

LCFF Budget Overview for Parents

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

CDS Code: 29102982930147

School Year: 2022-23

LEA contact information:

RJ Guess

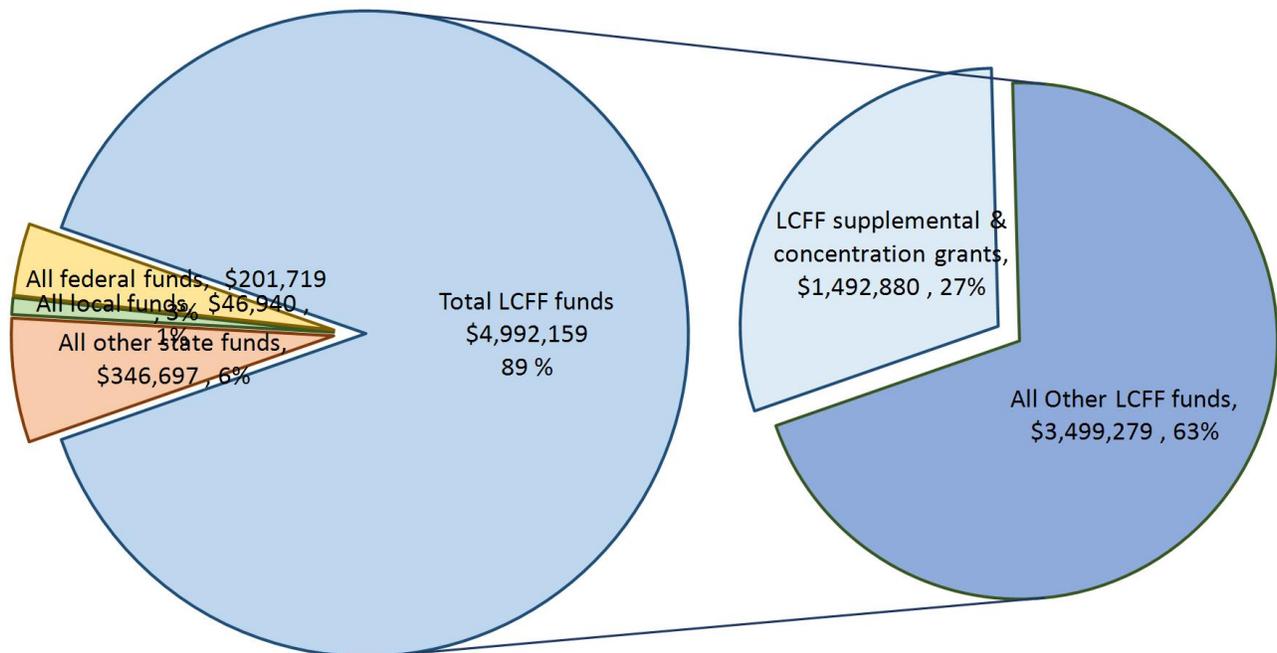
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530.272.4008

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 2022-23 School Year

Projected Revenue by Fund Source

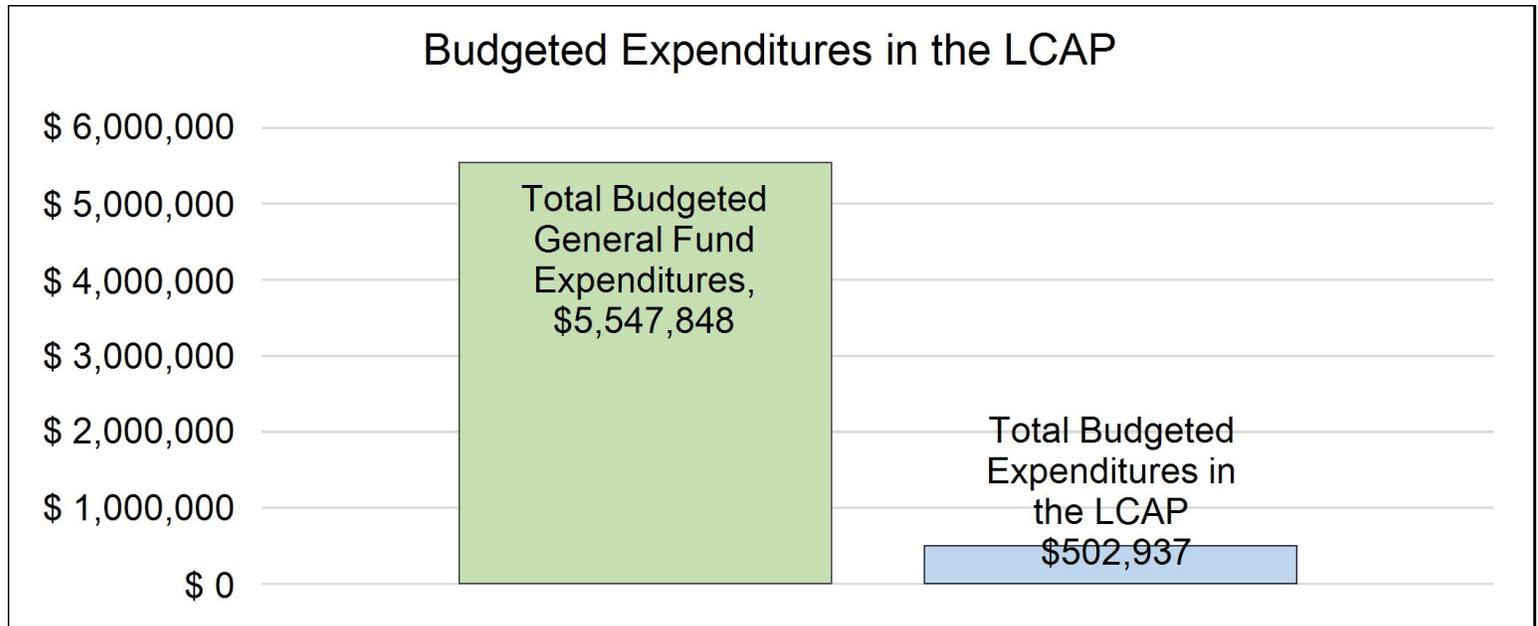


This chart shows the total general purpose revenue John Muir Charter Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Muir Charter Schools is \$5,587,515, of which \$4,992,159 is Local Control Funding Formula (LCFF), \$346,697 is other state funds, \$46,940 is local funds, and \$201,719 is federal funds. Of the \$4,992,159 in LCFF Funds, \$1,492,880 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 2022-23. 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 \$5,547,848 for the 2022-23 school year. Of that amount, \$502,937 is tied to actions/services in the LCAP and \$5,044,911 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

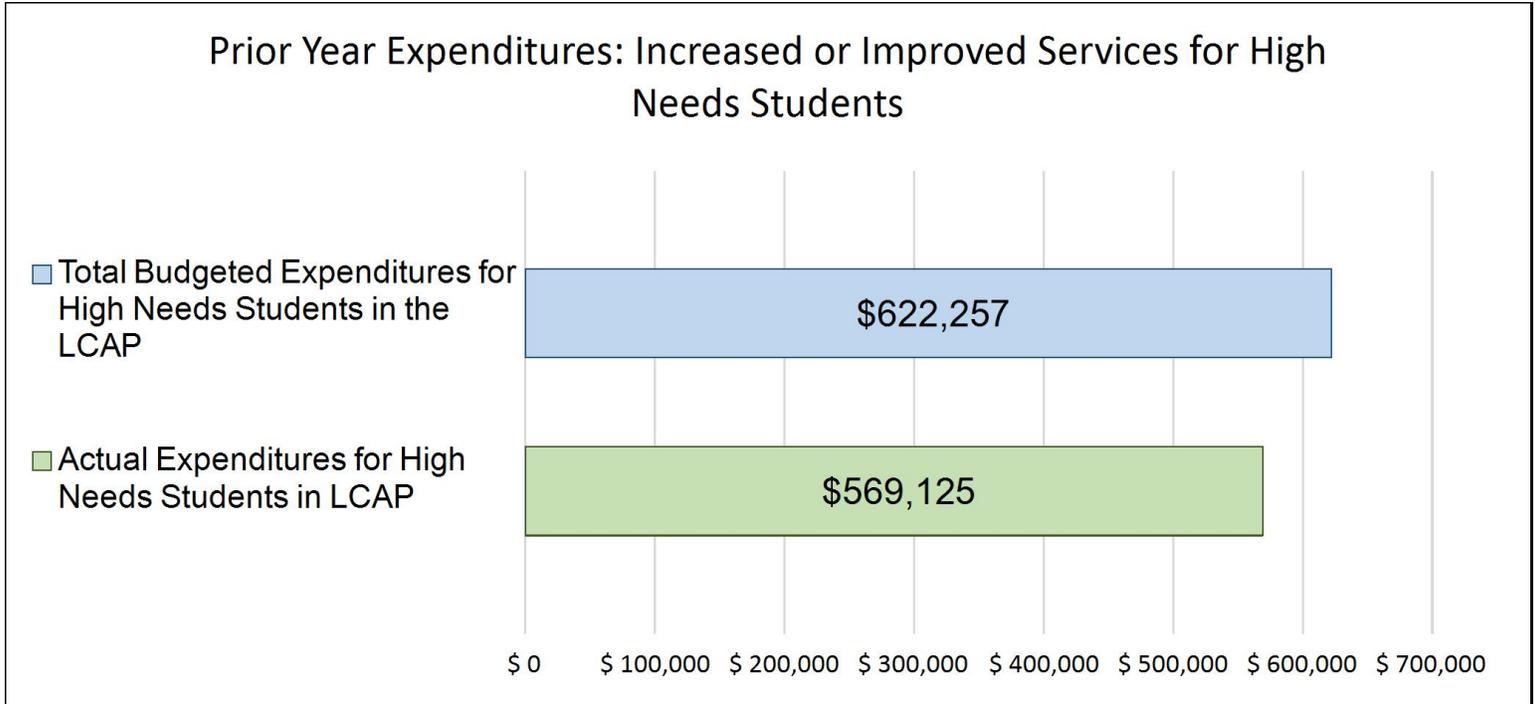
50% of the expenditures not included in the LCAP are for salaries providing direct services to students. In addition, the 2022-23 budget will be used to provide meals to students, rent for classroom space, classroom materials and supplies, technology equipment and internet connectivity, and school administration: school leadership, data and assessment staff, professional development, subscriptions to information systems for attendance and business services, registrar services, payroll, accounts payable, financial reporting, utilities and insurance.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, John Muir Charter Schools is projecting it will receive \$1,492,880 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 \$234,645 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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 2021-22, John Muir Charter Schools's LCAP budgeted \$622,257 for planned actions to increase or improve services for high needs students. John Muir Charter Schools actually spent \$569,125 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Muir Charter Schools	R.J. Guess Chief Executive Officer	rjguess@johnmuircs.com 530-272-4008

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Throughout the LCAP development process, JMCS receives input on a variety of programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however, this feedback has been considered in the use of additional funds received. JMCS received the following funds provided through the Budget Act of 2021 that were not included in the LCAP for 2021-2022:

\$502,555 Expanded Learning Opportunities (ELO), \$249,067 for In-Person Instruction (IPI), and \$138,860 under the Educator Effectiveness Block Grant. JMCS administration sent out a school-wide survey on March 16th, 2021 soliciting feedback on needed materials and support to safely return to in-person instruction in late spring 2021, and by extension for the 2021-2022 school year. Staff were asked to supply information sufficient to order proper equipment for ventilation, cleaning, PPE, etc.

JCMS administration proactively presented a draft plan for ELO (which included IPI) during a regularly scheduled public board meeting held on 4/14/2021. The plan was then shared digitally with the entire JMCS staff and education partners on 4/16/2021 with an option to provide feedback via a survey link. The plan was updated based on feedback and the final plan was adopted at the JMCS board meeting held 5/12/2021.

For the Educator Effectiveness Block Grant JMCS administration drafted a spending plan for these funds and brought the plan before the board at a regularly scheduled public meeting on 11/10/2021 for feedback and discussion. The plan was updated based on feedback and the final plan was adopted at the JMCS board meeting held 12/8/2021. Links to adopted plans: [Extended Learning Opportunities](#) (ELO) and [Educator Effectiveness Block](#).

Through regular monthly meetings, public board meetings, and whole-school cohort meetings JCMS has continued to provide opportunities for staff and education partners to offer feedback and make requests to meet the needs of students.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

JMCS has an enrollment of greater than 55% of unduplicated student groups. JMCS will use the concentration grant add-on funding of \$179,380 to retain certificated staff FTEs during the 2021-2022 school year so that direct services to targeted students are uninterrupted.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, JMCS receives input on a variety of programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however, this feedback has been considered in the use of additional funds received. JMCS has further engaged Educational Partners and asked for input on the following:

JMCS received coronavirus response and learning loss support funds as follows: \$16,978 allocated to GEER II funds (Coronavirus Response & Relief), \$73,988 allocated to ESSER II funds (Coronavirus Response & Relief), \$131,279 allocated to ESSER III funds (part of the ELO - Emergency Needs and Learning Loss), \$249,067 for IPI (In-Person Instruction)

For ESSER II and IPI planning JMCS administration sent out a school-wide survey on March 16th, 2021 soliciting feedback on needed materials to safely return to in-person instruction in late spring and by extension for the 2021-2022 school year. Staff were asked to supply information sufficient to order proper equipment for ventilation, cleaning, PPE, etc.

For GEER II and ESSER III plans JMCS administration developed the initial draft of the plan. Funds in these categories were considered under the ELO plan, which was discussed at the April 14th, 2021 public board meeting to elicit input and feedback from the JMCS Board of Directors, staff, and public attendees at that meeting. The plan was then shared digitally with all JMCS education partners with an option to provide feedback via a survey link. The feedback from the initial board meeting and survey responses was taken into consideration for revisions to the final spending plan. The final plan was discussed and voted on at the public meeting on May 12th, 2021.

JMCS received no additional GEER I funding during the 2021-2022 school year.

Through regular monthly meetings, public board meetings, and whole-school cohort meetings JMCS has continued to provide opportunities for staff and education partners to offer feedback and make requests to meet the needs of students.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The key areas that JMCS addressed with the allocated funds are:

We have focused our expenditure plan on offering summer school in 2021 and again in 2022, hiring bilingual supplemental tutors for the 2021-22 school year, and further expansion of mental health services. To offset lack of funding due to declining enrollment JMCS will use any remaining funds to retain certificated staff FTEs during the 2021-2022 school year so that direct services to students are uninterrupted.

Our summer 2021 summer instruction program was successful and we offered 615 supplemental hours across 16 sites, the majority being in-person services. The primary challenge has been caused by a significant decline in enrollment affecting our overall budget; impacting staffing expenses specifically. It has also been challenging hiring and retaining supplemental instruction classified staff. Three individuals that were hired as supplemental support staff resigned within the first 75 days of school, and finding new candidates has not been productive despite significant outreach efforts. Another challenge, likely faced by all schools, is maintaining continuity for student learning progress around COVID outbreaks of the Delta and Omicron variants among staff and students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

JMCS considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are:

Goal 1: JMCS will provide high quality classroom instruction and curriculum that promotes college and career readiness with interventions in place to eliminate academic barriers to student success. In alignment with this goal, JMCS allocated grant funding towards Teacher Induction; bringing on support staff, in some cases who are bilingual, to provide supplemental tutoring and skills acceleration for struggling students (EL, SPED, Remediation); and for rigorous and relevant courseware.

Goal 2: Ensure all school sites have safe, welcoming and inclusive climates for all students, their families and staff where students can engage in a course of study that offers opportunities to build academic self-esteem, develop basic job readiness skills, and develop their social and emotional intelligence as they exit into the world of work. In alignment with this goal, JMCS allocated grant funding towards equipment for ventilation, cleaning, PPE, etc., providing access to counseling services, and technology.

Goal 3: Provide professional development for all staff that is a regular and ongoing process. Professional development will address the areas of academic instruction, mental health awareness, career development and safe school culture. It will aim to provide well-rounded support and training for all staff in order to create a continued culture of success for students. In alignment with this goal, JMCS allocated grant funding towards staff PD in supporting student mental health, social-emotional well-being, college and career readiness, and equitable classroom practices.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 have attended more than one high school, many having been pushed out of the traditional education system earlier in their academic careers. Students enroll with JMCS because they are determined and persistent; they continue to want to prepare themselves for a more successful future. 97% of our students are either low-income, homeless or foster youth or some combination of the three. They arrive with many challenges and barriers such as housing instability, mental health challenges, addiction, lack of transportation, lack of childcare and basic academic skill deficiencies. We work diligently to support each student's individual needs by addressing academic, vocational and social-emotional development through a personalized approach.

In addition to offering tailored and engaging standards-based academic instruction towards a high school diploma, JMCS also provides classes in life skills, job readiness, career pathways, parenting, suicide prevention and anger management. Our school sites offer multiple wrap-around services for students, including special education support, case management, caseworkers, probation, WIC, EBT, and other social services. When possible, JMCS works to coordinate with other service providers to gain insights and recommendations about how to increase and maintain student success in our programs.

Our LCAP correlates directly with our vision for student success by providing the direction, goals and funding allocations necessary to support our high-need student population.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of available state and local data, as well as in collaboration with educational partners, JMCS has identified the following successes for the 2021-22 school year:

PROGRESS: STAFF FEELINGS OF SAFETY, CONNECTEDNESS AND HAPPINESS

In 2021-22, staff feelings of connectedness and safety remained stable, despite low enrollment and subsequent questions of job security. 96% of staff always felt safe as compared to 92% (2020-21) and 82% (2019-20). 65% of staff always felt connected with their colleagues across the state. While this was lower than 2020-21 when everyone was primarily working from home and virtual connections were easier, it is higher than our last traditional year of work (55% in 2019-20). Feelings of connectedness were supported this year by continued virtual connection opportunities, multiple working groups and a return to in-person instruction with students. In addition, and perhaps most notably, 83% of staff were happy at work as compared to 90% (2020-21) and 82% (2019-20). Again, while this is lower than 2020-21, it is higher than our last traditional year and remarkable considering the challenges this year has presented with continued COVID uncertainties, low enrollment and questions of job security. JMCS will continue to ensure transparency in decision-making, prioritizing relationships and staff well-being as well as work to increase staff recognition in the coming year in order to build upon this success.

PROGRESS: STUDENT SKILLS GROWTH & ACADEMIC ACHIEVEMENT

This year, student math and ELA skill growth has returned to pre-pandemic levels with student growth averaging 0.8 grade levels during an average 58 days of enrollment in our programs. Despite the chaos, isolation and seclusion of the past two years, our student skill growth demonstrates the effectiveness of in-person instruction and our students have performed incredibly well this year at a time when services for opportunity youth have plummeted across the state. Additionally, our pre and post-testing rates have returned to pre-pandemic levels, ensuring we are capturing the most accurate data possible on student skill growth. Graduation numbers have also increased since last year, a trend that also highlights the effectiveness of in-person instruction for our student body. JMCS will continue to implement effective skills acceleration practices and improve implementation of supplemental curriculum and proper course enrollments in the coming year in order to build upon this success.

PROGRESS: STUDENT FEELINGS OF BELONGING

Considering that our students spent almost two years out of a classroom setting, our school climate data this year is reassuring. While lower than years past, it does remain higher than typical schools and demonstrates that our foundational work to re-engage students in school and create safe learning spaces remains strong. Upon returning to school this year, 87% of students felt safe at school, 71% always felt welcome in class and 87% felt they have a voice in decision-making in their classes. This data demonstrates that we continue to support student re-engagement, while also understanding the need to refocus on mindsets and practices that reinforce feelings of belonging and positive self-esteem for our students who are returning after a long break from school. JMCS will continue to prioritize relationships and creating welcoming environments for students in the coming year in order to build upon this success.

PROGRESS: STAFF SATISFACTION WITH PROFESSIONAL DEVELOPMENT

This year, 91% of staff felt they grew as an educator because of JMCS professional development offerings, a significant positive response particularly because this year's professional development continued to focus on race and culturally responsive teaching in which staff were asked to probe their beliefs and practices on an increasingly deeper level. PD days also addressed mental health needs and provided teacher choice in some virtual learning sessions. We maintained all of our planned schoolwide learning days and continued to run these days as virtual meetings. In addition to these five days, monthly director meetings included teacher-led book club meetings and there were multiple curriculum pilot meetings as well throughout the year. In addition, a core group of facilitators continued to meet as a team to plan for effective facilitation and content of our professional development days. This group training has supported the highly valuable and engaging professional development days for staff, as evidenced by our staff survey results. JMCS will continue to refine professional development content based on staff needs and feedback in the coming year in order to build upon this success.

*Progress is reflected in charts and images included as an attachment at the end of this LCAP.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of available state and local data, as well as in collaboration with educational partners, JMCS has identified the following identified needs for the 2022-23 school year:

IDENTIFIED NEED: INSTRUCTIONAL PLANNING FOR HIGHER SKILLED STUDENTS

While our focus on our lowest performing students continues to be successful, our higher skill level students are demonstrating negative skills growth, indicating a need to improve instructional planning for these students. There are many variables that may explain the lower gains in our higher skilled students: lack of testing buy-in, no enrollment in ELA or math courses because they have the needed credits, and a lack of challenging curriculum are a few of these reasons. However, in reviewing our data a question surfaced regarding what it is like to be a higher skilled student in a JMCS classroom. Because most of our students come in with low academic skills, what is the experience for a student who does not fit that pattern? This question resulted in a reflection on our curriculum and instructional strategies, which we realize are tailored to our students with lower skills. JMCS needs to make sure students with higher skills have more opportunities to engage with academically challenging material and support teachers in developing appropriate instructional plans, including consistent testing messaging, proper course enrollments and more challenging curriculum, including college prep courseware. JMCS is building out an A-G model and this will help to support our higher skilled students in the coming years. (Goal One, Action 1.1)

IDENTIFIED NEED: SKILLS ACCELERATION ENROLLMENT

Quantitative and qualitative data analysis demonstrates that while enrollment of students in skills acceleration courses is off target (60% of students are properly enrolled in ELA courses and 57% of students are properly enrolled in math courses), our skills growth data and director site visits confirm students are receiving instruction targeted to their skills needs. This indicates a need to improve staff understanding of enrollment procedures, including how to enroll students in the proper courses, how to plan and provide instruction and how to account for time spent practicing basic skill needs. JMCS will include this content in our professional development time in the 2022-23 school year and provide increased director support for these processes, particularly for our new staff next year. (Goal One, Action 1.3)

IDENTIFIED NEED: INCREASED ANALYSIS OF ATTRITION DATA

While attrition data has remained relatively stable (31% in 2021-22 as compared to 29% in 2020-21 and 36% in 2019-20), we have identified a need to improve our understanding of this data, particularly as it pertains to Black students, who represent 14% of our student enrollment but have the highest attrition rate of 42%. As JMCS does not control enrollment in or dismissal from our programs and these determinations are instead made by our partner agencies, JMCS plans to disaggregate our attrition data by type of partner agency and then work in collaboration with our educational partners to share and reflect on this data to plan and implement strategies to improve attrition. In addition, JMCS aims to better support staff with proper identification of students experiencing housing instability, including increasing information sharing between partner agencies and JMCS staff, to ensure these students are receiving the necessary supports. (Goal Two, Action 2.1)

IDENTIFIED NEED: STUDENT PROGRESS TRACKING SYSTEMS

Student survey data demonstrates that not all students are understanding the processes used to track their progress as 49% indicated they did not have or did not know about their Student Achievement Plans (SAPs), although frequent site visits by directors confirm SAPs are in place and used effectively. This indicates a need to both rebrand our SAPs to increase student awareness of these plans as well as to ensure students feel included in setting their academic goals and are able to effectively identify and recognize their academic progress. This work also relates to our school culture data in understanding that we are now working with a population of students with lower skills than before due to COVID-induced school disruptions as well as students who have spent significant time out of a classroom environment. Improving our student tracking systems by directly including students in the branding and process of setting and monitoring goals will not only help to ensure students are self-directed learners but will also help to increase their sense of belonging and academic self-esteem. This work

will be a focus during our professional development days in the 2022-23 school year. (Goal Three, Action 3.1)

CSI RESOURCE INEQUITIES

In completing our Continuous School Improvement (CSI) Plan, JMCS did not identify any resource inequities that need to be addressed in this section. We are one school and all funds go to support our school. In addition, our review of our graduation rate subgroup data did not identify any significant findings that would indicate a resource inequity. Resources and interventions will be provided for all students and all subgroups as we have a 97% unduplicated count and there are negligible variations in our demographic graduation rate data.

These needs are reflected in the Goals and Actions: Measuring and Reporting Results sections for each goal in this document. Goal One is on page 13, Goal Two is on page 22 and Goal Three is on page 28.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This year's LCAP aligns with each of California's priority areas. Its key objectives are:

1. To eliminate academic barriers and increase college and career readiness through providing high quality, culturally responsive instruction and curriculum
2. To ensure schoolwide equity practices and support the creation of safe, inclusive classroom and school environments
3. To maintain effective communication with all stakeholders in order to foster meaningful relationships

GOAL ONE: 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.

Four actions/services have been dedicated to this goal. Please reference page 13 for further information.

GOAL TWO: 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.

Two actions/services have been dedicated to this goal. Please reference page 22 for further information.

GOAL THREE: JMCS will maintain effective communication in order to foster meaningful relationships with staff, students, families, partner agencies and community resource organizations.

One action/service has been dedicated to this goal. Please reference page 28 for further information.

All applicable state priority area metrics are addressed throughout each goal in the "Goals and Actions - Measuring and Reporting Results" sections. However, due to the unique nature of JMCS, the following state metrics are not applicable to JMCS (these priority areas are

measured by local indicators):

Priority 4 - Pupil Achievement

- API
- A-G UC approved course enrollment
- ELPAC reclassification (JMCS students generally do not remain enrolled long enough to re-test)
- AP exams
- EAP enrollment

**Local indicators:* STAR/TABE scores, student achievement plans, ELL student achievement data

Priority 5 - Pupil Engagement

- Graduation rate
- Chronic absenteeism

**Local indicators:* Attendance percentage, attrition, graduation numbers and rate

Priority 6 - School Climate

- Pupil suspension*
- Pupil expulsion*

Local indicator: school climate surveys

*JMCS has current suspension and expulsion policies written into our charter and contained in our policy and procedure handbook. However, JMCS' unique structure of partnering with agencies who provide vocational, life skills and leadership training to young people leads us to mark chronic absenteeism, suspension and expulsion data as "not applicable" because JMCS does not have the same control as traditional schools over the entry or exit of students, except for those who graduate. By nature of our charter, JMCS may only serve young people enrolled in California Conservation Corps, Local Conservation Corps, YouthBuild and WIOA funded programs, and JMCS may not enroll a young person until they have enrolled in, and are receiving services from, one of our partner agencies. In addition, while a student is enrolled in one of our partner agency programs, JMCS is required to serve that student, and may not stop serving a student while they are receiving services from our partner agencies. When students do exit JMCS for reasons besides graduation, it is because they have stopped receiving services from our partners, and upon exiting, are simply noted as a drop.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement 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. However, in March 2020 COVID hit and our first two years of data using our new designation process cannot yet be effectively evaluated due to the challenges presented by the pandemic, school closures and online learning.

Our review of current data has occurred during administrative meetings, staff regional working group meetings and board meetings between the period of February - May 2022 and has involved multiple stakeholders. This year the state suspended dashboard reporting so we are not able to monitor this data for the past year. Instead, we have thoroughly reviewed many local data measures. This data includes schoolwide and site level STAR/TABE ELA and math skill growth, course enrollments, student demographics, graduation rate, 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 has previously left at least one high school, 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 continue to revise the way in which we classify students according to grade level upon enrollment so that we may gather meaningful data in the coming year. 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, curriculum development 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 and academic 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 as well as to support students' interest in post-secondary college opportunities. This may include setting up systems for on-site counseling, mental health workshops, tutoring, 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 has not indicated 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 97% 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

A description of how the LEA will monitor and evaluate 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 (suspended for 2019-20)

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, graduation rates and student and staff school climate surveys

Multiple stakeholders are involved in all data review processes. Regular 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 February-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.

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, tutoring services and local community service provider connections 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

John Muir Charter Schools is a dynamic organization that is constantly seeking to improve services to our students and collaborating agencies. Although it is structured as one large school with over 500 students, JMCS has classrooms in more than 30 distinct geographical regions throughout California. JMCS works closely with all of its educational partners, such as students, staff, client agencies and its Board of Directors, to collect, share and analyze data as well as school needs and progress. Due to our structure and partnership with client agencies, JMCS has a unique set of educational partners. Our partners include the following groups:

- Board members
- Client agency partners
- Directors
- Staff (support staff, teachers, administrators)
- Students and families

JMCS Board

In order to keep our board apprised of our progress on our schoolwide goals and action plan, updates on our progress are provided to our board on a regular basis. The first report for this year was provided to board members at our 4/13/22 board meeting. Significant data is shared when appropriate and every spring the board spends three to four months reviewing, analyzing and probing our data and progress through our LCAP process. The board reviews our data, goals, analysis for next steps, student/staff survey results and expenditures. The board has been pleased with the amount of progress, the positive impact of our many schoolwide changes and the diligence with which our school treats our internal review processes. This year's public hearing occurred on 5/11/22 and board approval is expected at the 6/8/22 board meeting.

Client Agencies

JMCS' client agencies generally encompass the role of both parents and community partners as 89% of students are of majority age and parents and families are not involved in their schooling. Client agencies directly support students with vocational training and various support programs as well as work to appoint the members of the JMCS board. NEVCO, CCC, LCC, YB and WIOA coalitions are tasked with approving and appointing JMCS board members. Additionally, JMCS participates in and holds membership with the National Corps Network and California Association of Local Conservation Corps as well as participates in events with the California YouthBuild Coalition, Los Angeles YouthBuild Collaborative and the California Workforce Association (CWA) events in support of YouthBuild and WIOA programs. Through these regular meetings, JMCS is able to work directly with their stakeholders, present JMCS' struggles and successes, give insight on charter school finance, operations and politics, and listen to stakeholder needs, recommendations and feedback regarding JMCS services for students. This allows JMCS a unique perspective when working with these community stakeholders as well as helps to ensure positive working relationships.

In order to maintain open communication and consistent programming with our client agency partners, JMCS directors who oversee our

sites frequently conduct all-in site level meetings. These meetings include the director, teachers, instructional assistants, registrars, case managers and client agency program staff. In general, these meetings are when common program vision and goals are identified, program expectations are set and student attendance and discipline policies are reviewed and clarified. These meetings are also times for the directors to share JMCS updates and schoolwide information. Every year directors work to share our goals with client agency partners via the topics they discuss at the all-in meetings as well as by encouraging partner attendance at our in-services. Topics such as connecting vocational education to academics, increasing rigor and opportunities for deeper learning, implementing and supporting the career pathways framework, and setting and adhering to program policies have been crucial conversations in these meetings. Through these topics and during these meetings, our partner agencies are better able to understand JMCS goals, support our efforts to constantly improve services to students and provide feedback on our programming. Every year we also provide a client agency survey in order to give our partnering agencies a chance to give us anonymous feedback on our partnerships as well as provide input on the development of our LCAP goals, actions and metrics. Approximately 40% of partner agencies responded this year and the feedback we received was positive, insightful and affirmed the quality of JMCS partnerships.

Directors

The JMCS administrative team regularly conducts all-in director meetings involving directors from all departments every 4-6 weeks. These meetings focus on department updates, success stories, areas of concern or need as well as on schoolwide reflections of data, progress and challenges. We discuss site issues and collaborate to form solutions as well as discuss large whole-school programmatic issues and visions in order to make consistent decisions that fulfill our mission statement. In the spring of every year we hold a special data review meeting in which we review our schoolwide data in depth in order to plan intentional actions and goals for the coming year. We also discuss areas of alignment between our LCAP and our WASC action plan to ensure JMCS reporting is accurately aligned and demonstrates our progress towards our three schoolwide goals. During our data review meeting all directors attend as well as at least one teacher representative. Participants gallery walk JMCS staff and student data from the school year and reflect on the implications of the data as well as the questions it raises. Whole group discussions ensue and a comprehensive list of our data implications, needs and questions results. It is imperative to have the differing perspectives of all team members because JMCS has so many different programs and it can be a challenge to remain up-to-date on all school offerings and activities that support our goals. Follow-up meetings are also held to review our schoolwide goals and develop concrete action steps for the coming year. We work together to identify the progress we have made towards each goal as well as where we have room for next steps and whether there is a need for goal modification.

Staff

JMCS gathers staff input throughout the year in various ways. Review of our schoolwide goals is incorporated into our professional development days and all staff are given a chance to reflect together on both their site progress and our schoolwide progress towards meeting our goals. In May 2022, we will share our schoolwide data with all staff and brainstorm implications and next steps from this data that will then be incorporated into the final draft of our LCAP. In addition, the public hearing draft of our LCAP will be shared directly with staff via email to allow for ease of review of input. Staff are also welcome to attend our LCAP public hearing to provide their input in that forum as well as the LCAP Feedback Forum sessions offered in April for all educational partners.

JMCS also has a teacher advisory committee (TAC) that is designed to represent all of JMCS' geographical regions as well as each of the four distinctive client agency types. TAC generates its own agendas and advises JMCS administration and the board on issues deemed to be

most pressing to individual and collective JMCS sites. It is also involved in vetting and piloting curriculum, providing input and feedback on professional development days, leading professional development days and advocating for teacher needs as they arise. TAC hosts open forum times during their meetings, makes themselves readily available to teachers, meets once a month, and has regular meetings with the JMCS CEO to ensure active and open communication between teachers and administration. A TAC representative also shares agenda items and updates with the JMCS board at its regular monthly meetings.

In addition, monthly email gazettes are sent out by JMCS administration to ensure teachers remain aware of the work we're doing. The gazettes include important updates and policy reminders that align with our work towards our goals. Every year we have also asked all staff to complete a survey and provide input on feelings of safety and job satisfaction. This survey has additional sections for instructors to provide feedback on their instruction and professional development as well as for leads to provide site level feedback and input. In these varied ways, JMCS works hard to ensure teacher voices are heard and teachers remain aware of our school's goals, progress and areas for growth.

Students and Families

Students (and their parents, when applicable) are extremely important partners at JMCS. Their success in life can be a direct result of our programming, our support and our effectiveness as a school. Our students are often articulate and clearly able to express their appreciation of or their frustration with the programs they attend. In gathering student input on our programming and our progress towards our goals, we often rely on informal conversations with students and parents around the state. Teachers and directors communicate regularly with students and parents of minors to assess their progress, their needs and their strengths. These factors directly relate to our schoolwide progress on our goals. If, for example, a student is struggling with depression and they are receiving little to no support on site, that is an indicator we need to re-evaluate our mental health training for staff and increase its effectiveness. If a student is close to graduating and has already completed dual-enrollment courses in a community college with a firm post-graduation plan in place, that is an indicator we are succeeding in preparing our students to be college and career ready. Every year we also request student participation from all sites on our annual school climate survey. This survey addresses areas of safety, instruction, overall support, progress towards our schoolwide goals from a student lens, and provides a safe venue for students to share their thoughts about their JMCS classrooms. The results are overwhelmingly positive and many students express appreciation at the opportunity to provide feedback. We have also continued piloting a Friends and Family survey at graduations. While the initial response rate has been low, the feedback we have received is positive and we will continue to work on ways to increase the response rate.

IMPORTANT DATES:

Monthly & bimonthly meetings between directors, client agency partners and teaching staff to review schoolwide and site-level progress and needs

3/2022 - LCAP surveys and goal reflection input shared with all JMCS staff and client agency partners

4/13/22 - LCAP goals and progress presented to all JMCS educational partners, including the JMCS governing board, with request for feedback

5/11/22 - LCAP Public Hearing

6/8/22 - expected LCAP approval date *no comments requiring CEO response

A summary of the feedback provided by specific educational partners.

The following stakeholder feedback specifically informed this year's LCAP:

Staff Feedback

Client Agencies

JMCS Board

Our JMCS Board has reviewed and approved multiple drafts of our LCAP report. They have provided valuable reflections and insight into our goals, actions and services for this year's LCAP review.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following aspects of this year's LCAP were specifically influenced by stakeholder input:

Goals and Actions

Goal

Goal #	Description
1	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)

An explanation of why the LEA has developed this goal.

Self-study findings indicate the need to increase the rigor and relevance of our curriculum and instructional strategies in an effort to ensure JMCS graduates are properly prepared for finding life-long, sustainable employment. Outside research also supports the case for high quality, culturally responsive curriculum to enhance programming and student engagement. We also realize the extent to which academic barriers prevent students from setting and achieving goals and that barrier removal is essential to increase ADA, retention and graduation rates. Lastly, JMCS recognizes the changing digital landscape and the importance of staying current with instructional technology as a means of increasing student achievement. Through professional development, increased implementation of culturally responsive curriculum, intentional college and career readiness opportunities for students and increased skills acceleration support, in particular for our EL population, we will see an increase in students' chances for post-high school success in college or a career as measured through our internal local skills assessments, student engagement data and student transition plans.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
JMCS teacher credentials and assignments	100% of teachers are properly credentialed or waived through DASS status for their assignments (2020-21)	100% of teachers are properly credentialed or waived through DASS status for their assignments			100% of JMCS teachers are properly credentialed or waived through DASS status for their assignments
Student access to culturally responsive, standards-aligned instructional materials and a broad course of study	100% of students have access to culturally responsive, standards-aligned	100% of students have access to culturally responsive, standards-aligned instructional materials			100% of students have access to standards-aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 a broad course of study including unduplicated students and those with special needs</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	<p>100% of school facilities are in good repair (2020-21)</p>	<p>100% of school facilities are in good repair</p>			<p>100% of school facilities are in good repair</p>
SBAC student achievement	<p>STAR Assessment results in lieu of SBAC: Average reading 6.9 Average reading growth 0.3</p> <p>Average math 6.7 Average math growth 0.3 (2020-21)</p>	<p>STAR Assessment results in lieu of SBAC: Average reading 5.0 Average reading growth 0.8</p> <p>Average math 5.5 Average math growth 0.8</p>			<p>10% meet or exceed - ELA</p> <p>10% meet or exceed - math</p>
Quality of instructional materials	<p>80% of core subjects use AGS textbooks as foundational material (2020-21)</p>	<p>80% of core subjects use AGS textbooks as foundational material <i>(four pilots in progress to replace AGS: Applied Math, English 9-12, US History, Earth Science)</i></p>			<p>0% of subjects use AGS textbooks as foundational material</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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			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			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 & ensuring EL access to curriculum and implementation of ELD standards (2020-21)	0 staff members dedicated to overseeing support for EL students & ensuring EL access to curriculum and implementation of ELD standards			1 dedicated staff member overseeing support for EL students & 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			100% of incoming EL students are assessed for English levels through ELPAC or internal assessment
ELL student achievement	EL students: 0.6 grade level growth ELA (2020-21)	EL students:			EL students gain an average of 0.5 grade levels of ELA growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		0.1 grade level growth ELA			for every six months of enrollment
Skills acceleration: curriculum & 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			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 K12 reports to inform instruction (2020-21)	Data on hold due to irregular reporting and impending report revisions			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 57% of students properly enrolled in math courses			75% of students enrolled in proper ELA and math skills acceleration courses
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 Average 0.8 grade level gain in math			Students gain 0.5 grade levels in ELA and math for every six months of enrollment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 65% of students post-testing within policy limits			75% of students pre-testing and post-testing within policy limits
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 15% of school sites participated in Fall college readiness pilot			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			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)			100% of teachers have access to streamlined IT support system
Technology: chromebooks	80% of chromebooks are managed (2020-21)	100% of chromebooks are managed			100% of chromebooks are managed
Instructional technology:	Professional development on technology is	Professional development for technology is			100% of staff have access to regular IT professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
professional development	haphazard and inconsistent (2020-21)	available on as needed basis.			development throughout the year
Digital literacy development	0% of students have access to an updated Computer Demonstration & no schoolwide focus on digital literacy (2020-21)	Computer Demonstration revision in progress Coding curriculum development in progress			100% of students have access to updated Computer Demonstration that includes revised definitions and focus on digital literacy skills
Access to technology & virtual learning	100% of students have access to a device and internet (2020-21)	100% of students have access to a device and internet			100% of students have access to a device, internet and virtual learning opportunities

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION	<ol style="list-style-type: none"> 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 	\$61,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	MEANINGFUL INCORPORATION OF TECHNOLOGY	<p>1. Maintain appropriate staffing and support for IT position, including development of a support schedule and professional learning opportunities as needed</p> <p>2. Ensure 100% managed chromebooks at all sites as well as 100% of students with access to technology and internet connection.</p> <p>3. Ensure consistent and meaningful professional development on instructional technology, including developing a schoolwide definition of digital literacy and essential skills.</p> <p>4. Revise and update the Computer Demonstration to more accurately reflect current workplace skills and digital literacy demands.</p> <p>5. Provide virtual learning opportunities as appropriate for students in need.</p>	\$173,106.00	Yes
1.3	REMOVAL OF ACADEMIC BARRIERS	<p>1. Create ELL focus group to support EL curriculum implementation, ELL manual 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,</p>	\$84,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>compliance with testing policy timelines and understanding and use of data reports.</p> <p>5. Offer tutoring services and summer school options to students in need to address learning loss</p>		
1.4	SUPPORT FOR COLLEGE & CAREER READINESS	<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> <p>3. Maintain partnership with National Clearinghouse in order to capture and analyze data on JMCS students post-graduation.</p> <p>4. Develop and implement post-graduation transition plan for all students at all sites.</p>	\$4,795.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

JMCS has three substantive differences in planned actions and actual implementation of these actions for Goal One. First, we were not able to hire a dedicated EL support staff as hiring challenges arose multiple times throughout the year. One staff member is now in place for one specific site with a high population of ELs and we aim to enhance the scope of this position's work in the coming year. Second, we were not able to form an ELL committee this year due to continued COVID disruptions and low enrollment, which required staff to focus their energy on monitoring changing protocols and recruitment for their sites. Third, K12 reports faced multiple challenges pulling accurate data this year

and they were not used to support skills acceleration due to irregular and inaccurate reporting. In lieu of K12 reports, JMCS staff relied on internal assessments and monitoring of student progress.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference between Budgeted Expenditures and Estimated Actual Expenditures was due to the inability to hire and retain classified support staff, including EL tutors.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, JMCS actions were effective in making progress towards Goal One. 83% of staff feel we are making solid progress towards this goal while another 15% feel we are making some progress. 71% of staff are satisfied with the curricula available and 57% no longer rely on AGS books for instruction in any capacity. Student data is similar in that 75% of students feel we are making solid progress towards this goal and another 21% feel we are making some progress. Additionally, 64% of students find their schoolwork interesting, 65% feel their schoolwork is preparing them for college and 71% feel their schoolwork is preparing them for a career. 76% of students rate the instruction they receive as interesting and engaging.

Goal highlights related to curriculum and instruction include the following: successful piloting of four new curricula for core subject areas, successful pilot of a college awareness curricula, ongoing professional development regarding race and culture and monthly schoolwide book club discussions related to culturally responsive practices. Goal highlights related to technology include the following: development of work groups focused on revising the computer demonstration and developing a new coding curriculum have draft curricula in place for piloting next year, technology support services have developed a streamlined tech support request system and 100% of students have had access to technology and internet as needed this year. Goal highlights related to the removal of academic barriers include the following: 100% of EL students are now properly assessed with either CASAS or ELPAC assessments and skills acceleration data demonstrates student skill growth has returned to pre-pandemic levels in both math and ELA, with average growth of 0.8 grade levels in both subject areas during an average 58 days of enrollment. Goal highlights related to college and careers readiness include the following: college prep course has been piloted and will be available to all students beginning next year, college awareness and support workshops have been integrated into PD opportunities for all staff, JMCS has begun to plan for the implementation of A-G courses in the coming year and a draft transition plan is ready to be piloted next year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

K12 data reports will be replaced next year by an alternate data reporting system. This is reflected in minor changes to the "skills acceleration: K12 reports" metric and outcomes through a language shift to "skills acceleration: data reports". This is also applicable to Action

1.3 through changing the wording of "K12 data reports" to simply "data reports". No other changes to this goal, metrics, desired outcomes or actions have resulted from our reflections. In line with our current actions, we commit to a deeper focus on enrollment in skills acceleration courses, EL support, continued course and curricula development and ongoing technology and college support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	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)

An explanation of why the LEA has developed this goal.

Self-study findings indicate a continued need for a strong focus on ensuring safe school spaces and positive school culture. This is a strength of JMCS and we must continue to be intentional with our re-engagement of youth through building positive learning environments. 100% of our students have previously dropped out or have been pushed out of school. In order to support these students in meeting their educational goals, JMCS must ensure each classroom is a growth-minded, safe space for students to work on skills acceleration and determining their individual pathways to success. We also know that 97% of our students are unduplicated and qualify as low-income, foster or homeless youth, or are English learners, indicating a strong need for our school to focus on barrier removal and supporting students’ social and emotional growth as many have been affected by tremendous societal barriers to their success. Lastly, we recognize the difference in the racial composition of our staff versus our student body and the research that explores how racial differences may contribute to the opportunity gap our students face. We are committed to working to recognize the role that race and culture play in our classrooms and ensuring we do the necessary work to allow each student to be their full self in our classrooms. Through professional development, comprehensive support services, barrier removal and a commitment to equity, we can ensure positive learning environments that support students in reaching their full potential as measured by our student engagement and achievement data and local surveys.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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			100% of new staff hires demonstrate a foundational understanding of equity issues and cultural responsiveness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Raise request process	0% of staff receiving raises have demonstrated cultural competence & a strong knowledge of culturally responsive practices (2020-21)	No staff raises have occurred			100% of staff receiving raises have demonstrated cultural competence & 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			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			100% of sites implement revised My Story assignment to target growth mindset and self-efficacy for new students
Graduation rate & # students graduated	40% graduation rate (2020-21) 74 students graduated (2020-21)	89 students graduated			68% graduation rate
JMCS policies	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 Draft equity policy ready for board review			100% of JMCS policies are revised with a focus on equity Board-approved equity policy in place

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 Mental health PD included in 3/2022 in-service for all participating staff			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 71% always feel welcome 87% feel they have a voice in decision-making in their classrooms 81% describe the atmosphere of their classrooms as mostly positive			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			Maintain 85% ADA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attrition percentage	29% attrition rate (2020-21)	31% attrition			Maintain 29% attrition rate
Staff feelings of satisfaction and safety	<p>92% of staff always feel safe at work (2020-21)</p> <p>73% always feel connected with JMCS colleagues (2020-21)</p> <p>90% are satisfied working for JMCS (2020-21)</p> <p>90% are happy at work (2020-21)</p>	<p>96% of staff always feel safe at work</p> <p>65% always feel connected with JMCS colleagues</p> <p>90% are satisfied working for JMCS</p> <p>83% are happy at work</p>			<p>95% of staff always feel safe at work</p> <p>75% always feel connected with JMCS colleagues</p> <p>90% are satisfied working for JMCS</p> <p>90% are happy at work</p>
Counseling services	<p>43 group sessions @ 5 sites</p> <p>50 individual counseling sessions (2020-21)</p>	<p>100% of students have access to virtual, individual mental health counseling</p> <p>21% of sites participate in group counseling services</p>			100% of students in need have access to counseling services

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SAFE, WELCOMING & INCLUSIVE PROGRAMMING	<p>1. Maintain staff feelings of satisfaction and safety through consistent focus on communication, meaningful professional development and opportunities for connection.</p> <p>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.</p> <p>3. Understand and address academic mindsets with staff and 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 & welcomeness through consistent focus on building positive schoolwide and site culture.</p>	\$28,773.00	Yes
2.2	EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES	<p>1. Ensure equity and cultural responsiveness is foundational to JMCS' work through revised hiring practices, raise request process, new teacher training, improved instructional practices, diverse staff demographics, equity-focused policies and procedures, classroom observations and professional development content.</p>		Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

JMCS has one substantive difference in planned actions and actual implementation of these actions for Goal Two. We were not able to begin a full process for developing a schoolwide wellness plan (action 2.1) as this requires a committee effort and due to continued COVID disruptions and low enrollment, our teachers' priorities and energies were spent elsewhere this year. We did, however, increase counseling services and provide a schoolwide mental health training, including free access to mental health curriculum, for all staff. Developing a comprehensive wellness plan will remain a priority in this coming year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The difference between Budgeted Expenditures and Estimated Actual Expenditures was due to minor differences between the budgeted and actual costs. The actions were not affected by these differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, JMCS actions were effective in making progress towards Goal Two. 92% of staff feel we are making solid progress towards this goal while another 4% feel we are making some progress. 96% of staff always feel safe at work, an increase from 92% last year, and staff satisfaction with working for JMCS has remained steady at 90%, despite ongoing challenges with COVID and low enrollment. Staff feelings of connectedness are down slightly this year with 65% of staff always feeling connected with their larger JMCS community as compared to 73% last year; however, this is higher than the year prior to COVID (55%) and demonstrates an overall upward trend in feelings of connectedness. This is significant considering continued barriers and all staff are back on site with students this year instead of working from home, connecting virtually. Staff feelings of happiness have also remained steady, another significant data point considering many staff have received potential layoff notices and face economic uncertainty due to JMCS difficulties with low enrollment as a side effect of COVID disruptions over the past two years.

Similarly, our students also continue to feel safe, welcome and valued at school. While our overall data points for these metrics are lower than usual, it is worth noting that all of our students have spent over 1.5 years outside of a classroom environment, on top of previous school disruptions and lack of enrollment they may have had. We recognize we are working with a new population of students this year who have spent a significant amount of time away from classrooms and academic spaces, as well as who have lower skill levels in ELA and math entrance assessments. That said, 87% of students always feel safe at school, 71% always feel welcome, 87% feel they have a voice in decision-making in their classrooms (higher than last year) and 81% describe the atmosphere of their classrooms as mostly positive. We must continue to focus on building positive school climate and belonging to ensure students feel welcome and accepted in our classrooms.

Additional goal highlights related to mental health and wellness include ongoing counseling services that are available to 100% of students and 21% of our school sites are taking advantage of additional group counseling sessions for their students. 85% of staff have also piloted the new My Story assignment, ensuring their students are receiving access to messages about positive school mindsets, and have provided valuable feedback for modifying this assignment in the future. Equity and cultural responsiveness also remain foundational to JMCS' work and this year all PD sessions included conversations on anti-racist educational practices and affinity group spaces. In addition, the JMCS Equity Committee has made progress towards creating and evaluating equity-based policies, practices and curriculum and decisions are consistently grounded in an equity lens.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to our planned goal, metrics, desired outcomes or actions for the coming year have resulted from our reflections on prior practice, with the exception of removing the word "increased" from our curricular offerings as stated in Action 2.1.4. We will not be increasing curriculum in 2022-23 but will be focusing instead on improving current curricular offerings.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to staff input gathered during two professional development days. Staff felt a strong need to increase the effectiveness of communication between staff and administration as well as between staff and client agencies. Due to the nature of JMCS’ structure, effective communication is a necessity and through this goal, we are formalizing our commitment to transparency and fostering meaningful relationships among all stakeholders. 91% of JMCS students are over the age of 18 and family involvement is minimal for all students due to the multiple barriers our students and families face in life. Client agency partners often serve as advocates for students in place of family members; both are included in this goal under the umbrella of parent engagement. Through transparent communication regarding data, training, student achievement and student progress as measured by the amount of communication and the responsiveness to stakeholder needs, JMCS stakeholders will feel included and engaged.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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			2 bimonthly bulletins sent per month 100% of staff read the bulletins
Parent/guardian engagement events	0% of sites with minors have open houses (2020-21)	Postponed due to continued COVID barriers			100% of sites with minors have at least one open house per year
Parent/guardian communication	88% of sites with minors regularly engage with	70% of sites with minors regularly engage with			100% of sites with minors regularly engage with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	guardians in a variety of ways (2020-21)	guardians in a variety of ways			guardians in a variety of ways
Crucial conversation training	No training has been offered (2020-21)	Postponed due to continued COVID priorities			100% of lead staff are trained in and receive support in facilitating crucial conversations 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			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			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)			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,	100% of staff have access to regular,			100% of staff have access to regular,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ongoing collaborative learning opportunities (2020-21)	ongoing collaborative learning opportunities			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			100% of teachers new to JMCS are partnered with a veteran JMCS teacher
K12 reports: training	Some teaching staff are trained in reading K12 reports and supported as needed 0% of client agency staff are offered training in reading K12 reports Beginning of year meetings do not consistently include K12 review for lead teachers & client agency partners (2020-21)	Data on hold due to irregular reporting and impending report revisions			100% of teaching staff are provided training in reading K12 reports on an annual basis and supported as needed 100% of client agency staff are offered training in reading K12 reports 100% of beginning of year meetings include K12 review for lead teachers & client agency partners
K12 reports: sharing with stakeholders	Regional directors do not share K12 reports with client agencies. 44% of teachers share the reports consistently. (2020-21)	Data on hold due to irregular reporting and impending report revisions			100% of client agencies receive monthly K12 data reports from JMCS leadership

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student achievement plans	SAPs are well maintained at most sites (2020-21)	63% of sites fully implement Student Achievement Plans			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			100% of sites have connections with local service providers

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	EFFECTIVE COMMUNICATION	<p>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.</p> <p>2. Ensure effective communication with students through proper maintenance of SAPs, including goal setting, & providing local community support connections at all sites. (CSI)</p> <p>3. Ensure effective communication with partner agencies through monthly bulletins, invitations to JMCS professional development offerings, regular meeting schedules and virtual LCAP meetings and surveys.</p> <p>4. Ensure effective communication with friends, families & support personnel for all students, including minors, through maintaining</p>	\$150,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ongoing, consistent communication and offering an annual open house/community event at sites with minors.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The primary substantive differences between the planned actions and actual implementation of Goal Three were in relation to 1) offering parent engagement events at sites with minors and 2) K12 reporting. Due to continued COVID disruptions, parent engagement events could not happen as planned but we hope to be able to host these events in the coming year. Additionally, K12 reports were not shared on a regular basis due to the previously mentioned challenges with accurate data collection this year. No other substantive differences occurred.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference between Budgeted Expenditures and Estimated Actual Expenditures was due to the fact that the costs associated with medical and other health/wellness services for students weren't incurred.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, JMCS actions were effective in making progress towards Goal Three and 81% of staff feel we are maintaining effective communication between all stakeholders in order to foster positive relationships. Monthly bulletins have been sent to all staff to ensure transparency and succinct messaging and 94% of staff read these bulletins. In the coming year, we will include all partner agencies in these bulletins as well to ensure greater transparency. 50% of all training videos are complete and educational partner engagement opportunities have remained consistent through virtual meetings and connections throughout the year. We recognize we have room to improve our Student Achievement Plan implementation across our sites and next year we will focus on rebranding and reaffirming our commitment to using these in a standardized fashion with more standardized language to clearly communicate the SAP purpose to our students. An additional goal highlight includes our continued community services support for students, as 100% of sites have maintained connections with local service providers to help meet student needs.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

One minor change in action 3.1.1 and 3.1.3 resulted from our reflections, in that bulletins are now sent monthly instead of bimonthly to ensure they remain relevant and succinct. Additionally, as in Goal One, "K12 data reports" was amended to read "data reports" due to the

change in our reporting systems for the 2022-23 school year. No other additional changes were made to the planned goal, metrics, desired outcomes or actions for next year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,492,880	188,804

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.66%	0	0	42.66%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Unduplicated funds will be principally directed to and effective for meeting the needs of foster, homeless and low-income youth, and English learners, the majority of the JMCS student body. The JMCS student body is comprised of 97% unduplicated students. This 97% is comprised of 93% students who are eligible for free/reduced lunch, 15% EL students and 14% foster youth. With these high percentages, all of our increased and improved services are schoolwide services for all students.

GOAL ONE: Actions 1-4

As demonstrated in our Identified Needs and Measuring and Reporting Results for Goal One sections, JMCS has determined there are skill gaps among certain subgroups, in particular our higher skilled group and our EL students. To address this need, in Goal One, Actions 1-4 we dedicate funds to meet the needs of these students through: 1) implementing rigorous and culturally responsive instruction and curriculum, including adding A-G coursework opportunities; 2) funding EL support staff and ensuring EL students are properly assessed; 3) ensuring improved instructional and curricular supports to remove academic barriers, such as maintaining support staff on site; and 4) offering improved opportunities for college and career readiness activities like offering a college awareness curriculum and accompanying workshops. We expect these actions will lead to improved test scores demonstrating skill growth for higher skilled students and EL students

alike. Additionally, we expect these actions will lead to increased engagement of all students in their learning, increased attendance, decreased attrition and ensuring students' learning is relevant to their needs and goals.

GOAL TWO: Actions 1-2

As demonstrated in our school climate survey data as well as through student and staff demographics, ADA and attrition data, JMCS has determined a continued need for prioritizing school culture and safety among students and staff at all sites. To address this need, in Goal Two, Actions 1-2, we demonstrate a focus on social and emotional growth, self-esteem, safe and welcoming programming, and equitable practices that are necessary to support our high-risk population in re-engaging in learning. We will continue to fund high quality professional development focused on equity and school culture, including funding a JMCS Equity Committee and data analysis support to ensure we are able to accurately gauge student satisfaction through disaggregated data sources. We will also fund counseling services and the development of a schoolwide wellness plan to support our school community's wellbeing. Previously, school climate has been a strength of JMCS and we must continue to provide increased levels of positive support for our students, staff and families. We expect these actions will lead to continued and increased student, staff and family satisfaction with JMCS programming as measured by our school climate survey data, attendance and attrition data, and continued disaggregation of student achievement data.

GOAL THREE: Action 1

As demonstrated through staff school climate surveys, partner surveys and ongoing educational partner engagement efforts, JMCS sees a need to improve communication with all stakeholders in order to best serve our high-needs student body. To address this need, in Goal Three, Action One, we commit to maintaining and developing improved systems for communication to ensure students, staff, families and client agency partners provide cohesive and comprehensive programming that meets students' needs through ongoing meetings, communication and revised Student Achievement Plan efforts, as well as completing training videos and including partners in our high quality professional development opportunities. When COVID allows, we will also implement community and family engagement events at sites with minors to improve communication with these educational partners. We expect these actions will lead to improved communication and improved staff and partner satisfaction with JMCS as measured through our school climate data, student achievement data, stakeholder feedback and regular meetings and communications that we are able to document. This improved communication will directly impact our students through clear and consistent expectations, agreements, policies and procedures, thereby supporting increased opportunities for student success.

All of the actions identified above will be principally directed toward and effective in meeting our goals and the needs of our unduplicated students. While we target these services toward this population of students, we recognize that there are approximately 14 students not identified as EL, low-income or foster youth but have similar demographic and/or academic needs; therefore, all students have access to these services as needed on an LEA-Wide basis.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Research demonstrates that low-income students and foster youth are more likely to need supportive services, assistance having their basic needs met and strong relationships with teachers and school staff in order to succeed academically. JMCS meets this need through the increased service of low student-teacher ratios in order to increase our connections with students, form strong relationships with them and increase our ability to support their needs. With increased staffing we are also able to operate satellite sites to serve students at remote locations in partnership with all of our client agency partners. To support students from low-income backgrounds, we also must offer increased technology access, including personal Chromebooks and hotspots, to any student in need. Research also demonstrates that English learners benefit from low class sizes as well as more tailored curriculum and instruction specific to their language needs. JMCS aims to increase the availability of Spanish-language materials and ESL curriculum to support these learners' needs as well as increase the availability of Spanish-speaking staff to support translation and accessibility of instructional materials. Curriculum and implementation support for skills acceleration development and more rigorous college and career preparatory materials will also be increased to ensure students of all levels receive access to materials that meet their needs.

Additionally, we utilize LCFF funds to place a strong emphasis on improving the quality of our curriculum and teaching practices through creating and implementing culturally responsive curriculum tailored for our high unduplicated student population and improving our professional development to support the pedagogy and implementation of these curricula. Research demonstrates marginalized students need both mirrors and windows in their curriculum to support engagement and focus and we work to ensure all curriculum for all subjects offers both mirrors and windows for our students. We also strive to improve relationships and ensure a shared vision among all stakeholders through our data reporting and additional communication measures, as research demonstrates students from low-income, foster/homeless and ESL backgrounds need consistent, comprehensive support and programming from school staff to ensure proper supports are provided. We also ensure well-trained, supportive teaching staff who understand the particular needs of our unduplicated students through financial support for teachers who need to earn the appropriate credentials and/or clear their credentials through a teacher induction program. We strive to hire staff who can connect well with our students and build strong, foundational and necessary relationships and we are able to financially support staff who meet these criteria but need to strengthen or improve their credentials.

The actions described are increased or improved by 42.66% through improved communication and professional development and they are increased through curriculum, technology and staff and student opportunities. When combined, these actions are expected to result in the required proportional increase or improvement in services. Through these actions, we both qualitatively and quantitatively have demonstrated increased or improved services above the required 42.66%.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The school has experienced a significant decline in enrollment in the 2021-22 school year. For the 2022-23 year, the plan is to reduce staff to align with current enrollment. As such, the additional concentration grant add-on funding will be use to retain current staff, to the extent possible, and maintain a 1:14 teacher-to-student ratio.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		1:14

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$234,645.00	\$84,120.00		\$184,172.00	\$502,937.00	\$338,783.00	\$164,154.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION	English Learners Foster Youth Low Income	\$61,539.00				\$61,539.00
1	1.2	MEANINGFUL INCORPORATION OF TECHNOLOGY	English Learners Foster Youth Low Income	\$173,106.00				\$173,106.00
1	1.3	REMOVAL OF ACADEMIC BARRIERS	English Learners Foster Youth Low Income		\$84,120.00			\$84,120.00
1	1.4	SUPPORT FOR COLLEGE & CAREER READINESS	English Learners Foster Youth Low Income				\$4,795.00	\$4,795.00
2	2.1	SAFE, WELCOMING & INCLUSIVE PROGRAMMING	English Learners Foster Youth Low Income				\$28,773.00	\$28,773.00
2	2.2	EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES	English Learners Foster Youth Low Income					
3	3.1	EFFECTIVE COMMUNICATION	English Learners Foster Youth Low Income				\$150,604.00	\$150,604.00

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,499,279	1,492,880	42.66%	0	42.66%	\$234,645.00	35.95%	42.66%	Total:	\$234,645.00
								LEA-wide Total:	\$234,645.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,539.00	10.98%
1	1.2	MEANINGFUL INCORPORATION OF TECHNOLOGY	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$173,106.00	.34%
1	1.3	REMOVAL OF ACADEMIC BARRIERS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		15.68%
1	1.4	SUPPORT FOR COLLEGE & CAREER READINESS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	SAFE, WELCOMING & INCLUSIVE PROGRAMMING	Yes	LEA-wide	English Learners Foster Youth	All Schools		3.84%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	EFFECTIVE COMMUNICATION	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		5.12%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals		\$569,125

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION	Yes	\$78,500.00	\$77,850
1	1.2	MEANINGFUL INCORPORATION OF TECHNOLOGY	Yes	\$191,069.00	\$191,063
1	1.3	REMOVAL OF ACADEMIC BARRIERS	Yes	\$177,650.00	\$127,077
1	1.4	SUPPORT FOR COLLEGE & CAREER READINESS	Yes	\$595.00	\$4,795
2	2.1	SAFE, WELCOMING & INCLUSIVE PROGRAMMING	Yes	\$30,273.00	\$35,243
2	2.2	EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES	Yes	\$1,500.00	\$4,500
3	3.1	EFFECTIVE COMMUNICATION	Yes	\$142,670.00	\$128,597

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,413,953		\$0.00	1,094	34.22%	34.53%	.31%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION	Yes	\$78,500.00	77,850		2.50%
1	1.2	MEANINGFUL INCORPORATION OF TECHNOLOGY	Yes	\$191,069.00	191,063		.36%
1	1.3	REMOVAL OF ACADEMIC BARRIERS	Yes	\$48,000.00	2,500		22.55%
1	1.4	SUPPORT FOR COLLEGE & CAREER READINESS	Yes	\$595.00	0		0%
2	2.1	SAFE, WELCOMING & INCLUSIVE PROGRAMMING	Yes	\$1,500.00	1,250		3.83%
2	2.2	EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES	Yes	\$1,500.00	4,500		0%
3	3.1	EFFECTIVE COMMUNICATION	Yes	\$20,500.00	0		5.29%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,322,531	1,413,953	0	42.56%	\$0.00	34.53%	42.87%	\$0	0%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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