepts such as: Cabinet mill technology (face frames, doors, drawers), plastic laminates, and estimation. Students will select "guided-choice" learning projects that enhance the mastery of the cabinet mill technology process. During the second portion of the course, students will be introduced to furniture technology, which includes product selection that incorporates learned techniques of new construction and/or repair and refinishing, upholstery, parquetry, and inlaying. Research will be completed on job availability, pay scale. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

- Recommended text: *Carpentry and Building or Construction* published by Glencoe/McGraw-Hill (special order items)

2494 Masonry I

Each semester is worth 5 credits (may be repeated for credit)

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Internship with a mason required.

Career Technical Education: [Business and Finance](#) (link)

6722 Introduction to Entrepreneurship I

Each semester is worth 5 credits

In this introductory course, student entrepreneurship as a career opportunity. Concepts covered include the role of the entrepreneur, the basics of entrepreneurship, basic business management, idea generation, and more. Students also learn about the formation of a business, writing a business plan, and how to market their products and ideas.

- Recommended text: [*Entrepreneurship*](#) and workbook (Goodheart-Wilcox)

7719 Introduction to Entrepreneurship II

Each semester is worth 5 credits

In the second part of this two course series, students learn about the sales cycle, pricing, credit, and funding. Students also learn the fundamentals of accounting practices and tax laws. Within the course, students learn through collaboration and develop valuable workplace skills. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1919 Introduction to Marketing I

Each semester is worth 5 credits (two semester course)

In these introductory courses, students are introduced to the fundamental concepts that are central to operating a business. Students first learn about cost and profit, business structures, finance, and taxes before moving on to learning about marketing. Students learn about the marketing cycle through the creation of a marketing plan to sell a product or service.

- Textbook: [*Marketing Essentials*](#) (Glencoe) (new home study curriculum 2014)

Career Technical Education: [Education, Child Development, and Family Services](#) (link)

5580 Child Dev. Lab

6648 Child Care Practicum

The following three classes may be taken as an approved three-to-four-year course sequence:

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Option 1: Life Management, Child Development, Teacher Prep, and Child Development/Education

Option 2: Life Management, Child Development, and Child Development/Education

5730 Life Management Skills

This is a one-year course (10 credits)

5550 Child Development

Prerequisite: one-year of Life Management—recommended. This is a one-year course (10 credits)

3872 Teacher Prep (Introduction to Teaching Careers)

Prerequisite: one-year of Life Management and Child Development—recommended. This is a one-year course (10 credits)

7862 Child Dev/Ed (Careers in Education)

Prerequisite: Life Management, Child Development—recommended. This is a one-year course (10 credits)

Career Technical Education: [Fashion and Interior Design](#) (link)

5730 Life Management Skills

This is a one-year course (10 credits)

5720 Home Arts

Each semester is worth 5 credits (may be repeated for credit)

This is an introductory course that gives students the opportunity to explore many home arts. Students are exposed to: interior design, craft making, food design and preparation, and fabric and textile arts. They will complete projects in different mediums. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete.

4251 Textile/Home Art

Each semester is worth 5 credits (may be repeated for credit)

Students will study the interrelationship between textiles and clothing design. They will explore the importance of the textile industry to the fashion industry. Students will develop an understanding of fibers, fabrics, manufacturing techniques, trends, definitions, and uses of textiles. Students will also study the materials and processes used in making fabrics for home furnishings and decor. Students may work on creating textiles and designing their own textiles. The class will cover the care of textiles including the proper storage of antique textile pieces. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set

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curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

Career Technical Education: [Information and Communication Technologies](#) (link)

2147 Computer Program

Each semester is worth 5 credits (may be repeated for credit)

Students are introduced to the concept of computer programming and learn that many program languages exist. They are made aware of HTML, Visual Basic, Java, PHP, C++ and other languages, and they then go on to learn their choice of a programming language in detail. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

4063 Computer Drafting

Each semester is worth 5 credits (may be repeated for credit)

Students are introduced to drafting and architectural design fundamentals and learn how to create drawings of varying complexity using computer drafting software such as CAD. Prerequisite: basic computer skills as outlined in the Computer Skills course description, or equivalent. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

4979 Word Processing

This is a one-semester class worth 5 credits

Students learn how to use a word processor to create different types of documents. They demonstrate the ability to format font, adjust alignment, insert tables of varying width and length, sort information in tables, adjust the page layout, create two- and three-column layouts, adjust spacing, save documents--including "save as" a different name and saving in a specific location on the computer, and make use of various Word Art, AutoShapes, clip art, as well as other pictures using the insert function. Students also memorize the basic short keys for save, print, cut, copy, paste, and find. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student.

- Recommended workbooks: Microsoft Word, Powerpoint, and Excel 2007 (consumable) Goodheart-Wilcox

8516 Computer Skills I

This is a one-semester class worth 5 credits

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This course teaches computer usage skills used in daily life and for work and school. Students learn how to install, uninstall, and run software applications. File storage and retrieval is covered, including copying and saving files under new names, organizing files and folders, customizing the desktop, and backing up files. Students learn the basics of Internet use and safety, including conducting searches and using email with attachments and CC. Students learn essential computer care including proper shut-down and the need for surge protectors. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

8798 Computer Repair

Each semester is worth 5 credits (may be repeated for credit)

This class focuses on the hardware side of computer use and functioning. Students learn the basics of what a computer is, and they are able to identify the various parts and their functions. Students learn how to put together a computer, upgrade components, trouble-shoot various problem scenarios, and fix or replace necessary components. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

0767 Technology

This is a one-semester class worth 5 credits

This is a survey course that presents the student with an overview of technology and an introduction to using various forms of technology. Students learn various definitions of “technology”, how technology has advanced over the past decades, and the impact technology has on cultures and society. Computer technology concepts taught may include Internet use and safety, working with a standard operating system to use and organize programs and information, using common applications such as word processors, and the basics of email use. Other technology concepts might include inventions and the patent process, medical and science advancement through technology, socio-cultural perspectives – including controversies – of technology, and projecting what the future might hold in various areas of technology. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

9562 Computer Animation

This is a one-semester class worth 10 credits

Students learn video game programming and logic as they create worlds and define the movement, properties, and actions of characters. Students will become familiarized with platform video game history and then learn how to create platform specific character movements, power items, level bosses, and other functions as they create their a platform video game. Students will also learn the fundamentals of basic digital animation. They will learn how to create and animate video game

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characters. Students will learn how to create a walk cycle, a jump cycle, and also how to animate their character throwing. These animations will then be used to import their character into Multimedia Fusion for an original video game.

- Recommended curriculum: Introduction to Video Game Design (Goodheart-Wilcox) (take BOTH semester A and B for the year – not recommended as a single semester course with this text)
- Youth Digital Media and Arts Cyber School (vendor program option).

2157 Computer Graphics

Each semester is worth 5 credits (may be repeated for credit)

This course introduces students to the world of graphic arts design using the latest technology. Programs can include Adobe products such as Photoshop and Illustrator, Macromedia's Fireworks, or other programs including open-source products. Students can also opt to create animated graphics using products such as Multimedia Fusion, Tomboy, Macromedia Flash, or other similar products. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

6538 Computer Keyboarding

Each semester is worth 5 credits (may be repeated for credit)

The focus of this class is on building typing skills using a computer keyboard. Students learn how to place their fingers, starting with a "home row" and working out in a sequence defined by standard typing manuals and software programs. Students build both speed and accuracy in touch-typing, aiming towards a goal of 30 wpm the first year, and 50+ wpm if taken a second year. Basic formatting is also taught, including alignment (center, left, right, justified), setting tabs, and spacing. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials. Educational Facilitators and families should consider using Typing Pal.

Career Technical Education: [Transportation](#) (link)

5008 Auto

Each semester is worth 5 credits (may be repeated for credit)

Students' focus is placed in the areas of safety, procedures, manufacturing methods, general and bench tool application and diagnostic systems. Each student will learn the proper use of hand tools, power tools, and machinery by being involved in guided activities. Activities include, but are not limited to, how to change oil, filters, windshield wipers and a tire, check battery and water levels.

- Recommended text: Automotive Excellence, Vol 1, Glencoe/McGraw-Hill (in School Pathways/special order)

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5010 Auto Adv

Prerequisite: one-year 5008 Auto. Each semester is worth 5 credits (may be repeated for credit)

Areas of study include the review and reinforcement of previously learned shop and safety skills. Students will be involved in mastering complete diagnostics of the total automobile. Also, engine tune-ups and basic car maintenance areas will be learned, including, but not limited to, changing breaks, performing tune-ups, and using computer diagnostic testing. Research will be performed on the job skills required for this type of career, shadowing a mechanic, investigating pay scale and employment opportunities will also be included.

Recommended texts: *Automotive Excellence, Vol 1*, Glencoe/McGraw-Hill (in School Pathways/special order) or *Modern Automobile Technology*, Goodheart-Wilcox (special order item from Goodheart-Wilcox)

ENGLISH ELECTIVES

2731 Writing

This is a two-part course recommended to take within one semester (2.5 credits each). May be repeated for credit

In this mandatory writing class for ninth graders. Students will focus on research writing skills in one section, and response to literature in another section (each section will run for 9 weeks). Students will learn about the various purposes and characteristics of writing in different styles. Literary response and the research process will be taught and practiced in depth. Additionally, students will learn the writing processes of brain-storming, outlining, drafting, revision, and publishing writing. Students will have the opportunity to reflect on their growth at the end of each section.

This course is intended to foster students' growth and confidence in writing, support all course success through improved writing skills, and foster a foundation for success in high school and beyond.

NOTE: Both sections of this mandatory ninth grade writing class are required. However, in lieu of this mandatory ninth grade writing class, a student may show proficiency in his/her writing through a performance-based exam or take the class in Grade 8.

1535 Reading

Each semester is worth 5 credits (may be repeated for credit)

This class focuses on developing student reading, decoding and comprehension skills. It provides students with specialized instruction at their particular reading level and seeks to build their skills so that they are better prepared for standardized tests and the High School Exit Exam. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

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1135 Creative Writing

Each semester is worth 5 credits (may be repeated for credit)

This class will provide students with opportunities to analyze and create different literary genres (types) from traditional forms such as: poetry, short fiction and plays to modern forms of creative expression such as screen writing and multimedia scripting. Students will read and analyze poetry, short stories, plays, screenplays, and multimedia projects, keep a journal about their writing process and explore creativity through writing activities. Students can add graphics, video, and sound to their creative writing projects, and publish their works electronically. The writings produced in this course are over-and-above the writings required in their English course. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete.

- Text : Don't Forget to Write: Secondary Grades

1448 Literature

Each semester is worth 5 credits (may be repeated for credit)

This class provides the student with an opportunity to explore all varieties of fictional, prose, and poetic texts with the goal of developing a personal definition of literature. The student will be expected to representation of the work of a given period. The student will express his or her responses critically and encounter, analyze, and evaluate a wide range of texts. He or she will be asked to consider not only how the text affects him or her on a personal level, but also how the text fits in to the historical record as a effectively, both orally and in writing. The texts used in this course are over-and-above those used in their English course. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1501 Novel

Each semester is worth 5 credits (may be repeated for credit)

In this course, the student will understand novels and be able to analyze and critique theme, story elements, and literary devices. They will be able to relate specific novels to self, its time and place of writing, the author's life, current events, and significant literature. The students will write quality themes and critiques analyzing and evaluating particular works. They will read, listen, and view with an open mind to determine their goals, beliefs, and to take a stance. They will compare and contrast novels with movie and broadcast versions on the novels. The novels used in this course are over-and-above those used in their English course. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

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2817 Film as Literature

Each semester is worth 5 credits (may be repeated for credit)

This elective is designed to show students how film is a form of literature. By viewing classic films, students will learn that good films, like good literature, have certain elements in common. Students will be expected to understand motifs, symbols, metaphors, and allusions as they relate to both film and literature. Students will learn how the following elements of film interact scripting, directing, producing, cinematography, editing, music, lighting, sound, special effects, sets/costumes, mise-en-scene, and distribution. In addition, students will learn to recognize the following film genres drama, comedy, western, musical, science fiction, horror, action/adventure, and documentary. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1492 Mythology

Each semester is worth 5 credits (may be repeated for credit)

Students enrolled in the mythology course should expect to study mythological and folk texts from a variety of traditions. They will develop an understanding of the common themes across cultures as well as the unique styles and modes of mythological and folk storytelling, including epic poetry, fairy tales, myths, and folk tales. They will be expected to respond to and analyze texts both in writing and orally. The writings produced in this course are over-and-above the writings required in their English course. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1120 Composition

Each semester is worth 5 credits (may be repeated for credit)

This course focuses on developing student skills in writing in an academic setting. Students will be expected to write a wide range of essays, including comparison-contrast, persuasive, reflective, and researched. They should also expect to develop a clear understanding and facility with proper MLA citation within a document. The writings produced in this course are over-and-above the writings required in their English course. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1582 Speech

Each semester is worth 5 credits (may be repeated for credit)

Students enrolled in this speech course should be able to present quality informative and technical speeches. The student should be able to:

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- select a topic which is appropriate to purpose, audience, situation and expected length
- compose an introduction which catches attention and focuses on the topic present the information in a clear and logical order and use audiovisual support to clarify information
- compose a conclusion which effectively ends a speech and gives audience direction
- develop a topic fully within time limitations with appropriate details and examples
- demonstrate proper eye contact, pace, tone, posture, gestures, and use of audiovisuals and use clear and appropriate general and specific language to deliver the speech.

The student should be able to present quality demonstration and persuasive speeches. They should model good audience behavior and be able to give impromptu speeches. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1658 Photo/Journalism

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

7982 Debate

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

SOCIAL STUDIES ELECTIVES

COLLEGE PREPARATORY SOCIAL STUDIES ELECTIVES

1850 Psychology P

This is a one-year course (10 credits)

This introductory course in psychology is a survey of the multiple aspects of human behavior. It involves a study of the theoretical foundations of human functioning in such areas as learning, motivation, emotions, personality, deviance and pathology, psychological factors and social influence. It directs the student to an insightful understanding of the complexities of human relationships in personal, social, and vocational settings.

- Required text: Glencoe *Understanding Psychology* (JCS set curriculum)

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1883 Sociology P

This is a one-year course (10 credits)

Sociology is a social science course designed to introduce students to the basic concepts of the discipline of sociology. Emphasis will be placed in the following areas: culture, socialization, social stratification, the family, politics, economics, religion and education. Other topics include: deviance, technology, social issues, social change and social organization.

- Required text: Glencoe *Understanding Sociology* (JCS set curriculum)

NON-COLLEGE PREPARATORY SOCIAL STUDIES ELECTIVES

1739 California History

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1929 US History Survey

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1931 Western Civ

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1956 World Geography Inquiry

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student.

- Textbook options: *World Geography* (Glencoe) or *World Geography* (AGS) and workbook.

5795 World Religions

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

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9789 Ancient World Civ

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1802 Geography

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

2036 Macro-Econ

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1794 Philosophy

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

9832 Human Geography

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1721 Anthropology

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1131 Criminal Law

This is an academy class offered at academies, when available.

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title

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does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

- Recommended textbook: Street Law: A Course in Practical Law (Glencoe) 0-07-860019-7 (2005)

3832 Law

This is an academy class offered at academies, when available

This is an option for Home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

- Recommended textbook: Street Law: A Course in Practical Law (Glencoe) 0-07-860019-7 (2005)

SCIENCE ELECTIVES

1560 Equine Science

Each semester is worth 5 credits (may be repeated for credit)

This class is designed for those students with an interest in the horse industry. It will offer the students the opportunity to explore many aspects of horse care and daily management. The students should work both with a textbook and actually caring for horses. Students are required to participate in the handling, grooming, cleaning and caring for the horses. Students will explore careers in the professional horse industry, gaining entry-level skills as well as looking at the college courses and majors that offer advanced degrees in horse science. Students will get practical experience working with horses.

- Recommended books: (all available through Barnes & Nobel as and Amazon as special order items) *KISS Guide to Caring for Your Horse* by David O'Connor, Moira C. Harris, published by Dorling Kindersley Publishing, ISBN: 0789491982, *The Horse Illustrated Guide to Caring for a Horse* by Lesley Ward, published by Bowtie Press, ISBN 1-889540-10-2, *Careers with Horses* by Vicki Hogue-Davies, published by Bowtie Press, ISBN 1-931993-05-X, and *The Junior Master Horseman, Leven One or Level Two* by the American Quarter Horse Association

6567 Ag Management

Each semester is worth 5 credits (may be repeated for credit)

This course covers the basics of livestock and plant production, agriculture mechanics, record keeping, and careers in agriculture. This is a general class for students who are interested in animals, plants, and being outdoors. This class is a first step for anyone interested in agriculture as a career. Both textbook work and projects will be required in this course.

- Recommended text: *Agriscience, Fundamentals, & Applications*, Delmar (special order—Barnes & Noble)

JCS High School Course List and Catalog

6570 Ag Production

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

6577 Animal Care

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

6579 Animal Production

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

9639 Animal/Plt Science

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

9090 Gardening

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

0849 Ag Science

This is an academy class offered at academies, when available.

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

5847 Conceptual Physics

This is an academy class offered at academies, when available.

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This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

3117 Botany

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

3490 Zoology

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

3360 Marine Biology

This is an academy class offered at academies, when available.

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

4638 Forensics

This is an academy class offered at academies, when available.

3580 Astronomy

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

1721 Anthropology

This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

ADDITIONAL ELECTIVE COURSES

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8053 Driver Education

Prerequisite: Must be 15 years old during the semester

This is a one-semester class worth 5 credits (book) or 2.5 online (through an approved JCS vendor).

No credit will be awarded for the behind the wheel portion. The school does not provide the behind the wheel portion of the class, including through an approved vendor.

Satisfies State of California requirement for eligibility for a learners permit. The class focuses on knowledge of the rules of the road and the development of safe driving attitudes and procedures. A credentialed teacher will proctor student tests. Upon completion, teachers will submit the final exam to the JCS office and the Program Director will issue the "pink slip" to show completion of driver education. Upon receipt of the pink slip (mailed to the student), the student can schedule the learners permit test at the local DMV.

- Recommended text: or Drive Right published by Addison-Wesley 2000 (in School Pathways) or vendor order through an approved JCS vendor (see our vendor listings for current vendors).

8400 Work Experience

40 credits maximum throughout high school/10 credits maximum per semester.

WEE is offered to 11th and 12th grade students only.

Prerequisite: Students must have a legally paid job, working at least 10 hours a week to earn 10 credits or 5 hours a week to earn 5 credits at a business location. Self employment or independent contractor status is not allowed. Jobs must be legal, safe, and approved by the Work Experience Education (WEE) coordinator. Students must obtain a valid work permit. Course instruction will focus on developing the students understanding of: the employment cycle, labor laws, income taxes financial awareness, as well as career awareness and readiness. WEE is a 4 semester/2 year program. The course is an elective course, which combines supervised, paid employment in any occupation field with related classroom instruction in employable skills. Students will develop work habits, attitudes, self-confidence, and job skills, that can be used to locate, secure, and retain employment. All materials will be found in the online classroom.

9246 Internship

Each semester is worth 5 credits (may be repeated for credit)

In order to earn credits in an internship, a student must demonstrate interest and motivation in a particular area. The student and parent may work together to develop an internship position in the student's area of interest. Students will work 60 to 75 hours to earn 5 credits for their internship.

9367 Community Volunteer

Each semester is worth 5 credits (may be repeated for credit)

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Students enrolled in Community Volunteer class will earn credit for the volunteer work they do. The student and parent will contact the organization and arrange for volunteer hours. Once the students have committed to volunteering for a group, they will track their hours of volunteer work. Students will earn 5 credits for this work. Five credits are equal to approximately 60-75 hours.

4882 Teacher Aide

Each semester is worth 2.5 credits to 5.0 units depending on hours served (may be repeated for credit)

This is a Pass/Fail course. To earn credit in the teacher aide course, students must be active in a position of teacher aide. Students will work with a teacher and assist the teacher with appropriate tasks as determined by the teacher. Teacher aides will help get materials ready, set up lesson areas, and help with the children as necessary. Sixty to 75 hours of work as an aide must be completed to earn 5 credits for this class. Half that amount may be completed to earn the typical 2.5 credits.

4716 Leadership

Each semester is worth 5 credits (may be repeated for credit)

Students who participate in the leadership class shall take it as member of an academy or, if they are in the home study program, are actively involved in the leadership of a youth organization. Students will work toward becoming proficient at planning, organizing, executing, and evaluating a variety of student activities. Those in Leadership will participate in meetings and take notes. Students will work collaboratively to establish and carry out goals and objectives for the group. Adult leaders and member of the group shall be shown respect. Students will set an example for other youth and will assist in the execution of leadership projects and student activities. Those receiving Leadership credit will Use personal leadership skills with working with peers and other youth. Students will develop leadership skills that will be used in the future.

8161 Study Skills

Each semester is worth 5 credits (may be repeated for credit)

This course is designed to assist students in becoming successful in high school as well as college. Student learning style and learning preferences will be assessed. Students will cover good study habits such as: optimizing study space, organizational skills, and time management. The class covers specific study skills including: highlighting passages, note taking, previewing textbooks and chapters, identifying significant concepts within chapters, learning new vocabulary words, and utilizing active reading strategies. Students will also increase their test preparation skills and learn test-taking strategies. Students will develop research skills and learn how to effectively access and utilize reference materials.

- Recommended text: *Ten Skills You Really Need to Succeed in College* published by McGraw-Hill higher education (a special order item). It is recommended that CP students complete the book in a single semester. Non-CP students may take a year to complete the book.

2417 Symbolic Logic

This is a one-semester course (5 credits)

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This class is only for elective credit. This class does not meet the three-year math requirement to graduate from high school. This is an option for home study students and their parents who are motivated to work actively with their EF to personalize the assignments for the student. Textbooks for this course title are not stocked in the Resource Center. This course title does not have a JCS developed and pre-set curriculum with weekly modules for the student to complete. Home study students wishing to enroll in this course need to use EUs to purchase course materials.

- 1154 College Success
- 1624 Yearbook
- 1360 Film Studies
- 2739 SAT Prep
- 3179 Bible Lit I
- 3180 Bible Lit II
- 8393 Video Production

Test Prep Electives

JCS does not administer the following tests. However, students may obtain test prep books and earn credit for studying independently. Students are advised to contact their Academic Counselor prior to taking the classes listed below.

- 4683 CHSPE Prep
- 2739 SAT Prep
- 2867 GED Science
- 9761 GED Writing
- 2869 GED Social Studies
- 2868 GED Math