



John Muir Charter Schools
960 McCourtney Road Suite E
Grass Valley CA 95949
Phone: 530.272.4008
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Web: www.johnmuircs.com

John Muir Charter Schools Meeting of the Board of Directors

Wednesday, February 14, 2024

10:00 a.m.

Sacramento Regional Conservation Corps
6101 27th St, Sacramento,
CA 95822

Join Zoom Meeting
Meeting ID: 87439401170

Audio of this meeting will be recorded

AGENDA

1. Meeting Call to Order

2. Introductions

3. Oral Communications/Public Comments: Recognition of individuals wishing to comment on non-agenda items may do so at this time. Individuals who wish to address an agenda item may do so at this time or at the time the agenda item is heard. After being recognized by the board president, please identify yourself. No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, board members will not respond to presentations and no action can be taken. However, the board may give directions to staff following a presentation.

5. Additions to the Agenda

6. Adoption of the Agenda

7. Informational/Action Items

A. Closed Session:

- a. Personnel Matters - Public Employee Performance Evaluation: CEO (Gov. Code §54957)
- b. Personnel Matters - Public Employee Performance Evaluation: COO and Regional Directors (Gov. Code §54957)
- c. Report out from the closed session

- B. Approval of the Minutes of the Regular Board Meeting Wednesday, January 10, 2024 (Attachment 1, Page 4)
- C. Approval of Vendor Payments 12/26/23 - 01/25/24 (Attachment 2, Page 8)
- D. Approval of New and Termed Employees 01/01/24 - 01/31/24 (Attachment 3 , Page 16)
- E. Approval of the 2024-2025 JMCS Operating Calendar Options (Attachment 4, Page 17)
- F. Approval of Investment Proposal (Attachment 5, Page 20)
- G. Approval of the 2022-2023 JMCS SARC (Attachment 6, Page 34)

8. Discussion Items

- A. LCFF Overview for Parents (COO Dawn McConnell, Attachment 7, Page 54)
- B. 2023-2024 LCAP Mid-Term Update (COO Dawn McConnell, Attachment 8, Page 57)
- C. WASC Mid-Term Cycle Update (COO Dawn McConnell, presentation)
- D. LA LGBTQ Site Update (Devan Aguilar, remote)
- E. EJ Site Update (Amy Brooks)
- F. TAC Report (TAC member Rich Johnson, remote. Attachment 9, Page 74)
- G. CEO's Report (CEO RJ Guess)

9. Miscellaneous Information Items

- A. 2023-2024 Notable Dates:
 - 1. Rancho Cielo Culinary Roundup Sunday, February 25, 2024 in Monterey, CA: Please notify Dawn Ryley if you need assistance registering.
 - 2. February 28-29, 2024: WASC Mid-Term Visit
 - 3. April 1-5, 2024: JMCS Spring Break
 - 4. CCC All State Graduation: Tuesday June 11, 2024 in Sacramento, Ca
 - 5. Friday June 14, 2024: Rancho Cielo Graduation in Salinas, Ca
- B. Correspondence
- C. Schedule of Future Board Meetings
 - i. Wednesday, March 13, 2024, 10:00 a.m. Sacramento Regional Conservation, Corps 6101 27th Street Sacramento, CA 95822
 - ii. Wednesday, April 10, 2024, 10:00 a.m. Sacramento Regional Conservation, Corps 6101 27th Street Sacramento, CA 95822
 - iii. Wednesday, May 08, 2024, 10:00 a.m. Sacramento Regional Conservation, Corps 6101

Board Attendance at Upcoming Meetings:

| | 03/13/2024 | 04/10/24 | 05/08/24 |
|------------------------|--------------------------------|--------------------------------|--------------------------------|
| Stanton Miller | Yes / No In-person / Remote | Yes / No In-person / Remote | Yes / No In-person / Remote |
| Michael Corbett | Yes / No In-person / Remote | Yes / No In-person / Remote | Yes / No In-person / Remote |
| Sallie Wilson | Yes / No In-person / Remote | Yes / No In-person / Remote | Yes / No In-person / Remote |
| Len Eckhardt | Yes / No In-person / Remote | Yes / No In-person / Remote | Yes / No In-person / Remote |
| Gil Botello | Yes / No In-person / Remote | Yes / No In-person / Remote | Yes / No In-person / Remote |

10. Request for Agenda Items

11. Adjournment

This agenda was posted at least 24 hours in advance of the meeting at:

- John Muir Charter Schools Office, 960 McCourtney Rd. Suite E, Grass Valley, Ca 95949
- Sacramento Regional Conservation Corps, 6101 27th St., Sacramento, Ca 95822
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John Muir Charter Schools Meeting of the Board of Directors Minutes

Wednesday, January 10, 2024

10:00 a.m.

Sacramento Regional Conservation Corps
6101 27th St,
Sacramento, CA
95822

Join Zoom Meeting

<https://us02web.zoom.us/j/86249132869>

Meeting ID: 89564361073

Audio of this meeting will be recorded

AGENDA

1. Meeting Call to Order: by Stan Miller at 10:07 a.m.

2. Introductions: Dawn McConnell, COO. RJ Guess CEO. Len Eckhardt, Board Member. Sallie Wilson, Board Member. Stan Miller, Board Chairman. Michael Corbett, Board Member. Dawn Ryley, Administrative Coordinator. Kyle Moneypenny, IT Director. Remote, Eo Reveles TAC Representative. Gil Botello, Board Member joined remotely at 10:18 a.m.

3. Oral Communications/Public Comments: Recognition of individuals wishing to comment on non- agenda items may do so at this time. Individuals who wish to address an agenda item may do so at this time or at the time the agenda item is heard. After being recognized by the board president, please identify yourself. No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, board members will not respond to presentations and no action can be taken. However, the board may give directions to staff following a presentation.

5. Additions to the Agenda: None

6. Adoption of the Agenda: Moved by Sallie Wilson, seconded by Len Eckhardt. Approved 4-0-0-1 (Ayes: Stan Miller, Len Eckhardt, Sallie Wilson, and Michael Corbett) Noes: None. Absent: Gil Botello.

7. Informational/Action Items

8. Approval of the Minutes of the Regular Board Meeting Wednesday, December 13, 2023 (Attachment 1, Page 4). Moved by Sallie Wilson, seconded by Michael Corbett. Approved 5-0-0-0 with a correction on page 2, meeting grid, corrected date of 2/14/2024 not 2/7/2024 Approved 4-0-0-1 (Ayes: Stan Miller, Len Eckhardt, Sallie Wilson, and Michael Corbett) Noes: None. Absent: Gil Botello.
9. Approval of Vendor Payments 11/26/23 - 12/25/23 (Attachment 2, Page 9) and Vendor Appendix (Attachment 3, Page 19) Page 10, payment to Airespring cancellation fee was questioned by Stan Miller. RJ Guess and Dawn McConnel responded. Stan Miller requested to be kept informed of the project and costs going forward. Stan Miller also inquired regarding the grant writing fee on page 17. RJ Guess responded. Stan Miller requested that descriptions be added to all “reimbursement” and asked if the Toshiba expense was monthly or yearly. Dawn Ryley responded, referring to the attached appendix. Moved by Michael Corbett, seconded by Sallie Wilson. Approved 4-0-0-1 with a correction on page 2, corrected date of 2/14/2024 (Ayes: Stan Miller, Len Eckhardt, Sallie Wilson, and Michael Corbett) Noes: None. Absent: Gil Botello.
10. Approval of New and Termed Employees 12/1/23 - 12/30/23 (Attachment 4, Page 21) Moved by Len Eckhardt and seconded by Michael Corbett. Approved 5-0-0-0. (Ayes: Stan Miller, Len Eckhardt, Sallie Wilson, Gil Botello and Michael Corbett) Noes: None. Absent: None. Gil Botello joined the meeting remotely at 10:18 a.m.
11. Approval of JMCS Salary Schedule J: School Mental Health, Academics, and Employability Counselor (Attachment 5, Page 22). Moved by Gil Botello, seconded by Sallie Wilson. Roll call vote: Stan Miller, yes. Len Eckhardt, yes. Sallie Wilson, yes. Gil Botello, yes. Michael Corbett, yes. Approved 5-0-0-0. Noes: None. Absent: None.
12. **Discussion Items**
- A. Draft two of the 2024-2025 JMCS Operating Calendar Options (Attachment 6, Page 23) RJ presented, a couple of errors were corrected on both the 194 and 247 workday schedules were reviewed for both certificated and classified staff and are set to be finalized at the next board meeting 2/14/24.
- B. CEO’s Report: RJ Guess presented. With the recent California Budget release just as of this morning, predictions going forward are that although JMCS is financially secure, we will move forward conservatively. Staffing wise we are healthy. We were awarded over \$450,000.00 in CTE funding and with 620 students, we are in a great position. The DOR grant will further support our students. Implementation of a new “college and/or career readiness” standards are coming in the future. Eo Reveles who is spearheading the program shared a few key points. Gil Botello questioned the title, RJ Guess explained that it will be an “or” program so that students can prepare for college or career readiness.
- C. LA LGBT and Earl Jameson Site Update (February Agenda)

13. Miscellaneous Information Items:

A. 2023-2024 Notable Dates:

1. January 23-25, 2024: JMCS Professional Development Conference at the Hotel Maya, Long Beach. Optional, Monday January 22, 2024 session at The Museum of Tolerance in Los Angeles.
2. Rancho Cielo Culinary Roundup Sunday, February 25, 2024 in Monterey, CA: register by
3. April 1-5, 2024: JMCS Spring Break
4. CCC All State Graduation: Tuesday June 11, 2024 in Sacramento, Ca
5. Friday June 14, 2024: Rancho Cielo Graduation in Salinas, Ca

B. Correspondence: None

C. Schedule of Future Board Meetings

- i. Wednesday, February 14, 2024, 10:00 a.m. Sacramento Regional Conservation, Corps 6101 27th Street Sacramento, CA 95822
- ii. Wednesday, March 13, 2024, 10:00 a.m. Sacramento Regional Conservation, Corps 6101 27th Street Sacramento, CA 95822
- iii. Wednesday, April 10, 2024, 10:00 a.m. Sacramento Regional Conservation, Corps 6101 27th Street Sacramento, CA 95822

Board Attendance at Upcoming Meetings:

| | 02/14/2024 | 03/13/2023 | 04/10/24 |
|------------------------|--------------------------------|--------------------------------|--------------------------------|
| Stanton Miller | Yes / No In-person / Remote | Yes / No In-person / Remote | Yes / No In-person / Remote |
| Michael Corbett | Yes / No In-person / Remote | Yes / No In-person / Remote | Yes / No In-person / Remote |
| Sallie Wilson | Yes / No In-person / Remote | Yes / No In-person / Remote | Yes / No In-person / Remote |
| Len Eckhardt | Yes / No In-person / Remote | Yes / No In-person / Remote | Yes / No In-person / Remote |

| | | | |
|--------------------|----------------------------------|--------------------------------|-----------------------------------|
| Gil Botello | Yes / No In-person/ Remote | Yes / No In-person / Remote | Yes / No In-person / Remote |
|--------------------|----------------------------------|--------------------------------|-----------------------------------|

14. Request for Agenda Items: WASC Mid-Year Cycle Update, L Cap Mid Year Update, Mid Year Reviews under closed session.

15. Adjournment: Adjourned by Stan Miller at 10:44 a.m.

This agenda was posted at least 24 hours in advance of the meeting at:

- John Muir Charter Schools Office, 960 McCourtney Rd. Suite E, Grass Valley, Ca 95949 6101 27th St., Sacramento, Ca 95822
- UCCIE Riverside Heritage, Eric M. Solander Resource Center. 7801 Gramercy Place, Ste. 'B' Riverside, CA 92503
- www.johnmuircs.com

John Muir Charter Schools
Vendor Activity
From 12/26/2023 Through 1/25/2024

| Vendor Name | Vendor ID | Check/Vo... Date | Chec... Num... | Transaction Description | Res... Code | Obje... Code | Site Code | Expenses |
|-------------------------|-----------|---------------------|-------------------|--|----------------|-----------------|--------------|----------|
| Abila | ABIL000 | 1/11/2024 | 14832 | Feb 2024 Financial Software Program Subscription | 0000 | 5800 | 002 | 1,659.73 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Admin | 0000 | 4300 | 001 | 522.21 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Headquarters | 0000 | 4300 | 001 | 31.56 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for RJ Guess | 0000 | 4300 | 001 | 32.24 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for IT | 0000 | 4300 | 004 | 160.56 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for IT/Various Sites | 0000 | 4300 | 004 | 341.11 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Earle Jamieson | 0000 | 4300 | 050 | 560.21 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Delta | 0000 | 4300 | 101 | 19.37 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Camarillo | 0000 | 4300 | 105 | 337.79 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Sac CCC | 0000 | 4300 | 108 | 17.39 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for SLO | 0000 | 4300 | 110 | 112.91 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Ukiah | 0000 | 4300 | 116 | 39.33 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Acct#A1GJATGXQUAY0W/Return of Supplies for Placer | 0000 | 4300 | 117 | (91.68) |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Placer | 0000 | 4300 | 117 | 121.04 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Norwalk | 0000 | 4300 | 120 | 132.83 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Food for YC Santa Rosa | 0000 | 4300 | 202 | 455.27 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for CCNB | 0000 | 4300 | 202 | 6.12 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for SRCC | 0000 | 4300 | 204 | 38.55 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for UCCIE | 0000 | 4300 | 209 | 49.90 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Riverside | 0000 | 4300 | 211 | 62.70 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for RVS | 0000 | 4300 | 211 | 39.00 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Acct#A1GJATGXQUAY0W/Supplies for John Muir Charter Schools | 0000 | 4300 | 322 | (121.04) |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Placer | 0000 | 4300 | 322 | 121.04 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Rancho Cielo | 0000 | 4300 | 322 | 67.38 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for VOALA No Hollywood | 0000 | 4300 | 323 | 201.76 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for GEM Academy | 0000 | 4300 | 402 | 98.54 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Ready SET OC | 0000 | 4300 | 408 | 219.46 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for Westside Youth Academy | 0000 | 4300 | 423 | 34.16 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Acct#A1GJATGXQUAY0W/Return of Supplies for Admin | 0000 | 4400 | 001 | (211.14) |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Espon InkJet Printer for Sturgis | 0000 | 4400 | 003 | 264.59 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Epson Printer for IT Inventory | 0000 | 4400 | 004 | 269.00 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Laptop for YC Santa Rosa | 0000 | 4400 | 202 | 556.29 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Charging Cart for Rancho Cielo | 0000 | 4400 | 322 | 962.16 |

Date: 2/1/24 02:43:23 PM

Note: Partial Payments may cause totals to be overstated in the Expenses or the Charges column.

John Muir Charter Schools
Vendor Activity
From 12/26/2023 Through 1/25/2024

| Vendor Name | Vendor ID | Check/Vo... Date | Chec... Num... | Transaction Description | Res... Code | Obje... Code | Site Code | Expenses |
|-------------------------|-----------|---------------------|-------------------|--|----------------|-----------------|--------------|----------|
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Espon InkJet Printer for Rancho Cielo | 0000 | 4400 | 322 | 258.59 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Interactive Whiteboard Portable Stand for Rancho Cielo | 0000 | 4400 | 322 | 425.61 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Apple MacBook for Ready SET OC | 0000 | 4400 | 408 | 879.99 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Postage for Camarillo | 0000 | 5920 | 105 | 43.62 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Postage for CCNB | 0000 | 5920 | 202 | 19.14 |
| Amazon Capital Services | AMAZ001 | 1/11/2024 | 14836 | Supplies for In Service | 7085 | 4300 | 001 | 317.26 |
| Amazon Capital Services | AMAZ001 | 1/18/2024 | 14860 | Supplies for Headquarters | 0000 | 4300 | 001 | 36.74 |
| Amazon Capital Services | AMAZ001 | 1/18/2024 | 14860 | Supplies for IT/In Service Needs | 0000 | 4300 | 004 | 353.11 |
| Amazon Capital Services | AMAZ001 | 1/18/2024 | 14860 | Supplies for YC Santa Rosa | 0000 | 4300 | 202 | 31.82 |
| Amazon Capital Services | AMAZ001 | 1/18/2024 | 14860 | Optoma Projector for IT/In Service Needs | 0000 | 4400 | 004 | 556.63 |
| Amazon Capital Services | AMAZ001 | 1/18/2024 | 14860 | Portable Projector Screen for IT/In Service Needs | 0000 | 4400 | 004 | 51.65 |
| Amazon Capital Services | AMAZ001 | 1/18/2024 | 14860 | Projector Screen and Stand for IT/In Service Needs | 0000 | 4400 | 004 | 158.71 |
| Amazon Capital Services | AMAZ001 | 1/18/2024 | 14860 | Projector Screen for IT/In Service Needs | 0000 | 4400 | 004 | 173.99 |
| Amazon Capital Services | AMAZ001 | 1/18/2024 | 14860 | Soundcore Mortion Portable Speakers (2) for In Service | 0000 | 4400 | 004 | 600.86 |
| Amazon Capital Services | AMAZ001 | 1/18/2024 | 14860 | Viewsonic Projector for IT/In Service Needs | 0000 | 4400 | 004 | 617.31 |
| AT&T | ATT0001 | 1/11/2024 | 14837 | Ban#9391028095/Phn for Chico | 0000 | 5930 | 102 | 100.57 |
| AT&T | ATT0001 | 1/11/2024 | 14837 | Ban#9391028101/Phn for SLO | 0000 | 5930 | 110 | 18.78 |
| AT&T | ATT0001 | 1/11/2024 | 14837 | Acct#9391081852/Phn for Placer | 0000 | 5930 | 117 | 27.70 |
| AT&T | ATT0001 | 1/11/2024 | 14837 | Ban#9391028068/Internet for Delta | 0000 | 5940 | 101 | 216.25 |
| AT&T | ATT0001 | 1/11/2024 | 14837 | Ban#9391028095/Internet for Chico | 0000 | 5940 | 102 | 166.39 |
| AT&T | ATT0001 | 1/18/2024 | 14862 | Ban#9391028099/Phn for Fresno | 0000 | 5930 | 103 | 116.29 |
| AT&T | ATT0001 | 1/18/2024 | 14862 | Ban#9391028102/Phn for SLO | 0000 | 5930 | 110 | 29.25 |
| AT&T | ATT0001 | 1/18/2024 | 14862 | Ban#9391028071/Phn for LA | 0000 | 5930 | 119 | 29.25 |
| AT&T | ATT0001 | 1/18/2024 | 14862 | Ban#9391028099/Internet for Fresno | 0000 | 5940 | 103 | 147.96 |
| AT&T | ATT0002 | 1/11/2024 | 14838 | Acct#150773226/Internet for Redding | 0000 | 5940 | 111 | 42.80 |
| AT&T | ATT0002 | 1/18/2024 | 14863 | Acct#151953127/Internet for Tahoe | 0000 | 5940 | 115 | 80.25 |
| AT&T | ATT0003 | 1/18/2024 | 14864 | Acct#08802453037260/Internet for Ukiah | 0000 | 5940 | 116 | 214.00 |
| Atrium Court, LLC | ATR000 | 1/18/2024 | 14861 | February 2024 Rent for YC Santa Rosa | 0000 | 5600 | 202 | 3,040.20 |
| Bank of America | BOABROO | 1/11/2024 | 14839 | 12/01-12/1/2023 Credit Card Transactions/Brooks, Amy | 0000 | 4300 | 050 | 1,138.78 |
| Bank of America | BOADICK | 1/11/2024 | 14840 | Bus Pass for Stdts @ Norwalk | 5634 | 5800 | 008 | 52.00 |
| Bank of America | BOAGUES | 1/11/2024 | 14841 | 12/01-12/1/2023 Travel for Guess, RJ | 0000 | 5200 | 001 | 1,711.17 |
| Bank of America | BOAGUES | 1/11/2024 | 14841 | The Corp 2024 Conference Reg Fee for Guess, RJ | 0000 | 5800 | 001 | 650.00 |

Date: 2/1/24 02:43:23 PM

Note: Partial Payments may cause totals to be overstated in the Expenses or the Charges column.

John Muir Charter Schools
Vendor Activity
From 12/26/2023 Through 1/25/2024

| Vendor Name | Vendor ID | Check/Vo... Date | Chec... Num... | Transaction Description | Res... Code | Obje... Code | Site Code | Expenses |
|-----------------|-----------|---------------------|-------------------|--|----------------|-----------------|--------------|------------|
| Bank of America | BOAMCCO | 1/11/2024 | 14842 | 12/01-12/1/2023 Travel for McConnell, Dawn | 0000 | 5200 | 001 | 173.29 |
| Bank of America | BOAMCCO | 1/11/2024 | 14842 | The Corp 2024 Conference Reg Fee for McConnell, Dawn | 0000 | 5800 | 001 | 650.00 |
| Bank of America | BOAMCCO | 1/11/2024 | 14842 | Postage for Admin | 0000 | 5920 | 001 | 9.65 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Supplies for Tahoe | 0000 | 4300 | 115 | 31.10 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | IT Inventory | 0000 | 4400 | 004 | 233.78 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Return of ID Machine for CSET | 0000 | 4400 | 207 | (1,619.90) |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Advertisement for Employee Recruitment | 0000 | 5800 | 001 | 1,563.05 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/Guess, RJ | 0000 | 5800 | 001 | 23.98 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/Lee, Lita | 0000 | 5800 | 001 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/McConnell, Dawn | 0000 | 5800 | 001 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/Pizelo, Anna | 0000 | 5800 | 001 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/Ryley, Dawn | 0000 | 5800 | 001 | 23.98 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Texting App for Stdts | 0000 | 5800 | 001 | 190.34 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Yearly Subscription for MS Office for 8 Users/Admin | 0000 | 5800 | 001 | 312.00 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/Lawson, E | 0000 | 5800 | 002 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/Wood, T | 0000 | 5800 | 002 | 24.01 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/Stokes Jessica | 0000 | 5800 | 003 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/Sturgis | 0000 | 5800 | 003 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/Moneypenny | 0000 | 5800 | 004 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/LA | 0000 | 5800 | 119 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/YC Santa Rosa | 0000 | 5800 | 202 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/Paulino, Janell | 0000 | 5800 | 322 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo. Subscription to Google Voice for VOALA | 0000 | 5800 | 323 | 12.80 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Mo Subscription for Adobe Acrobat/LA LGBT | 0000 | 5800 | 423 | 23.99 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Shipping/Postage of Inventory | 0000 | 5920 | 004 | 317.31 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Internet for Monterey | 0000 | 5940 | 114 | 96.30 |
| Bank of America | BOAMONN | 1/11/2024 | 14843 | Internet for UCCIE | 0000 | 5940 | 209 | 208.99 |
| Bank of America | BOAMOOR | 1/11/2024 | 14844 | 12/01-12/1/2023 Travel for Moore, Jocelyn | 0000 | 5200 | 001 | 13.50 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Adobe Acrobat Mo Subscription for Navarrete, Rachael | 0000 | 5800 | 002 | 19.99 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Mo Financial Software Hosting Fee | 0000 | 5800 | 002 | 462.00 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for Dickason, Cristina | 0000 | 5930 | 001 | 4.54 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for Hyatt, Tom | 0000 | 5930 | 001 | 4.54 |

Date: 2/1/24 02:43:23 PM

Note: Partial Payments may cause totals to be overstated in the Expenses or the Charges column.

John Muir Charter Schools
Vendor Activity
From 12/26/2023 Through 1/25/2024

| Vendor Name | Vendor ID | Check/Vo... Date | Chec... Num... | Transaction Description | Res... Code | Obje... Code | Site Code | Expenses |
|---|-----------|---------------------|---------------------------|--|----------------|-----------------|--------------|-----------|
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for Pizelo, Anna | 0000 | 5930 | 001 | 4.54 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for Camarillo | 0000 | 5930 | 105 | 4.54 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for Sac CCC | 0000 | 5930 | 108 | 4.52 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for Fortuna | 0000 | 5930 | 112 | 4.53 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for LA | 0000 | 5930 | 119 | 4.54 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for Norwalk | 0000 | 5930 | 120 | 4.54 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for UCCIE | 0000 | 5930 | 209 | 4.54 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for Rancho Cielo | 0000 | 5930 | 322 | 4.54 |
| Bank of America | BOANAVA | 1/11/2024 | 14845 | Fax Line for LA LGBT | 0000 | 5930 | 424 | 4.54 |
| Bank of America | BOAPIZE | 1/11/2024 | 14846 | Supplies for VOALA No Hollywood | 0000 | 4300 | 323 | 86.42 |
| Bank of America | BOAPIZE | 1/11/2024 | 14846 | Supplies for GEM Academy | 0000 | 4300 | 402 | 64.04 |
| Bank of America | BOAPIZE | 1/11/2024 | 14846 | 12/01-12/1/2023 Travel for Pizelo, Anna | 0000 | 5200 | 001 | 238.22 |
| Bank of America | BOAPIZE | 1/11/2024 | 14846 | Mo Storage Unit Rent for VOALA | 0000 | 5800 | 001 | 133.00 |
| Bank of America | BOAPIZE | 1/11/2024 | 14846 | 12/01-12/1/2023 Travel for Pizelo, Anna | 0808 | 8699 | 001 | 72.15 |
| Bank of America | BOAREED | 1/11/2024 | 14847 | 12/01-12/31/2023 Travel for Reed, Thomas | 0000 | 5200 | 006 | 219.80 |
| Bank of America | BOARYLE | 1/11/2024 | 14848 | Software for Pictures/ID Maker | 0000 | 4300 | 001 | 49.95 |
| Bank of America | BOARYLE | 1/11/2024 | 14848 | Supplies for Headquarters | 0000 | 4300 | 001 | 88.40 |
| Bank of America | BOARYLE | 1/11/2024 | 14848 | Supplies/Food for Board Meetings | 0000 | 4300 | 001 | 75.93 |
| Bank of America | BOARYLE | 1/11/2024 | 14848 | Annual CSDC Membership Renewal | 0000 | 5800 | 001 | 1,803.00 |
| Bank of America | BOARYLE | 1/11/2024 | 14848 | Postage/Shipping for Admin | 0000 | 5920 | 001 | 209.70 |
| Bank of America | BOARYLE | 1/11/2024 | 14848 | Flights for Staff to the In Service | 7085 | 5200 | 001 | 6,631.07 |
| Bank Of America | BOASCHO | 1/11/2024 | 14849 | Supplies for Scholl, Aaron | 0000 | 4300 | 001 | 4.30 |
| Bank Of America | BOASCHO | 1/11/2024 | 14849 | Monthly Subscriptions for Mailchimp | 0000 | 5800 | 001 | 45.00 |
| Berkshire Hathaway Homestate Companies | BERK000 | 1/8/2024 | 14807 | Policy#JOWC218736/Jan 2024 Workers Comp | 0000 | 9516 | 000 | 2,146.06 |
| Blue Shield of California | BLUE000 | 1/18/2024 | 14865 | Feb 2024 Health Insurance | 0000 | 9514 | 000 | 44,273.09 |
| CalPers | CALP000 | 12/31/2023 | Wire 12.3... CalPer | EE/ER Contributions for 12/31/2023 Payroll Reporting Period | 0000 | 9512 | 000 | 32,584.85 |
| Central City Neighborhood Partners | CENT001 | 1/18/2024 | 14866 | February 2024 Rent for GEM Academy | 0000 | 5600 | 402 | 3,373.00 |
| Charter Communications | CHAR000 | 1/11/2024 | 14850 | Acct#128514001/Phn for Riverside | 0000 | 5930 | 211 | 39.99 |
| Charter Communications | CHAR000 | 1/11/2024 | 14850 | Acct#110629101/Internet for LA | 0000 | 5940 | 119 | 59.99 |
| Charter Communications | CHAR000 | 1/11/2024 | 14850 | Acct#110629101/Internet for Riverside | 0000 | 5940 | 211 | 99.98 |
| City of Riverside | CITYR00 | 1/18/2024 | 14867 | February 2024 Rent for Riverside | 0000 | 5600 | 211 | 1,312.08 |
| Cluster B Family Therapy Inc. | CLUS000 | 1/8/2024 | 14808 | Group Therapy Sessions for Placer/JMCS | 6546 | 5800 | 008 | 520.00 |

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Note: Partial Payments may cause totals to be overstated in the Expenses or the Charges column.

John Muir Charter Schools
Vendor Activity
From 12/26/2023 Through 1/25/2024

| Vendor Name | Vendor ID | Check/Vo... Date | Chec... Num... | Transaction Description | Res... Code | Obje... Code | Site Code | Expenses |
|--------------------------------------|-----------|---------------------|-------------------|--|----------------|-----------------|--------------|-----------|
| Cluster B Family Therapy Inc. | CLUS000 | 1/11/2024 | 14851 | Group Therapy Sessions for Placer/JMCS | 6546 | 5800 | 008 | 90.00 |
| Comcast | COMC000 | 1/8/2024 | 14809 | Acct#8155600110424598/Internet for Headquarters | 0000 | 5940 | 001 | 240.71 |
| Comcast | COMC000 | 1/8/2024 | 14810 | Acct#8155300342550860/Phn for YC Santa Rosa | 0000 | 5930 | 202 | 88.25 |
| Conservation Corp Long Beach | CONS000 | 1/18/2024 | 14868 | February 2024 Rent for RJ Guess | 0000 | 5600 | 001 | 237.80 |
| Conservation Corps North Bay | CON000 | 1/11/2024 | 14852 | Nov 2023 Fac Exp/Copier Rent for CCNB | 0000 | 5600 | 202 | 186.02 |
| Conservation Corps North Bay | CON000 | 1/11/2024 | 14852 | Nov 2023 Fac Exp/Rent for CCNB | 0000 | 5600 | 202 | 4,882.50 |
| Cristina A Dickason | DICK000 | 1/18/2024 | 14869 | 12/4-12/22/2023 Mileage Reimbursement/UCCIE | 0000 | 5200 | 209 | 794.65 |
| Culligan of Sacramento | CULL000 | 1/8/2024 | 14811 | Acct#945656/Water Service for EJ | 0000 | 4300 | 050 | 30.00 |
| Dataflow Business System, Inc. | DATA001 | 1/8/2024 | 14812 | Acct#JM4008/Copier for Rancho Ceilo | 0000 | 5600 | 322 | 126.50 |
| Dataflow Business System, Inc. | DATA001 | 1/11/2024 | 14854 | Acct#JM4008/Copier for Rancho Ceilo | 0000 | 5600 | 322 | 12.50 |
| Dawn Ryley | RYLE0000 | 1/11/2024 | 14858 | 12/13-01/10/2024 Mileage Reimbursment | 0000 | 5200 | 001 | 100.22 |
| Envoy Plan Services, Inc | ENVO001 | 12/21/2023 | 14784 | EE Envoy Contributions for 12/30/2023 Payroll Period | 0000 | 9523 | 000 | 3,346.00 |
| Franchise Tax Board | FRAN000 | 12/21/2023 | 14787 | Case#556413022/FTB Garnishment | 0000 | 9520 | 000 | 500.00 |
| Friday Partners LLC | FRI0000 | 1/18/2024 | 14871 | Website Change Order | 0000 | 5800 | 001 | 1,500.00 |
| Friday Partners LLC | FRI0000 | 1/18/2024 | 14871 | Student Leadership Program 2 of 3 Payments | 6318 | 5800 | 008 | 11,075.00 |
| Frontier Communications | FRON000 | 1/8/2024 | 14813 | Acct#56286801910227145/Phn for Norwalk | 0000 | 5930 | 120 | 193.86 |
| Frontier Communications | FRON000 | 1/8/2024 | 14813 | Acct#56286801910227145/Internet for Norwalk | 0000 | 5940 | 120 | 100.89 |
| Intermedia.net Inc | INTE001 | 1/8/2024 | 14814 | Phn Services for Headquarters | 0000 | 5930 | 001 | 101.36 |
| John Muir Charter Schools Foundation | JMCSF000 | 12/21/2023 | 14789 | Dec 2023 Donation/EE Payroll Deductions | 0000 | 9528 | 000 | 60.00 |
| Kaiser Foundation Health Plan Inc. | KAIS000 | 1/18/2024 | 14872 | Cst ID#1731133499/Feb 2024 Health Insurance | 0000 | 9514 | 000 | 10,139.17 |
| Kaiser Foundation Health Plan Inc. | KAIS000 | 1/18/2024 | 14872 | Cst ID#8868351686/Feb 2024 Health Insurance | 0000 | 9514 | 000 | 10,758.64 |
| King of Glory | KING001 | 1/8/2024 | 14815 | Jan 8th AP Batch | 9300 | 4300 | 322 | 12,300.00 |
| MetLife Small Business Center | MET000 | 1/18/2024 | 14874 | Feb 2024 Dental Insurance | 0000 | 9514 | 000 | 5,729.22 |
| Michael Corbett | CORB001 | 1/11/2024 | 14853 | 11/08/2023-01/10/2024 Mileage Reimbursement | 0000 | 5200 | 001 | 75.98 |
| Miller Court Properties | MILL002 | 1/18/2024 | 14875 | Feb 15-Mar 14, 2024 Rent for STE G/HQ | 0000 | 5600 | 001 | 800.00 |
| Miller Court Properties | MILL002 | 1/18/2024 | 14875 | February 2024 Rent for Headquarters | 0000 | 5600 | 001 | 2,626.00 |
| Miller Court Properties | MILL002 | 1/18/2024 | 14875 | February 2024 NNN's Charges for Headquarters | 0000 | 5800 | 001 | 1,002.39 |
| Morgan Records Management, LLC | MORG000 | 1/18/2024 | 14876 | Pallet Storage for JMCS Records | 0000 | 5800 | 001 | 400.00 |

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Note: Partial Payments may cause totals to be overstated in the Expenses or the Charges column.

John Muir Charter Schools
Vendor Activity
From 12/26/2023 Through 1/25/2024

| Vendor Name | Vendor ID | Check/Vo... Date | Chec... Num... | Transaction Description | Res... Code | Obje... Code | Site Code | Expenses |
|---|-----------|---------------------|-------------------|---|----------------|-----------------|--------------|------------|
| Morgan Records Management, LLC | MORG000 | 1/18/2024 | 14876 | Publishing Hard Drive for JMCS | 0000 | 5800 | 001 | 150.00 |
| Morgan Records Management, LLC | MORG000 | 1/18/2024 | 14876 | Web Lic & Data Storgage for JMCS | 0000 | 5800 | 001 | 50.00 |
| Nevada County Superintendent of Schools | NCSOS00 | 1/8/2024 | 14816 | EE/ER STRS Contributions for 12/01-12/31/2023 Reporting Per | 0000 | 9511 | 000 | 110,219.69 |
| ODP Business Solutions, LLC | OFFI000 | 1/11/2024 | 14856 | Supplies for Fortuna | 0000 | 4300 | 112 | 392.07 |
| ODP Business Solutions, LLC | OFFI000 | 1/18/2024 | 14877 | Supplies for LA LGBT | 0000 | 4300 | 424 | 75.84 |
| ODP Business Solutions, LLC | OFFI000 | 1/18/2024 | 14877 | Thermal Laminator for UCCIE | 0000 | 4400 | 209 | 136.30 |
| One Ring Networks | ONER000 | 1/8/2024 | 14817 | Internet for Camarillo | 0000 | 5940 | 105 | 299.00 |
| Optimum | OPTI000 | 1/18/2024 | 14878 | Acct#07715-125282-01-0/Internet for Fortuna | 0000 | 5940 | 112 | 148.86 |
| Optimum Foods LLC | OPTI001 | 1/18/2024 | 14879 | Milk and Food for OCCC | 0000 | 4300 | 203 | 313.96 |
| Optimum Foods LLC | OPTI001 | 1/18/2024 | 14879 | Milk for Rancho Cielo | 0000 | 4300 | 322 | 120.72 |
| Optum Financial, Inc. | OPTU000 | 1/18/2024 | 14880 | Dec 2023 HSA Monthly Service Fee | 0000 | 5800 | 001 | 12.75 |
| Paradise Drinking Water | PARA000 | 1/18/2024 | 14881 | Acct#020860/Water Service for Ready SET OC | 0000 | 4300 | 408 | 14.45 |
| Philadelphia Insurance Co. | PHIL000 | 1/8/2024 | 14818 | Acct#78807985/Jan 2024 Liability Insurance | 0000 | 5400 | 001 | 3,174.84 |
| Power Business Technology | POWE004 | 1/8/2024 | 14819 | Acct#JM02/Copier for Headquarters | 0000 | 5600 | 001 | 9.57 |
| Principal Life Insurance Company | PRIN000 | 1/18/2024 | 14882 | Feb 2024 Life Insurance | 0000 | 9514 | 000 | 567.80 |
| Quality Printing | QUAL000 | 1/8/2024 | 14820 | Swag Bags for In Service | 0027 | 4300 | 001 | 2,406.16 |
| Rancho Cielo Inc | RANC000 | 1/11/2024 | 14857 | Dec 2023 Reimb for Student Lunches @ Rancho Cielo | 0000 | 4300 | 322 | 5,838.00 |
| Rancho Cielo Inc | RANC000 | 1/11/2024 | 14857 | Jan 2024 Monthly Rent for Rancho Cielo | 0000 | 5600 | 322 | 12,083.33 |
| Rancho Cielo Inc | RANC000 | 1/11/2024 | 14857 | Jan 2024 Phn for Rancho Cielo | 0000 | 5940 | 322 | 120.00 |
| Rancho Cielo Inc | RANC000 | 1/18/2024 | 14883 | Reimb for J DeRuosi, C Almarez & G Vincent Grant Reporting | 7339 | 5800 | 322 | 6,920.00 |
| Rebecca Roe | ROE0000 | 1/18/2024 | 14884 | 12/05-12/15/2023 Mileage Reimbursement/UCCIE | 0000 | 5200 | 209 | 518.76 |
| San Francisco Conserv Corps | SANF000 | 1/8/2024 | 14821 | Jan 2024 Rent for SFCC | 0000 | 5600 | 206 | 408.33 |
| So Calif Mountains Foundation | SOCA000 | 1/11/2024 | 14859 | Jan 2024 Fac Exp for UCCIE | 0000 | 5600 | 209 | 3,071.67 |
| Southern California Edison Co | SOUT000 | 1/8/2024 | 14822 | Acct#700760873401/Utilities for Ready SET OC | 0000 | 5500 | 408 | 105.30 |
| Sparkletts | SPAR000 | 1/8/2024 | 14823 | Water Service for Pomona | 0000 | 4300 | 107 | 87.94 |
| State of California Department of Justice | DOJ000 | 1/18/2024 | 14870 | Dec 2023 Fingerprinting For John Muir | 0000 | 5800 | 001 | 81.00 |
| Sterling Administration | STER000 | 1/8/2024 | 14824 | Jan 2024 DCA Funding Contributions | 0000 | 9524 | 000 | 643.32 |
| Sterling Administration | STER000 | 1/8/2024 | 14824 | Jan 2024 FSA Funding Contributions | 0000 | 9524 | 000 | 1,289.13 |
| T-Mobile | TMOB000 | 1/8/2024 | 14827 | Internet & HotSpots for Lawson | 0000 | 5940 | 002 | 20.00 |

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Note: Partial Payments may cause totals to be overstated in the Expenses or the Charges column.

John Muir Charter Schools
Vendor Activity
From 12/26/2023 Through 1/25/2024

| Vendor Name | Vendor ID | Check/Vo... Date | Chec... Num... | Transaction Description | Res... Code | Obje... Code | Site Code | Expenses |
|--------------------------------------|-----------|---------------------|-------------------|---|----------------|-----------------|--------------|------------------------------------|
| T-Mobile | TMOB000 | 1/8/2024 | 14827 | Internet & HotSpots IT Inventory | 0000 | 5940 | 004 | 600.00 |
| T-Mobile | TMOB000 | 1/8/2024 | 14827 | Internet & HotSpots for Tahoe | 0000 | 5940 | 115 | 40.00 |
| T-Mobile | TMOB000 | 1/8/2024 | 14827 | Internet & HotSpots for CCNB | 0000 | 5940 | 202 | 80.00 |
| T-Mobile | TMOB000 | 1/8/2024 | 14827 | Internet & HotSpots for Cset | 0000 | 5940 | 207 | 20.00 |
| T-Mobile | TMOB000 | 1/8/2024 | 14827 | Internet & HotSpots for UCCIE | 0000 | 5940 | 209 | 60.00 |
| T-Mobile | TMOB000 | 1/8/2024 | 14827 | Internet & HotSpots for Ready SET OC | 0000 | 5940 | 408 | 40.00 |
| TCSN-The Computer Shop Netlink | TCSN000 | 1/8/2024 | 14825 | Internet for SLO | 0000 | 5940 | 110 | 94.95 |
| Telcom Data LLC | TELC000 | 1/8/2024 | 14826 | IT Service Call to Headquarters | 0000 | 5800 | 001 | 148.30 |
| Toshiba Financial Services | TOSH000 | 1/8/2024 | 14828 | Crt#450-0053811-000/Copier for Headquarters | 0000 | 5600 | 001 | 865.64 |
| Verizon Wireless | VERI000 | 1/8/2024 | 14829 | Internet & Hot Spots for IT | 0000 | 5940 | 004 | 109.32 |
| Verizon Wireless | VERI000 | 1/8/2024 | 14829 | Internet & Hot Spots for Pomona | 0000 | 5940 | 107 | 55.06 |
| Verizon Wireless | VERI000 | 1/8/2024 | 14829 | Internet & Hot Spots for Norwalk | 0000 | 5940 | 120 | 109.32 |
| Your Dream Properties | YOUR000 | 1/8/2024 | 14830 | Internet Service @ Ready SET OC | 0000 | 5940 | 408 | 77.98 |
| Your Dream Properties | YOUR000 | 1/18/2024 | 14885 | February 2024 Rent for Ready SET OC | 0000 | 5600 | 408 | <u>1,880.00</u> |
| Transaction Total | | | | | | | | <u>337,564.02</u> |
| Report Opening/Current Balance | | | | | | | | <u> </u> |
| Report Transaction Totals | | | | | | | | <u>337,564.02</u> |
| Report Current Balances | | | | | | | | <u><u> </u></u> |

Appendix 1

John Muir Charter Schools

Vendor Notes for Board

February 2024

| VENDOR NAME | PAY FREQUENCY | NOTES |
|--|---------------|---|
| Abila | Monthly | Financial software |
| Amazon Capital Services | Monthly | Supply vendor |
| AT&T | Monthly | Phone and internet, multiple accounts |
| Atrium Court, LLC | Monthly | Rent for Youth Connections |
| Bank of America | Monthly | Credit card |
| Berkshire Hathaway Homestate Companies | Monthly | Worker's comp policy |
| Blue Shield of California | Monthly | Medical insurance |
| CalPers | Monthly | PERS ER/EE contributions for December 2023 |
| Central City Neighborhood Partners | Monthly | Rent for GEMA |
| Charter Communications | Monthly | Internet for school sites |
| City of Riverside | Monthly | Rent for UCCIE Riverside |
| Cluster B Family Therapy Inc. | As needed | Group therapy for JMCS school sites |
| Comcast | Monthly | Phone and internet for multiple school sites |
| Conservation Corp Long Beach | Monthly | Rent for CEO office space |
| Conservatin Corps North Bay | As invoiced | Partner agency invoice for monthly expenses: rent, supplies and services |
| Cristina Dickason | As needed | Mileage reimbursement for employee |
| Culligan of Sacramento | Monthly | Water for Earle Jamieson program in Nevada County |
| Dataflow Business System, Inc. | Monthly | Copier supplies for Rancho Cielo |
| Dawn Ryley | As needed | Employee reimbursement |
| Envoy Plan Services, Inc | Monthly | 403(b): EE (employee) payroll contributions + maintenance fee |
| Franchise Tax Board | As needed | Employee wage garnishment |
| Friday Partners LLC | As needed | Website creation and Student Leadership Program |
| Frontier Communications | Monthly | Phone and Internet |
| Intermedia.net Inc | Monthly | Phone for Muir HQ |
| John Muir Charter Schools Foundation | Monthly | EE payroll donation to JMCS foundation |
| Kaiser Foundation | Monthly | Medical insurance |
| King of Glory | One-time | Uniforms for Rancho Cielo, funded by a grant from the Max and Victoria Dreyfus Foundation |
| Mark Dzakowic | As needed | Employee reimbursement |
| MetLife Small Business Center | Monthly | Dental insurance |
| Michale Corbett | As needed | Board member travel reimbursement |
| Miller Court Properties | Monthly | Rent and NNN's for Muir HQ |
| Morgan Records Management LLC | As needed | Storage and publishing fees associated with digitization of school records |
| Nevada County Supt of Schools | Monthly | STRS ER/EE contributions for December 2023 |
| ODP Business Solutions, LLC | Monthly | Supply vendor |
| One Ring Networks | Monthly | Internet for schoolsite |
| Optimum | Monthly | Internet for schoolsite |
| Optimum Foods LLC | Monthly | Food vendor for multiple school sites |
| Optum Financial, Inc. | Monthly | Service fee for HSA account |
| Paradise Drinking Water | Monthly | Water service for site |
| Philadelphia Insurance Co. | Monthly | Liability insurance policy |
| Power Business Technology | As needed | Overage fee for Muir HQ copier |
| Principal Life | Monthly | Employer-sponsored life insurance for staff |
| Quality Printing | One-time | Supplies for January In-service |
| Rancho Cielo Inc | Monthly | Partnering Agency invoice |
| Rebecca Roe | As needed | Employee reimbursement |
| San Francisco Conserv Corps | Monthly | Rent for SFCC |
| So Calif Mountains Foundation | Monthly | Partnering Agency invoice |
| Southern CA Edison Co | Monthly | Utilities for school site |
| Sparkletts | Monthly | Water for school site |
| State of CA Dept of Justice | As needed | Fingerprinting fees for new hires |
| Sterling Administration | Monthly | Employee contributions to dependent care/flexible spending accounts |
| T-Mobile | Monthly | Internet HotSpots |
| TCSN-The Computer Shop Netlink | Monthly | Internet for school site |
| Telcom Data LLC | As needed | IT support for Muir HQ |
| Toshiba Financial Services | Monthly | Copier lease for Muir HQ |
| Verizon Wireless | Monthly | Internet and hotspots |
| Your Dream Properties | Monthly | Rent + maintenance fee for school site |

**John Muir Charter Schools
Report of New Employees
1/1/24 - 1/31/24**

| <u>Employee Name</u> | <u>Site</u> | <u>Position</u> | <u>FTE</u> | <u>Start Date</u> | <u>EE replaced (term date)</u> |
|----------------------|--------------|-----------------|------------|-------------------|--------------------------------|
| Tammis Biraben | LA CCC | Teacher | 1.00 | 1/29/2024 | Rich Johnson |
| Enrique Villarreal | Rancho Cielo | Teacher | 1.00 | 1/8/2024 | |

**John Muir Charter Schools
Employee Status Changes
1/1/24 - 1/31/24**

| <u>Employee Name</u> | <u>Prev Site</u> | <u>New Site</u> | <u>Prev Position</u> | <u>New Position</u> | <u>Start Date</u> |
|----------------------|------------------|-----------------|----------------------|---------------------|-------------------|
| None | | | | | |

**John Muir Charter Schools
Report of Termed
Employees
1/1/24-1/31/24**

| <u>Employee Name</u> | <u>Site</u> | <u>Position</u> | <u>FTE</u> | <u>Term Date</u> |
|----------------------|--------------|-----------------|------------|------------------|
| Helena Attree | Rancho Cielo | Teacher | 1.0 | 1/5/2024 |
| Amy Jimenez | Norwalk CCC | Teacher | 1.0 | 1/31/2024 |
| Anna Pizelo | Admin | Director | 1.0 | 1/22/2024 |

V2 Draft John Muir Charter Schools 2024-2025 ADA and Teacher Work Schedule Calendar

| V2 Draft 2024-2025 ADA and Teacher Work Calendar | | | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|---------------|---------------|----|----|----|----|----------------|------------|----|----|----|----|----|----|--|--|--|
| July 2024 | | | | | 20 | August 2024 | | | | | 18 | September 2024 | | | | | | 20 | | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | | | | 1 | 2 | | 2 | 3 | 4 | 5 | 6 | | | | | |
| 8 | 11 | 12 | 13 | 14 | | 5 | 6 | 7 | 8 | 9 | | 9 | 10 | 11 | 12 | 13 | | | | | | |
| 15 | 18 | 19 | 20 | 21 | | 12 | 13 | 14 | 15 | 16 | | 16 | 17 | 18 | 19 | 20 | | | | | | |
| 22 | 25 | 26 | 27 | 28 | | 19 | 20 | 21 | 22 | 23 | | 23 | 24 | 25 | 26 | 27 | | | | | | |
| 29 | 30 | 31 | | | | 26 | 27 | 28 | 29 | 30 | 4 | 30 | | | | | | | | | | |
| October 2024 | | | | | 20 | November 2024 | | | | | 15 | December 2024 | | | | | | 10 | | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | | | |
| | 1 | 2 | 3 | 4 | | | | | | 1 | | 2 | 3 | 4 | 5 | 6 | | | | | | |
| 7 | 8 | 9 | 10 | 11 | | 4 | 5 | 6 | 7 | 8 | | 9 | 10 | 11 | 12 | 13 | | | | | | |
| 14 | 15 | 16 | 17 | 18 | | 11 | 12 | 13 | 14 | 15 | | 16 | 17 | 18 | 19 | 20 | | | | | | |
| 21 | 22 | 23 | 24 | 25 | | 18 | 19 | 20 | 21 | 22 | | 23 | 24 | 25 | 26 | 27 | | | | | | |
| 28 | 29 | 30 | 31 | | | 25 | 26 | 27 | 28 | 29 | | 30 | 31 | | | | | | | | | |
| January 2025 | | | | | 9 | 8 | February 2025 | | | | | 15 | March 2025 | | | | | | 20 | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | | | |
| | | | 1 | 2 | 3 | | 3 | 4 | 5 | 6 | 7 | | 3 | 4 | 5 | 6 | 7 | | | | | |
| 6 | 7 | 8 | 9 | 10 | | 10 | 11 | 12 | 13 | 14 | | 10 | 11 | 12 | 13 | 14 | | | | | | |
| 13 | 14 | 15 | 16 | 17 | | 17 | 18 | 19 | 20 | 21 | | 17 | 18 | 19 | 20 | 21 | | | | | | |
| 20 | 21 | 22 | 23 | 24 | | 24 | 25 | 26 | 27 | 28 | | 24 | 25 | 26 | 27 | 28 | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | | 31 | | | | | | | | | | |
| April 2025 | | | | | 16 | May 2025 | | | | | 21 | June 2025 | | | | | 10 | | | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | | | |
| | 1 | 2 | 3 | 4 | | | | | | 1 | 2 | | 2 | 3 | 4 | 5 | 6 | | | | | |
| 7 | 8 | 9 | 10 | 11 | | 5 | 6 | 7 | 8 | 9 | | 9 | 10 | 11 | 12 | 13 | | | | | | |
| 14 | 15 | 16 | 17 | 18 | | 12 | 13 | 14 | 15 | 16 | | 16 | 17 | 18 | 19 | 20 | | | | | | |
| 21 | 22 | 23 | 24 | 25 | | 19 | 20 | 21 | 22 | 23 | | 23 | 24 | 25 | 26 | 27 | | | | | | |
| 28 | 29 | 30 | | | | 26 | 27 | 28 | 29 | 30 | | 30 | | | | | | | | | | |
| V2 Draft 2024-2025 ADA and Teacher Work Calendar | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|-------------------------------|-----|---------------------------------------|--------------------------------|
| Sem 1 (08/07/2024-01/16/2025) | 92 | Important Attendance Accounting Dates | |
| Sem 2 (01/27/2025-06/13/2025) | 90 | 182 | DATE: CBEDS |
| Total School Days | 182 | 12/30 | DATE: P1 Attendance Accounting |
| In-Service Days | 6 | 4/15 | DATE: P2 Attendance Accounting |
| Teacher Planning Days | 6 | | |
| Total Work Days | 194 | | |

| Legend for Background Shading | | | |
|-----------------------------------|---|------|---|
| 182 | ADA Collection Day | | |
| 46 | Non-ADA/Non-Work Days/School Holidays | | |
| 20 | Thanksgiving, Winter & Spring Break | | |
| 6 | Planning Days | | |
| 6 | In-Service Days | | |
| | | | |
| Legend for Number Color | | | |
| 14 | Blue: Holidays | | |
| 16 | Red: Important Muir Academic Calendar Events | | |
| 1 | Yellow: State attendance accounting date (CBEDS, P-1, and P-2). | | |
| 25 | S3 / Summer School Days | | |
| | | | |
| Significant Dates | | | |
| June-August | 6/19-8/4 | 2024 | Summer Break |
| July | 4 | 2024 | Independence Day |
| September | 2 | 2024 | Labor Day |
| October | 14 | 2024 | Indigenous Peoples' Day |
| November | 11 | 2024 | Veteran's Day |
| November | 25-27 | 2024 | Thanksgiving Break |
| November | 28-29 | 2024 | Thanksgiving Holiday |
| December/January | 12/16-1/3 | 2024 | Winter Break |
| December | 25 | 2024 | Christmas Day |
| January | 1 | 2025 | New Year's Day |
| January | 20 | 2025 | Martin Luther King Jr. Day (Observed) |
| February | 14 | 2025 | Lincoln's Birthday (Observed) |
| February | 17 | 2025 | President's Day |
| March | 31 | 2025 | Cesar Chavez Day (Observed) |
| April | 1-4 | 2025 | Spring Break |
| May | 26 | 2025 | Memorial Day |
| June | 17 | 2025 | Summer Break Begins |
| June | 19 | 2025 | Juneteenth |
| | | | |
| Important Academic Calendar Dates | | | |
| July | 1-28 | 2024 | S3 / Summer School |
| August | 5 | 2024 | In-Service Day 1 |
| August | 6 | 2024 | Teacher Planning Day 1 |
| August | 7 | 2024 | Day 1 Semester 1 (Q1) |
| October | 15 | 2024 | Planning Day 2 (end Q1) |
| October | 16 | 2024 | In-Service Day 2 |
| January | 16 | 2024 | End Semester 1 (Q2) |
| January | 17 | 2025 | Planning Day 3 (Semester 1 Materials Due) |
| January | 21 | 2025 | Planning Day 4 |
| January | 22 | 2025 | Start Semester 2 |
| February | 11-13 | 2025 | Whole School In Service |
| April | 7 | 2025 | Planning Day 5 (end Q3) |
| April | 8 | 2025 | In-Service Day 6 |
| June | 13 | 2025 | End Semester 2 (Q4) |
| June | 16 | 2025 | Planning Day 6 (Semester 2 Materials Due) |
| June | 23 | 2025 | Semester 3 / Summer School Begins |

V2 Draft John Muir Charter Schools 2024-2025 ADA and Teacher Work Schedule Calendar

| V2 Draft 2024-2025 Site Based Classified Work Calendar | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|---|---------------|---------------|----|----|----|----|----------------|------------|----|----|----|----|----|----|--|--|--|--|--|--|--|--|
| July 2024 | | | | | 20 | August 2024 | | | | | 18 | September 2024 | | | | | | 20 | | | | | | | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | | | 1 | 2 | | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | |
| 8 | 11 | 12 | 13 | 14 | | 5 | 6 | 7 | 8 | 9 | | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | |
| 15 | 18 | 19 | 20 | 21 | | 12 | 13 | 14 | 15 | 16 | | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | |
| 22 | 25 | 26 | 27 | 28 | | 19 | 20 | 21 | 22 | 23 | | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | |
| 29 | 30 | 31 | | | | 26 | 27 | 28 | 29 | 30 | 4 | 30 | | | | | | | | | | | | | | | |
| October 2024 | | | | | 20 | November 2024 | | | | | 15 | December 2024 | | | | | | 10 | | | | | | | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | | | | | 1 | | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | | 4 | 5 | 6 | 7 | 8 | | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | | 11 | 12 | 13 | 14 | 15 | | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | | 18 | 19 | 20 | 21 | 22 | | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | |
| 28 | 29 | 30 | 31 | | | 25 | 26 | 27 | 28 | 29 | | 30 | 31 | | | | | | | | | | | | | | |
| January 2025 | | | | | 9 <th>8</th> <th colspan="5">February 2025</th> <th>15</th> <th colspan="5">March 2025</th> <th></th> <th>20</th> | 8 | February 2025 | | | | | 15 | March 2025 | | | | | | 20 | | | | | | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | | | | | | | | |
| | | | 1 | 2 | 3 | | 3 | 4 | 5 | 6 | 7 | | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | | 10 | 11 | 12 | 13 | 14 | | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | | 17 | 18 | 19 | 20 | 21 | | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | | 24 | 25 | 26 | 27 | 28 | | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | | 31 | | | | | | | | | | | | | | | |
| April 2025 | | | | | 16 | May 2025 | | | | | 21 | June 2025 | | | | | 10 | 10 | | | | | | | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | | | | | 1 | 2 | | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | | 5 | 6 | 7 | 8 | 9 | | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | | 12 | 13 | 14 | 15 | 16 | | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | | 19 | 20 | 21 | 22 | 23 | | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | |
| 28 | 29 | 30 | | | | 26 | 27 | 28 | 29 | 30 | | 30 | | | | | | | | | | | | | | | |
| V2 Draft 2024-2025 Site Based Classified Work Calendar | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|-------------------------------|------------|
| Sem 1 (08/07/2024-01/16/2025) | 92 |
| Sem 2 (01/27/2025-06/13/2025) | 90 |
| Total School Days | 182 |
| In-Service Days | 6 |
| Teacher Planning Days | 6 |
| Total Work Days | 194 |

| Important Attendance Accounting Dates | |
|---------------------------------------|--------------------------------|
| 18/2 | DATE: CBEDS |
| 12/30 | DATE: P1 Attendance Accounting |
| 4/15 | DATE: P2 Attendance Accounting |

| Legend for Background Shading | | | |
|-------------------------------|---|------|---------------------------------------|
| 182 | Classified Work Days | | |
| 46 | Non-ADA/Non-Work Days/School Holidays | | |
| 20 | Thanksgiving, Winter & Spring Break | | |
| 6 | Planning Days | | |
| 6 | In-Service Days | | |
| Legend for Number Color | | | |
| 14 | Blue: Holidays | | |
| 16 | Red: Important Muir Academic Calendar Events | | |
| 1 | Yellow: State attendance accounting date (CBEDS, P-1, and P-2). | | |
| 25 | S3 / Summer School Days | | |
| Significant Dates | | | |
| June-August | 6/19-8/4 | 2024 | Summer Break |
| July | 4 | 2024 | Independence Day |
| September | 2 | 2024 | Labor Day |
| October | 14 | 2024 | Indigenous Peoples' Day |
| November | 11 | 2024 | Veteran's Day |
| November | 25-27 | 2024 | Thanksgiving Break |
| November | 28-29 | 2024 | Thanksgiving Holiday |
| December/January | 12/16-1/3 | 2024 | Winter Break |
| December | 25 | 2024 | Christmas Day |
| January | 1 | 2025 | New Year's Day |
| January | 20 | 2025 | Martin Luther King Jr. Day (Observed) |
| February | 14 | 2025 | Lincoln's Birthday (Observed) |
| February | 17 | 2025 | President's Day |
| March | 31 | 2025 | Cesar Chavez Day (Observed) |
| April | 1-4 | 2025 | Spring Break |
| May | 26 | 2025 | Memorial Day |
| June | 17 | 2025 | Summer Break Begins |
| June | 19 | 2025 | Juneteenth |

| Important Academic Calendar Dates | | | |
|-----------------------------------|-------|------|---|
| July | 1-28 | 2024 | S3 / Summer School |
| August | 5 | 2024 | In-Service Day 1 |
| August | 6 | 2024 | Teacher Planning Day 1 |
| August | 7 | 2024 | Day 1 Semester 1 (Q1) |
| October | 15 | 2024 | Planning Day 2 (end Q1) |
| October | 16 | 2024 | In-Service Day 2 |
| January | 16 | 2024 | End Semester 1 (Q2) |
| January | 17 | 2025 | Planning Day 3 (Semester 1 Materials Due) |
| January | 21 | 2025 | Panning Day 4 |
| January | 22 | 2025 | Start Semester 2 |
| February | 11-13 | 2025 | Whole School In-Service (days 3-5) |
| April | 7 | 2025 | Planning Day 5 (end Q3) |
| April | 8 | 2025 | In-Service Day 6 |
| June | 13 | 2025 | End Semester 2 (Q4) |
| June | 16 | 2025 | Planning Day 6 (Semester 2 Materials Due) |
| June | 23 | 2025 | Semester 3 / Summer School Begins |

First Board Review 12/13/23

V2 Draft John Muir Charter Schools 2024-2025 ADA and Teacher Work Schedule Calendar

| V2 Draft 2024-2025 Admin and Non Classroom-Based Classified 247-Day Work Calendar | | | | | | | | | | | | | | | | | | | | |
|---|----|----|----|----|----|---------------|----|----|----|----|----|----------------|----|----|----|----|----|--|--|--|
| July 2024 | | | | | 22 | August 2024 | | | | | 22 | September 2024 | | | | | 20 | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | |
| 1 | 2 | 3 | 4 | 5 | | | | | 1 | 2 | | 2 | 3 | 4 | 5 | 6 | | | | |
| 8 | 9 | 10 | 11 | 12 | | 5 | 6 | 7 | 8 | 9 | | 9 | 10 | 11 | 12 | 13 | | | | |
| 15 | 16 | 17 | 18 | 19 | | 12 | 13 | 14 | 15 | 16 | | 16 | 17 | 18 | 19 | 20 | | | | |
| 22 | 23 | 24 | 25 | 26 | | 19 | 20 | 21 | 22 | 23 | | 23 | 24 | 25 | 26 | 27 | | | | |
| 29 | 30 | 31 | | | | 26 | 27 | 28 | 29 | 30 | 4 | 30 | | | | | | | | |
| October 2024 | | | | | 22 | November 2024 | | | | | 16 | December 2024 | | | | | 15 | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | |
| | 1 | 2 | 3 | 4 | | | | | | 1 | | 2 | 3 | 4 | 5 | 6 | | | | |
| 7 | 8 | 9 | 10 | 11 | | 4 | 5 | 6 | 7 | 8 | | 9 | 10 | 11 | 12 | 13 | | | | |
| 14 | 15 | 16 | 17 | 18 | | 11 | 12 | 13 | 14 | 15 | | 16 | 17 | 18 | 19 | 20 | | | | |
| 21 | 22 | 23 | 24 | 25 | | 18 | 19 | 20 | 21 | 22 | | 23 | 24 | 25 | 26 | 27 | | | | |
| 28 | 29 | 30 | 31 | | | 25 | 26 | 27 | 28 | 29 | | 30 | 31 | | | | | | | |
| January 2025 | | | | | 19 | February 2025 | | | | | 15 | March 2025 | | | | | 20 | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | |
| | | 1 | 2 | 3 | | 3 | 4 | 5 | 6 | 7 | | 3 | 4 | 5 | 6 | 7 | | | | |
| 6 | 7 | 8 | 9 | 10 | | 10 | 11 | 12 | 13 | 14 | | 10 | 11 | 12 | 13 | 14 | | | | |
| 13 | 14 | 15 | 16 | 17 | | 17 | 18 | 19 | 20 | 21 | | 17 | 18 | 19 | 20 | 21 | | | | |
| 20 | 21 | 22 | 23 | 24 | | 24 | 25 | 26 | 27 | 28 | | 24 | 25 | 26 | 27 | 28 | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | | 31 | | | | | | | | |
| April 2025 | | | | | 18 | May 2025 | | | | | 21 | June 2025 | | | | | 20 | | | |
| M | T | W | Th | F | | M | T | W | Th | F | | M | T | W | Th | F | | | | |
| | 1 | 2 | 3 | 4 | | | | | 1 | 2 | | 2 | 3 | 4 | 5 | 6 | | | | |
| 7 | 8 | 9 | 10 | 11 | | 5 | 6 | 7 | 8 | 9 | | 9 | 10 | 11 | 12 | 13 | | | | |
| 14 | 15 | 16 | 17 | 18 | | 12 | 13 | 14 | 15 | 16 | | 16 | 17 | 18 | 19 | 20 | | | | |
| 21 | 22 | 23 | 24 | 25 | | 19 | 20 | 21 | 22 | 23 | | 23 | 24 | 25 | 26 | 27 | | | | |
| 28 | 29 | 30 | | | | 26 | 27 | 28 | 29 | 30 | | 30 | | | | | | | | |
| V2 Draft 2024-2025 Admin and Non Classroom-Based Classified 247-Day Work Calendar | | | | | | | | | | | | | | | | | | | | |

| | |
|-----------------|-----|
| Total Holidays | 14 |
| Total Work Days | 230 |
| Total Paid Days | 244 |

247 Work Day Staff:
Business Services,
Registrars, Coordinators,
Directors, COO, CEO

| | |
|-------|--------------------------------|
| 10/2 | DATE: CBEDS |
| 12/23 | DATE: P1 Attendance Accounting |
| 4/11 | DATE: P2 Attendance Accounting |

| Legend for Background Shading | |
|-------------------------------|-------------------------------------|
| 230 | Regular Work Days |
| 14 | Paid Holidays |
| 14 | Thanksgiving, Winter & Spring Break |
| 6 | In-Service Work Days |
| 25 | 24.25 S3 / Summer School |

| Legend for Number Color | |
|-------------------------|---|
| 14 | Blue: Holidays |
| 17 | Red: Important Muir Academic Calendar Events |
| 3 | Yellow: State attendance accounting date (CBEDS, P-1, and P-2). |

| Significant Dates | | | |
|-------------------|-----------|------|---------------------------------------|
| July | 4 | 2024 | Independence Day |
| September | 2 | 2024 | Labor Day |
| October | 14 | 2024 | Indigenous Peoples' Day |
| November | 11 | 2024 | Veteran's Day |
| November | 26-27 | 2024 | Thanksgiving Break |
| November | 28-29 | 2024 | Thanksgiving Holiday |
| December | 25 | 2024 | Winter Break |
| December/January | 12/23-1/3 | 2024 | Christmas Day |
| January | 1 | 2025 | New Year's Day |
| January | 20 | 2025 | Martin Luther King Jr. Day (Observed) |
| February | 14 | 2025 | Lincoln's Birthday (Observed) |
| February | 16 | 2025 | President's Day |
| March | 31 | 2025 | Cesar Chavez Day (Observed) |
| April | 1-4 | 2025 | Spring Break |
| May | 26 | 2025 | Memorial Day |
| June | 17 | 2025 | Summer Break Begins |
| June | 19 | 2025 | Juneteenth |

| Important Academic Calendar Dates | | | |
|-----------------------------------|-------|------|---|
| July | 1-28 | 2024 | 2023-24 S3 / Summer School |
| August | 5 | 2024 | In-Service Day 1 |
| August | 6 | 2024 | Teacher Planning Day 1 |
| August | 7 | 2024 | Day 1 Semester 1 (Q1) |
| October | 15 | 2024 | Planning Day 2 (end Q1) |
| October | 16 | 2024 | In-Service Day 2 |
| January | 16 | 2025 | End Semester 1 (Q2) |
| January | 17 | 2025 | Planning Day 3 (Semester 1 Materials Due) |
| January | 21 | 2025 | Planning Day 4 |
| January | 22 | 2025 | Start Semester 2 |
| February | 11-13 | 2025 | Whole School In-Service |
| April | 7 | 2025 | Planning Day 5 (end Q3) |
| April | 8 | 2025 | In-Service Day 6 |
| June | 13 | 2025 | End Semester 2 (Q4) |
| June | 16 | 2025 | Planning Day 6 (Semester 2 Materials Due) |
| June | 23 | 2025 | Semester 3 / Summer School Begins |

| Dates of Notable Cultural Significance | | | |
|--|-------|------|------------------------------|
| October | 2-4 | 2024 | Rosh Hashanah |
| October | 11-12 | 2024 | Yom Kippur |
| November | 1-2 | 2024 | Dia de los Muertos |
| November | 1 | 2024 | Diwali (Festival of Lights) |
| December | 7-15 | 2024 | Chanukah |
| December | 26 | 2024 | Kwanzaa |
| February | 28 | 2025 | Start of Ramadan |
| March | 5 | 2025 | Start of Lent |
| March | 30 | 2025 | Eid al-Fitr (End of Ramadan) |
| April | 17 | 2025 | Good Friday (End of Lent) |
| April | 20 | 2025 | Easter Sunday |

Due to the amount John Muir Charter Schools have currently on deposit with Bank of America (current ledger balance is over 5 million), we have been looking into investing and diversifying funds that are over and above our operating budget. This will reduce the risks associated with having all funds on deposit with one financial institution as well as allow JMCS to earn interest, which we are currently not vested in any interest-bearing accounts. The current Fiscal Control Policy allows us to invest in high yielding liquid accounts without implementing any changes to the existing policy. We would like to open an interest-bearing account with Bank of America to begin using immediately as a holding account for these funds with an interest rate of 3% (See Example A). With this fund, it would allow funds to be swept easily into and out of our main account to maximize interest accrual. This process would be a team effort to determine what monies would need to be added and withdrawn to and from the main account, creating checks and balances in reconciling both accounts.

In addition, we propose the following changes to the current JMCS Fiscal Control Policy:

Page 8, XII., Item C. shall read:

- C. All funds shall be maintained or invested in non-speculative, high quality, short maturity (no longer than 12 months) and liquid funds (Example B)

Requesting that the Board of Supervisors authorize this change, it would enable us to invest in Certificates of Deposit at a higher interest rate (see Example C). It is well known that the Federal Reserve may reduce interest rates in the future, so we have prepared a variety of examples with various interest rates. If this change is approved, it is our request to secure a Certificate of Deposit in the amount of \$250,000.00 (for a total of 1 million dollars annually) every 3 months for a 12-month period at different financial institutions. This way, they will be maturing in rotating cycles so we can liquidate them if the funds are needed prior to rolling them into a new Certificate of Deposit. This will also diversify and increase our funds covered under FDIC Insurance. If we decided to move forward with these changes and process, on average, the interest rate would be 4.92%, accruing approximately \$12,300.00 annually per CD, resulting in approximately \$49,200.00 in accrued interest annually (Example D). The proposed 1 million dollars investment amount represents the PPE monies that were received by JMCS that have remained unused.

All the above investment options are low risk, secure and the principal interest will remain intact therefore qualifying under the rules associated with investing public funds.

Example A

Client Liquidity Analysis

Client name:

John Muir

Client FGCI:

Enter

Rates as of date:

1/31/2024

Proposed structure date:

Enter

Proposal expiration date:

2/29/2024

Client TSO name:

Enter

Financial information reflects annual based on rates pulled on the above date and other information.

| | Baseline | Scenario 1 | Scenario 2 | Scenario 3 |
|---|--------------|--------------|--------------|--------------|
| Non-Interest Bearing DDA (ECR) | | | | |
| Average Positive Collected Balances | \$ - | \$ - | \$ - | \$ - |
| Gross Treasury Fees <i>(Excl. Deposit Bank Assessment & Sweep Fees)</i> | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 |
| Deposit Bank Assessment | \$ 2,000 | \$ 2,000 | \$ 5,000 | \$ 8,000 |
| Total Service Charges | \$ 3,200 | \$ 3,200 | \$ 6,200 | \$ 9,200 |
| Earnings Credit Rate % | 0.00% | 0.00% | 0.00% | 0.00% |
| Earnings on Available Balance | \$ - | \$ - | \$ - | \$ - |
| Additional Balances needed to fully offset fees | \$ (600,000) | \$ (600,000) | \$ (600,000) | \$ (600,000) |
| Excess / (Deficit) Fee | \$ (3,200) | \$ (3,200) | \$ (6,200) | \$ (9,200) |
| Interest Bearing DDA | | | | |
| Interest Bearing DDA Collected Balances | \$ 1,000,000 | \$ 1,000,000 | \$ 2,500,000 | \$ 4,000,000 |
| Interest Bearing DDA Rate | 2.75% | 3.00% | 3.00% | 3.00% |
| Interest Bearing DDA Interest Income | \$ 27,500 | \$ 30,000 | \$ 75,000 | \$ 120,000 |
| Automated Investment Sweep (AIS) | | | | |
| Sweep Type | | | | |
| Investment Balances | \$ - | \$ - | \$ - | \$ - |
| Rate* | 0.00% | 0.00% | 0.00% | 0.00% |
| Sweep Maintenance Fees | \$ - | \$ - | \$ - | \$ - |
| Sweep Interest Income | \$ - | \$ - | \$ - | \$ - |
| International Deposit Facility (IDF) | | | | |
| Investment Balances | \$ - | \$ - | \$ - | \$ - |
| Rate | 0.00% | 0.00% | 0.00% | 0.00% |
| Sweep Maintenance Fees | \$ - | \$ - | \$ - | \$ - |
| IDF Interest Income | \$ - | \$ - | \$ - | \$ - |
| Estimated Totals | | | | |
| Total Balances | \$ 1,000,000 | \$ 1,000,000 | \$ 2,500,000 | \$ 4,000,000 |
| Fees Offset with ECR | \$ - | \$ - | \$ - | \$ - |
| Client Net Fees Due | \$ (3,200) | \$ (3,200) | \$ (6,200) | \$ (9,200) |
| Additional Interest Income | \$ 27,500 | \$ 30,000 | \$ 75,000 | \$ 120,000 |
| Net Income After Fees Due / (Net Fees Due) | \$ 24,300 | \$ 26,800 | \$ 68,800 | \$ 110,800 |

*Client Rate is derived by deducting an Account Fee from the Fund Rate as provided by BlackRock.



John Muir Charter Schools Fiscal Control Policy

Purpose

The John Muir Charter Schools Governing Board of Directors (JMCS Board) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds available to support the mission of the school and to ensure that funds are budgeted, accounted for, expended, and maintained appropriately.

I. Duties

- A. The JMCS Board determines financial policies and procedures, delegates administration of the policies and procedures to the Chief Executive Officer (CEO), and reviews operations and activities on a regular basis.
- B. The CEO has responsibility for all operations and the Chief Financial Officer (CFO) has responsibility for activities related to financial management.
- C. Financial duties and responsibilities shall be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts. All documentation and communication related to financial matters shall be in writing.

II. Financial Code of Ethics

All Charter JMCS Board members and employees of JMCS shall:

- A. Act with honesty and integrity, including handling actual or apparent conflicts of interest between personal and professional relationships in an ethical manner
- B. File complete, accurate, timely, and understandable disclosure statements as required by applicable laws, rules, or policies
- C. Comply with applicable federal or state laws and local ordinances, and with other applicable rules
- D. Act in good faith, responsibly, and with due care, competence and diligence, without misrepresenting material facts or allowing one's independence of judgment to be subordinated
- E. Share knowledge and maintain skills important and relevant to job requirements;



- F. Respect the confidentiality of information acquired in the course of work and made confidential by law
- G. Proactively promote ethical behavior in all financial dealings and other activities within JMCS.

III. Annual Financial Audit

- A. JMCS is responsible for the annual fiscal audit and works directly with the auditing firm.
- B. The auditing firm shall be selected by the Nevada County Superintendent of Schools (NCSOS).
- C. JMCS' CEO will review any audit exceptions and deficiencies and report to the JMCS Board with recommendations on how to resolve them.
- D. Any audit exceptions and/or deficiencies shall be resolved to the satisfaction of the JMCS Board and the chartering authority.

IV. Purchasing

- A. The CEO may authorize expenditures and may sign related contracts within the approved budget up to \$30,000 without prior JMCS Board approval. Any such expenditures or contracts must be presented to and subsequently ratified by the JMCS Board subsequent to the CEO's authorization of expenditure or execution of contract. The accounting information shall be available at all meetings for the JMCS Board to review any and all expenditures. The CEO may delegate authorization power to the CFO or Chief Operations Officer (COO) in the event of the absence of the CEO.
- B. All expenditures over \$30,000 must be approved by the JMCS Board prior to execution by the CEO. The CEO may not verbally or otherwise obligate the school prior to JMCS Board approval of such expenditures.
- C. The CEO or CFO must approve all purchases. All purchase orders shall be submitted to the business office. Purchase orders authorizing the purchase of items over \$5,000 must be approved by the CEO or CFO. When approving purchases, the CEO or CFO must:

- 1. Determine if the expenditure is budgeted



2. Determine if funds are currently available for expenditures
 3. Determine if the expenditure is allowable under the revenue source
 4. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
 5. Determine if the price is competitive and prudent. All purchases over \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. Individuals who use personal funds to make unauthorized purchases shall not be reimbursed.
- D. Individuals other than the CEO or CFO are not authorized to make purchases without written pre-approval. This includes members of the JMCS Board and subcommittees of the JMCS Board. Written pre-approval shall be in the form of an approved Purchase Order Requisition. In some instances, written authorization may be in the form of an email request. Written pre-approval may also be in the form of a budget submitted to the JMCS Board for a specific project or activity and approved by the JMCS Board during a scheduled meeting. All travel requests must be approved prior to the travel date.
- E. Proof of receipt for authorized purchases shall be submitted to the JMCS Accounts Payable (AP) department along with appropriate documentation for the purchase within 30 days of the purchase. Reimbursement shall be made by a bank check reviewed and approved at the next JMCS Board meeting following submission.
- F. The CEO authorizes designated JMCS administrative staff to hold a JMCS credit card for school related purchases, including travel.
- G. The JMCS credit cards shall be within direct control of the authorized cardholders.
- H. Each charge to a JMCS credit card must be supported by a receipt of the expenditure and a concise description of the cost or activity and its school-related purpose. The receipt must contain detail of the item(s) purchased. If receipts are not available or are missing, the individual making the charge may be held responsible for payment.
- I. JMCS credit cards will bear the names of both JMCS and the authorized cardholder.
- J. School credit cards may not be used for cash advances or withdrawals at any time, even if the cash is be used for a school-related purpose.



- K. All receipts or other evidence of JMCS credit card purchases for each month must be provided to the JMCS AP department within seven (7) business days of the expense.
- L. Only items with prior written authorization from the CEO, CFO or designee will be paid or reimbursed. All requests for reimbursement must be accompanied by an itemized receipt.

V. Client Agency Reimbursement Considerations

A. **Budget Priorities.** In consultation with [Client Agency], JMCS' CEO, CFO or designee will make all final decisions about budget priorities. JMCS' CEO or CFO will also have final say over all expenditures made from the JMCS site budget. Generally, JMCS establishes the following priorities for budgeting and expenditure of funds at [Client Agency]:

1. Regulatory and support charges by the Nevada County Office of Education (1 percent of ADA revenue)
2. Certificated (teachers with valid California teaching credentials) JMCS staff to provide high-quality education services to JMCS students. By requirement of the JMCS Board, 40% of Local Control Funding Formula (LCFF) funds appropriated to each JMCS site budget must be spent on certificated teachers.
3. Adequate books and supplies to provide high-quality education services to JMCS students.
4. Sufficient computer technology.
5. JMCS-required staff training and associated travel.
6. JMCS Education Services (administrative costs).

To the extent that funds in the JMCS site budget are sufficient to meet all six of the items listed above, and are sufficient to retain in the site budget a 3 percent reserve for economic uncertainties, JMCS CEO, CFO or designee will consider reimbursing the [Client Agency] for its costs directly linked to the education of JMCS students at the site. In consultation with the [Client Agency] CEO, the JMCS CEO or CFO will make the final decisions on planning for and actually reimbursing the [Client Agency] for the following costs:

7. Classroom and JMCS-staff space costs, not to exceed reasonable space requirements and not to exceed actual or local market-rate space charges.
8. Utility charges for classroom and JMCS-staff space.
9. Use by JMCS of Client Agency telephones, copiers and other equipment.



10. Classroom furniture.
11. Client Agency staff directly involved in the education of JMCS students.
12. Other activities that directly support the education of JMCS students.

B. JMCS and the Client Agency must identify and prioritize for reimbursing Client Agency costs during the budget planning process, and must update this plan throughout the year in response to changes in budget conditions and education priorities. In the event that JMCS revenue or costs at the Client Agency differ from planned budgets, highest priority for funding will be for items numbered 1 through 6 above. Reimbursements for items numbered 7 through 12 above are at the discretion of JMCS' CEO or CFO. JMCS will not reimburse direct educational costs that are not supported by the site's ADA.

V. Contracts

- A. Consideration shall be made of in-house capabilities to accomplish services prior to contracting for them.
- B. All contracts over \$30,000 must be approved by the JMCS Board prior to execution by the CEO. The CEO may not verbally or otherwise obligate the school prior to JMCS Board approval of such contracts.
- C. The JMCS business office shall keep and maintain a contract file showing the competitive bids obtained (if any) and the justification of need for any contracts over \$50,000. While charter schools are not bound by the Public Contracts Code requiring multiple bids, all contract decisions made on behalf of JMCS must be in the best interests of the School, and the JMCS Board/CEO shall solicit multiple bids in those situations deemed appropriate and with the potential to obtain substantially similar or identical goods or services at a lower cost. Maintenance of contract files will in compliance with state statute.
- D. Written contracts clearly defining work to be performed will be maintained for all contract service providers.
- E. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance for employees. JMCS shall be named as an additional insured on these policies.



- F. If the contract service provider is a sole proprietor or a partnership (including LP and LLP) the business office shall obtain a W-9 from the contract service provider prior to submitting any invoices to the AP department. A copy of the W-9 shall accompany the first invoice submitted to the JMCS AP department.
- G. The CEO or designee shall approve proposed contracts and modifications in writing.
- H. Contract service providers shall be paid in accordance with approved contracts as work is performed.
- I. The CEO will be held responsible for ensuring the terms of the contract are fulfilled.
- J. Potential conflicts of interest shall be disclosed immediately, and the CEO and/or members of the Charter JMCS Board with the conflict shall excuse themselves from discussion and from voting on the contract in accordance with the JMCS Conflict of Interest Policy.

VI. Bank Checks

- A. The JMCS Board shall approve the list of authorized signers on the JMCS bank accounts.
- B. The JMCS Board shall be authorized to open and close bank accounts.
- C. All blank checks shall be kept in a locked safe.
- D. All checks shall have two authorized signatures.
- E. Checks may not be written to cash, bearer, or petty cash. Under no circumstances will any individual sign a blank check.
- F. The accountant shall be responsible for ensuring that the check transaction is recorded into the appropriate accounts in the general ledger. Items shall be reviewed regularly by the CFO or designee for accuracy.
- G. The JMCS AP department shall attach the check voucher to the submitted invoice and supporting documentation and file appropriately.
- H. Voided checks shall be retained in a voided check file by the accountant. They shall be marked as void and have the signature line cut out.



VII. Bank Reconciliation

- A. Bank statements shall be received directly, unopened, by the accountant.
- B. The accountant shall prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation. Any material discrepancies shall be immediately reported to the Governing JMCS Board and the CEO.

VIII. State and Federal Revenue Accounts Receivable

- A. Documentation of warrants and revenues received shall be posted and maintained accurately in the accounting system by the accountant.

IX. Donations

- A. Cash or checks received as donations shall be immediately recorded in a bound receipt book, with a copy given to the donor. The receipt shall record the name and address of the donor and any specific instructions as to how the funds shall be used. A thank you letter shall follow for any donation to JMCS.

X. Deposits

- A. All checks shall be immediately endorsed with the endorsing stamp.
- B. A deposit slip shall be completed by the CFO and duplicated with all deposit documentation attached.
- C. Deposits shall be made by the administrative coordinator on no less than a monthly basis.
- D. The duplicate deposit slip and deposit receipt shall be attached to the deposit documentation and filed.

XI. Loans

- A. The CEO and the JMCS Board shall approve all loans from third parties. Employee loans are not allowed.

XII. Financial Institutions

- A. All funds shall be maintained at a high quality financial institution as rated by Moody's or Standard and Poor's.



- B. All funds shall be FDIC insured or insured by excess deposit insurance provided by the financial institution.
- C. All funds shall be maintained or invested in non-speculative, high quality, short maturity (no longer than 12 months) and liquid funds.

XIII. Retention of records

- A. Financial records, such as transaction ledgers, bank statements, attendance and entitlement records, payroll records, and any other necessary fiscal documentation shall be retained for the period of time required by law.
- B. Financial records shall be shredded at the end of their retention period.
- C. Appropriate back-up copies of electronic and paper financial documentation shall be regularly prepared and stored in a secure, off-site location, separate from the school.

XIV. Funds Balance Reserve

- A. The CFO or accountant shall provide the CEO and the JMCS Board with budget reports on a quarterly basis.
- B. It is the responsibility of the CEO and the JMCS Board to understand and keep informed of JMCS' financial condition.
- C. It is the responsibility of the CEO and/or CFO to prioritize payments as needed to remain within budget.

Adopted: January 13, 2016

Amended: February 14, 2024

Example C



BMO Alto Certificate of Deposit

★5.0 /5

Best for CD Rates

\$0

Deposits are FDIC Insured

1-year APY 5.30%

3-year APY 4.60%

5-year APY 4.60%



Bread Savings™ CD

★5.0 /5

Best for CD Rates


\$1,500

Member FDIC

1-year APY 5.50%[Ⓢ]

3-year APY 4.25%[Ⓢ]

5-year APY 4.15%[Ⓢ]



Marcus by Goldman Sachs High-Yield CD

★5.0 /5

Best for CD Rates

\$500

Member FDIC

1-year APY 5.25%[Ⓢ]

3-year APY 4.30%[Ⓢ]

5-year APY 4.10%[Ⓢ]

Barclays Online CD



NerdWallet rating [Ⓢ]

★5.0 /5

Minimum deposit

\$0

Member FDIC

APY

1-year APY: 5.30%[Ⓢ]

3-year APY: 4.30%[Ⓢ]

5-year APY: 4.15%[Ⓢ]

LEARN MORE [Ⓢ]

at Barclays, Member FDIC

[Print](#)

CD Calculator

Initial deposit

\$250,000.00

Interest rate

4%

Compound

annually (APY) ▾

Deposit length

1

years

0

months

Marginal tax rate ?

0%

Calculate

▶

Clear

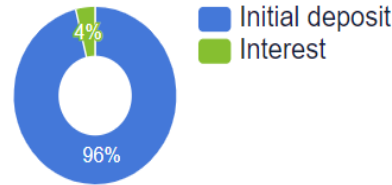
Results

End balance

\$260,000.00

Total interest

\$10,000.00



CD Calculator

[Print](#)

Initial deposit

\$250,000.00

Interest rate

4.5%

Compound

annually (APY) ▾

Deposit length

1

years

0

months

Marginal tax rate ?

0%

Calculate

▶

Clear

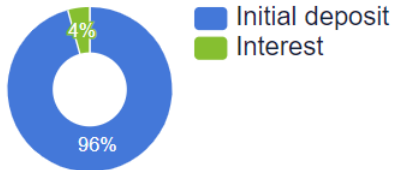
Results

End balance

\$261,250.00

Total interest

\$11,250.00



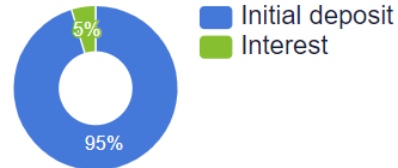
CD Calculator

[Print](#)

| | |
|--------------------------------|---|
| Initial deposit | <input type="text" value="\$250,000.00"/> |
| Interest rate | <input type="text" value="5.00"/> % |
| Compound | <input type="text" value="annually (APY)"/> ▾ |
| Deposit length | <input type="text" value="1"/> years <input type="text" value="0"/> months |
| Marginal tax rate [?] | <input type="text" value="0"/> % |

Results

End balance **\$262,500.00**
Total interest **\$12,500.00**



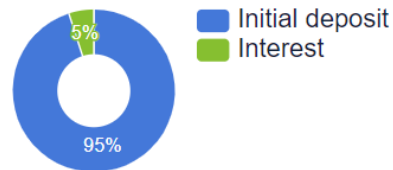
CD Calculator

[Print](#)

| | |
|--------------------------------|---|
| Initial deposit | <input type="text" value="\$250,000.00"/> |
| Interest rate | <input type="text" value="5.25"/> % |
| Compound | <input type="text" value="annually (APY)"/> ▾ |
| Deposit length | <input type="text" value="1"/> years <input type="text" value="0"/> months |
| Marginal tax rate [?] | <input type="text" value="0"/> % |

Results

End balance **\$263,125.00**
Total interest **\$13,125.00**



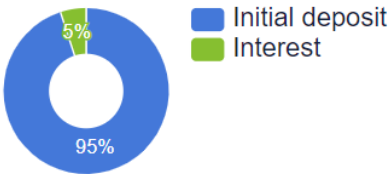
CD Calculator

[Print](#)

| | |
|--|---|
| Initial deposit | <input type="text" value="\$250,000.00"/> |
| Interest rate | <input type="text" value="5.30"/> % |
| Compound | <input type="text" value="annually (APY)"/> |
| Deposit length | <input type="text" value="1"/> years <input type="text" value="0"/> months |
| Marginal tax rate [?] | <input type="text" value="0"/> % |
| <div><div>Calculate </div><div>Clear</div></div> | |

Results

| | |
|----------------|--------------|
| End balance | \$263,250.00 |
| Total interest | \$13,250.00 |



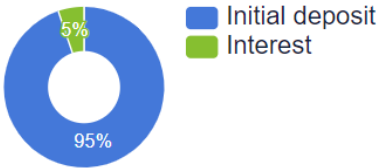
CD Calculator

[Print](#)

| | |
|--|---|
| Initial deposit | <input type="text" value="\$250,000.00"/> |
| Interest rate | <input type="text" value="5.50"/> % |
| Compound | <input type="text" value="annually (APY)"/> |
| Deposit length | <input type="text" value="1"/> years <input type="text" value="0"/> months |
| Marginal tax rate [?] | <input type="text" value="0"/> % |
| <div><div>Calculate </div><div>Clear</div></div> | |

Results

| | |
|----------------|--------------|
| End balance | \$263,750.00 |
| Total interest | \$13,750.00 |



John Muir Charter Schools

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://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 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.

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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | John Muir Charter Schools |
| Street | 960 McCourtney Rd, Ste E |
| City, State, Zip | Grass Valley, CA 95949 |
| Phone Number | 530.272.4008 |
| Principal | John Muir Charter Schools |
| Email Address | rjguess@johnmuircs.com |
| School Website | http://www.johnmuircs.com/ |
| County-District-School (CDS) Code | 29-10298-2930147 |

2023-24 District Contact Information

| | |
|-------------------------|--|
| District Name | John Muir Charter Schools |
| Phone Number | 530.272.4008 |
| Superintendent | RJ Guess |
| Email Address | rjguess@johnmuircs.com |
| District Website | www.johnmuircs.com |

2023-24 School Description and Mission Statement

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. Over 97% of our students are either low-income, homeless or foster youth or some combination of the three. They arrive with challenges and barriers, such as housing instability, mental health challenges, addiction, lack of transportation, lack of childcare and basic academic skill deficiencies. Through the Community Schools model JMCS strives to remove barriers to program participation as well as increase program access for our target youth. 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 and college pathways, parenting, suicide prevention, anger management and more. In collaboration with our partners, JMCS sites offer multiple wrap-around services for students, such as special education support, case management, mental health services, WIC, EBT, and other services related to basic needs. Community Schools Coordinators work to identify and engage with local service providers in order to meet students' direct and acute needs.

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

About this School

| 2022-23 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 10 | 317 |
| Grade 11 | 140 |
| Grade 12 | 101 |
| Total Enrollment | 558 |

| 2022-23 Student Enrollment by Student Group | |
|---|-----------------------------|
| Student Group | Percent of Total Enrollment |
| Female | 27.2% |
| Male | 72.8% |
| American Indian or Alaska Native | 1.6% |
| Asian | 1.1% |
| Black or African American | 8.2% |
| Hispanic or Latino | 73.7% |
| Two or More Races | 5.7% |
| White | 9.3% |
| English Learners | 17.9% |
| Foster Youth | 1.1% |
| Homeless | 9.9% |
| Socioeconomically Disadvantaged | 97.1% |
| Students with Disabilities | 15.4% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.50 | 56.15 | 103.20 | 60.34 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.90 | 2.99 | 1.90 | 1.16 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 3.02 | 11.40 | 6.67 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 12.50 | 37.80 | 48.70 | 28.47 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 5.70 | 3.34 | 18854.30 | 6.86 |
| Total Teaching Positions | 33.00 | 100.00 | 171.10 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.30 | 59.70 | 113.40 | 61.34 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 13.00 | 7.08 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 10.10 | 29.69 | 51.80 | 28.03 | 11953.10 | 4.28 |
| Unknown | 3.60 | 10.58 | 6.50 | 3.54 | 15831.90 | 5.67 |
| Total Teaching Positions | 34.10 | 100.00 | 184.90 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 1.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.50 | 0.00 |
| Local Assignment Options | 12.00 | 10.00 |
| Total Out-of-Field Teachers | 12.50 | 10.10 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.3 | 6.1 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In 2022-23, John Muir Charter Schools continued full use of Odysseyware and Edgenuity; online curriculum platforms aligned with state standards and updated annually. Some sites continue to use the AGS textbook series for some core subject areas, which was last adopted in 2005 as this curriculum remains accessible to our student population. 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, and in the 2020-21 school year these materials were fully implemented across the state. 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.

Year and month in which the data were collected

January 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Reading with Relevance/2017 | Yes | 0 |
| | Scholastic ID/2017 | | |
| | Rosetta Stone/2020 | | |
| | New Readers Press/2017 | | |
| | The DBQ Project/2017 | | |
| | Odysseyware/2022 | | |
| | Edgenuity/2023 | | |
| Mathematics | AGS Basic Math/2005 | Yes | 0 |
| | AGS Pre-Algebra/2005 | | |
| | AGS Algebra/2005 | | |
| | AGS Geometry/2005 | | |
| | JUMP Math/2017 | | |
| | Citizen Math/2022 | | |
| | Odysseyware/2022 | | |
| Science | Edgenuity/2023 | Yes | 0 |
| | AGS Earth Science/2005 | | |
| | AGS Physical Science/2005 | | |
| | AGS Biology/2005 | | |
| | EEl (Education and the Environment Initiative)/2017 | | |
| | HASPI Human Biology/2017 | | |
| | SEI: Strategic Energy Innovations - Energy Education/2017 | | |
| History-Social Science | Odysseyware/2022 | Yes | 0 |
| | Edgenuity/2023 | | |
| | AGS US History/2005 | | |
| | AGS World History/2005 | | |
| | AGS US Government/2005 | | |
| | AGS Economics/2005 | | |

| | | | |
|-----------------------------------|---|-----|---|
| | The DBQ Project/2023 Odysseyware/2022 Edgenuity/2023 | | |
| Foreign Language | Rosetta Stone/2020 Odysseyware/2022 Edgenuity/2023 | Yes | 0 |
| Health | AGS Life Skills/Health/2005 Odysseyware/2022 Edgenuity/2023 | Yes | 0 |
| Visual and Performing Arts | Edgenuity/2023 | Yes | 0 |

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.

Year and month of the most recent FIT report

N/A

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.

2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.

3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

| Percentage of Students Meeting or Exceeding the State Standard on CAASPP | | | | | | |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <p>This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.</p> <p>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.</p> <p>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.</p> | | | | | | |
| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
| English Language Arts/Literacy (grades 3-8 and 11) | 14 | 8 | 51 | 48 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 1 | 0 | 36 | 33 | 33 | 34 |

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2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 120 | 60 | 50.00 | 50.00 | 8.47 |
| Female | 27 | 11 | 40.74 | 59.26 | 9.09 |
| Male | 92 | 49 | 53.26 | 46.74 | 8.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 88 | 46 | 52.27 | 47.73 | 8.89 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 4 | 36.36 | 63.64 | -- |
| English Learners | 19 | 8 | 42.11 | 57.89 | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 12 | 5 | 41.67 | 58.33 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 105 | 49 | 46.67 | 53.33 | 4.08 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 5 | 33.33 | 66.67 | -- |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 121 | 55 | 45.45 | 54.55 | 0.00 |
| Female | 27 | 9 | 33.33 | 66.67 | -- |
| Male | 93 | 46 | 49.46 | 50.54 | 0.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 89 | 42 | 47.19 | 52.81 | 0.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 2 | 18.18 | 81.82 | -- |
| English Learners | 19 | 6 | 31.58 | 68.42 | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 12 | 5 | 41.67 | 58.33 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 105 | 44 | 41.90 | 58.10 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 2 | 13.33 | 86.67 | -- |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | -- | 13.33 | -- | -- | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 37 | 15 | 40.54 | 59.46 | 13.33 |
| Female | 12 | 3 | 25.00 | 75.00 | -- |
| Male | 25 | 12 | 48.00 | 52.00 | 8.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 28 | 12 | 42.86 | 57.14 | 16.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 30 | 11 | 36.67 | 63.33 | 18.18 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 Career Technical Education Programs

In 2022-23 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; Manufacturing and Product Development; Building and Construction Trades, Agriculture and Natural Resources, and Energy, Environment, and Utilities sectors across California. While JMCS does not offer direct CTE courses, the pathway tracks are available through JMCS partnering agency activities; students come away with a variety of certifications through enrolling in and completing those activities. JMCS is in the process of developing CTE pathways and hiring appropriately credentialed staff to provide CTE pathway instruction; the school anticipates launching this option soon.

2022-23 Career Technical Education (CTE) Participation

| 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 | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 19.53 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

B. Pupil Outcomes

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.

| 2022-23 California Physical Fitness Test Results | | | | | |
|--|-------------------------------|---|--|--|--------------------------|
| This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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. | | | | | |
| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| Grade 5 | N/A | N/A | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A | N/A | N/A |

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 regarding the school district and at each school site.

| 2023-24 Opportunities for Parental Involvement |
|---|
| Roughly 20% of JMCS students in the 2022-23 school year are below age 18. The parents of these students have regular contact with JMCS teachers, directors and site staff. They 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 "guardians" 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. |

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 46.1 | 43.8 | 33.5 | 31.2 | 67.1 | 58.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 18.3 | 23.9 | 16.7 | 45.7 | 25.5 | 24.6 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|---------------------------------|-------------------------------|---------------------------|
| All Students | 221 | 37 | 16.7 |
| Female | 62 | 10 | 16.1 |
| Male | 159 | 27 | 17.0 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 15 | 6 | 40.0 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 165 | 24 | 14.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 13 | 1 | 7.7 |
| White | 20 | 4 | 20.0 |
| English Learners | 59 | 6 | 10.2 |
| Foster Youth | 11 | 0 | 0.0 |
| Homeless | 34 | 5 | 14.7 |
| Socioeconomically Disadvantaged | 217 | 36 | 16.6 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 64 | 4 | 6.3 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1232 | 931 | 699 | 75.1 |
| Female | 346 | 270 | 204 | 75.6 |
| Male | 883 | 660 | 494 | 74.8 |
| Non-Binary | 3 | 1 | 1 | 100.0 |
| American Indian or Alaska Native | 18 | 12 | 8 | 66.7 |
| Asian | 17 | 11 | 8 | 72.7 |
| Black or African American | 126 | 78 | 61 | 78.2 |
| Filipino | 4 | 3 | 2 | 66.7 |
| Hispanic or Latino | 863 | 686 | 517 | 75.4 |
| Native Hawaiian or Pacific Islander | 4 | 0 | 0 | 0.0 |
| Two or More Races | 73 | 50 | 39 | 78.0 |
| White | 123 | 89 | 62 | 69.7 |
| English Learners | 191 | 160 | 123 | 76.9 |
| Foster Youth | 17 | 11 | 10 | 90.9 |
| Homeless | 153 | 112 | 92 | 82.1 |
| Socioeconomically Disadvantaged | 1177 | 899 | 673 | 74.9 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 172 | 139 | 120 | 86.3 |

C. Engagement

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

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.16 | 0.02 | 0.81 | 1.16 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.09 | 0.00 | 0.00 | 0.05 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.16 | 0 |
| Female | 0.29 | 0 |
| Male | 0.11 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0.23 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0.52 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0.17 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0.58 | 0 |

2023-24 School Safety Plan

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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 0 | 0 | 0 | 0 |
| Mathematics | 0 | 0 | 0 | 0 |
| Science | 0 | 0 | 0 | 0 |
| Social Science | 0 | 0 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| 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 | 2 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 21,626.07 | 3,983.03 | 17,643.04 | 67,249 |
| District | N/A | N/A | N/A | N/A |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | 0.0 |
| State | N/A | N/A | \$7,607 | |
| Percent Difference - School Site and State | N/A | N/A | 79.5 | |

Fiscal Year 2022-23 Types of Services Funded

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 individualized graduation plan for each student that meets their unique credit goals and skill needs in order to meet graduation requirements. 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. Through the Community Schools model JMCS has dedicated Community Resource Coordinators who work to provide students with resources provided by local organizations who can assist students with other supportive services.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| 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 | | |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---|------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

In 2022-2023, JMCS provided five days (30 hours) of professional development to all staff through our annual in-services in October, December, March, and May. JMCS staff attend a variety of workshops coordinated by a collaboration between teachers, the Teacher Action Committee, admin staff, and Community Schools Director and Coordinators. 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 training that build on each other. PD focused on social-emotional learning, elevating student voice, anti-bias education, instructional technology, and mental health and wellness. PD also included opportunities to explore new curricula and course outlines. Workshops were delivered virtually and in person in 2022-2023, and included a variety of participation and discussion strategies to ensure engagement and meaning-making opportunities for staff. Teachers and staff were 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: John Muir Charter Schools

CDS Code: 29102982930147

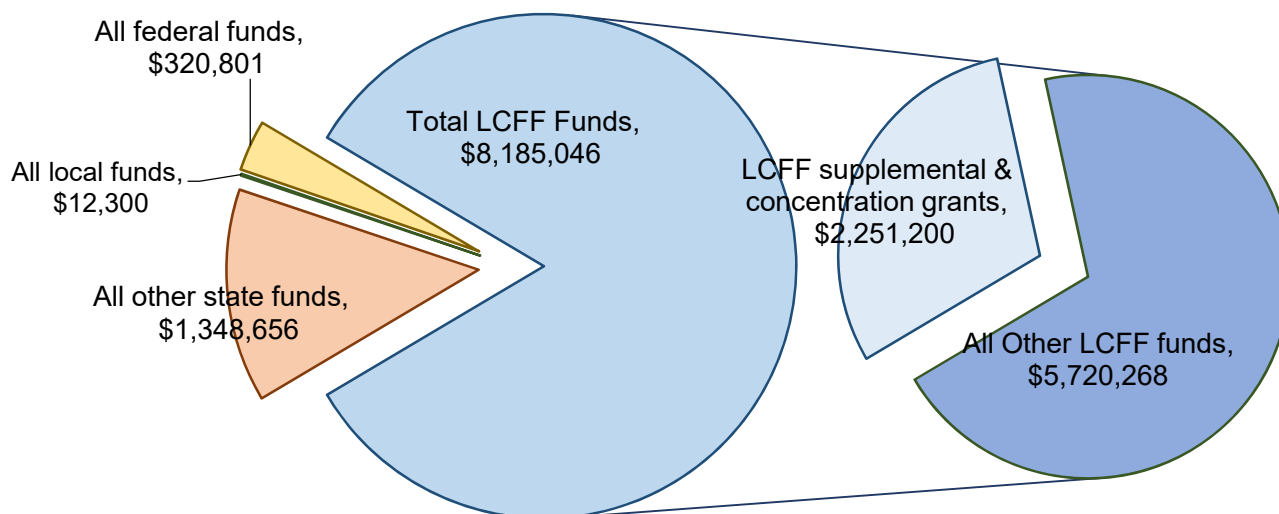
School Year: 2023-2024

LEA contact information: RJ Guess, CEOrjguess@johnmuircs.com, (530)272.4008

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-2024 School Year

Projected Revenue by Fund Source

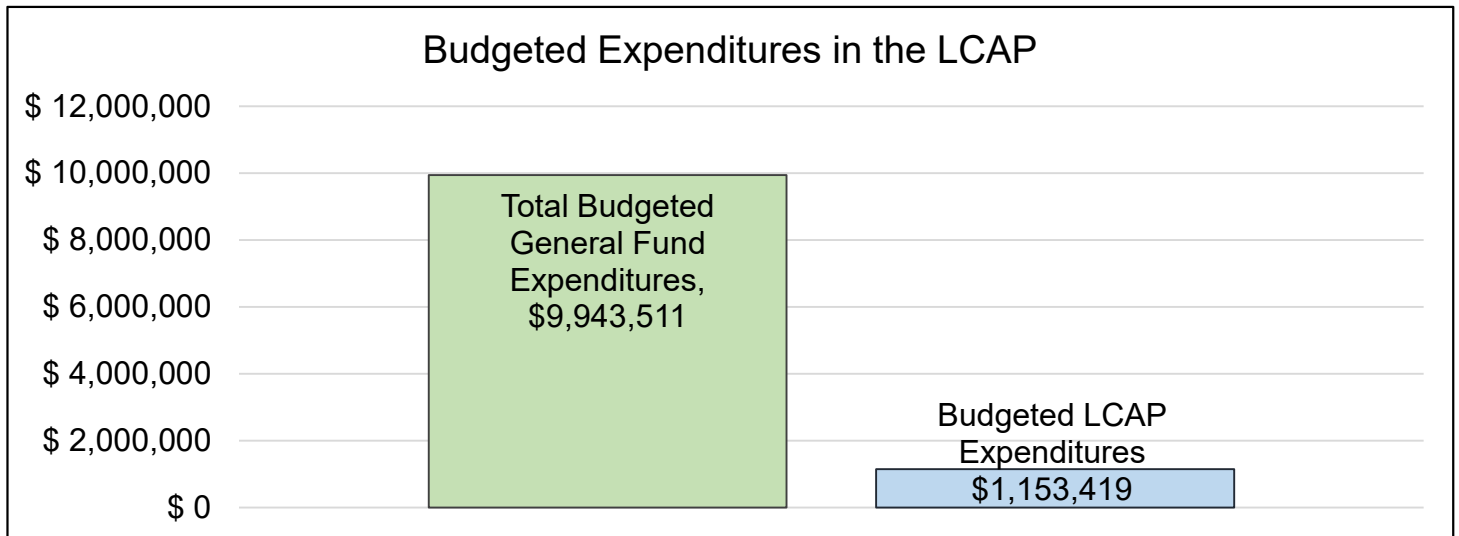


This chart shows the total general purpose revenue John Muir Charter Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Muir Charter Schools is \$9,866,803.00, of which \$8,185,046.00 is Local Control Funding Formula (LCFF), \$1,348,656.00 is other state funds, \$12,300.00 is local funds, and \$320,801.00 is federal funds. Of the \$8,185,046.00 in LCFF Funds, \$2,464,778.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much John Muir Charter Schools plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: John Muir Charter Schools plans to spend \$9,943,511.00 for the 2023-2024 school year. Of that amount, \$1,153,419.00 is tied to actions/services in the LCAP and \$8,790,092.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here]

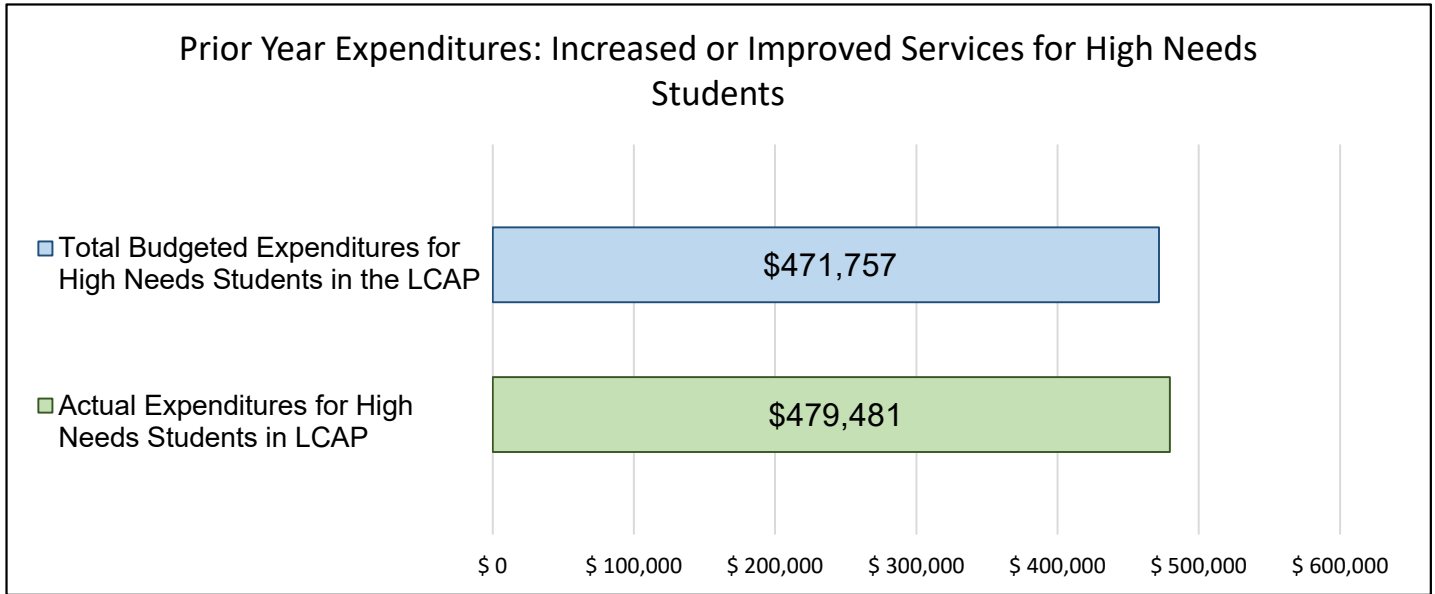
Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, John Muir Charter Schools is projecting it will receive \$2,464,778.00 based on the enrollment of foster youth, English learner, and low-income students. John Muir Charter Schools must describe how it intends to increase or improve services for high needs students in the LCAP. John Muir Charter Schools plans to spend \$1,074,707.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023



This chart compares what John Muir Charter Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what John Muir Charter Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-2023, John Muir Charter Schools's LCAP budgeted \$471,757.00 for planned actions to increase or improve services for high needs students. John Muir Charter Schools actually spent \$479,481.00 for actions to increase or improve services for high needs students in 2022-2023.



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------|--|
| John Muir Charter Schools | RJ Guess CEO | rjguess@johnmuircs.com 530.272.4008 |

Goal 1

Goal Description

JMCS will provide engaging, high quality and culturally responsive classroom instruction and curriculum that meaningfully incorporates current technology in order to eliminate academic barriers and support students' paths to college and career readiness. (Priority areas 1, 2, 4, 7, 8)

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|---|---|--|
| JMCS teacher credentials and assignments | 100% of teachers are properly credentialed or waived through DASS | 100% of teachers are properly credentialed or waived through DASS | 100% of teachers are properly credentialed or waived through DASS | 100% of teachers are properly credentialed or waived through DASS | 100% of JMCS teachers are properly credentialed or waived through DASS |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|---|---|---|
| | status for their assignments (2020-21) | status for their assignments (2021-22) | status for their assignments (2022-23) | status for their assignments | status for their assignments |
| Student access to culturally responsive, standards-aligned instructional materials and a broad course of study | <p>100% of students have access to culturally responsive, standards-aligned instructional materials (2020-21)</p> <p>100% of students have access to a broad course of study including unduplicated students and those with special needs (2020-21)</p> | <p>100% of students have access to culturally responsive, standards-aligned instructional materials (2021-22)</p> <p>100% of students have access to a broad course of study including unduplicated students and those with special needs (2021-22)</p> | <p>100% of students have access to culturally responsive, standards-aligned instructional materials (2022-23)</p> <p>100% of students have access to a broad course of study including unduplicated students and those with special needs (2022-23)</p> | <p>100% of students have access to culturally responsive, standards-aligned instructional materials</p> <p>100% of students have access to a broad course of study including unduplicated students and those with special needs</p> | <p>100% of students have access to standards-aligned instructional materials</p> <p>100% of students have access to a broad course of study including unduplicated students and those with special needs</p> |
| Condition of school facilities | 100% of school facilities are in good repair (2020-21) | 100% of school facilities are in good repair (2021-22) | 100% of school facilities are in good repair (2022-23) | 100% of school facilities are in good repair | 100% of school facilities are in good repair |
| Implementation of state board adopted academic content and performance standards for all students | Full implementation of state board adopted academic content and performance standards through adopted, standards-aligned curriculum and various modes of instruction (tutoring, small group, whole group) (2020-21) | Full implementation of state board adopted academic content and performance standards through adopted, standards-aligned curriculum and various modes of instruction (tutoring, small group, whole group) (2021-22) | Full implementation of state board adopted academic content and performance standards through adopted, standards-aligned curriculum and various modes of instruction (tutoring, small group, whole group) (2022-23) | Full implementation of state board adopted academic content and performance standards through adopted, standards-aligned curriculum and various modes of instruction (tutoring, small group, whole group) | Full implementation of state board adopted academic content and performance standards through adopted, standards-aligned curriculum and various modes of instruction (tutoring, small group, whole group) |
| SBAC student achievement and test administration | <p>STAR Assessment results in lieu of SBAC:</p> <p>Average reading 6.9 Average reading growth 0.3</p> <p>Average math 6.7 Average math growth 0.3 (2020-21)</p> <p>*No administration data due to COVID mandates.</p> | <p>STAR Assessment results in lieu of SBAC:</p> <p>Average reading 5.0 Average reading growth 0.8</p> <p>Average math 5.5 Average math growth 0.8 (2021-22)</p> <p>*Administration data in progress (2021-22)</p> | <p>SBAC Assessments (May 2022):</p> <p>14.09% of students meet or exceed standard in ELA</p> <p>1.14% of students meet or exceed standard in Math</p> <p>Administration was 40% of applicable students</p> <p>There were still many interruptions and</p> | <p>Data not yet collected</p> | <p>10% meet or exceed - ELA</p> <p>10% meet or exceed - math</p> <p>Statewide assessments administered to 100% of applicable students (*due to continuous enrollment practices and an attrition rate consistent with dropout recovery programs, not all students served in a given year participate in mandated testing if they are not</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|------------------------------------|--|---|--|---|--|
| | | | challenges with attendance during the testing window in spring 2022 due to COVID.(2022-23) | | enrolled during state testing windows) |
| Quality of instructional materials | 80% of core subjects use AGS textbooks as foundational material (2020-21) | 80% of core subjects use AGS textbooks as foundational material (four pilots in progress to replace AGS: Applied Math, English 9-12, US History, Earth Science) (2021-22) | 75% of core subjects use AGS textbooks as foundational material (2022-23) | 33% of core subjects use AGS textbooks as foundational material | 0% of subjects use AGS textbooks as foundational material |
| Benchmark course outlines | 33% (4/12) core academic courses have fully revised, standards-aligned updated BCOs (2020-21) | 54% (7/13) core academic courses have fully revised, standards-aligned updated BCOs: Eng 9, Eng 10, Eng 11-12, Foundational Math, Applied Math, US History, Earth Science (2021-22) | 62% (8/12) core academic courses have been revised. (2022-23) | Following Course Outlines have been updated: Eng 9, Eng 10, Eng 11, Eng 12, Algebra, World History, US History, Earth Science | 100% (12/12) core academic courses have fully revised, standards-aligned BCOs |
| Access to college prep courses | 0% of students have access to college prep courses in three core subjects (2020-21) | 100% of students have access to college prep courses in three core subjects through Odysseyware curriculum (2021-22) | 100% of students have access to college prep courses in all core subjects and electives through Odysseyware curriculum (2022-23) | 100% of students have access to college prep courses in all core subjects and electives through Edgenuity or Odysseyware curriculum | 100% of students have access to college prep courses in three core subjects |
| ELL student support | 0 staff members dedicated to overseeing support for EL students and ensuring EL access to curriculum and implementation of ELD standards (2020-21) | 0 staff members dedicated to overseeing support for EL students and ensuring EL access to curriculum and implementation of ELD standards (2021-22) | 1 Community Schools Coordinator hired through Community Schools Partnership Grant has focus area as EL services. (2022-23) | 1 Community Schools Coordinator hired through Community Schools Partnership Grant has focus area as EL services. Bilingual Spanish support staff hired at sites with concentrations of Spanish EL students. | 1 dedicated staff member overseeing support for EL students and ensuring EL access to curriculum and implementation of ELD standards |
| ELL assessment | Few EL students are properly assessed using internal assessments; all eligible EL students are assessed using ELPAC (2020-21) | 100% of ADEL students assessed with CASAS; 100% of all others assessed with ELPAC (2021-22) | 83% of ADEL students assessed with CASAS; 100% of new EL or TBD assessed with initial ELPAC (2022-23) | Data not yet collected | 100% of incoming EL students are assessed for English levels through ELPAC or internal assessment |
| ELL student achievement | EL students: | EL students: | EL students: | Data not yet collected | EL students gain an average of 0.5 grade |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|---|---|---|
| | 0.6 grade level growth ELA (2020-21) | 0.1 grade level growth ELA (2021-22) | 0.3 grade level growth ELA (2022-23) | | levels of ELA growth for every six months of enrollment |
| Skills acceleration: curriculum and instruction | 100% of sites have access to resources for skills acceleration and instruction (2020-21) | 100% of sites have access to resources for skills acceleration curriculum and instruction, including tutors and extended learning opportunities (2021-22) | 100% of sites have access to resources for skills acceleration curriculum and instruction, including tutors and extended learning opportunities (2022-23) | 100% of sites have access to resources for skills acceleration and instruction (2020-21) | 100% of sites have access to resources and strategies for proper implementation of skills acceleration curriculum and instruction, including tutors and extended learning opportunities |
| Skills acceleration: data reports | 70% of sites use data reports to inform instruction (2020-21) | Data on hold due to irregular reporting and impending report revisions (2021-22) | There are no staff-level data reports in 2022-2023. JMCS has been working with the vendor this year to design and training will begin in 2023-24. (2022-23) | PowerSchool Add-On for data tracking is live and staff have had initial training on use. | 100% of sites use data reports to support skills acceleration planning |
| Skills acceleration: course enrollment | 23% of students properly enrolled in ELA courses (2020-21) 18% of students properly enrolled in math courses (2020-21) | 60% of students properly enrolled in ELA courses (2021-22) 57% of students properly enrolled in math courses (2021-22) | 58% of students properly enrolled in ELA courses 58% of students properly enrolled in math courses (2022-23) | 87% of students properly enrolled in ELA courses 64% of students properly enrolled in Math courses | 75% of students enrolled in proper ELA and math skills acceleration courses |
| STAR/TABE Scores: Grade level growth | Average 0.4 grade level gain in ELA (2020-21) Average 0.5 grade level gain in math (2020-21) | Average 0.8 grade level gain in ELA (2021-22) Average 0.8 grade level gain in math (2021-22) | Average 0.5 grade level gain in ELA (2022-2023) Average 0.6 grade level gain in math (2022-23) | Data not yet collected | Students gain 0.5 grade levels in ELA and math for every six months of enrollment |
| Skills acceleration: pre and post-testing within policy limits | 60% of students pre-testing within policy limits (2020-21) 59% of students post-testing within policy limits (2020-21) | 78% of students pre-testing within policy limits (2021-22) 65% of students post-testing within policy limits (2021-22) | 71% of students pre-testing within policy limits (2022-23) 40% of students post-testing within policy limits (2022-23) | 80% of students pre-testing within policy limits 70% of students post-testing within policy limits | 75% of students pre-testing and post-testing within policy limits |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|--|---|---|
| College and career readiness: participation in activities | No accurate baseline data due to COVID (2020-21) | 100% of staff participated in Quest for College trainings at monthly in-services (2021-22) 15% of school sites participated in Fall college readiness pilot (2021-22) | 100% of students have access to college awareness curriculum and school-sponsored college awareness activities (2022-23) | 100% of students have access to college awareness curriculum and school-sponsored college awareness activities | 100% of students have access to college awareness curriculum and school-sponsored college awareness activities |
| College and career readiness: transition plan for graduating students | No transition plan in place or in development (2020-21) | Transition plan is revised with input from stakeholders and is ready to pilot (2021-22) | 23% of students are using and alternative post-program goal setting/career exploration transition plan as a senior portfolio at CCC sites. The school-wide transition plan revision is on hold in order to incorporate A-G Access Grant initiatives. (2022-23) | Data not yet collected | 80% of students create a transition plan as part of graduation requirements |
| Technology support | No comprehensive support system in place (2020-21) | 100% of teachers have access to refined system (software vs hardware support) (2021-22) | 100% of sites have access to IT and education systems support (2022-23) | 100% of sites have access to IT and education systems support | 100% of teachers have access to streamlined IT support system |
| Technology: chromebooks | 80% of chromebooks are managed (2020-21) | 100% of chromebooks are managed (2021-22) | 100% managed (2022-23) | 100% managed | 100% of chromebooks are managed |
| Instructional technology: professional development | Professional development on technology is haphazard and inconsistent (2020-21) | Professional development for technology is available on as needed basis. (2021-22) | 100% of staff have access to regular IT professional development throughout the year, and assistance is available on as needed basis, including training for use of Canvas platform. (2022-23) | 100% of staff have access to regular IT professional development throughout the year, and assistance is available on as needed basis, including training for use of Canvas platform | 100% of staff have access to regular IT professional development throughout the year |
| Digital literacy development | 0% of students have access to an updated Computer Demonstration and no schoolwide focus on digital literacy (2020-21) | Computer Demonstration revision in progress (2021-22) Coding curriculum development in progress (2021-22) | Computer Demonstration revision in progress (2022-23) | Computer Demonstration revision completed, shared with staff. Pilot to follow. | 100% of students have access to updated Computer Demonstration that includes revised definitions and focus on digital literacy skills |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|---|---|---|---|
| Access to technology and virtual learning | 100% of students have access to a device and internet (2020-21) | 100% of students have access to a device and internet (2021-22) | 100% of students have access to a device and internet (2022-23) | 100% of students have access to a device and internet | 100% of students have access to a device, internet and virtual learning opportunities |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| 1.1 | ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION 1. Provide regular professional learning opportunities for culturally responsive practices 2. Implement high quality, culturally responsive curriculum for all core subjects to replace AGS textbooks 3. Complete and implement equity-focused, standards-aligned benchmark course outlines for all core courses, including a new Ethnic Studies course 4. Offer college prep courses | Yes | Partially Implemented | 1. JMCS continues to offer compelling and relevant PD opportunities specifically designed to enhance the learning of students. There have been 5 full days dedicated to staff PD so far in 2023-24. 2. AGS has been replaced by Edgenuity as core subject curriculum for all courses. AGS fully retired for 6 out of 12 core subject courses, including all remedial course. 3. Ethnic studies course being drafted. 4. College prep course available to all students | 1. Community School Coordinator facilitating PD;TAC, Curriculum Leads, and A-G and SSCE Coordinators provide facilitation and input on PD days based on teacher, student and educational partner feedback. 2. JMCS Curriculum Leads and A-G and SSCE Coordinators continue to revise course outlines; all English courses have been updated; algebra course has been updated; World History draft is completed; one | \$347,356.00 | \$180,055 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|--------------------------|--|---|-------------------------|--------------------------|
| | | | | | unit of Civics/Governm ent is drafted. | | |
| 1.2 | MEANINGFUL INCORPORATION OF TECHNOLOGY 1. Maintain appropriate staffing and support for IT position, including development of a support schedule and professional learning opportunities as needed 2. Ensure 100% managed chromebooks at all sites as well as 100% of students with access to technology and internet connection. 3. Ensure consistent and meaningful professional development on instructional technology, including developing a schoolwide definition of digital literacy and essential skills. 4. Revise and update the Computer Demonstration to more accurately reflect current workplace skills and digital literacy demands. 5. Provide virtual learning opportunities as appropriate for students in need. | Yes | Partially Implemented | 1. IT is fully and appropriately staffed. 2. 100% of Chromebooks are managed. 3. PD to support access to technology for staff is embedded in agendas; definition of digital literacy not yet developed. 4. Computer demonstration has been updated and shared with staff at January conference. 5. 100% of students have access to virtual learning. | 4. Implementation of revised Computer Demonstration on track for spring 2024. | \$149,783.00 | \$76,690 |
| 1.3 | REMOVAL OF ACADEMIC BARRIERS 1. Create ELL focus group to support EL curriculum implementation, ELL manual | Yes | Partially Implemented | 1. ELL focus group convened and ELL manual nearing completion of update. | 1. All teaching staff participated in PD focused on EL services and | \$438,621.00 | \$194,279 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|---|--|----------------------|-----------------------|
| | <p>implementation and professional learning for EL best practices.</p> <p>2. Improve initial assessment of EL student skill levels.</p> <p>3. Hire and retain 50% FTE Spanish-speaking tutor to support EL students.</p> <p>4. Improve implementation of skills acceleration curriculum and instructional practices, accurate enrollment in remediation courses, compliance with testing policy timelines and understanding and use of data reports.</p> <p>5. Offer tutoring services to students in need to address learning loss.</p> <p>6. Develop and implement graduation and transition plan for all students at all sites.</p> | | | <p>2. All EL students are assessed upon entry either through CASAS or ELPAC.</p> <p>3. Three bilingual Spanish Instructional Assistants representing 2.0 FTE have been hired.</p> <p>4. Data tracking and follow-up has resulted in improved STAR testing compliance and remedial course enrollments.</p> <p>5. Adding 2 TOSAs as virtual tutors starting Feb 2024.</p> <p>6. Graduation portfolio for CCC students in active use, includes post-program goals.</p> | <p>manual during January conference .</p> <p>6. Transition plan in revision to include A-G.</p> | | |
| 1.4 | <p>SUPPORT FOR COLLEGE & CAREER READINESS</p> <p>1.Offer college prep courses for at least three core subjects</p> <p>2. Offer regular and ongoing college and career readiness opportunities, including implementing a college awareness curriculum, that are in addition to students' work time with client agency partners.</p> | Yes | Partially Implemented | <p>1. 100% of students have access to college-level courses through Edgenuity.</p> <p>2. 100% of students have access to college awareness course.</p> <p>3. Full implementation of NSCH to capture data for analysis.</p> | <p>4. Edgenuity and JMCS US History on UC/CSU A-G course list.</p> <p>5. CTE pathway enrollments will be solidified once staffing is in place.</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
| | <p>3. Maintain partnership with National Clearinghouse in order to capture and analyze data on JMCS students post-graduation.</p> <p>4. Create an A-G graduation track to support at-promise students matriculation into 4-year colleges.</p> <p>5. Provide students with CTE completion track for several industry sectors.</p> <p>6. Offer Summer School for additional opportunities for credits or training towards diploma or certifications.</p> | | | <p>4. A-G track is drafted.</p> <p>5. CTE course sequences prepared for CALPADs</p> <p>6. Summer school offered; optional for all students.</p> | 6. Students at sites without in-person summer school have access through remote/digital option. | | |
| 1.5 | <p>ENHANCED SERVICES AND PROGRAMMING THROUGH COMMUNITY SCHOOLS MODEL TARGETING LOW INCOME STUDENTS, FOSTER, HOMELESS AND EL STUDENTS</p> <p>1. Identification of acute needs for incoming students including access to health care (medical & dental), transportation, housing, childcare, mental health, and food.</p> <p>2. Follow-up for students identified as needing supplemental basic services to ensure needs are addressed locally to the extent possible through Community Schools model system of supports.</p> | Yes | Fully Implemented | <p>1. Community Schools Director provides all sites with "Resource Alerts" to notify staff of acute needs data for newly enrolled students.</p> <p>2. Community Schools Director and Coordinators are in regular contact with sites assigned to them by region.</p> | <p>1. Community Schools Coordinators in three regions follow up on Resource Alerts.</p> <p>2. Community Schools Directory and Coordinators follow up on any acute needs that arise.</p> | \$138,947.00 | \$69,893 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |

Goal 2

Goal Description

JMCS will deliver safe, welcoming and inclusive programming by engaging students in opportunities to build self-esteem and develop their social and emotional intelligence, in addition to ensuring equitable practices for all staff, students and families. (Priority areas 5, 6)

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|---|------------------------|---|
| Cultural responsiveness of new hires | Some new hires demonstrate a foundational understanding of equity issues and cultural responsiveness (2020-21) | Some new hires demonstrate a foundational understanding of equity issues and cultural responsiveness (2021-22) | This metric will be retired as it is a subjective matter and it is not possible to gauge in a reliable manner. (2022-23) | N/A | 100% of new staff hires demonstrate a foundational understanding of equity issues and cultural responsiveness |
| Raise request process | 0% of staff receiving raises have demonstrated cultural competence and a strong knowledge of culturally responsive practices (2020-21) | No staff raises have occurred (2021-22) | This metric will be retired as it is moot moving into 2023-24. (2022-2023) | N/A | 100% of staff receiving raises have demonstrated cultural competence and a strong knowledge of culturally responsive practices |
| Academic mindsets | 0% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool (2020-21) | 100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool (2021-22) | 100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool (2022-23) | Data not yet collected | 100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool |
| Implementation of My Story assignment | No baseline data (2020-21) | 86% of sites implemented revised My Story assignment to target growth mindset and self-efficacy for new students (2021-22) | 78% of teachers/sites implemented revised My Story assignment to target growth mindset and self-efficacy for new students (2022-23) | Data not yet collected | 100% of sites implement revised My Story assignment to target growth mindset and self-efficacy for new students |
| Graduation rate and # students graduated | 40% graduation rate (2020-21) | 43% graduation rate (2021-22) | 43% graduation rate (2022-23) | Data not yet collected | 68% graduation rate |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|--|---|------------------------|--|
| | 74 students graduated (2020-21) | 89 students graduated (2021-22) | 132 students graduated (2022-23) | | |
| JMCS Equity Policy | 0% of policies have been revised with a focus on equity (2020-21) No formal equity policy (2020-21) | Policies are currently being reviewed with a focus on equity (2021-22) Draft equity policy ready for board review (2021-22) | JMCS Board adopted an Equity Policy in June of 2022. (2022-23) | Completed | Board-approved equity policy in place. |
| Schoolwide wellness plan | 0% of teachers have access to comprehensive schoolwide wellness activities, resources and strategies for staff and students (2020-21) | MindUp mental health curriculum pilot began 3/2022 (2021-22) Mental health PD included in 3/2022 in-service for all participating staff (2021-22) | 100% of teachers have access to schoolwide wellness activities, resources and strategies for staff and students. (2022-23) | Completed | 100% of teachers have access to comprehensive schoolwide wellness activities, resources and strategies for staff and students |
| Student feelings of safety, welcomeness and belonging | 95% of students always feel safe at school (2020-21) 98% always feel welcome (2020-21) 80% feel they have a voice in decision-making in their classrooms (2020-21) 88% describe the atmosphere of their classrooms as mostly positive (2020-21) | 87% of students always feel safe at school (2021-22) 71% always feel welcome (2021-22) 87% feel they have a voice in decision-making in their classrooms (2021-22) 81% describe the atmosphere of their classrooms as mostly positive (2021-22) | 88% of students feel safe at school (2022-23) 83% always feel welcome (2022-23) 80% feel they have a voice in decision-making in their classrooms (2022-23) 80% describe the atmosphere of their classrooms as mostly positive (2022-23) | Data not yet collected | Maintain: 95% of students always feel safe at school Maintain: 98% always feel welcome 90% feel they have a voice in decision-making in their classrooms 90% describe the atmosphere of their classrooms as mostly positive |
| Attendance percentage | 85% ADA (2020-21) | 78% ADA (2021-22) | 73% ADA (2022-23) | Approx 76% | Maintain 85% ADA |
| Attrition percentage | 29% attrition rate (2020-21) | 31% attrition (2021-22) | 31% Attrition (2022-23) | Data not yet collected | Maintain 29% attrition rate |
| Staff feelings of satisfaction and safety | 92% of staff always feel safe at work (2020-21) | 96% of staff always feel safe at work (2021-22) | 92% of staff always feel safe at work (2022-23) | Data not yet collected | 95% of staff always feel safe at work |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---------------------|---|---|---|--|---|
| | 73% always feel connected with JMCS colleagues (2020-21) 90% are satisfied working for JMCS (2020-21) 90% are happy at work (2020-21) | 65% always feel connected with JMCS colleagues (2021-22) 90% are satisfied working for JMCS (2021-22) 83% are happy at work (2021-22) | 54% always feel connected with JMCS colleagues (2022-23) 90% are satisfied working for JMCS (2022-23) 85% are happy at work (2022-23) | | 75% always feel connected with JMCS colleagues 90% are satisfied working for JMCS 90% are happy at work |
| Counseling services | 43 group sessions @ 5 sites 50 individual counseling sessions (2020-21) | 100% of students have access to virtual, individual mental health counseling (2021-22) 21% of sites participate in group counseling services (2021-22) | 100% of students have access to virtual, individual mental health counseling. (2022-23) 21% of sites currently have group counseling services. (2022-23) | 100% of students have access to virtual, individual mental health counseling Data not yet collected | 100% of students in need have access to counseling services |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| 2.1 | SAFE, WELCOMING & INCLUSIVE PROGRAMMING 1. Maintain staff feelings of satisfaction and safety through consistent focus on communication, meaningful professional development and opportunities for connection. 2. Develop and implement schoolwide wellness plan for staff and students that includes the availability of counseling services to any student or staff member in need. 3. Understand and address academic mindsets with staff and | Yes | Partially Implemented | Most data is for this metric is collected during spring. | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|---|--|----------------------|-----------------------|
| | <p>students through Highlight data analysis, full implementation of the revised My Story assignment and professional development content.</p> <p>4. Improve attendance percentage, attrition rate and graduation rate through improved curriculum, instruction and student support services (CSI).</p> <p>5. Maintain student feelings of safety, connectedness and welcomeness through consistent focus on building positive schoolwide and site culture.</p> | | | | | | |
| 2.2 | <p>EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES</p> <p>1. Ensure equity and cultural responsiveness that addresses rigorous and engaging instructional practices, equity-focused policies and procedures, and professional development content for meeting the particular SEL needs of our students, and targeted interventions and equitable resource alignment for Socioeconomically Disadvantaged, EL, Homeless and Foster Youth through the Community School Partnership model.</p> <p>2. Development of an Equity Plan.</p> | Yes | Partially Implemented | 100% of students are assessed for skill levels as well as non-academic needs upon enrollment, including for students identified as Socioeconomically Disadvantaged, EL, Homeless and/or Foster Youth. | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |

Goal 3

Goal Description

JMCS will maintain effective communication in order to foster meaningful relationships with staff, students, families, partner agencies and community resource organizations. (Priority area 3)

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|--|--|---|
| Communication between CEO and stakeholders | 2 bimonthly bulletins sent per month 94% of staff read the bulletins (2020-21) | 1 bulletin sent per month 94% of staff read the bulletins (2021-22) | 1 bulletin sent per month. 85% staff read regularly, 10% read occasionally.(2022-23) | 5 Staff Bulletins, 4 Partner Bulletins shared. | 1 bulletin sent per month 100% of staff read the bulletins |
| Parent/guardian engagement events for all minor students, including low-income, English learner, foster youth and students with disabilities | 0% of sites with minors host parent/guardian engagement events (2020-21) | Postponed due to continued COVID barriers (2021-22) | 0% of sites initiated on-site events open to the public. Sites with minors conduct parent/guardian progress meetings at least once yearly. For other types of events, there has not been staff capacity to plan and host events. (2022-23) | Graduations? Ask Cristina D., Lita, Gary, RJ. | 100% of sites with minors host parent/guardian engagement events per year |
| Parent/guardian communication for all minor students, including low-income, English learner, foster youth and students with disabilities | 88% of sites with minors, including including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2020-21) | 70% of sites with minors, including including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2021-22) | 83% of sites with minors, including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2022-23) | Data not yet collected | 100% of sites with minors, including including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways |
| Crucial conversation training | No training has been offered (2020-21) | Postponed due to continued COVID priorities (2021-22) | This action is no longer a priority and will be retired as JMCS leadership has developed a planning | N/A | 100% of lead staff are trained in and receive support in facilitating crucial conversations |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|--|---|--|--|
| | | | meeting template to improve communication with partners. (2022-23) | | 100% of client agency partners are invited to crucial conversations training |
| Regular site meetings | No baseline data (2020-21) | 53% of sites have a schedule for student progress meetings with client agency partner (2021-22) | 59% of sites have a schedule for student progress meetings with client agency partner (2022-23) | Data not yet collected | 100% of sites have a schedule for student progress meetings with client agency partner |
| Digital database | 0% of JMCS training videos are complete (2020-21) | 50% of JMCS training videos are complete (2021-22) | 75% of JMCS Training videos are complete (2022-23) | Data not yet collected | 100% of JMCS training videos are complete and available on the dashboard |
| LCAP input from stakeholders | LCAP input opportunities provided to all stakeholders via surveys (families, client agency partners, students, staff) (2020-21) | 100% of stakeholders have access to providing input on JMCS' annual LCAP via surveys (families, client agency partners, students, staff) (2021-22) | 100% of stakeholders have access to providing input on JMCS' annual LCAP via surveys (families, partnering agency staff, students, staff) (2023-24) | Data not yet collected | 100% of stakeholders have access to providing input on JMCS' annual LCAP in a variety of ways (families, client agency partners, students, staff) |
| Staff collaborative learning opportunities | 100% of staff have access to regular, ongoing collaborative learning opportunities (2020-21) | 100% of staff have access to regular, ongoing collaborative learning opportunities (2021-22) | 100% of staff have access to regular, ongoing collaborative learning opportunities (2022-23) | 100% of staff have access to regular, ongoing collaborative learning opportunities | 100% of staff have access to regular, ongoing collaborative learning opportunities |
| Mentor program | 100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2020-21) | 100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2021-22) | 100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2022-23) | 100% of teachers new to JMCS are partnered with a veteran JMCS teacher | 100% of teachers new to JMCS are partnered with a veteran JMCS teacher |
| Data reports: training | Some teaching staff are trained in reading data reports and supported as needed 0% of client agency staff are offered training in reading data reports Beginning of year meetings do not consistently include data review for lead teachers and client agency partners (2020-21) | Data on hold due to irregular reporting and impending report revisions (2021-22) | Data report training on hold due to change in report vendor. Training scheduled for beginning of 2023-24 school year with new vendor.(2022-23) | PowerSchool Insights training August and October for primary teaching staff at every site. | 100% of teaching staff are provided training in reading data reports on an annual basis and supported as needed 100% of client agency staff are offered training in reading data reports 100% of beginning of year meetings include data review for lead teachers and client agency partners |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|---|---|---|
| Data reports: sharing with stakeholders | Regional directors do not share data reports with client agencies. 44% of teachers share the reports consistently. (2020-21) | Data on hold due to irregular reporting and impending report revisions (2021-22) | Alternative progress reporting is in place at 53% of sites. New vendor reports will be shared starting 2023-24. (2022-23) | Data not yet collected | 100% of client agencies receive monthly data reports from JMCS leadership |
| Student achievement plans | SAPs are well maintained at most sites (2020-21) | 63% of sites fully implement Student Achievement Plans (2021-22) | 68% of sites fully implement Student Achievement plans. (2022-23) | Data not yet collected | 100% of sites fully implement Student Achievement Plans |
| Community support | 100% of sites have connections with local service providers (2020-21) | 100% of sites have connections with local service providers (2021-22) | 100% of sites have connections with local service providers. (2022-23) | 100% of sites have connections with local service providers | 100% of sites have connections with local service providers |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| 3.1 | EFFECTIVE COMMUNICATION 1. Ensure effective communication with staff through monthly bulletins, direct sharing of board meeting agendas, data report trainings, virtual connection opportunities, creation of a how-to video database and an annual schoolwide data review process. 2. Ensure effective communication with students through proper maintenance of SAPs, including goal setting, and providing local community support connections at all sites. (CSI) 3. Ensure effective communication with partner agencies through monthly bulletins, invitations to | No | Partially Implemented | 1 & 3. Bulletins sent to staff and partnering agencies. | | \$78,784.00 | \$40,553 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>JMCS professional development offerings, regular meeting schedules and virtual LCAP meetings and surveys.</p> <p>4. Ensure effective communication with friends, families and support personnel for all students, including minors, through maintaining ongoing, consistent communication and offering an annual open house/community event at sites with minors.</p> | | | | | | |

TAC Report

2/14/2024

On January 22nd, 2024, I had the opportunity to attend the Museum of Tolerance training. It was a voluntary workshop that was offered to anyone interested in attending. There were 35 people who ended up going to the museum. To me, it was a great way to start our conference week. This was my 4th time going to the museum. Each time I go, I feel inspired by the work they are doing and grateful for the opportunity to learn more about the work.

January 23rd, 24th and 25th was when we had the Better Together workshop at the Hotel Maya. I was on the planning committee for the past couple of months. It was satisfying to see the conference go so well. I heard multiple people say that this was the best conference they had ever attended, and I felt the same way. The student panel was great showing how resourceful the students were and how much they valued their education. The keynote speaker did an amazing job talking about where he came from and where he is today in his life. The alumni student speaker was inspiring. I loved the fact that partner agency representatives were at the conference and asking questions about how to be a better partner.

One of the things that TAC decided to do was to offer teachers an opportunity to share how TAC and JMCS are working together. We asked 3 questions and put pieces of paper on each of the tables and asked staff to respond to the questions. I have included the 3 questions as well as a couple answers to each of the questions.

How are you feeling about the curriculum that JMCS offers?

1. Continue to allow for freedom, creativity and flexibility with teacher-generated curricula.
2. What I like best is the variety of the curriculum and the large number of resources available.

What would you like from TAC or what do you think our intention should be?

1. Advising students who are close to graduating on job placement, college, internships, trade schools, etc.

A. TAC spoke with RJ during our monthly meeting, and he informed us that there is a DOR grant that will have 5 or 6 teachers next year specifically helping out

with these specific issues. In addition, there will be a school counselor and 2 Licensed Clinical Social Workers who will be able to help our students.

What keeps you teaching at JMCS or what would keep you with our school?

1. The autonomy and trust allotted to me as the teacher is extremely refreshing and allows me the opportunity to truly get to know my students and tailor my instruction to best meet their individual needs. Building relationships has been awesome!
2. I feel like I'm being developed properly.

TAC members will continue to be a resource for teachers and together we all continually strive to create the best school experience possible for our students.