

# John Muir Charter School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <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 at <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<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>E-mail Address</b>	rjguess@johnmuircs.com
<b>Web Site</b>	
<b>CDS Code</b>	29102982930147

District Contact Information	
District Name	John Muir Charter Schools
Phone Number	530-272-4008
Superintendent	R.J. Guess
E-mail Address	rjguess@johnmuircs.com
Web Site	www.johnmuircs.com

### School Description and Mission Statement (School Year 2018-19)

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 2017-18)

Grade Level	Number of Students
Grade 11	180
Grade 12	713
<b>Total Enrollment</b>	<b>893</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	13.9
American Indian or Alaska Native	0.8
Asian	1.5
Filipino	0.4
Hispanic or Latino	65.5
Native Hawaiian or Pacific Islander	0.3
White	11.4
Socioeconomically Disadvantaged	94.7
English Learners	19.3
Students with Disabilities	5.8
Foster Youth	1.7

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	113	57	43	43
Without Full Credential	0	7	7	7
Teaching Outside Subject Area of Competence (with full credential)	18	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	7	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	18	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 2018-19)

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. This textbook series continues to be the most accessible for our student population. This year, in 2018-2019, 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	AGS Basic Math/2005 AGS Pre-Algebra/2005 AGS Algebra/2005 AGS Geometry/2005 JUMP Math/2017	No	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Mathalicious/2017		
<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
<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.

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	5.0	5.0	44.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	1.0	0.0	30.0	29.0	37.0	38.0

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.

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	148	56.70	4.73
Male	164	95	57.93	2.11
Female	97	53	54.64	9.43
Black or African American	20	13	65.00	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	210	122	58.10	4.92
White	13	4	30.77	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	242	138	57.02	4.35
English Learners	72	39	54.17	0.00
Students with Disabilities	35	21	60.00	4.76
Foster Youth	12	4	33.33	0.00

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	144	55.17	0
Male	164	87	53.05	0
Female	97	57	58.76	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	210	116	55.24	0
White	13	3	23.08	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	242	138	57.02	0
English Learners	72	37	51.39	0
Students with Disabilities	35	20	57.14	0
Foster Youth	12	4	33.33	0

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

In 2016-2017 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.

## 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 2018-19)

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	62.3	56.7	50.4	38.9	11.2	49.6	10.7	9.7	9.1
Graduation Rate	13.7	17.5	18.2	39.2	85.1	25.0	82.3	83.8	82.7

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

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	69.9	71.4	88.7
Black or African American	58.5	59.0	82.2
American Indian or Alaska Native	50.0	61.5	82.8
Asian	50.0	63.6	94.9
Filipino	50.0	50.0	93.5
Hispanic or Latino	70.7	69.3	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	84.5	87.8	92.1
Two or More Races	66.7	72.1	91.2
Socioeconomically Disadvantaged	66.5	69.7	88.6
English Learners	35.3	48.0	56.7
Students with Disabilities	71.7	81.5	67.1
Foster Youth	75.0	68.4	74.1

**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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	0.7	0.7	0.7	3.7	3.7	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 2018-19)**

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10.0	103	11	5	8.0	80	8	2	8.0	87	5	1
Mathematics	8.0	136	9	4	7.0	110	5	3	6.0	108	3	1
Science	7.0	89	5	3	8.0	74	2	4	7.0	66	3	2
Social Science	9.0	174	10	14	8.0	171	8	5	7.0	154	9	2

Note: 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.



**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	13,851.74	1,659.31	12,192.43	60,747.94
<b>District</b>	N/A	N/A	12,192.43	
<b>Percent Difference: School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$7,125	
<b>Percent Difference: School Site and State</b>	N/A	N/A	52.5	

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.

**Professional Development (Most Recent Three Years)**

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.