

John Muir Charter Schools

2023-2024 School Accountability Report Card (Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	6-12
County-District-School (CDS) Code	29-10298-2930147

2024-25 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

2024-25 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 them. 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

2024-25 School Description and Mission Statement

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 successful future. Over 95% 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, history of personal or familial substance abuse and 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. JMCS values Empathy, Integrity, Empowerment, Innovation, Respect, Partnership, and Scholarship.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	1
Grade 9	3
Grade 10	386
Grade 11	130
Grade 12	69
Total Enrollment	589

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	29.5
Male	70.5
American Indian or Alaska Native	1.4
Asian	1.2
Black or African American	7.5
Filipino	0.3
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.1
White	9
English Learners	19.7
Foster Youth	1
Homeless	13.4
Socioeconomically Disadvantaged	94.7
Students with Disabilities	16.8

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	19.60	60.46	110.80	64.68	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.17	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	10.00	14.50	8.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.80	24.12	40.00	23.38	11746.90	4.23
Unknown/Incomplete/NA	1.70	5.38	3.80	2.24	14303.80	5.15
Total Teaching Positions	32.50	100.00	171.30	100.00	277698	100

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	2022-23
Permits and Waivers	1.00	0.00	3.2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	3.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00	0.8
Local Assignment Options	12.00	10.00	7
Total Out-of-Field Teachers	12.50	10.10	7.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	5.30	6.1	2.4

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In 2023-24 John Muir Charter Schools continued full use of Edgenuity, and to less extent, Odysseyware. These are online curriculum platforms aligned with state standards, that are a-g approved and updated annually. Beginning 2023-24 AGS textbooks have been retired for most core subject areas in order to remove outdated curriculum and encourage use of a-g approved materials. In 2019-2020 JMCS piloted a variety of supplemental instructional materials in English, math, science, and history-social science, and in the 2020-21 school year these materials were fully implemented across the state and continue to be used. 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

November 2024

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	JUMP Math/2017	Yes	0
	Citizen Math/2022		
	Odysseyware/2022		
	Edgenuity/2023		
Science	EEl (Education and the Environment Initiative)/2017	Yes	0

	HASPI Human Biology/2017 SEI: Strategic Energy Innovations - Energy Education/2017 Odysseyware/2022 Edgenuity/2023		
History-Social Science	The DBQ Project/2023 Odysseyware/2022 Edgenuity/2023	Yes	0
Foreign Language	Rosetta Stone/2020 Odysseyware/2022 Edgenuity/2023	Yes	0
Health	Odysseyware/2022 Edgenuity/2023	Yes	0
Visual and Performing Arts	Edgenuity/2023	Yes	0

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

School Facility Conditions and Planned Improvements

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

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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	8	10	48	45	46	47
Mathematics (grades 3-8 and 11)	0	1	33	30	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	141	86.50	13.50	9.93
Female	40	39	97.50	2.50	7.69
Male	122	101	82.79	17.21	10.89
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	132	117	88.64	11.36	6.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	13	81.25	18.75	30.77
English Learners	30	27	90.00	10.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	130	86.09	13.91	8.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	4.55

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	138	84.66	15.34	1.45
Female	40	39	97.50	2.50	0.00
Male	122	99	81.15	18.85	2.02
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	132	116	87.88	12.12	1.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	12	75.00	25.00	0.00
English Learners	30	27	90.00	10.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	127	84.11	15.89	0.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	0.00

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.33	10.81	--	--	30.29	30.73

2023-24 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	50	37	74.00	26.00	10.81
Female	--	--	--	--	--
Male	41	31	75.61	24.39	6.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	23	74.19	25.81	8.70
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	42	31	73.81	26.19	9.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

JMCS CTE programming includes general career and college awareness and preparation curriculum across multiple industry sectors. JMCS has current CTE pathway programs in Hospitality, Tourism, and Recreation (emphasis on culinary skills); and CTE standards-aligned courses in ag tech, welding, construction, and auto/diesel. Additionally every JMCS site is working with a federal 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 and applied skills. 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 forestry and natural resources pathway through firefighter training. Through JMCS partnering agency activities students come away with a variety of certifications by enrolling in and completing specific career-readiness tracks. JMCS continues developing formal CTE pathways and hiring appropriately credentialed staff to provide CTE pathway instruction; the school anticipates an increase in CTE pathway completion in the 2024-25 school year and continuing to grow in subsequent years.

2023-24 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	42.01
2022-23 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.

2023-24 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 requires only participation results 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	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Roughly 20% of JMCS students in the 2023-24 school year are below age 18. The parents of these students have regular contact with JMCS teachers, directors and site staff through sites meetings to go over student progress, IEP meetings, on-campus events, and parent-teacher conferences. Parents are included in the LCAP process and provide input through an ad hoc advisory, survey responses, and empathy interviews. They are invited regularly to participate in school activities, meetings, and the LCAP process. For those students over age 18, JMCS considers our partnering agency staff advocates and supporters 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	43.8	33.5	48.5	67.1	58.8	69.4	7.8	8.2	8.9
Graduation Rate	23.9	16.7	21.2	25.5	24.6	22.1	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	297	63	21.2
Female	95	20	21.1
Male	202	43	21.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	13	3	23.1
Filipino	0	0	0.00
Hispanic or Latino	234	48	20.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	35	10	28.6
English Learners	82	17	20.7
Foster Youth	--	--	--
Homeless	67	12	17.9
Socioeconomically Disadvantaged	295	63	21.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	61	12	19.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1291	975	763	78.3
Female	359	274	220	80.3
Male	930	700	542	77.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	17	11	8	72.7
Asian	12	--	--	--
Black or African American	122	78	66	84.6
Filipino	--	--	--	--
Hispanic or Latino	925	720	569	79.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	64	44	34	77.3
White	141	109	74	67.9
English Learners	226	183	153	83.6
Foster Youth	24	13	11	84.6
Homeless	234	166	143	86.1
Socioeconomically Disadvantaged	1224	931	731	78.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	181	155	132	85.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.16	0.08	0.81	1.16	0.6	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.09	0	0	0.05	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.08	0.00
Female	0.00	0.00
Male	0.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 February, with board approval in February or

2024-25 School Safety Plan

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 emergencies or other threats and the chain of command for response.

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				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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				

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	3.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	20,449.77	3,350.85	17,098.92	70,630.40
District	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	10,771	
Percent Difference - School Site and State	N/A	N/A	45.4	

Fiscal Year 2023-24 Types of Services Funded

John Muir Charter Schools' primary program focus is providing instruction in standards-based course completion toward a high school diploma. Curriculum and instruction is offered to cover all the core subject areas required to graduate along with computer skills, PE, health and a variety of electives including Life Skills and CTE. Staff conduct skills assessments and transcript analysis to develop an individualized graduation plan for each student to address their unique credit goals and skill

Fiscal Year 2023-24 Types of Services Funded

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, career and college advising, and targeted support for SWD and ELs. Through the Community Schools model JMCS has dedicated Community Resource Coordinators who work to connect students with resources provided by local organizations which can assist students with other supportive services as well as engage in extra-curricular enrichment activities in each community it serves.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		

2023-24 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 2023-2024, JMCS provided six days (48 hours) of professional development to all half- and full-time staff through our annual in-services in October, January, and April. JMCS staff attend a variety of workshops coordinated by a collaboration between teachers, JMCS Student Support Service Team, 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 is currently focused on social-emotional learning, UDL, elevating student voice, anti-bias education, academic rigor, instructional technology, and mental health and wellness. PD also includes opportunities to explore new curricula and effective implementation. Workshops were delivered virtually and in person in 2023-2024, and included a variety of participation and discussion strategies to ensure engagement and meaning-making opportunities for staff. Teachers and staff were supported in classroom implementation of concepts and strategies explored during ongoing mandatory and optional PD opportunities, with access to communities of practice, monthly peer conversations and reflections, and instructional coaching 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6