2020-21 Every Student Succeeds Act
Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Muir Charter Schools	Michael Wegner Interim CEO	mwegner@johnmuircs.com 530.272.4008

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

As a charter school, JMCS is its own LEA and has been identified for CSI.

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

Needs Assessment

John Muir Charter Schools (JMCS) is a dropout recovery high school that serves students between the ages of 16-25. We are our own LEA and therefore worked within our single school to develop our Continuous School Improvement (CSI) plan. Historically, we have designated students as either 11th or 12th graders based solely on their age upon enrollment, not taking into account their credit needs. This has artificially inflated our number of 12th graders which has led to skewed data for our graduation rate. Many students have been designated as 12th graders due to their age and cannot realistically complete all required credits for graduation within one year. Beginning in the 2019-20 school year, we began to classify students as 10th, 11th or 12th graders based on their credit accrual upon enrollment in lieu of their age. This has begun to give us more accurate data that will enable us to more effectively evaluate our students' progress towards graduation. Our review of current data has occurred during administrative meetings, staff regional working group meetings and board meetings between the period of January - May 2020 and has involved multiple stakeholders. Our review of the JMCS Dashboard graduation rate data, both schoolwide and within subgroups, does not indicate any significant inequities. All student groups are red, with the exception of our students with disabilities who fall in the orange category. In addition to our Dashboard graduation rate data, we have also thoroughly reviewed many local data measures. This data includes schoolwide and site level STAR/TABE ELA and math skill growth, course enrollments, student demographics, attendance and retention rates, and student and staff school climate surveys. We have also returned to archived data from our Counseling Services program from 2015 in order to more deeply examine the factors that lead to dropping out of high school and the ways in which we might more effectively serve our population and provide support against those factors. Lastly, because 100% of our student population are former high school dropouts, we have also examined data from the National Dropout Prevention Center regarding risk factors. Our review of the above data has informed our CSI plan in two primary ways. First, we see a clear need to revise the way in which we classify students according to grade level upon enrollment. Second, we realize that students' attendance and our retention rates are clear indicators of high-risk behavior and we see a need to focus interventions on ways in which we may support consistent student attendance and greater retention.

Evidence-Based Interventions

In addition to identifying a need to reclassify who enrolls as a 12th grader in order to ensure more accurate data on the extent to which JMCS is properly serving those who should be graduating within one year, we have also referenced evidence-based resources for keeping students on track to graduation from The George Washington University Center for Equity and Excellence in Education (2012). Using this report, we have identified three key evidence-based interventions to strengthen our graduation rate using two of the three recommended tiers of intervention.

First, in alignment with the report's foundational, schoolwide tier, we will continue to focus on providing high quality curriculum and increasing student engagement. This work will be evident in JMCS professional development offerings as well as in curriculum offerings and available trainings. As a part of this intervention, we also aim to increase students' ability to track their own progress and see their successes quickly. This school level intervention is appropriate due to the fact that all of our students are former dropouts and are

therefore already at a greater risk of dropping out again.

 Our second intervention focuses on the report's top, one-on-one intensive tier in which the students most at-risk are provided appropriate social services and community supports. We will temporarily hire a staff member to lay the groundwork for long-term relationships between our sites throughout the state and regional mental health support providers. This may include setting up systems for on-site counseling, mental health workshops, teacher trainings and/or introducing students to local providers in order to increase their awareness of available services. The goal is to build a strong foundation between our sites and local providers so that all incoming staff and students have immediate access to support services. From reviewing our internal counseling services data as well as data from the National Dropout Prevention Center, we know there are a multitude of social and emotional factors that lead to dropping out of school. It is our goal to properly and thoroughly address these factors through a network of local resources in order to provide our students with a greater chance of success at JMCS.

Resource Inequities
 JMCS is one school and we have found no resource inequities due to the fact that all of our funding goes to one single school. Furthermore, our review of our graduation rate subgroup data does not indicate any resource inequities. There are no significant findings in the subgroup data that would indicate a resource inequity. Resources and interventions will be provided for all students and all subgroups because we have a 96% unduplicated count and there are negligible variations in our demographic graduation rate data.

References
 Doll, J. J., Eslami, Z., & Walters, L. (2013). Understanding why students drop out of high school, according to their own reports. SAGE Open, 3. Retrieved from http://dropoutprevention.org/resources/statistics/quick-facts/why-students-drop-out/

 The George Washington University Center for Equity and Excellence in Education. (2012). Evidence based resources for keeping students on track to graduation. Retrieved from https://www.lacoe.edu/Portals/0/SchoolImprovement/1_Graduation_evidence_based_resources.pdf

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

JMCS currently monitors, and will continue to monitor, schoolwide and site level data on a weekly basis through the use of our K12 reports. All data is also aggregated annually for stakeholder review. Our data sources include the following:

K12 reports- weekly site level and schoolwide data reports on enrollment, retention, attendance, contact hours and student achievement
Dashboard graduation rate data
Informal, ongoing staff check-ins with students regarding attendance and academic progress
Formal staff check-ins with students regarding attendance and academic progress at the close of each grading period
Annual internal data review by multiple stakeholders of site level and schoolwide STAR/TABE growth, course enrollments, attendance, retention, demographics, and student andstaff   school climate surveys

 Multiple stakeholders are involved in all data review processes. Weekly K12 reports are distributed to teachers and are subsequently shared with our client agency partners and other site level staff. Administration, staff and board members also participate in annual data reviews from January-May every year in which schoolwide data is analyzed. Stakeholders have the opportunity to contribute to data collection via our school climate surveys that are provided to students, staff and client agencies. This May-June 2021 we will continue distributing school climate surveys to parents and guardians of JMCS students. In December 2020, we will share our Dashboard data with all staff and any attending client agency partners during our schoolwide professional development days.

 JMCS will monitor the effectiveness of our evidence-based interventions by continuing to examine our schoolwide attendance, retention and graduation rate data on a weekly and annual basis. We will also begin to monitor the effectiveness of mental health support through weekly and annual analysis of site level data for sites with services versus sites without as we roll out this program, beginning with high concentration areas. This data will include students' average length of enrollment, graduation rates, retention rates and attendance percentages.