

# John Muir Charter Schools

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### R.J. Guess, Administrator

Principal, John Muir Charter Schools

### About Our School

**John Muir Charter School Provides Educational Services to Young People in Service Learning and Vocational Training Programs.**

Founded in 1998, JMCS provides high school education services to the California Conservation Corps, Local Conservation Corps, YouthBuild and WIA programs over 50 separate sites around the state. These state, local, and federal programs employ young adults between the ages of 14 and 25 and provide participants with service learning, vocational and life-skills training and educational opportunities. Federal and state laws also require that these programs provide high school education to participants that do not yet have a diploma. Through memoranda of understandings with these agencies, JMCS provides the high school classes and opportunities for the students to obtain high school diplomas.

### Contact

*John Muir Charter Schools  
12338 McCourtney Rd.  
Grass Valley, CA 95949-9756*

*Phone: 530-272-4008  
E-mail: [rjguess@johnmuircs.com](mailto:rjguess@johnmuircs.com)*

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Nevada County Office of Education
<b>Phone Number</b>	(530) 478-6400
<b>Superintendent</b>	Holly Hermansen
<b>E-mail Address</b>	<a href="mailto:hhermansen@nevco.org">hhermansen@nevco.org</a>
<b>Web Site</b>	<a href="http://www.nevco.org">http://www.nevco.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	John Muir Charter Schools
<b>Street</b>	12338 McCourtney Rd.
<b>City, State, Zip</b>	Grass Valley, Ca, 95949-9756
<b>Phone Number</b>	530-272-4008
<b>Principal</b>	R.J. Guess, Administrator
<b>E-mail Address</b>	<a href="mailto:rjguess@johnmuircs.com">rjguess@johnmuircs.com</a>
<b>Web Site</b>	<a href="http://www.johnmuircs.com">www.johnmuircs.com</a>
<b>County-District-School (CDS) Code</b>	29102982930147

*Last updated: 2/9/2016*

### School Description and Mission Statement - Most Recent Year

#### John Muir Charter Schools Mission

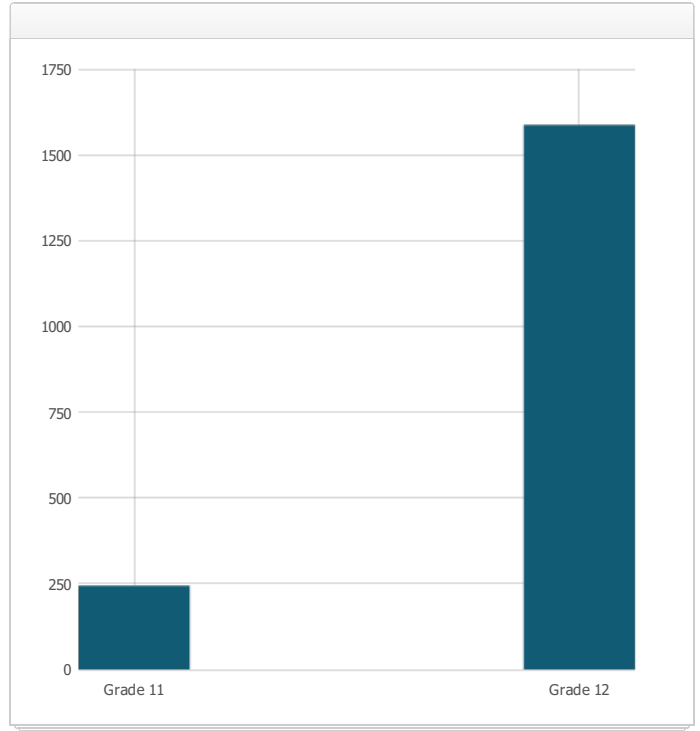
John Muir Charter will significantly improve the academic, vocational, and life-skills of the young adults in the California Conservation Corps, Local Conservation Corps, YouthBuild, Job Corps, and Workforce Investment Act programs, through rigorous, individualized, and caring instruction.

During the 2014-2015 School year, John Muir Charter School implemented two new programs. John Muir Charter School's Counseling Services program began in July 2014, and will serve approximately 1,000 students by the end of July 2015. Over five years, every John Muir Charter School students will have access to comprehensive counseling, life skills and mental health services. In July 2014 John Muir Charter School also began year one of our Career Pathways Trust Grant program, for which we received \$6,000,000 from the State of California. John Muir Charter Schools is the 2015 California Charter School Association Charter School of the Year.

*Last updated: 2/9/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Grade 11	244
Grade 12	1587
Total Enrollment	1831



*Last updated: 2/9/2016*

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	19.3 %
American Indian or Alaska Native	1.1 %
Asian	0.5 %
Filipino	0.5 %
Hispanic or Latino	55.9 %
Native Hawaiian or Pacific Islander	0.5 %
White	11.4 %
Two or More Races	3.7 %
Socioeconomically Disadvantaged	94.6 %
English Learners	19.8 %
Students with Disabilities	3.3 %
Foster Youth	1.3 %

*Last updated: 2/9/2016*

## A. Conditions of Learning

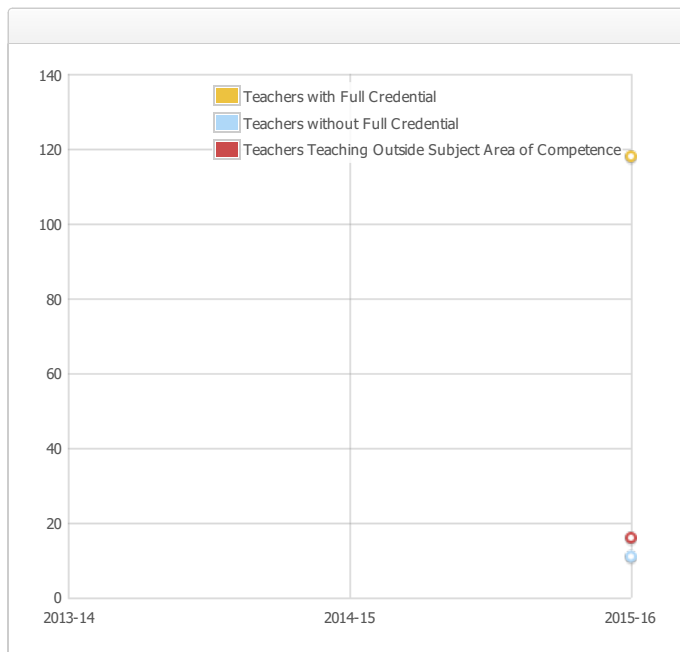
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential			118	118
Without Full Credential			11	11
Teachers Teaching Outside Subject Area of Competence (with full credential)			16	16



Last updated: 2/9/2016

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	32.0%	68.0%
All Schools in District	65.0%	35.0%
High-Poverty Schools in District	64.0%	36.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	5.0%	45.0%	44.0%
Mathematics (grades 3-8 and 11)	1.0%	28.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/9/2016*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	381	160	42.0%	49.0%	13.0%	5.0%	0.0%
Male	381	89	23.4%	49.0%	11.0%	7.0%	0.0%
Female	381	71	18.6%	49.0%	15.0%	3.0%	0.0%
Black or African American	381	15	3.9%	67.0%	7.0%	7.0%	0.0%
American Indian or Alaska Native	381	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	381	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	381	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	381	120	31.5%	51.0%	15.0%	3.0%	0.0%
Native Hawaiian or Pacific Islander	381	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	381	16	4.2%	31.0%	6.0%	13.0%	0.0%
Two or More Races	381	3	0.8%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	381	140	36.7%	49.0%	14.0%	5.0%	0.0%
English Learners	381	48	12.6%	46.0%	15.0%	4.0%	0.0%
Students with Disabilities	381	17	4.5%	53.0%	12.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 2/9/2016*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	381	164	43.0%	65.0%	4.0%	1.0%	0.0%
Male	381	88	23.1%	65.0%	5.0%	1.0%	0.0%
Female	381	76	19.9%	64.0%	3.0%	0.0%	0.0%
Black or African American	381	15	3.9%	87.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	381	0	0.0%	--	--	--	--
Asian	381	1	0.3%	--	--	--	--
Filipino	381	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	381	126	33.1%	66.0%	3.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	381	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	381	14	3.7%	36.0%	14.0%	7.0%	0.0%
Two or More Races	381	2	0.5%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	381	144	37.8%	65.0%	3.0%	1.0%	0.0%
English Learners	381	46	12.1%	72.0%	2.0%	0.0%	0.0%
Students with Disabilities	381	15	3.9%	80.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 2/9/2016*

## Career Technical Education Programs (School Year 2014-15)

Throughout the state, the Career Pathways Team (CPT) worked with JMCS students to prepare them for career and college success and, most importantly, celebrated graduations! During the summer break the CPT worked to identify additional student support resources, strengthen relationships with community colleges and workforce development partners, and design career pathway tracks within the JMCS industry sectors for a successful 2014-2015 school year.

In 2014-2015 the JMCS Career Pathways Trust (CPT) completed the development of the JMCS My Career and Education Pathway (MyCEP) curriculum and will be working with the CCC to offer this comprehensive work readiness curriculum to students in those programs starting October 2015. The CPT is making headway with pathway development in the four identified industry sectors. For example, Specialists are working with GRID Alternatives to design and implement solar install and sales training programs in multiple regions. Specialists have also identified the National Retail Federation Customer Service and Sales Certification as a nationally recognized certification in the Hospitality, Recreation and Tourism sector and will begin piloting this certification in multiple regions by the end of this academic school year. The CPT has connected with the statewide America's Job Center of California network to offer "On the Job Training" (OJT) opportunities and work opportunities to our students. The CPT has connected with the statewide community college network to promote post-secondary education, Career Technical Education trade programs and offer dual enrollment programs to students who are ready for college level curriculum.

*Last updated: 2/9/2016*

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%



# State Priority: Other Pupil Outcomes

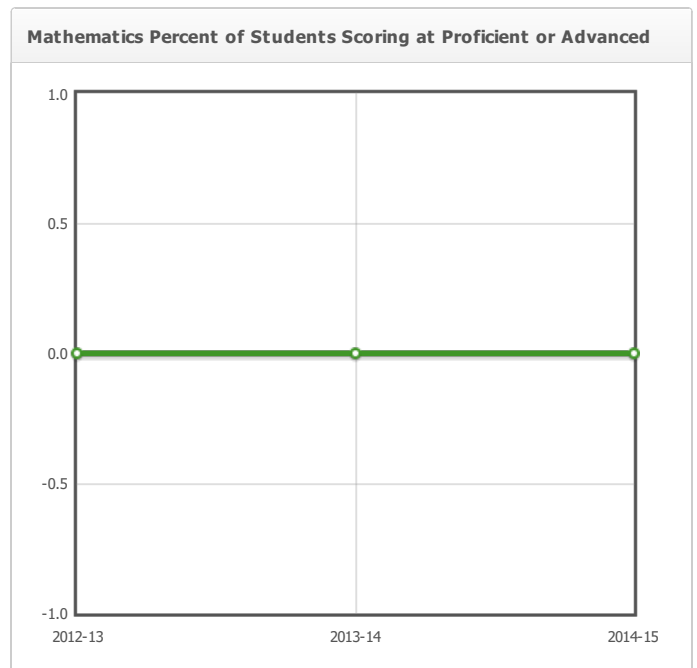
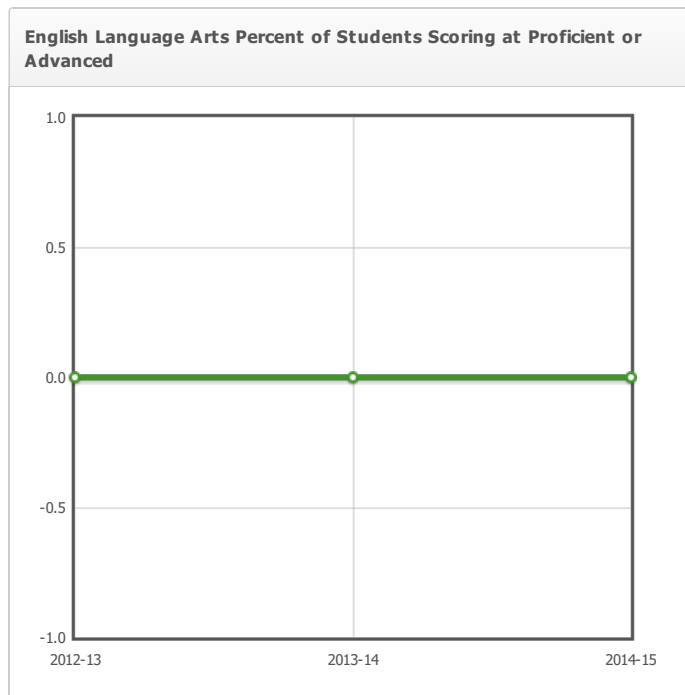
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	52.0%	21.0%	21.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	46.0%	19.0%	18.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/9/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	54.0%	26.0%	20.0%	59.0%	34.0%	6.0%
All Students at the School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/9/2016

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/9/2016

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

Only approximately 3% of JMCS students in the 2014-2015 school year were below age 18. Those small number of students do have regular contact with JMCS teachers and Directos, and are invited regularly to participate in school activities, meetings and the LCAP process. For those students over age 18, JMCS considers our partnering agencies the "parents" of students. JMCS teachers and staff meet daily with our partnering agency staff, planning and implementing the holistic academic, vocational, life skills and leadership programs JMCS provides to students.

### State Priority: Pupil Engagement

*Last updated: 2/9/2016*

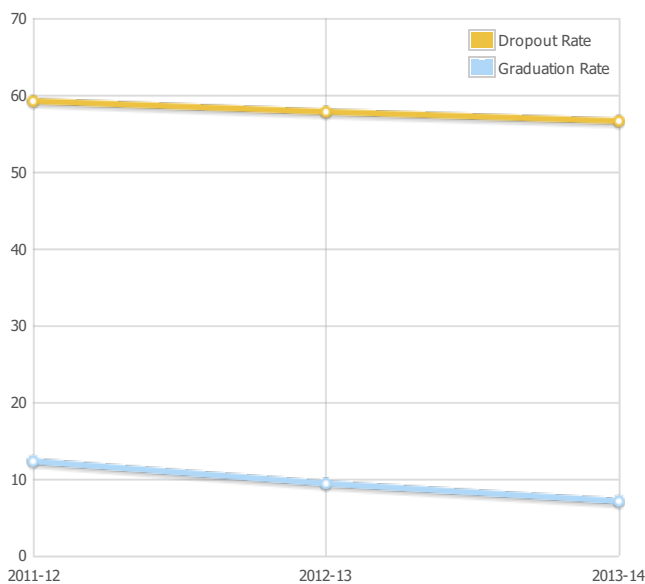
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	59.2%	57.8%	56.6%	33.0%	32.8%	32.8%	13.1%	11.4%	11.5%
Graduation Rate	12.30	9.40	7.10	49.30	49.40	46.00	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 2/9/2016*

**Completion of High School Graduation Requirements**

Student Group	Graduating Class of 2014		
	School	District	State
All Students	44	48	84
Black or African American	39	39	76
American Indian or Alaska Native	57	45	78
Asian	47	48	92
Filipino	42	46	96
Hispanic or Latino	28	44	81
Native Hawaiian or Pacific Islander	73	40	83
White	48	74	89
Two or More Races	39	47	82
Socioeconomically Disadvantaged	45	44	81
English Learners	48	28	50
Students with Disabilities	46	81	61
Foster Youth	--	--	--

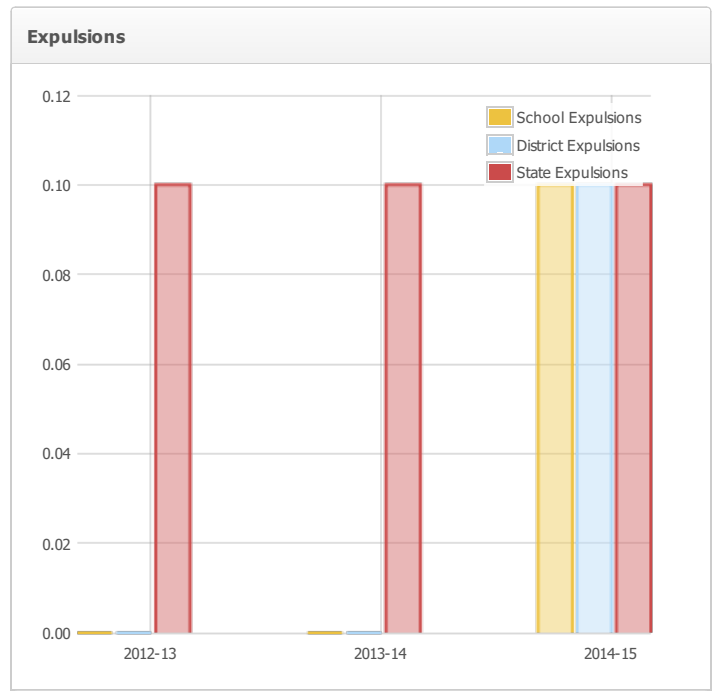
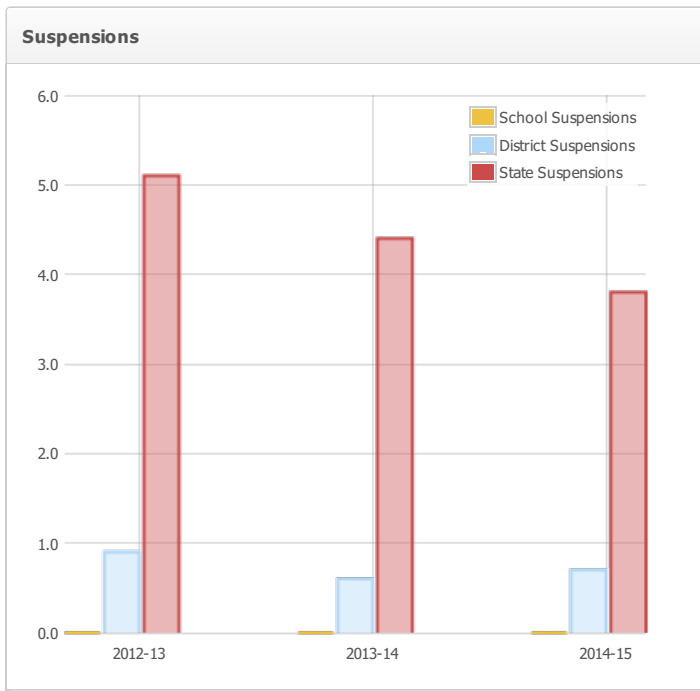
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	0.9	0.6	0.7	5.1	4.4	3.8
Expulsions	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1



Last updated: 2/9/2016

## School Safety Plan - Most Recent Year

JMCS has an extensive, board approved safety plan developed in coordination with the Nevada County Superintendent of Schools.

Last updated: 2/9/2016

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	N/A	N/A	
Met Participation Rate - English Language Arts	N/A	N/A	
Met Participation Rate - Mathematics	N/A	N/A	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	N/A	N/A	
Met Graduation Rate	N/A	N/A	

*Last updated: 2/9/2016*

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

*Last updated: 2/9/2016*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10.0	88	9	6	11.0	114	12	5	12.0	94	8	10
Mathematics	11.0	105	12	11	12.0	113	9	13	11.0	125	5	10
Science	12.0	56	6	8	11.0	80	5	9	9.0	97	10	5
Social Science	10.0	143	10	15	12.0	177	14	13	10.0	207	23	10

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/9/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	3.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

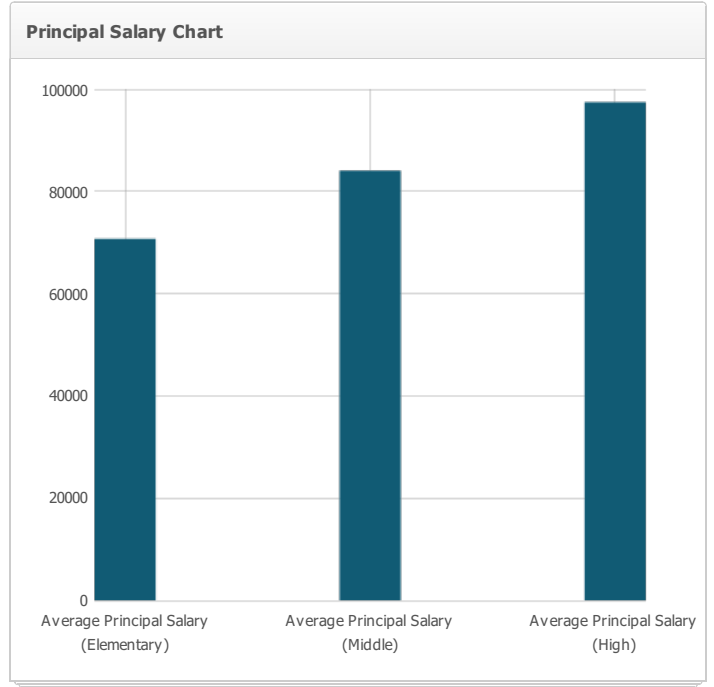
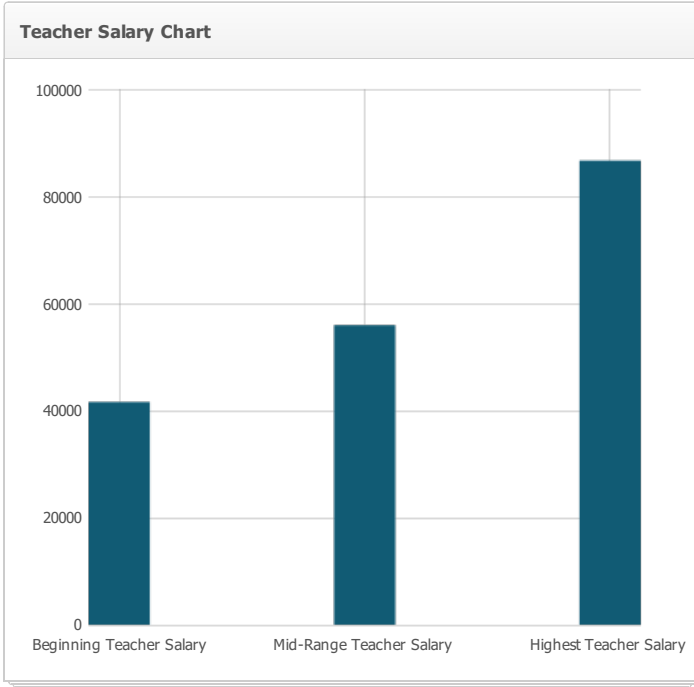
\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/9/2016

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,600	--
Mid-Range Teacher Salary	\$55,947	--
Highest Teacher Salary	\$86,654	--
Average Principal Salary (Elementary)	\$70,720	--
Average Principal Salary (Middle)	\$84,064	--
Average Principal Salary (High)	\$97,448	--
Superintendent Salary	\$129,717	--
Percent of Budget for Teacher Salaries	48.0%	--
Percent of Budget for Administrative Salaries	8.0%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 2/9/2016*

**Professional Development – Most Recent Three Years**

in 2014-2015 JMCS provided 5 days annually (40 hours) of professional development to teachers through our annual in-services in October, January and April. Teacher attended a variety of workshops and course provided by and coordinated by the teacher led JMCS professional development committee. The professional development is set into three year blocks with coordinated trainings that build on eachother; JMCS admin, the professional development committee and regional teacher leaders follow up with JMCS teachers throughout the school year to assist in implimenting professional development programs into daily instruction.

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