

# John Muir Charter School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	John Muir Charter School
<b>Street</b>	117 New Mohawk Rd. Suite 117
<b>City, State, Zip</b>	Nevada City, Ca 95959
<b>Phone Number</b>	530.272.4008
<b>Principal</b>	R.J. Guess
<b>Email Address</b>	rjguess@johnmuircs.com
<b>Website</b>	www.johnmuircs.com
<b>County-District-School (CDS) Code</b>	29102982930147

Entity	Contact Information
District Name	John Muir Charter Schools
Phone Number	530-272-4008
Superintendent	R.J. Guess
Email Address	rjguess@johnmuircs.com
Website	www.johnmuircs.com

### School Description and Mission Statement (School Year 2019-20)

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 11	135
Grade 12	604
Total Enrollment	739

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	16
American Indian or Alaska Native	0.7
Asian	2.2
Filipino	0.5
Hispanic or Latino	61.4
Native Hawaiian or Pacific Islander	0.3
White	12.2
Two or More Races	5.8
Socioeconomically Disadvantaged	96.1
English Learners	18
Students with Disabilities	11.1
Foster Youth	2.7
Homeless	9.3

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	57	43	44	44
Without Full Credential	7	7	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** November 2017

In 2005, John Muir Charter Schools adopted the AGS textbook series for all core subject areas. While JMCS is continuing to adapt new curricula and using on-line credit recovery programs, the AGS textbook series continues to be the most accessible for our student population. This year, in 2019-2020, we have adopted a variety of supplemental instructional materials in English, math, science and history-social science that teachers and students have available to them. Our classrooms have sufficient instructional materials for all students. The CA State Board of Education does not officially adopt textbooks or instructional materials for Grades 9-12; however, our textbook adoptions are in line with CA content standards, CCSS and recommended SBE guidelines.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	AGS Basic English/2005 AGS American Literature/2005 AGS World Literature/2005 Rosetta Stone/2008 Reading with Relevance/2017 Scholastic ID/2017 New Readers Press/2017	No	0
<b>Mathematics</b>	AGS Basic Math/2005 AGS Pre-Algebra/2005 AGS Algebra/2005 AGS Geometry/2005 JUMP Math/2017 Mathalicious/2017	No	0
<b>Science</b>	AGS Earth Science/2005 AGS Physical Science/2005 AGS Biology/2005 EEI (Education and the Environment Initiative)/2017 HASPI Human Biology/2017 SEI: Strategic Energy Innovations - Energy Education/2017	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	AGS US History/2005 AGS World History/2005 AGS US Government/2005 AGS Economics/2005 The DBQ Project/2017	No	0
<b>Foreign Language</b>	Rosetta Stone/2008	No	0
<b>Health</b>	AGS Life Skills/Health/2005	No	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

John Muir Charter Schools sites are clean, safe and provide a welcome educational environment. In the 2018-2019 school year all JMCS facilities are leased.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

### Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		
<b>Interior:</b> Interior Surfaces		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		
<b>Electrical:</b> Electrical		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		
<b>Safety:</b> Fire Safety, Hazardous Materials		
<b>Structural:</b> Structural Damage, Roofs		

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences		
<b>Overall Rating</b>		

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	5	6	43	47	50	50
Mathematics (grades 3-8 and 11)	0	1	29	31	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	107	66.05	33.95	5.66
Male	93	62	66.67	33.33	4.92
Female	69	45	65.22	34.78	6.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	94	69.63	30.37	3.23
Native Hawaiian or Pacific Islander					
White	12	9	75.00	25.00	33.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	153	101	66.01	33.99	6.00
English Learners	41	27	65.85	34.15	0.00
Students with Disabilities	23	17	73.91	26.09	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	102	62.96	37.04	0.99
Male	93	58	62.37	37.63	1.72
Female	69	44	63.77	36.23	0.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	89	65.93	34.07	0.00
Native Hawaiian or Pacific Islander					
White	12	9	75.00	25.00	11.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	153	96	62.75	37.25	0.00
English Learners	41	26	63.41	36.59	0.00
Students with Disabilities	23	17	73.91	26.09	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

In 2018-2019 the JMCS Career Pathways Trust Program (CPT) administered state-wide the JMCS My Career and Education Pathway (MyCEP) curriculum and is working with the CCC, Local Conservation Corps, YouthBuild and WIOA programs to deliver to students comprehensive work readiness curriculum. The CPT delivers pathway instruction and training in 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. The CPT program also implemented statewide the National Retail Federation Customer Service and Sales Certification as a nationally recognized certification in the Hospitality, Recreation and Tourism sector after a successful pilot program in 2014- 2015. 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. The CPT program offers multiple career tracks in Hospitality, Recreation, and Tourism; Medical and Medical Technology, Agriculture and Natural Resources, and Energy and Utilities sectors across California.



### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1265
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	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 physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Only 20% of JMCS students in the 2018-2019 school year were below age 18. Those small number of students do have regular contact with JMCS teachers and Directors 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

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	56.7	50.4	53.9	11.2	49.6	61.9	9.7	9.1	9.6
Graduation Rate	17.5	18.2	15.9	85.1	25	23.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.7	0.7	0.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	8	80	8	2	8	87	5	1	7	78	7	1
Mathematics	7	110	5	3	6	108	3	1	6	88	3	1
Science	8	74	2	4	7	66	3	2	6	62	4	
Social Science	8	171	8	5	7	154	9	2	8	107	7	4

\*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.

## Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

## Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,851.74	1,659.31	12,192.43	60,747.94
District	N/A	N/A	12,192.43	60,747.94
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	60,747.94
Percent Difference - School Site and State	N/A	N/A	47.6	0.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

in 2018-2019 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 JMCS professional development cycle is set in three-year blocks with coordinated trainings that build on each other; JMCS admin, the professional development committee, and regional teacher leaders follow up with JMCS teachers throughout the school year to assist in implementing professional development programs into daily instruction.