

John Muir Charter Schools

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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.

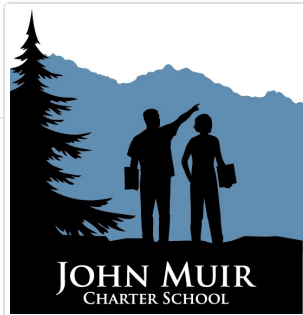
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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 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.



Richard 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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Nevada County Office of Education	School Name	John Muir Charter Schools
Phone Number	(530) 478-6400	Street	12338 McCourtney Rd.
Superintendent	Holly Hermansen	City, State, Zip	Grass Valley, Ca, 95949-9756
E-mail Address	hhermansen@nevco.org	Phone Number	530-272-4008
Web Site	http://www.nevco.org	Principal	Richard Guess, Administrator
		E-mail Address	rjguess@johnmuircs.com
		County-District-School (CDS) Code	29102982930147

Last updated: 1/18/2017

School Description and Mission Statement (School Year 2016-17)

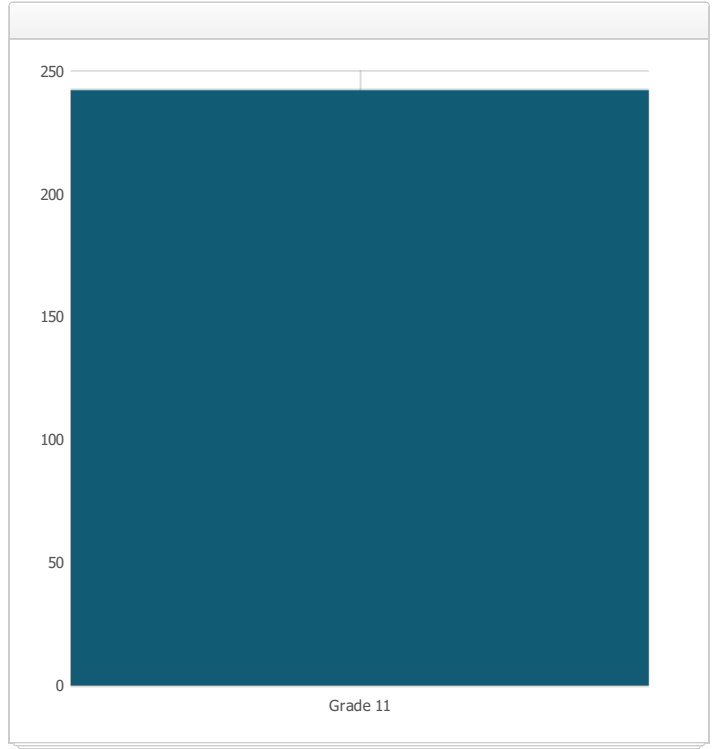
John Muir Charter Schools Mission

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 leading to lifelong, sustainable employment.

Last updated: 1/18/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 11	242
Grade 12	896



Last updated: 1/18/2017

A. Conditions of Learning

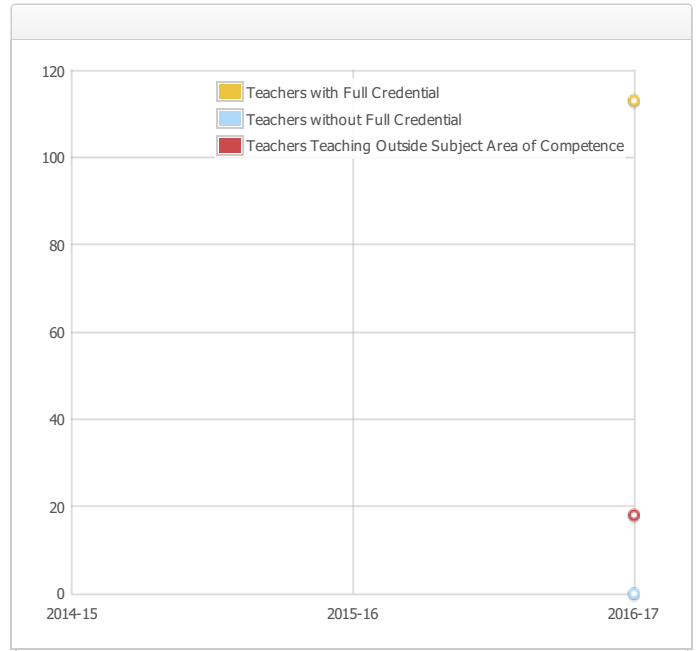
State Priority: Basic

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	
	2014-15	2015-16	2016-17	2016-17
With Full Credential			113	
Without Full Credential			0	
Teachers Teaching Outside Subject Area of Competence (with full credential)			18	



Last updated: 2/1/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	60.0%	40.0%
All Schools in District	77.0%	23.0%
High-Poverty Schools in District	77.0%	23.0%
Low-Poverty Schools in District	0.0%	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.

Last updated: 2/1/2017

School Facility Conditions and Planned Improvements

John Muir Charter Schools sites are clean, safe and provide a welcome educational environment. In the the 2015-2016 school year all JMCS facilities are leased.

Last updated: 2/1/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	7.0%	9.0%	42.0%	44.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	1.0%	--	26.0%	29.0%	34.0%	36.0%

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: 2/1/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	407	187	46.0%	8.8%
Male	258	126	48.8%	8.4%
Female	149	61	40.9%	9.4%
Black or African American	58	26	44.8%	4.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	270	126	46.7%	5.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	16	44.4%	31.3%
Two or More Races	14	3	21.4%	33.3%
Socioeconomically Disadvantaged	366	175	47.8%	8.7%
English Learners	83	32	38.6%	--
Students with Disabilities	34	20	58.8%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 2/1/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	406	180	44.3%	--
Male	259	118	45.6%	--
Female	147	62	42.2%	--
Black or African American	57	24	42.1%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	269	119	44.2%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	18	48.7%	--
Two or More Races	14	4	28.6%	--
Socioeconomically Disadvantaged	364	166	45.6%	--
English Learners	83	30	36.1%	--
Students with Disabilities	34	20	58.8%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 2/1/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	0.0%	--	50.0%	0.0%	58.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 2/1/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 2/1/2017

Career Technical Education Programs (School Year 2015-16)

In 2015-2016 the JMCS Career Pathways Trust Program (CPT) implemented 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 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. 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 now offers multiple career tracks in multiple sectors across California.

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 area of physical education

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 (School Year 2016-17)

Only approximately 4% of JMCS students in the 2015-2016 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

Last updated: 2/1/2017

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

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

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	51	52	85
Black or African American	46	46	77
American Indian or Alaska Native	32	36	75
Asian	100	100	99
Filipino	67	67	97
Hispanic or Latino	49	46	84
Native Hawaiian or Pacific Islander	38	38	85
White	72	80	87
Two or More Races	43	41	91
Socioeconomically Disadvantaged	47	47	77
English Learners	38	32	51
Students with Disabilities	100	100	68
Foster Youth	--	--	--

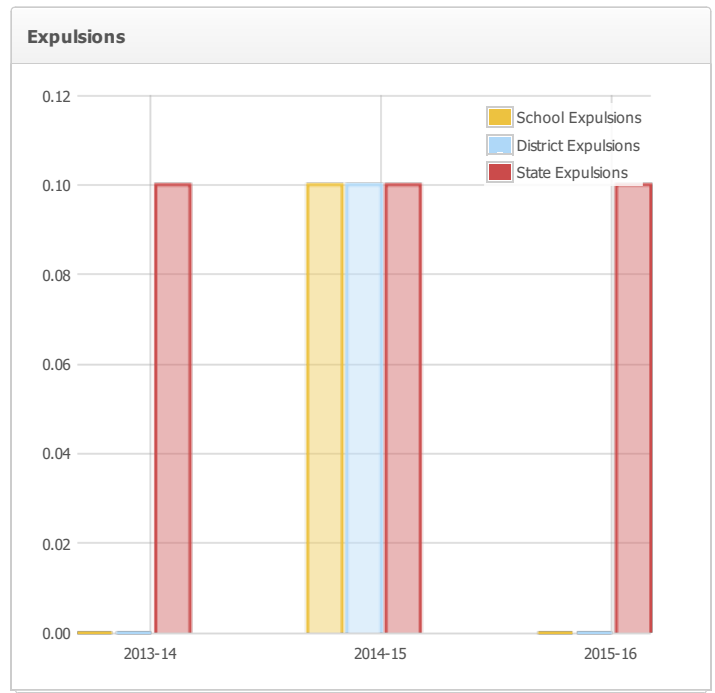
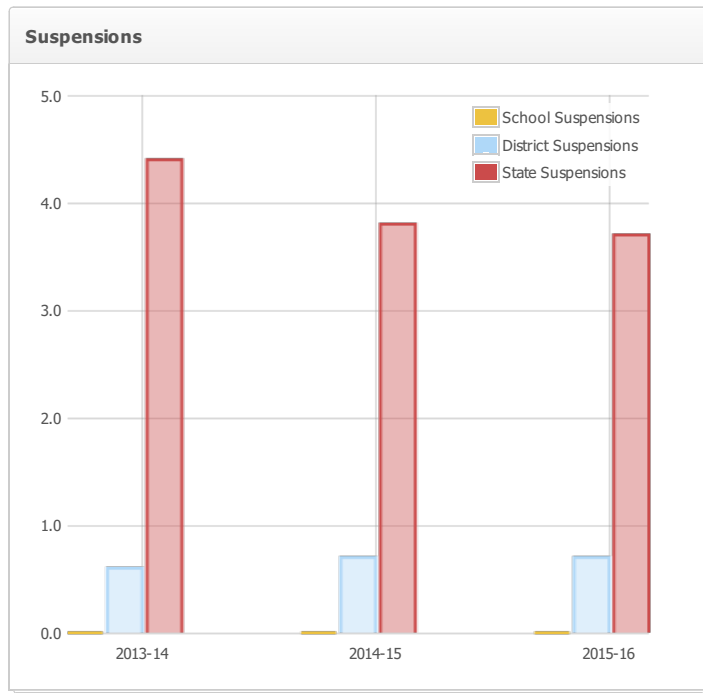
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.6	0.7	0.7	4.4	3.8	3.7
Expulsions	0.0	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

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

Last updated: 2/1/2017

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	11.0	114	12	5	12.0	94	8	10				
Mathematics	12.0	113	9	13	11.0	125	5	10				
Science	11.0	80	5	9	9.0	97	10	5				
Social Science	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: 2/1/2017

Professional Development

in 2015-2016 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 three-year 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 implementing professional development programs into daily instruction.

Last updated: 2/1/2017