



John Muir Charter Schools
Report to the JMCS Governing Board on the Local Indicators
June 10, 2026

LCFF Priority 1 – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

P1 Optional Narrative 1: JMCS is an alternative high school focused on re-engaging at-risk youth and is committed to ensuring staff is properly prepared to meet the academic and SEL of our students in classrooms that are properly equipped as well as welcoming. Consideration is given towards the basic needs of students in conjunction with learning opportunities that are culturally relevant, rigorous and engaging and designed to inspire students to set high goals for the future and believe in their ability to address challenges and overcome obstacles. JMCS has 0% of mis-assignments indicated on CALSAAS (California Statewide Assignment Accountability System) and there is no “penalty” for use of certain flexibilities in California that ESSA defines as “ineffective” or “out-of-field”. “Ineffective” status refers to those educators who are working as a teacher of record who hold a temporary teaching permit, which typically are bridge documents used while an educator seeks credentialing. California allows for schools with alternative status to employ teachers “out of field” through local assignment options. JMCS utilizes this aspect of CA Ed Code to hire teachers with Single Subject Credentials who are appropriate for our school setting and agree to teach Multiple Subjects, which expands their teaching assignments beyond what is on their credential.

Below are data gathered from county employee records, site visit declaration of materials used and a facility inspection report:

- 100% of our teachers are assigned appropriately according to CA teacher assignment monitoring statutes, and there are no vacant positions.
- 100% of our students have access to their own copies of standards-aligned instructional materials for use at school and at home.
- 100% of our facilities meet the “good repair” standard.

P1 Optional Narrative (1500 Characters):

JMCS teachers are appropriately assigned as per CA statutes for local assignment options. As a DASS school JMCS carefully screens teachers for their disposition for working with our student population; some are voluntarily teaching under local assignment option 44865, utilized when a teacher is teaching subjects beyond what is explicitly listed on their credential. All students have access to individual copies of standards-aligned instructional materials; facilities are understood to be in "good repair" and clean, functional and safe.

LCFF Priority 2 – Implementation of State Academic Standards (Option 2)

Rating Scale (lowest to highest): 1 – Explorations and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Adopted Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for English Language Arts					X
ELD (Aligned to English Language Arts Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Adopted Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for English Language Arts					X
ELD (Aligned to English Language Arts Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Adopted Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for English Language Arts					X
ELD (Aligned to English Language Arts Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

4. Rate the LEA's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Academic Standards Areas	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts				X	
World Language					X

5. Support for Teachers and Administrators

- Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)

Support for Teachers and Administrators	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative: In 2025-26 JMCS staff worked from newly revised course outlines which showed clear objectives, aligning all course materials in core subjects, providing an a-g pathway for all students. In addition, JMCS has piloted curriculum that is specifically designed to engage our EL students to ensure that the academic needs of all students, especially in language and literacy, are being met. Finally, JMCS has expanded CTE, and in June 2026 the first students to complete the Hospitality, Tourism, and Recreation pathway while participating in College Credit Courses (formerly Dual Enrollment) will graduate. JMCS offers Life Skills coursework that apply to workforce skills, with the goal to stimulate social-emotional as well as intellectual growth. JMCS utilizes data provided through surveys as well as

internal testing to assess areas of need in terms of resources for student learning and engaging classroom experiences.

LCFF Priority 3 – Parent Engagement

Rating Scale (lowest to highest): 1 – Explorations and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. Building Relationships

	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families					X
2. Rate the LEA’s progress in creating welcoming environments for all families in the community					X
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children					X
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families					X

Narrative Boxes:

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.**

Over 80% of JMCS students are over age 18 leading to limited parental involvement. JMCS integrates education and extended services with support from partner program staff interventions (i.e. case management, paid vocational training) and resources are made available through the Community Schools model; this level of support is also present at sites with minors and available to families. JMCS provides outreach materials in English as well as home languages, and continues to hold parent focus groups and empathy interviews which provide structured input on school planning. Students and families are asked about basic needs as well as perceived barriers to program success; follow-up occurs through both JMCS Community Resources Coordinators and partnering agency support staff in every effort to address basic needs and mitigate barriers. Minor students are concentrated at a few sites where systems of communication and parent-teacher conferences ensure progress monitoring towards graduation. All students have access to their Student Achievement Plan (SAP), which houses evidence towards progress and program completion leading to graduation.
- 2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Based on input from students and parent/families, JMCS will continue to focus on goal planning and progress monitoring. In 2025-26 JMCS utilized TOSAs who were providing services as College and Career Advisors, reviewing student progress and planning for graduation and beyond. As part of the

process students complete Career Development course, in some cases that is CTE-Aligned, that includes a transition plan with the goal to increase the frequency of review of their actions to access post-graduation opportunities. JMCS school counselors and teaching staff work to identify students with extended needs and connect them to services, including job skill training and mental health support, improving the continuity of services.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

JMCS endeavors to support access for all students and families by providing materials that are either available in the language needed or have translation tools that are embedded. In addition, JMCS seeks to strategically employ staff that is bilingual in Spanish, the most prevalent of non-English languages among JMCS students and their families. JMCS has included action items in its schoolwide action plan directly related to making certain that family engagement and outreach is a continuing priority. Partnering agencies and parents/guardians are included in the delivery of school newsletters and two-way communication in multiple languages, allows for multiple methods of providing input. As most students are over 18, our partners serve important roles in advocating for students. Together we have increased access to classroom materials, career and technical education, workforce readiness opportunities and certifications, and more. This includes multi-lingual enrollment and outreach materials, family and student surveys, and bilingual staff available to facilitate effective and responsive communication.

2. Building Partnerships for Student Outcomes

	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.					X
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.					X
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				X	
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

Narrative Boxes:

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

As indicated by responses to surveys JMCS exhibits strength and continuing progress in building partnerships with constituents; majorities of students feel that JMCS is preparing them for college or

career through its partnerships with work-based learning programs. At sites where there are minor students JMCS has stepped up outreach to include regular communication with parents or guardians through email, text, phone calls as well as annual notices sent home in multiple languages. In 2025-26 this included staff dedicated to performing targeted outreach to families of, and students who, are struggling with attendance through push-notifications through our SIS. For sites without minor students, our program partners serve in the role as advocates for students and we work closely with these partners to develop, maintain and revise programming to meet students’ needs. Our partners participate in regular meetings with JMCS administration, giving feedback on program satisfaction. Site-level and student-level achievement data is available to partners, allowing for shared goals and program articulation. For those sites who do serve minors, we reach out to families consistently and offer opportunities for participation in conferences, classroom activities and student progress updates. Parents participate in any IEP or special education processes as well as in parent-student-teacher conferences throughout the year. Staff consistently promote two-way, open communication with parents and families through email, text, phone calls and in-person meetings. School events are promoted through print and digital invitations. JMCS engages with partner focus groups on an annual basis and during the spring conference to provide structured input on school planning.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

Data from surveys and advisories indicates families and students seek improvement is to increase our services to EL students and SWD, and build partnerships with their families with an assets-based approach. In the case of EL students, this approach considers the cultural and context of language, and while the approach is EL-focused, we believe that this approach will improve the outcomes for all students by centering programming, academic and otherwise, on inclusiveness and success for our most vulnerable and struggling students. Partner agency surveys results signal a need to strengthen partnerships and integrate efforts to ensure students are attending regularly, have access to MTSS, and that services involve providing students with SEL skills to understand and meet expectations for participation and attendance of the work program. The goal is to achieve positive outcomes that allow for students to obtain industry-recognized certifications as well as scholarships in addition to graduation.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement or underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on focus group and surveys responses from parents, students, partners and JMCS will continue expansion of communication and outreach modes to build partnerships and ensure underrepresented families have ample exposure to meaningful interactions with JMCS staff. To address improvement in this area communication and outreach will continue to be multi-modal and persistent, and in 2025-26 with the addition of notifications through our SIS, as well as live outreach by staff for acute attendance issues, digital newsletters directed towards families and parents, and on-site opportunities to meet with teaching or administration staff where applicable. Engagement continues to be a focus, through direct communication and an “open door” policy by administrators, multi-lingual surveys, and by responsive barrier removal to facilitate connections to basic needs available in the community.

3. Seeking Input for Decision Making

	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and					X

supporting principals and staff to effectively engage families in advisory groups and with decision-making.					
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					X
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				X	

Narrative Boxes:

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

JMCS has a strong commitment to seeking input on decision making as evidenced through the multiple modes of input and meeting opportunities provided to educational partners during spring. This allows JMCS administration to get feedback and reflect on progress and satisfaction with programming. As in the past, partner agency staff, students, staff and families/parents provided input through surveys and focus groups. JMCS reviews and analyzes input ensure goals and actions address the needs of the community with integrity.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

JMCS continues to rely on input and data analysis for decision-making related school planning. JMCS will continue to pursue outreach and communication with students, families and parents, and partnering agencies. Ensuring students have an integrated, engaging and equitable experience while enrolled at JMCS is priority. As an example of continuing improvement, JMCS implemented Parent and EL Parent Advisory and Student Leadership Advisory obtaining input on areas of improvement in programming. This activity provides rich and valuable input, and is a practice that continues as we proactively engage with our community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Data collected through surveys and focus groups with parents, students, partners and staff JMCS invites opportunities for input influencing decision-making. To ensure continued improvement in this area, communication and outreach will continue to be multi-modal and persistent, including the expansion of notifications through our SIS, as well as newsletters directed towards partnering agencies, families and parents; on-site opportunities to meet with teaching or administration staff will be instituted where applicable. Engagement will be supported by inviting input through multi-lingual surveys, best practices for engaging educational partners, and by providing information and

access to input multiple modalities, such as surveys or empathy interviews conducted in home-languages, through in-person meetings or events, as well as through digital and print outreach.

LCFF Priority 6 – School Climate

LEA's will provide a narrative summary of the local administration and analysis of the local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12) in a text box provided in the CA School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the CA Health Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

DATA: Data collected through this year's JMCS school climate survey revealed on a scale of 1-5, 87.6% of students scored a 4 or 5 in feelings of safety. 72.8% of students felt they had a voice in decision-making in their classes. 75.1% rated the instruction from their teachers as "interesting" on a scale of 1-5 as 4 or 5. On a scale of 1-5, 70% rated a 4 or 5 when asked if their schoolwork was preparing them for college and 70% rated 4 or 5 for career preparation. Our Equity survey data also supports our school climate survey data. On a scale of 1-5, students reported their basic needs are met (4.41), they feel they belong at school (4.09), they have a sense of self-efficacy (4.24), school is rigorous (4.01) and they feel hopeful about their futures (4.30). Sheet with [data disaggregated](https://docs.google.com/document/d/1iJZ7X6kiJGqUtS1CbP31eICIXQUQI-kAWGCFYFqHXBk/edit?usp=sharing) by available groups.
<https://docs.google.com/document/d/1iJZ7X6kiJGqUtS1CbP31eICIXQUQI-kAWGCFYFqHXBk/edit?usp=sharing>

Meaning: Survey results indicate JMCS meets and exceeds its primary goal of reengaging youth in education and creating safe spaces and developing positive relationships with staff. Students are happy with their school experience and feel supported by their teachers. They generally feel that their experience at JMCS will help them meet their future goals. JMCS will continue to reflect on areas of improvement and how we can meet the needs of all students.

USE: As a response to analysis of the data JMCS has stated actions in the LCAP addressed specifically to the EL and Hispanic student groups. JMCS continues to implement culturally relevant curriculum materials, textbooks, and instructional resources that reflect the diverse backgrounds and experiences of EL students, and in particular our Hispanic student group. JMCS continues to engage students and families through school-sponsored events and celebrations that promote appreciation and wonder about the diverse customs and heritage for our Hispanic students in particular, and all students in general. In addition, JMCS continues to provide training on culturally responsive teaching practices, linguistic diversity awareness, and strategies for creating inclusive learning environments that value and affirm the linguistic and cultural assets of Hispanic and EL students, which are 73% of our student population.

Optional "Criteria": Annually JMCS collects student climate survey is conducted to get feedback on the conditions of learning; basic needs, belonging, academic rigor, self-efficacy, and hope. Data is analyzed by administration and shared with teachers during discussion groups. In addition, the JMCS Student Leadership Advisory reviews data and makes recommendations, all which inform actions and interventions, with the goal of supporting the school's culture and processes in meeting the academic, social-emotional and general well-being of our students and staff. JMCS has been at the forefront of implementing ongoing professional development around creating and maintaining equitable learning environments for our students, most notably utilizing culturally relevant and rigorous instruction to

engage our students in settings that are designed to emphasize equity (inclusive, anti-racist) and to model civic engagement and advocacy so that students have the tools to become architects of their own futures and transform inequitable systems.

LCFF Priority 7 – Access to a Broad Course of Study

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

JMCS offers a broad course of study for all students with core academic subjects aligned to state standards through our benchmark course outlines. We are able to meet any student's credit needs with our variety of course offerings. Additionally, JMCS uses PowerSchool as our SIS. Through PowerSchool, we are able to track the extent to which students, aggregated and disaggregated by subgroups, are enrolled in courses of study that meet their academic and credit needs.

- 2. Using locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access, and are enrolled in, a broad course of study.**

100% of JMCS students have access to and are enrolled in a broad course of study that meets their academic and credit needs

- 3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

100% of JMCS students have access to and are enrolled in a broad course of study that meets their academic and credit needs. JMCS does not have any barriers that prevent our students from having access to or enrolling in a broad course of study that meets their academic and credit needs.

- 4. In response to the results of the tool or locally selected measures, what revision, decision, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

100% of JMCS students have access to and are enrolled in a broad course of study that meets their academic and credit needs. No revisions, decisions or new actions are required.