

**John Muir Charter Schools**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	John Muir Charter Schools
Street	117 New Mohawk Rd. Suite 117
City, State, Zip	Nevada City, Ca 95959
Phone Number	530.272.4008
Principal	Mike Wegner
Email Address	mwegner@johnmuircs.com
Website	www.johnmuircs.com
County-District-School (CDS) Code	29102982930147

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	John Muir Charter Schools
Phone Number	5302724008
Superintendent	Mike Wegner
Email Address	mwegner@johnmuircs.com
Website	www.johnmuircs.com

## School Description and Mission Statement (School Year 2020-2021)

John Muir Charter Schools (JMCS) is a WASC accredited high school that specializes in serving the educational needs of young men and women, most between the ages of 16 and 25, who are seeking to improve their lives by earning a high school diploma while participating in vocational training opportunities. JMCS partners with state, local and federal programs such as the CA Conservation Corps, Local Conservation Corps, YouthBuild and Workforce Innovation and Opportunity Act programs which provide part-time and full-time vocational training for students. JMCS is the educational provider for these programs and commits to serving all students in need of a high school diploma who enroll in these programs. JMCS teachers work closely with partner agency staff to seamlessly integrate the work, life skills, community service and academic experiences of students. We are a committed and passionate team of educators dedicated to serving some of the most high-need students in the state and ensuring they graduate with the ability to attain lifelong, sustainable employment and become active and productive citizens in their communities. 100% of JMCS students are former high school dropouts; our students have attended an average of two schools before JMCS. Students enroll with JMCS because they are ready to change their lives and prepare themselves for a more successful future. 95% of our students are either low-income, homeless or foster youth or some combination of the three. They arrive with many challenges and barriers, such as housing instability, mental health challenges, addiction, lack of transportation, lack of childcare and basic academic skill deficiencies. We work diligently to support each student's individual needs by addressing academic, vocational and social-emotional development through a personalized approach. In addition to offering tailored and engaging standards-based academic instruction towards a high school diploma, JMCS also provides classes in life skills, job readiness, career pathways, parenting, suicide prevention and anger management. Our school sites offer multiple wrap-around services for students, such as special education support, case management, caseworkers, probation, WIC, EBT, and other social services. When possible, JMCS works to coordinate with other service providers in order to gain insights and recommendations about how to increase and maintain student success in our programs.

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 2019-2020)

Grade Level	Number of Students
Grade 10	82
Grade 11	190
Grade 12	336
<b>Total Enrollment</b>	<b>608</b>

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	11
American Indian or Alaska Native	0.7
Asian	1.5
Filipino	1
Hispanic or Latino	68.9
Native Hawaiian or Pacific Islander	0.5
White	10.7
Two or More Races	5.8
Socioeconomically Disadvantaged	96.1
English Learners	21.4
Students with Disabilities	9.9
Foster Youth	2.1
Homeless	8.2

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	43	44	41	41
Without Full Credential	7	5	8	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** January 2021

In 2020, John Muir Charter Schools has transitioned to full use of Odysseyware, an online credit recovery platform aligned with state standards and updated annually. Some sites continue to use the AGS textbook series for core subject areas, which was last adopted in 2005 as this curricula remains one of the more accessible for our student population. Last year, in 2019-2020, we 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 Odysseyware/2020	Yes	0
<b>Mathematics</b>	AGS Basic Math/2005 AGS Pre-Algebra/2005 AGS Algebra/2005 AGS Geometry/2005 JUMP Math/2017 Mathalicious/2017 Odysseyware/2020	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<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 Odysseyware/2020	Yes	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 Odysseyware/2020	Yes	0
<b>Foreign Language</b>	Rosetta Stone/2008	Yes	0
<b>Health</b>	AGS Life Skills/Health/2005 Odysseyware/2020	Yes	0
<b>Visual and Performing Arts</b>	N/A	No	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	HASPI Human Biology/2017	Yes	0

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

### School Facility Conditions and Planned Improvements

John Muir Charter Schools sites are clean, safe and provide a welcome educational environment. In the 2020-21 school year all JMCS facilities are leased. Inspection and maintenance is conducted by the property managers at the various locations.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

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

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

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	6	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	1	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	2	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

In 2019-2020 the JMCS Career Pathways Trust Program (CPT) was administered statewide. This program includes general career and college awareness and preparation curriculum across multiple industry sectors. Additionally every JMCS site is working with a federally or state supported work training program, either with the California Conservation Corps (CCC), a certified Local Conservation Corps, YouthBuild or WIOA program to deliver to students comprehensive work readiness curriculum. The CPT delivers pathway instruction and training in four identified industry sectors. The specific pathways and accompanying training, certification and activities vary by location. For example, in some areas students are working with GRID Alternatives to design and implement solar install and sales training programs within the energy and utilities pathway. Our CCC locations provide training and work experience in the natural resources pathway. Many of the WIOA locations focus on the National Retail Federation Customer Service and Sales Certification as a nationally recognized certification in the Hospitality, Recreation and Tourism sector. 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. At this time the school does not offer CTE courses directly due to the dispersed nature of the school across a large geographic area.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

Only 9% of JMCS students in the 2020-21 school year are below age 18. The parents of these students 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 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
Dropout Rate	50.4	53.9	49	49.6	61.9	70.2	9.1	9.6	9
Graduation Rate	18.2	15.9	23.8	25	23.3	22	82.7	83	84.5

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.7	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

JMCS has an extensive, board approved safety plan developed in coordination with and approved by the Nevada County Superintendent of Schools. The safety plan is reviewed and updated annually in January, with board approval in February or March. The safety plan includes an assessment of anticipated hazards that would endanger school staff and students, along with outlining the plan for responding to these situations and the chain of command for response.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	8	87	5	1	7	78	7	1				
Mathematics	6	108	3	1	6	88	3	1				
Science	7	66	3	2	6	62	4					
Social Science	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,794.82	2,343.49	11,451.33	61,015
District	N/A	N/A	11,451.33	61,015
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	38.6	

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

### Types of Services Funded (Fiscal Year 2019-2020)

John Muir Charter Schools' primary program focus is providing instruction toward a high school diploma. Curriculum and instruction is offered to cover all the core subject areas required to graduate along with computer skills, health and a variety of electives. Staff conduct skills assessments and transcript analysis to develop an individualize plan for each student that meets their unique credit goals and skill needs to get them to graduation. Additionally, the school offers career and life skills development and access to vocational training through our partnerships. 1-on-1 tutoring is available for students requiring additional support and the school provides access to mental health services, both group and individual counseling. The school also provides connections to local organizations who can assist students with other supportive services.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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 2019-2020)

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Social Science		N/A
All courses		

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

In 2020-21, JMCS is providing five days (30 hours) of professional development to all staff through our annual in-services in October, December, March and May. Staff attend a variety of workshops coordinated by the Director of Professional Development. Workshop content is determined based on our annual spring review of student achievement data from our local assessments as well as through staff input and alignment with our schoolwide goals. The JMCS professional development cycle is set in three-year blocks with coordinated trainings that build on each other. This year, PD has focused on courageous conversations about race, effective distance learning strategies and mental health and wellness. PD has also included opportunities to explore new curriculum and course outlines. Workshops have been delivered virtually this year and include a variety of participation and discussion strategies to ensure engagement and meaning meaning opportunities for staff. Teachers and staff are supported in their implementation of PD strategies and concepts through ongoing optional PD opportunities, such as monthly conversations and reflections, as well as through director meetings and class visits.