

Introduction:

John Muir Charter Schools (JMCS) specializes in serving the educational needs of young men and women, most between the ages of 16 and 25, who are seeking the success that has so often eluded them in school and in life. Students succeed in JMCS because they are immersed in education through the collaborations between JMCS and the youth development programs it serves. Through these collaborations, students can earn a living, while also learning life, leadership, vocational and academic skills. These programs allow students to give back to their communities, and in so doing, help them to better appreciate that they have much to offer.

History of John Muir Charter Schools

John Muir Charter Schools was founded in 1998; the school began offering instruction in 1999. The Nevada County Board of Education approved the John Muir Charter Schools as an independent charter in 2002. A non-profit public-benefit corporation, JMCS provides high school education services to participants in nineteen California Conservation Corps sites, five Local Conservation Corps, nine Workforce Innovation and Opportunity Act programs, and ten YouthBuild programs at sites across the state.

These state, local and federal programs require their participants to work from half-time to full-time and to attend high school if they do not have their high school diplomas. Serving students from 16 to 25 years old, the programs combine work experience, vocational and life skills training, and academic instruction (via JMCS). JMCS' credentialed teachers and aides provide state content standards and common core standards-linked curricula in classrooms provided by our collaborating agencies. JMCS teachers work closely with agency staff to seamlessly integrate the work, life skills, community service, and academic experiences of students. Students receive JMCS credits for work that they complete in the classroom, on the job, and in the community. The JMCS teacher reviews and approves all JMCS credits, which are reviewed for accuracy by JMCS directors. John Muir Charter Schools also provides specific instruction and individual support to students through our school service program.

School Services is as important as our academic program for students; it provides the holistic support our young people need in order to put their earned diploma and knowledge to use in the real world. School Services provides counseling services, including one-on-one and group counseling sessions, as well as providing career services to students through the JMCS Career Pathway program. The Career Pathway Program is fully funded through a \$6 million grant from the California Department of Education. JMCS is in its second year of funding. Career Pathways is included in our LCAP. All JMCS programs strive to operate as seamlessly as possible, which means that LCFF funds support students working towards their diploma and life long employment.

The California Education Code gives JMCS the explicit authority to receive Proposition 98 high school funding for exclusively serving the young adults in these youth development programs across the state; the Legislature did so in recognition that state and federal laws require these programs to provide high school education to their participants.

LEA: Muir Charter

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LCAP Year: 2015-16

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

Stakeholder Engagement

John Muir Charter Schools (JMCS) provides high school services to participants in California Conservation Corps, YouthBuild, Workforce Innovation and Opportunity Act (WIOA), and Local Conservation Corps programs at sites across California. State law specifically authorizes schools like John Muir Charter Schools to serve young adults across the state in partnership with these state, federal, and local youth development programs. Stakeholder involvement in the development of our goals was sought and gathered in a variety of ways.

JMCS administrators continuously work with client agencies to gather input on the best ways to serve our student population and meet our school wide goals. JMCS uses available technology to meet regularly with client agencies that, in many respects, represent the needs of our adult students in the way parents otherwise would. The JMCS Governing Board also represents the client agencies, as each client agency type appoints one member of the board.

Our directors visit sites within their division on a regular basis and report out to the administrative team twice a month through in-person meetings in Sacramento and conference calls. Directors provide site updates and report on site and client agency progress and needs. Student achievement data from our K12 reports is also shared and discussed.

Through the use of Adobe Connect and other technologies, JMCS has experimented with creating virtual communities for teachers to collaborate on areas relating to our goals and state priority areas.

JMCS hold monthly board meetings to provide updates and information and to seek input and guidance from these stakeholders.

JMCS hold monthly Division Director meetings the day prior to JMCS Governing Board meeting.

JMCS school sites are encouraged to have student leadership teams. These teams are to inform and guide the school site on policy and site issues that benefit from student input. We are continually working on improving these teams and will look to the future for expanding opportunities for schoolwide student leadership teams.

JMCS continues to be involved in supporting and advocating for our partners in youth development through our participation in events, conferences and initiatives.

IMPACT

JMCS employs the Plan, Teach (implement), Assess, Reflect model, not only in our classrooms but in all we do. As we reviewed data this year and reviewed the steps in our Local Control Accountability Plan, we determined that we are improving our service delivery to all students, which has resulted in successes around the state in student achievement, access to improved curricular materials, and improved professional development for all staff but that there are areas where we can continue to improve.

Ensuring that all staff in all divisions of the school are kept informed, are being heard, and are having their needs met as we work together to prepare our young people to enter the world of work or the secondary educational pathways after graduation requires we remain diligent in our "all-in" communication model. We have seen that by improving our communication flow from bottom up and top down supports our sites ability to provide direct services to students that support their success.

Stakeholders continue to provide JMCS with information in key areas such as academic achievement, including ELA and mathematics grade level increases, increases in student-teacher contact time at all sites, increase in school's tracking of student engagement, and an increase in client engagement. Stakeholders also provide information on the transition to multiple subject or single subject credentials for JMCS staff with vocational or adult education credentials and continued efforts to move towards implementation of CCSS in a way that supports all students. They also provide feedback on data collected and data needs.

Going into the second year of our director positions to the school organizational structure, JMCS has been able to meet more often with stakeholders, including client agency staff, teachers, and student groups to discuss tasks, issues and topics relating to the eight state priority levels. These meetings include a focus on the LCAP goals and student progress towards these goals.

JMCS is also the second year of our school services division providing new programming for every student: Counseling Services and Career Pathways. These new programs have supported not only JMCS administration in collecting data but have also had a direct impact on increasing success for every student. Data is currently

JMCS continues to use various surveys to gather information from stakeholders. We have expanded our use of Google products, such as Google Forms. We are continuing to stay focused on improving regular opportunities for staff to express their opinions, needs, and provide input on how JMCS can continue to improve as we continue to expand to serve students across the state of California.

The addition of the School Services Division to JMCS two years ago has provided additional opportunities for the engagement of all stakeholders.

The JMCS School Services Director, two regional counseling coordinators and eight Career Pathway regional specialists work across the state to provide and gather information to community partners, client agencies, JMCS site and administration staff, students, and potential employers. They do this through regular all-in meetings, quarterly email newsletters, attending community events, presenting at conferences and board meetings. They facilitate new opportunities at sites by working closely with all stakeholders to plan and implement all required program elements and engage students in their work in various ways in order to provide career pathways and mental health services across the state. The school services program is continually striving to use technology as we improve our ability to improve communication with stakeholders statewide. Adobe Connect has proven to be an excellent communication tool.

Data Services provides monthly data reports on student attendance, ADA, enrollment, exits, assessment data, and is working to add features JMCS staff and its partners can use to plan for programming and instruction.

Each summer JMCS evaluates and updates its school documents. This is a collaborative effort among JMCS administration using feedback from staff from all divisions.

The JMCS Teacher Advisory Committee (TAC) engages regularly and actively with JMCS administration, providing recommendations and feedback on issues that face our school. TAC holds monthly conference calls.

being evaluated for the current school year and will be available June 2016. Initial data looks very good, with student involvement in the programs showing improvement related to attendance, attrition, and students' ability to face difficult situations. Programs within Counseling Services and Career Pathways continue to develop.

The Career Pathways Trust grant is a six million dollar grant from the CDE. (no funding from LCFF) but is included as it is an important component to JMCS holistic approach to servicing all students and since JMCS operates its services to students as seamlessly as possible, LCFF funds are used to support students working in all our programs.

As stated earlier, JMCS' model and geographic challenges make routine meetings difficult. In order to facilitate consistent communication, we've continued monthly administration meetings and expanded leadership meetings with the CEO, the CFO, the COO to include HR.

All divisions are engaged in "all in" meetings, where all facets of JMCS programs (academic, career pathways, site directors, counseling service) and all applicable and available client agency staff meet quarterly or more frequently to ensure all staff servicing students is on the same page. This type of meeting allows an opportunity to discuss our LCAP goals while ensuring we are working together to provide students a dynamic, coherent, structured, and rigorous experience. We have seen better communication at all sites using these meetings, but we've also experienced some resistance at a site or two. We are targeting these sites to provide better support in positive communication and clearly defined roles for all members of the team.

The LCAP is aligned with JMCS board goals and our WASC action plan. JMCS spent considerable time working with our board and with NCSOS to create our LCAP goals. In updating this document, JMCS has modified some goals in order to provide an expansion of services and has modified the metrics used as we have been working to create authentic measures that can be used to more effectively evaluate student achievement.

Supporting the growth and capacity of JMCS' teaching staff has continued to be a priority as we focus LCAP goals. Evaluating our past LCAP goals, the administrative team, with input from the county office, pared these years' goals from 8 down to 3 overarching goals.

We are currently working on analyzing this years' data and goals to ensure all state priority areas as well as our local priorities are hit within these three overarching goals.

JMCS values teachers created curriculum that is scaffolded and differentiated (philosophy for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content; processing, constructing, or making sense of ideas); and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability for students. Our LCAP goals cannot be met without the input and efforts of our teachers, so we take their support and inclusion seriously.

Training our teachers and supporting the implementation of the CCSS has remained a priority. After two years of professional development on the Common Core State Standards, we have moved from examining the shifts in the CCSS into putting those shifts into practice. Our professional development delivery has improved using stakeholder involvement and focuses on improved delivery of service to students.

Parent involvement is still a priority for JMCS even though less than 7% of our students are under 18. We have continued to try strategies at the site level to improve parent involvement to limited success. JMCS will continue to do our best to engage and inform parents.

Annual Update:

Annual UPDATE

JMCS continues to grow and expand service delivery to students. JMCS is in it's second year of providing career pathways and counseling services to students along with academic instruction, expanding on our holistic approach to serving our students. New programs require stakeholder involvement. We have 8 Career Pathways program (CP) regions across the state which are serviced by CP specialists who work closely with the JMCS academic staff, client agency staff, Career Pathways coaches (CPCs), and community partners.

Due to JMCS unique geographic nature, in order to provide the reader with an understanding of how our involvement process for stakeholders looks on the ground level, what follows is a snapshot of how we as a

Annual Update:

Impact Update

Using the information and data gathered from stakeholders, the Teachers Advisory Committee (TAC) took the lead in providing feedback on a JMCS request for salary increase process. This feedback led to a complete overhauls of the process. This year TAC, working with administration, has taken the lead in developing a process for teachers to ask for a raise that is linked with the JMCS professional development cycle. A deeper analysis of our process resulted in our need to address our classified staff's need directly and provide representation for our classified staff on our advisory committee. We are in process of adding classified staff representation and TAC will evolve to the Muir Advisory Committee. The addition of the School Services and Business Services division's feedback has

team across the state, involve our stakeholders:

CFO

The business office handles financial reporting, payroll, human resources, accounts payable, student records, and administrative services. This office provides monthly budget updates to all Muir sites, including client-agency staff: the monthly updates include revenue and expense projections based upon current student enrollment and staffing.

COO

Gathering feedback, providing information to JMCS staff and keeping my finger on the pulse of the school is a priority for me. I use email communication often to provide updates, not only on my current work tasks and upcoming items, but to solicit information and share JMCS priorities and policies.

Jayne Smith: School Services Director

I seek input primarily from teachers, coaches, and client agency staff via email and in person during site visits and in-services. I also provide work direction to CP specialists to collect data from key stakeholders regarding different areas of CP (e.g., pathway development, MyCEP). Finally I gather input from specialists on a weekly basis using Google Forms and coaches via PowerSchool about what they are actually doing in their daily work.

I involved stakeholders in my work with Counseling Services primarily through email, site visits, weekly telephone/Adobe Connect meetings, and Google forms.

October 2015 to Present: Mondays and Tuesdays facilitate group supervision with counselor trainees. Each session trainees are asked to share input about their training experience, site-based work with students and interactions with staff.

May 2016: Student feedback will be solicited via online surveys at all sites offering direct student counseling.

October 2015: Phone meeting with teacher regarding the implementation of Counseling Services at her site that informed counselor trainee supervision focus areas and formative feedback for increasing student

not only impacted the procedure to request a raise, but also the professional development opportunities JMCS wants to provide for all it's staff.

JMCS has actively worked to revise our professional development cycle to expand offerings and provide more collaborative time for staff to work together on academic priorities and providing dedicated time for individual staff to work on and follow through on their personal professional goals.

JMCS has revised our New Teacher University training based on information gathered from surveys of new staff and feedback from Counseling Services.

JMCS is currently working to determine best practices for delivering professional development for our part-time staff members, working closely with Career Pathways.

Reflecting on the flow of information from school sites to upper administration, we realized that we were missing a key component to the flow of information which was a leaderships meeting including the CEO, COO, CFO, and the human resources analyst. These meetings happen every Friday at 4:15 pm.

The Career Pathways team has piloted two industry-recognized certificates at a site in the LA region: the Los Angeles Work Readiness Certificate and National Retail Federation. These pilots were highly successful and resulted in 5 students being offered employment at job fair event in Los Angeles in which over 1,000 people participated in. Three students accepted the positions that were offered to them at the job fair. This is the goal for the Career Pathways team program and collaborative opportunities like this will continue to be piloted and spread across the state.

Feedback from stakeholders directly resulted in policies changes this year including the transfer of the foster care liaison position to an administrator located in the Grass Valley area so they can be directly involved in our local county office of education. This will ensure JMCS is acutely aware of any updates or changes in law regarding homeless or foster youth.

Implementing the TinyPULSE staff satisfaction survey (bi-monthly) has allowed JMCS administration to become better informed on staff needs and opinion regarding the direction of JMCS. This has had a

access to counselor trainee.

Career Pathway Specialist Erika Barrish Region 1

Every interview and selection process for CPCs in Region 1 has been a collaborative process, including the teacher, client agency staff, and in some cases, students. When CPCs start working, I maintain contact with the site teacher to ensure it's a good fit and identify areas of need. Throughout the implementation of MyCEP during the 2015-16 school year, I have facilitated monthly all-in meetings with CCC staff, teachers, and CPCs at each of the 6 CCC sites in Region 1. These meetings have focused on scheduling, pacing, and other student-centered issues for implementing this Career Pathways curriculum. At one new site, I have helped client agency staff design and schedule career pathways programming by participating in meetings with client agency staff, the teacher, and the CPC.

Career Pathway Specialist Terence Desbrough - Region 2

I have regular meetings with stakeholders in the region through established groups and channels. These include Cradle to Career, Community Colleges, Workforce Investment Board, Economic Development Board, Northern California Career Pathways Alliance, and the Department of Human Services. All of these provide opportunities for businesses, further education providers and other community groups to explain the skills and attributes our students need to be successful; this information is passed on through Career Pathways staff to other JMCS and client agency staff so that we can strategize ways to ensure that JMCS students are developing what they need.

Career Pathway Specialist Trish Simpson - Region 3

I involve stakeholders in my region by participating in regional consortium meetings with other grantees in my region. We share resources on a regular basis. I also hold regular meetings with the site staff, lead teachers and CPCs. The site staff for CCC includes the center director and corp member development (CMD) staff. The site staff for YouthBuild includes all the YB staff. We discuss our current efforts, discuss different speakers to bring in to our sites. I also ensure I cc the CCC center CMD or YB key staff every time there is a new idea/resource or challenge we come across in our program. Then, on on-going basis, when I provide workshops for our students, I ensure I hold them on days where all corpsmembers at the CCC can participate, if they choose (my goal is to never have an empty seat). Thus, I work

tremendous impact on how JMCS administration prioritizes its work.

We have learned we need to improve our communication with staff on several issues. The big take away for us has been, in order to provide the high quality of service to all of our students, JMCS is on the right track, but does need to remain focused on improved communication, timely action, and transparency in all we do.

In May 2016 we will begin to provide a monthly policy review to ensure that every JMCS employee is acutely aware of key policies and is implementing them appropriately.

JMCS is actively working and putting money into upgrading JMCS curriculum to include CCSS, accelerations curriculum, and academically rigorous options that meet the needs of all JMCS learners.

We will also begin to increase the access to growth mindset related resources for both staff and students in regards to lesson plans, resources and strategies for working with students.

with the CCC sites and know when their Unity Days are, Community Meeting days, etc., so all CMs can benefit from the resources we are providing for the JMCS students. Furthermore, whenever I am at a site, I introduce myself as a JMCS staff member, working with their coach to provide resources to help make them (the students) more job and college ready.

Also, these enable us to expose the strengths of JMCS students to a larger audience and explore ways that those stakeholders can benefit from the qualities that our students have.

CPCs provide regular updates on student goals and progress so that we can adjust our offerings to their needs. I meet with site staff and students formally and informally to check on these developments.

Career Pathway Specialist Jenn Kirn - Region 4

In my region, I specifically work with our stakeholders (client agency staff, teachers, CPCs, students, community partners) to identify strengths, needs, gaps, areas of exploration, and goals by facilitating or being a part of all staff meetings. I also include information and direction from the local WDB's, community colleges, and regional CP grantees to support and enhance our school sites.

Career Pathway Specialist Rosa Lopez - Region 5

In rolling out the Career Pathways program, I was able to meet with all or most of the stakeholders at every site to discuss what kinds of work, activities and trainings that helped students identify and prepare for a career pathway was already in place. I was also able to discuss best use of CPCs time in supporting students prepare for a career pathway. Since then, I've been able to participate in staff meetings to review and assess Career Pathways focus. For example, CPCs have been successful in addressing student's needs by introducing specific activities & trainings such as college and work readiness workshops, college assessment preparation class and reading groups. CPCs meet with each student's regularly to review and assess academic and college/work readiness standing. Based on regular check-in with students CPCs are able to bring in specific guest speakers and workshops/presentations that will support students successfully graduate and transition on to identified career pathway.

Career Pathway Specialist - Carmen Lopez - Region 6

I involve stakeholders in my region by keeping regular (daily to weekly) communication with teachers and coaches about topics related to CP and addressing students' needs. In maintaining this communications, I allow teachers and coaches to give their input into my work. On a similar basis, I reach out to client agency staff to keep them updated on the progress of the CP program and open up the floor to allow input into my work. I allow input of community partners by participating in local and regional CP events where I get to share what I am doing at our school and learn from best practices of what others are doing.

Career Pathway Specialist Kenta Darley-USmar - Region 7

I participate in and help organize "all-in" meetings with all of the staff at my sites in the Los Angeles (LA) region at least twice a semester for overall planning purposes. I also conduct regular follow-up meetings with key stakeholders, such as teaching, CPC and vocational education staff at each site to assure our plans are on-track and make any adjustments as needed. I also regularly solicit student feedback while and after they have participated in new career pathways programs as well as teacher and coach feedback. Lastly, I regularly participate in regional industry and college consortium meetings and events in order to have the most up-to-date and pertinent information in regards to industry trends and projections.

Career Pathway Specialist Lawrence Fitz - Region 8

I keep my site involvement both by email and in-person visits in an effort to keep a pulse on their needs and shifting priorities. As I become aware of appropriate programs and opportunities of interest while I'm doing partnership work in the community establishing and building out pathways, I propose them to the appropriate stakeholder to assess fit and suitability.

Statewide Snapshots of how our traveling staff engages stakeholders, begins with Career Pathways, then division directors and deputy directors, Counseling Services and concludes with the JMCS leadership team.

Career Pathways (note that Career Pathways is fully funded through a \$6 million grant from the CDE but is included because our school operates collaboratively and LCFF funds support students as they work through all the programs within JMCS)

Region 1 snapshot:

December 9, 2014: Conducted interview for Siskiyou CPC. Attending were the teacher, the CCC staff person on site, and one student in order to ensure a good fit with the students' and site's needs.

January 30, 2015: Email exchange with Pete Loetterle (teacher) in Fortuna regarding new hire, requesting information on successes, challenges, and suggestions.

October 26, 2015: All-in MyCEP meeting in Ukiah to address MyCEP scheduling, resources, and plan of action for students.

February 24, 2016: All-in meeting at MLYW with teacher, CPC, and client agency staff to lay out CP program scheduling through March so students access academic and vocational training.

Region 2 Snapshot:

November 2015: I arranged with the Dean of Career & Technical Education and Economic Development to begin having myself invited to Community College Advisory committees that serve pathways in the sectors identified by JMCS. These committees, comprised of faculty, business owners and other stakeholders in the sector, allow the needs of JMCS students to be included in curriculum and work based learning opportunities at community college. So far, I have attended 11 of these meetings.

Since June 2015, I have been attending bi weekly team workforce meetings arranged by the Workforce Investment Board and the Economic Development Board aimed at coordinating trainings and career opportunities for JMCS students under the Workforce Innovation and Opportunities Act (WIOA).

March 2016: Meeting of Youth Connections staff at different sites to coordinate delivery of work readiness curriculum (MyCEP) between teachers and other site staff including CPCs. Also, to develop plans for basic skills acceleration and expanding work based learning opportunities for students through the use of technology.

Since September 2015, I have been collaborating regularly with staff at the Northern California Career Pathways Alliance and the County Offices of Education for Alameda, Marin & Sonoma to share best practices about career pathways development for our students.

Region 3

March 1, 2016: The regional specialist met with CCC Tahoe center director, CCC corpsmember development coordinator, and JMCS lead teacher to discuss current CP efforts, community college work experience program. Previously, all CMs except those who are students were enrolled in the work experience program. After we met with the center director and explained the benefits to the students and the logistics, requirements from students, etc, the center director agreed. All students were enrolled in the LTCC work experience program. We also spoke about the best times to hold workshops so in addition to the students so all CMs are invited. We talked about the best times for the Coach to be at Roll-call or Hook-line, to obtain a better understanding of the site program, etc.

I am currently working collaboratively with the site director at WSYB to identify outreach sites for job shadow opportunities, in lieu of intern placements (the majority of students have not been successful in intern placements. A job shadow scenario is the best avenue to start exposing this population to real workplace examples. In addition, the CPC at this site is working specifically with the 2 students who are in successful intern programs; he regularly updates all site staff and the regional specialist regarding status of each assignment.

March 18, 2016: We held a financial planning workshop for the CCC Greenwood site. All the corpsmembers were invited to attend; not just students. Extra copies of the exercises were left at the site for anyone who would like them.

March 15, 2016: I forwarded a flyer regarding a trades job fair in Placer county to the CCC sites in the area, encouraging our students and CMs to attend. I offered the assistance to hold a job fair prep workshop for anyone interested. (All students are required to attend; but all CMs are invited to the workshops).

Region 4

September 1, 2015: Meeting with Cuesta College staff, JMCS teacher and community partners to write a proposal for funding for industry related certificates including National Retail Federation (NRF), First Aid/CPR, OSHA 10, Driver's Training, Security Guard training- students expressed interest in these areas.

October 16th, 2015: Meeting with Cabrillo College's WBL Coordinator, the CPC, and MB CCC staff to grant the CMs a tour of the campus and discuss occupational/vocational programs in which our JM students will experience college and earn credit.

November 5, 2015: Meeting with SLO CCC staff and Cuesta College staff to discuss courses for students and non-JM students. Examples include the Cooperative Work Experience course where CMs earn 1-3 college credits for working while completing up to three learning objectives in career exploration, job-related technical skills and/or employability skills; PDS170-183 (Customer Service Academy); math and English for college readiness.

March 16, 2016: Meeting with JMCS teacher, Rancho Cielo staff, CPC, and integral Hartnell Community College staff to plan out the 2016-17 academic year for the construction students. Planning includes exploring Fall dual enrollment courses AIT 169; workplace safety with emphasis on OSHA10 certification and AIT 70; beginning AG Mechanic class covering the basic electrical, plumbing, mechanical, metal, wood, concrete skills, etc. The Spring would include AIT 180; workplace skills course which would empower students and give them a leg up over the competition and WLD 150; the basic welding course.

Region 5

I have monthly all staff meetings in Norwalk CCC with the CCC site director, Chris Rotche, site supervisors, teacher and CPC on the fourth Thursday or every month to discuss CP activities and collaborate on upcoming activities, such as presentations and workshops and on the second Monday of the month at the L.A CCC.

I have monthly, and in some sites bi-weekly, site visits where I check-in with site directors, teachers and site staff about CPC work and discuss potential opportunities for students. For example, on February 4, 2016 we were able to enroll 40 corpsmembers, including 14 JMCS students, to the Cooperative Work Experience program at LATTC.

in the week of February 29, 2016, as part of a CP project-based learning project, I was able to survey students and teachers about the kind of support and training they will need to better prepare for college & work ready. I was able to share these findings with my CPCs to review and assess work in this area.

CPCs have regular one-on-one check in with students to review and

discuss graduation and career pathway progress, which they are able to share with specialist and region during weekly team meeting. This information is discussed as we identify new opportunities for students.

Region 6

August 24, 2015: All in meeting, including the division director, teacher, CPC, client agency representative, and CP specialist, for planning implementation and support for career development course (MyCEP).

October 27, 2015: Interview for the CPC position composed of an interview panel of the teacher, a client agency representative, and the CP specialist.

January 21, 2016: CPC team meeting to plan and share ideas to prepare for helping students complete the FAFSA.

February 19, 2016: Interviewed teacher and students on the topic of integrating CP into a project-based learning topic to get their feedback on their hopes, interests, challenges, and support needed to implement such a unit.

Region 7

Jan 15th 2016: "All-in" meeting with New Earth client agency staff, JMCS YB admin, student support services and teachers to clarify roles, expectations, goals and shared goals for Spring 2016 semester. This was follow-upped by an all-in meeting on March 28, 2016, to re-establish site expectations regarding student accountability, rules and regulations and further clarification regarding roles.

Jan 2016: Established bi-weekly check-in meetings with lead teacher, CPC and vocational educational instructor at CCEO YB to roll-out new tutoring and work and college readiness program. Continued bi-weekly check-ins focus on program effectiveness and any adjustments that needs to be made for student benefit or program need.

March 11, 2016: Attended and participated in regional Doing What Matters "What's Trending: How Workforce Expectations Are Changing" event at LA Convention Center. Representatives from key industry sectors, community colleges and K-12 convened for discussion on workforce expectations and trends.

Spring 2016: Verbally surveyed students at GEM and Challenging

Minds who were participating in the pilot NRF Customer & Sales Certification for their feedback on the training and certification process and their individualized learning styles.

Region 8

January 2016: I became aware of a health professions conference designed for high school and college students and I presented the information to the appropriate contact at each site to gauge interest and feasibility of schedule.

December 2015: Upon request for a tailor-made health pathways course to be delivered at the client site, I facilitated planning and negotiations meetings with an ROP to provide direct instruction to JMCS at their school site. Student signups began in March 2016 for an April 2016 course start.

December 2015 and February 2016: Held regional staff meetings with region 8 CPCs for information exchange, brainstorming, team building, training, and collaboration.

October 2015, January 2016, February 2016: Conferred with site personnel to discuss CPC vacancies. Engaged stakeholders in the type of skill sets, schedule availability, and personalities would be best suited in a potential candidate to meet student need, prior to my recruitment efforts commencing. Requested that site staff provide me a list of key personnel they want to include in the interview process.

Charley Pratt-Guess YouthBuild Director

The primary way I involve stakeholders for the sites that I serve as YouthBuild Director is to regularly meet with Client agency staff and leadership in person. I also regularly have phone and/or online meetings when in-person meetings are not an option. I visit various program sites in person regularly (monthly), making a point to meet with site leadership, and to spend time in classes interacting with teachers and students. We discussed what they are learning and if they feel it is relevant to them in the world today.

I have supported our community partners (probations and local youth organizations) by reaching out to them and informing them about our programs. I have most recently been reaching out to them as a means of recruitment.

September 9, 2015: We had a stakeholder meeting for Yuba Sutter YouthBuild's program in Marysville, CA. This meeting included myself, the (new) site teacher, the Counseling Services regional coordinator, the program case manager, Yuba Sutter Habitat's C.E.O., and the program coordinator from another YouthBuild in the region (Western Sierra YouthBuild). We discussed how we can improve the Yuba Sutter YouthBuild program, increase its student numbers, and stabilize its program climate through greater application of trauma informed care, positive and engaging activities, and greater consistency in student accountability.

October 21, 2015: I visited CCEO YouthBuild in Lennox, CA. I divided my time at this site, first meeting with client agency director Andrew Delgado discussing his goals for the program and the coming year, recruitment and enrollment strategies, food program logistics, and staff development. I also observed a few classes during this visit, noting the learning environment and teacher approach, as well as student responses. I took opportunity to interact with the students when I could do so without distracting, and gained insight into how they felt about their school environment so far.

January 15, 2016: We held an "all-in" meeting at New Earth YouthBuild. This meeting entailed a discussion of the programs current standing and what improvements it needs to stabilize and succeed including increased accountability measure for students and staff, policy revision, and inter-agency communication methods. Stakeholders engaged in the meeting included the CFO of New Earth Life, The program coordinator for New Earth YouthBuild, the Career Pathways regional specialist, the Counseling Services regional coordinator, myself and my deputy director, and the site teaching staff.

March 2, 2016: Visited YouthBuild Chico in Chico, CA. Met with the site teacher to discuss instructional practices, organization, and staff/agency communication. Met with client agency coordinator to discuss teacher performance and expectations, hourly schedule and calendars, and inter-agency communication methods.

Lita Lee - YouthBuild Deputy Director

I involve stakeholders (client agency staff, teachers, assistant registrars and coaches) by attending their site staff meetings to provide input, suggestions and support. I also attend community events that involved our students, sites or community whenever possible.

I support our students at each of my sites by holding small group and one on one discussions on how we can better serve and support them as young adults.

Kyle Moneypenny – Conservation Corps Deputy Director

I meet with any and all stakeholders when I visit sites and check-in. I meet formally and casually. I start by listening; I then work out strategies to solve any problems or create improvements that we can. Often we have an "all-in" meeting to resolve differences and create sustainable solutions that will impact students in the positive. Often a practice that is beneficial is bringing together various stakeholders to review materials and address specific student progress/issues. This attention often resolves any lingering issues.

February 2016: "All-in" meeting at SRCC. Met briefly with a few staff that was struggling with discipline policy at site. We then met as a group to review basic policy, diagram known struggle areas. Staff collaborated to make adjustments in strategy and roles that specific staff played.

February 2016: Developed communication strategy and workflow for staff member who has multiple jobs at same site. The different duties of job were interfering with the perceived needs of each. I then followed up the next week with a short phone conference that included all staff (JMCS and client agency) that is impacted by staff members job. The staff member and I now have bi-weekly check-ins.

December 2015: Teacher and site lead were not agreeing on classroom structure and environment. I met with each separately to understand what issues were present and explore solutions. I then had staff meet with me to compromise on issues and come up with a class environment mission statement. I then follow up with teacher on progress and how it is reflective in the actual teaching that teacher does.

November 2016: Multiple sites were having technology related issues. Issue is complicated by classroom is located in state run agency, that needs to meet specific state technology safety protocols. I coordinated with JMCS technology staff to develop Internet, hardware and software rollout strategy. At the same time we worked closely with state agency to make sure our tools were compliant within state specific needs. I then visited sites and assisted in design, implementation, purchasing, and training in regard to new technology and software. I continue to serve this site with follow up visits, often requiring seeing implementation of technology in their lessons.

Dawn McConnell – Conservation Corps Deputy Director

Division wide – I use site meetings to engage with teachers and site staff to keep up on needs and concerns as well as what is going well. I have been using Asana to help track phone calls to keep up on individual needs. I keep a calendar and notes to track tasks and keep myself accountable to our site staff. I attend periodic meetings with client agencies to review and plan our education plan. This includes California Conservation Corps and Local Conservation Corps programs as well as National Conservation Corps. Phone calls and emails keeping up on regional issues with Career Pathways personnel.

November 4, 2015: Met with teacher to review a variety of PowerSchool Modify Schedule and Test Info utilities. Review GED policy and strategies for requesting transcripts for students from out of state. Support in inter-agency communication skills, lay out plans for classroom management skill-building. Met with Sarah Her, client agency liaison to cover strategies for supporting teacher and avoiding some issues from previous teachers (stress management, record keeping). Dawn will review program handbook (from agency) and come up with specific strategies for teacher to align classroom management.

November 18, 2015: Met with Site Education Director Heather Ramme for North Bay Conservation Corps and did site tour of San Rafael and Cotati Centers. Talked about program focus at each center and development of area youth. Discussed how ADA was effected by work schedule change – they were on 10 hour days and went to 8 hour days (I think). Met program director for the client agency and other staff.

January 21, 2016: Meeting with Erika Barrish, Career Pathways Specialist for Northern California region to discuss strategies for Ukiah site. Met with teachers and Ukiah with Career Pathways Coach. Addressing issues and confusion regarding MyCEP. Worked with teachers Ron Cannon and Janness Morgan to come up with MyCEP strategy to unsure that students have access to CPC on a regular basis.

March 1, 2016: Met with Urban Conservation Corps of Inland Empire Indio teacher Jazmyn Leon and interviewed person classroom aid. Helped Jazmyn with PowerSchool and transcript evaluation for student credit needs. Went over strategies for engaging students at the beginning of class, as well as working on direct instruction and classroom management skills. Discussed Jazmyn's credential, and where she is in obtaining her single subject.

Mike Wegner Workforce Divison Director

I seek stakeholder input through meetings and email communications with partner agency staff, teachers and other JMCS staff. Many program decisions are made in conjunction with partner agency leadership and teachers. I speak with students during site visits to get their feedback on programs and provide access to my email to answer student questions or concerns.

September 2015: Workforce Collaborative Meeting hosted by JMCS. We discussed shared concerns for all WIOA sites, best practices, and ideas for improving service to students across all JMCS Workforce sites.

October 2015: Emailed work readiness competencies to all sites to illicit feedback and input for refining this list of benchmarks for measuring student growth in the area of work readiness training.

January 2016: Discussions with 3-4 students at Riverside, Arlanza, regarding the switch from AGS to projects for credit recovery. Heard positive feedback as well as ideas for making the process run more smoothly for students. Shared the feedback with teachers on site and with other sites who are also implementing this model.

March 2016 – Met with WIOA deputy director and a CP specialist to discuss the delivery of career and college prep programming at several LA area sites. Talked about opportunities and site-specific challenges that need to be addressed in order to increase services to students.

Aja Cordova-Couso Workforce Deputy Director

I try to make sure to connect with my CP specialist, client agency, and teachers in any decision, updates or just general check-ins. More often I work closely with the CP specialist and teachers to try to come up with solutions to problems we encounter. I connect with my CP specialist on the phone or in person almost once a week. I am in constant contact with my teachers via email. I also aim for 4 site visits/week, which allows me to have a lot of face time with all staff - JMCS and client-agency - and students. I also like to check in with students to see how things are going for them. Unfortunately, I do not have much interaction with any community members. This is something I would like to improve on - building relationships.

October 19, 2015: I met with Mr. Shah from Challenging Minds and Gabriela G. and Lincoln B. from South Bay WIB. We discussed WIOA services available to eligible STV students, the various programs they offer, the WIOA requirements, and the process to get them services.

November 10, 2015: Participated in the CPTG WRC mock interview process at Challenging Minds. I interviewed approximately 5 individual students as if I were the employer of the company they were applying for. Upon completion, Kenta, Brenda (the coach) and I debriefed with the students and went over the positive and negatives. After that, Kenta, Brenda and I debriefed about the process and any changes that were needed.

January 8, 2016: I met with Ernesto Estrada and Kenta regarding the ELAC course for the spring 2016 semester. We looked at the various classes that ELAC offered to our students, last semester's history class grades, student grad progress reports, and ELA levels to brainstorm about what classes would be most appropriate for the current population.

March 30, 2016: I met with LASD EBI staff Lt. Slater, Sgt. Vargas, Sgt. Gomez regarding scheduling possibilities for next school year. We struggled this year in meeting our instructional minutes so we are exploring ideas of LASD staff to provide programming in the mornings for our students so we can do 5 hours in the afternoon. The possible programming includes structured PE in the yard (which could also count towards the PE demo), yoga, therapy type classes, etc. They are looking forward to being able to be creative and try new things.

Brandi Puldio Northern Regional Coordinator: Counseling Services

Generally to involve our stakeholders in Counseling Services, I contact site staff and teachers via site visits, email, phone and text - whichever they indicate is best for them. This began with email introductions to sites where Counseling Services had been requested and where we had an agreement with universities. I generally rely on the lead teacher, Career Pathways specialist and division/deputy director to determine which client agency staff should be included in initial conversations or meetings. I then schedule site visits within the availability of the lead teacher and client agency partners for all-in meetings, tours, discussions of services, crisis intervention, to provide trainings and consult with anyone who requests. I also make contact with local universities and attend their trainee/internship fairs where their students could serve our JMCS sites. Whenever possible, I bring brochures/flyers about the sites the trainees can interview to volunteer at, along with JMCS Counseling

Services flyers. When selecting counselor trainees for sites, the client agency staff and Lead Teacher determine who will participate in the in-person interview and I encourage them to also invite students/corpsmembers/boots. The client agency partners also have final say in selecting their onsite counselor trainees, in order to ensure they are able to find a counselor appropriate for their milieu and feel empowered during the process. I also participate in community organization fairs in my target site areas, in order to find additional resources, share about JMCS and garner community support.

I designed a trauma sensitive" training for JMCS staff and client agency partners. This 3-hour training asks participants to examine "challenging corpsmember/student behaviors" from a different perspective; what if behavior is more than a choice? What if it is an ingrained response to past traumatic experiences where a person felt unsafe or in danger? This training combines education; large and small group role-playing and discussion, self-reflection and peer-to-peer feedback. This was/will be presented: 7/29/15 (YouthBuild Workshop for staff across CA), 11/19/15 (Placer & Sacramento CCC C1s and staff), May 2016 (upcoming for SFCC staff and teachers) and 5/19/16 (upcoming CCC Headquarters CMD Conference).

September 9, 2015: I met with YB Division Director Charley Guess-Pratt and the Yuba-Sutter YB staff + teacher, along with the Western-Sierra YB teacher and director to discuss challenges with student retention, concerning behaviors/substance abuse and alternative approaches to classroom management.

November 12, 2015: I attended the "Passport to Student Wellness" community event, hosted by the Placer County Office of Education to gather additional resources, connect with the lead NAMI & Suicide Prevention provider for the area and share information about JMCS.

Brenda Medina Southern Regional Coordinator: Counseling Services

In coordinating, implementing, and providing direct counseling services to JMCS sites the involvement of stakeholders is very crucial. Teachers, students, and client agency staff are involved during the hiring process of potential counselor trainees to be placed at their sites. Their input and feedback is crucial in selecting qualified candidates that will be providing direct counseling services to students. JMCS division directors are also informed via email about additions and changes to counseling services at sites under their direction. Teachers also play a crucial role in bridging

the gap between counseling services and parent interaction. Their assistance in providing parents with JMCS Counseling Services' informed consent is vital in providing direct services to minors enrolled at JMCS sites.

Teachers, JMCS site directors, client agency directors, and JMCS division directors have reached out to Counseling Services and collaborated via phone and email for consultation, requests for community resources, and coordinated crisis counseling for students with immediate needs.

As regional coordinator of Counseling Services, I have also attended graduate program practicum fairs to recruit potential counselor trainees for JMCS sites. Reaching out to potential community partners, such as Riverside County's Department of Mental Health has been vital in providing appropriate referrals for students requiring more specialized services.

January 15, 2016: All-in meeting at New Earth: Get all stakeholders on the same page, check-in about program progress, and layout plans for 2016.

February 3, 2016: Counseling Services meeting at CCCIE: Revisit Counseling Services' goals at CCCIE, schedule large-group psychoeducation, communicate client agency friendly requests to counselor trainees, and receive feedback from JMCS staff and client agency staff regarding Counseling Services.

March 18, 2016: UCCIE Corpsmember Student Development: Meeting with client agency director and director for corpsmember development. Collaborate on service plan for student/corpsmember support services and training initiatives with JMCS & UCCIE.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the

two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions,

including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Provide high quality classroom instruction and curriculum that promote college and career readiness with interventions in place to eliminate barriers to student success.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: Entry student assessment data collected from infoSNAP Schoolwide surveys RenStar Test of Adult Basic Education
Identified Need:	JMCS students enter with significant barriers to earning their high school diploma and successful entry into the world of work. Entry assessments show that JMCS students enter upon average with a 6th grade ELA and mathematics level, resulting in significant numbers of students needing engaging accelerations programs and high quality instruction. All JMCS students have dropped out of at least one previous school while most have dropped out of multiple schools, unable to meet graduation requirements. JMCS must provide holistic services to our students in order to reengage them in their education and support the removal of barriers in their lives that prevent them from reaching their full potential. JMCS entry assessment data and past school performance demonstrate a clear need for high quality engaging instruction with interventions and strategies to support the removal of barriers in our students lives.	
Goal Applies to:	Schools:	All Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>METRICS: CalPADS and hiring practices, School Student Achievement Data (Grade level growth, RenSTAR, local assessment data), school dashboard</p> <p>Other state assessment metrics are not applicable</p> <ul style="list-style-type: none"> • 85% of JMCS teachers will be appropriately credentialed • JMCS will add 20 – 40 high quality lesson plans to its curriculum resource center so all teachers will have access to high quality, original lesson plans in order to improve student access to appropriate materials and lessons. • 75% of students will have access to technology needed to access smarter balanced assessments • 20% of JMCS students will show improvement in applicable assessments • JMCS English language arts (ELA) benchmark course outlines (BCOs) will be aligned with CCSS • JMCS will support a reduction in absence and attrition of students by examining factors leading to exiting from JMCS programs. • Decrease chronic absenteeism by 2% • Monitor and maintain low expulsion rates to <1% • Decrease drop-out rate by .5% • Have 13 sites with counseling services • Increase client agency participation in academic priorities through site visits, conferences, surveys, meetings, and entry to exit procedures • 20% of JMCS students will show improvement in applicable assessments • JMCS will increase its remedial course offerings by 1 course in mathematics • All JMCS academic site administrators will be trained in formative walk-throughs practices
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>High Quality Teaching Staff:</p> <ul style="list-style-type: none"> • Fully credentialed staff - \$3,000 professional development allocation approved by JMCS Governing Board 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or</p>	<ul style="list-style-type: none"> • Fully credentialed teaching staff: \$3,000

- New teachers participate in BTSA – early identification
- Provide professional development for all JMCS staff
- Each JMCS credentialed staff will be hired through a rigorous and equitable process
- JMCS staff will have 6 days annually of targeted professional development at JMCS in-services, based on teacher and administrative self-assessments, LCAP and WASC goals and the needs of JMCS students based on data.
- Revised request for raise application
- Feb 2016 began using TinyPULSE employee engagement survey tool to gather data on staff job satisfaction
- JMCS administrative staff will conduct professional development workshops on an ongoing basis, begun in January 2014, to update staff on instructional shifts relating to CCSS. In 2015 this was expanded to include teaching strategies across subject areas

Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other

- per teacher, budgeted at \$87,000. Funding source: LCFF revenue, budgeted in Muir Admin.
- BTSA for new teachers: \$50,000. Funding source: LCFF revenue, budgeted in Muir Admin.
- Professional Development for all staff: \$131,000 . Funding source: One-time funds for Outstanding Mandate Claims 2015-16. Budget in Muir Admin.
- In-service,

			<p>5 days annually: \$224,000 . Funding source: LCFF revenue, budgeted in Muir Admin.</p> <ul style="list-style-type: none"> • TinyPUL SE survey software: \$22,950 annual license fee. Funding source: LCFF revenue, budgeted in Muir Admin.
<p>High Quality Instruction</p> <ul style="list-style-type: none"> • Use a variety of effective teaching approaches to meet the varied learning styles of students. • All course benchmark documents will be updated to align with the CCSS. JMCS will begin in the areas of ELA and mathematics. As other CCSS are adopted, correlating course benchmark outlines will be updated. • ELL students will be identified early and tested within 30 days; those students who continue to be enrolled the next calendar year will be reassessed and reclassified accordingly. • JMCS curriculum will be appropriately scaffolded and differentiated by teachers for ELL students as needed. 	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Stipends for curriculum development and Teacher Advisory Committee: \$68,900. Funding source: LCFF revenue, budgeted in Muir

- Students will engage in monthly writing assignments and analyze informational text and literature on a regular basis.
- Students will have increased access to remediation courses in ELA and mathematics
- JMCS staff will be trained on, and begin to, upload CCSS and ELL lessons to the school's curriculum resource center
- All changes to JMCS instructional materials will be aligned with CCSS and the school's ESLRs
- Each Mind Matter Grant implemented to provide access to mental health education for JMCS students
- Pilot programs running across subject areas including Career Pathways
- Demonstrate competency in and mastery of the JMCS curriculum benchmarks and ESLRs during exhibitions, oral presentations and other assessments
- JMCS will add remediation courses in mathematics
- Demonstrate academic and job skills at the worksite; determine sites using an evaluation tool; use CPTG to increase use of vocational education evaluations
- Professional development for all JMCS staff all areas encompassing JMCS' academic program, administrative leadership, effective communication, and other topics such as building community and creating a sense of belonging for every student that create a school culture of high quality instruction and student achievement in all programs

- Admin.
- New curriculum: \$115,000 . Funding source: One-time funds for Outstanding Mandate Claims, budgeted in Muir Admin.
- Inservice : \$224,214 . Funding source: LCFF revenue, budgeted in Muir Admin.
- Testing software: \$35,724. Funding source: LCFF revenue, budgeted in Muir Admin.
- Professional Development: \$131,000 . Funding source:

			One-time funds for Outstanding Mandate Claims, budgeted in Muir Admin.
<p>Barrier Removal</p> <ul style="list-style-type: none"> • At sites with minors, JMCS site staff will encourage parent involvement in the education of their children. • Sites will hold information/orientation sessions, provide parents with academic progress reports, contact parents routinely on students' behavior in class, invite them to participate in graduation events, and invite and encourage their participation in their child's IEP/504 meetings. • JMCS staff will meet with staff at each client agency a minimum of one time annually. • PowerSchool has been updated to collect information from Student Entrance Inventory (SEI) and is being used to assess student needs, IEP's, barriers, and exemptions upon entry • Counseling Services to work with school sites to create a supportive, safe environment. • Assess every student at entry on a commonly accepted student assessment test(s) for both barrier and academic assessments • Periodically assess students (e.g., quarterly) on the same assessment instrument to measure progress • Use assessment instruments to diagnose each student's academic strengths and challenges • Implement My Career and Education Pathway curriculum (myCEP) • Evaluate year one of myCEP using collaborative focus groups • Confer with client agency staff on an ongoing basis 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Counseling Services: \$330,000. Funding source: LCFF Supp/Conc funding, budgeted in Muir Admin.</p>

<p>to track student progress at the worksite</p> <ul style="list-style-type: none"> • Maintain Student Achievement Plans, detailing student assessments, goals, struggles and accomplishments • Students will engage in completing self-assessments on learning styles, career and college interests and engage in peer-assessments; specifically in assessing verbal communication skills and engaging in peer editing • Through JMCS' Counseling Services, JMCS will provide mental health counseling services to students at JMCS sites. Services will be implemented throughout a six-year process that began in July 2014. 			
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>METRICS: CalPADS and hiring practices, School Student Achievement Data (Grade level growth, RenSTAR, local assessment data), school dashboard Other state assessment metrics are not applicable</p> <ul style="list-style-type: none"> • 90% of JMCS teachers will be appropriately credentialed for their teaching assignment • JMCS will add 20 – 40 high quality lesson plans to its curriculum resource center so all teachers will have access to high quality, original lesson plans in order to improve student access to appropriate materials and lessons. • 90% of students will have access to technology needed to access smarter balanced assessments • 25% of JMCS students will show improvement in applicable assessments • JMCS English language arts (ELA) benchmark course outlines (BCOs) will be aligned with CCSS • JMCS will support a reduction in absence and attrition of students by examining factors leading to exiting from JMCS programs. • Decrease chronic absenteeism by 2% • Monitor and maintain low expulsion rates to <1% • Decrease drop-out rate by .5% • Have 17 sites with counseling services • Increase client agency participation in academic priorities through site visits, conferences, surveys, meetings, and entry to exit procedures • All JMCS academic site administrators will implement formative walk-throughs practices
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		X All	<ul style="list-style-type: none"> • Fully

High Quality Teaching Staff:

- Fully credentialed staff - \$3,000 professional development allotment approved by JMCS Governing Board
- New teachers participate in BTSA – early identification
- Provide professional development for all JMCS staff
- Each JMCS credentialed staff will be hired through a rigorous and equitable process
- JMCS staff will have 6 days annually of targeted professional development at JMCS in-services, based on teacher and administrative self-assessments, LCAP and WASC goals and the needs of JMCS students based on data.
- Revised request for raise application
- Feb 2016 began using TinyPULSE employee engagement survey tool to gather data on staff job satisfaction
- JMCS administrative staff will conduct professional development workshops on an ongoing basis, begun in January 2014, to update staff on instructional shifts relating to CCSS, 2015 expanded to include teaching strategies across subject areas

All
Grades: All

 _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
 _ Other

credentialed teaching staff: \$3,000 per teacher, budgeted at \$87,000. Funding source: LCFF revenue, budgeted in Muir Admin.

- BTSA for new teachers: \$50,000. Funding source: LCFF revenue, budgeted in Muir Admin.
- Professional Development for all staff: \$131,000. Funding source: One-time funds for Outstanding Mandate Claims 2015-16.

			<ul style="list-style-type: none"> Budget in Muir Admin. In-service, 5 days annually: \$224,000 . Funding source: LCFF revenue, budgeted in Muir Admin. TinyPUL SE survey software: \$22,950 annual license fee. Funding source: LCFF revenue, budgeted in Muir Admin.
<p>High Quality Instruction</p> <ul style="list-style-type: none"> Use a variety of effective teaching approaches to meet the varied learning styles of students. All course benchmark documents will be updated to align with the CCSS. JMCS will begin in the areas of ELA and mathematics. As other CCSS are adopted, correlating course benchmark outlines will be updated. ELL students will be identified early and tested within 30 days; those students who continue to be 	<p>All Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> Stipends for curriculum development and Teacher Advisory Committee: \$68,900. Funding

enrolled the next calendar year will be reassessed and reclassified accordingly.

- JMCS curriculum will be appropriately scaffolded and differentiated by teachers for ELL students as needed.
- Students will engage in monthly writing assignments and analyze informational text and literature on a regular basis.
- Students will have increased access to remediation courses in ELA and mathematics
- JMCS staff will be trained on and begin to upload CCSS and ELL lessons to the school's curriculum resource center
- All changes to JMCS instructional materials will be aligned with CCSS and the school's ESLRs
- Each Mind Matter Grant implemented to provide access to mental health education for JMCS students
- Pilot programs running across subject areas including Career Pathways
- Demonstrate competency in and mastery of the JMCS curriculum benchmarks and ESLRs during exhibitions, oral presentations and other assessments
- JMCS will add remediation courses mathematics
- Demonstrate academic and job skills at the worksite; determine sites using evaluation tool; use CPTG to increase use of vocational education evaluations
- Professional development for all JMCS staff all areas encompassing JMCS' academic program, administrative leadership, effective communication, and other topics such as building community and creating a sense of belonging for every student that create a school culture of high quality instruction and student achievement in all programs

source:
LCFF
revenue,
budgeted
in Muir
Admin.

- New curriculum:
\$115,000 . Funding source: One-time funds for Outstanding Mandate Claims, budgeted in Muir Admin.
- Inservice :
\$224,214 . Funding source: LCFF revenue, budgeted in Muir Admin.
- Testing software: \$35,724. Funding source: LCFF revenue, budgeted in Muir Admin.
- Professional

			Development: \$131,000 . Funding source: One-time funds for Outstanding Mandate Claims, budgeted in Muir Admin.
<p>Barrier Removal</p> <ul style="list-style-type: none"> • At sites with minors, JMCS site staff will encourage parent involvement in the education of their children. • Sites will hold information/orientation sessions, provide parents with academic progress reports, contact parents routinely on students' behavior in class, invite them to participate in graduation events, and invite and encourage their participation in their child's IEP/504 meetings. • JMCS staff will meet with staff at each client agency a minimum of one time annually. • PowerSchool has been updated to collect information from Student Entrance Inventory (SEI) and is being used to assess student needs, IEP's, barriers, and exemptions upon entry • Counseling Services to work with school sites to create a supportive, safe environment. • Assess every student at entry on a commonly accepted student assessment test(s) for both barrier and academic assessments • Periodically assess students (e.g., quarterly) on the same assessment instrument to measure progress • Use assessment instruments to diagnose each student's academic strengths and challenges 	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Counseling Services: \$330,000. Funding source: LCFF Supp/Conc funding, budgeted in Muir Admin.</p>

- Implement My Career and Education Pathway curriculum (myCEP)
- Evaluate year one of myCEP using collaborative focus groups
- Confer with client agency staff on an ongoing basis to track student progress at the worksite
- Maintain Student Achievement Plans, detailing student assessments, goals, struggles and accomplishments
- Students will engage in completing self-assessments on learning styles, career and college interests and engage in peer-assessments; specifically in assessing verbal communication skills and engaging in peer editing
- Through JMCS' Counseling Services, JMCS will provide mental health counseling services to students at JMCS sites. Services will be implemented throughout a six-year process that began in July 2014.

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>METRICS: CalPADS and hiring practices, School Student Achievement Data (Grade level growth, RenSTAR, local assessment data), school dashboard Other state assessment metrics are not applicable</p> <ul style="list-style-type: none"> • 95% of JMCS teachers will be appropriately credentialed for their teaching assignment • JMCS will add 20 – 40 high quality lesson plans to its curriculum resource center so all teachers will have access to high quality, original lesson plans in order to improve student access to appropriate materials and lessons. • 95% of students will have access to technology needed to access smarter balanced assessments • 30% of JMCS students will show improvement in applicable assessments • JMCS English language arts (ELA) benchmark course outlines (BCOs) will be aligned with CCSS • JMCS will support a reduction in absence and attrition of students by continuing to examining factors leading to exiting from JMCS programs. • Decrease chronic absenteeism by 2% • Monitor and maintain low expulsion rates to <1% • Decrease drop-out rate by .5% • Have 12 sites with counseling services • Increase client agency participation in academic priorities through site visits, conferences, surveys, meetings, and entry to exit procedures • All JMCS academic site administrators will continue to implement and document formative walk-throughs visits 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Barrier Removal</p> <ul style="list-style-type: none"> • At sites with minors, JMCS site staff will encourage parent involvement in the education of their children. • Sites will hold information/orientation sessions, provide parents with academic progress reports, contact parents routinely on students' behavior in class, invite them to participate in graduation events, and invite and encourage their participation in their child's IEP/504 meetings. • JMCS staff will meet with staff at each client agency a minimum of one time annually. • PowerSchool has been updated to collect information from Student Entrance Inventory (SEI) and is being used to assess student needs, IEP's, 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Counseling Services: \$330,000. Funding source: LCFF Supp/Conc funding, budgeted in Muir Admin.</p>

<ul style="list-style-type: none"> barriers, and exemptions upon entry Counseling Services to work with school sites to create a supportive, safe environment. Assess every student at entry on a commonly accepted student assessment test(s) for both barrier and academic assessments Periodically assess students (e.g., quarterly) on the same assessment instrument to measure progress Use assessment instruments to diagnose each student's academic strengths and challenges Implement My Career and Education Pathway curriculum (myCEP) Evaluate year one of myCEP using collaborative focus groups Confer with client agency staff on an ongoing basis to track student progress at the worksite Maintain Student Achievement Plans, detailing student assessments, goals, struggles and accomplishments Students will engage in completing self-assessments on learning styles, career and college interests and engage in peer-assessments; specifically in assessing verbal communication skills and engaging in peer editing Through JMCS' Counseling Services, JMCS will provide mental health counseling services to students at JMCS sites. Services will be implemented throughout a six-year process that began in July 2014. 			
<p>High Quality Teaching Staff:</p> <ul style="list-style-type: none"> Fully credentialed staff - \$3,000 professional development allotment approved by JMCS Governing Board New teachers participate in BTSA – early identification Provide professional development for all JMCS staff Each JMCS credentialed staff will be hired through a rigorous and equitable process 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> Fully credentialed teaching staff: \$3,000 per teacher, budgeted at \$87,000. Funding

- JMCS staff will have 6 days annually of targeted professional development at JMCS in-services, based on teacher and administrative self-assessments, LCAP and WASC goals and the needs of JMCS students based on data.
- Revised request for raise application
- Feb 2016 began using TinyPULSE employee engagement survey tool to gather data on staff job satisfaction
- JMCS administrative staff will conduct professional development workshops on an ongoing basis, begun in January 2014, to update staff on instructional shifts relating to CCSS, 2015 expanded to include teaching strategies across subject areas

- source:
LCFF
revenue,
budgeted
in Muir
Admin.
- BTSA for new teachers: \$50,000. Funding source: LCFF revenue, budgeted in Muir Admin.
 - Professional Development for all staff: \$131,000 . Funding source: One-time funds for Outstanding Mandate Claims 2015-16. Budget in Muir Admin.
 - In-service, 5 days annually: \$224,000 . Funding source: LCFF

			<p>revenue, budgeted in Muir Admin.</p> <ul style="list-style-type: none"> • TinyPUL SE survey software: \$22,950 annual license fee. Funding source: LCFF revenue, budgeted in Muir Admin.
<p>High Quality Instruction</p> <ul style="list-style-type: none"> • Use a variety of effective teaching approaches to meet the varied learning styles of students. • All course benchmark documents will be updated to align with the CCSS. JMCS will begin in the areas of ELA and mathematics. As other CCSS are adopted, correlating course benchmark outlines will be updated. • ELL students will be identified early and tested within 30 days; those students who continue to be enrolled the next calendar year will be reassessed and reclassified accordingly. • JMCS curriculum will be appropriately scaffolded and differentiated by teachers for ELL students as needed. • Students will engage in monthly writing assignments and analyze informational text and literature on a regular basis. • Students will have increased access to remediation courses in ELA and mathematics • JMCS staff will be trained on and begin to upload 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Stipends for curriculum development and Teacher Advisory Committee: \$68,900. Funding source: LCFF revenue, budgeted in Muir Admin. • New curriculum: \$115,000 . Funding

CCSS and ELL lessons to the school's curriculum resource center

- All changes to JMCS instructional materials will be aligned with CCSS and the school's ESLRs
- Each Mind Matter Grant implemented to provide access to mental health education for JMCS students
- Pilot programs running across subject areas including Career Pathways
- Demonstrate competency in and mastery of the JMCS curriculum benchmarks and ESLRs during exhibitions, oral presentations and other assessments
- JMCS will add remediation courses mathematics
- Demonstrate academic and job skills at the worksite; determine sites using evaluation tool; use CPTG to increase use of vocational education evaluations
- Professional development for all JMCS staff all areas encompassing JMCS' academic program, administrative leadership, effective communication, and other topics such as building community and creating a sense of belonging for every student that create a school culture of high quality instruction and student achievement in all programs

source: One-time funds for Outstanding Mandate Claims, budgeted in Muir Admin.

- Inservice : \$224,214 . Funding source: LCFF revenue, budgeted in Muir Admin.
- Testing software: \$35,724. Funding source: LCFF revenue, budgeted in Muir Admin.
- Professional Development: \$131,000 . Funding source: One-time funds for Outstanding Mandate Claims,

GOAL:	Ensure all school sites have safe, welcoming and inclusive climates for all students and their families 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.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local: Specify Risk and Protective Factors Assessment
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Identified Need:

Need: Student Achievement - increase client agency involvement in providing student support to help remove barriers in the absence of a supportive or knowledgeable family member or guardian.

Metric:

- PS attendance data and drop-out data
- School data on student/teacher contact time
- Site visit logs
- Self-reports in narrative format
- School Safety Survey

Other state assessment metrics are not applicable

Need: Student engagement

Metric: Pupil engagement will be tracked and measured by JMCS PowerSchool database and the CalPad's database and reported to JMCS' Board quarterly. In reporting engagement JMCS will track data in the following areas: Contact time in academic classes and vocational training, total attendance rate and student attrition rate.

A. School attendance rates

B. Chronic absenteeism rates

C. Middle school dropout rates (EC §52052.1(a)(3)) Not applicable to JMCS

D. High school dropout rates

E. High school graduation rates

Other state assessment metrics are not applicable for JMCS

Many JMCS students come from unstable environments and unsafe neighborhoods. This information is gathered through our entry level assessments and through intake and ongoing conversations with students. It is essential for all of our students that each school site and every JMCS classroom be a safe, structured welcoming place. JMCS staff surveys have identified a need for our school staff to be train in trauma informed care practices and strategies. Our staff want to be better informed in the topics of mental health and trauma which impact our students. Many JMCS students have past traumas that impact their ability to engage in their education and affect their responses to classroom management strategies.

After conducting a safety survey of JMCS school sites, JMCS identified there was a need for JMCS administration to facilitate the creation of a school wide safety plan that includes input from client agencies. This was also supported through conversations with JMCS site staff, students, and client agency staff.

Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	<p>Metrics: Local Assessment Data, CalPADs, PowerSchool, CCPT Database, PS attendance data and drop-out data, School data on student/teacher contact time, Site visit logs, Self-reports in narrative format</p> <p>Other state assessment metrics are not applicable</p> <ul style="list-style-type: none"> • JMCS will complete and implement one school wide safety plan • Create school safety plan addendum templates for 100% of all JMCS schools sites to use to create site specific safety plans • 100% of JMCS client agency divisions will complete a basic school safety training • Provide one (1) all school mental health/trauma informed care presentation at the JMCS school-wide in-service. • JMCS school facilities will be equipped to promote safety by promoting trauma sensitive classroom strategies as students build and become a part of a community where they have a strong a sense of belonging. • 20% of JMCS sites will have a fully functioning counseling services program to support the reduction of student absences and attrition rates due to barriers in students' personal lives which interfere with full engagement in academic and vocational training programs. • <u>Increase</u> parental involvement at sites with minors; provide counseling services to all students and to increase client agency involvement in the academic priorities of JMCS classrooms in order to decrease student attrition and absenteeism • JMCS will support a reduction in absence and attrition of students by examining factors leading to exiting from JMCS programs. • Decrease chronic absenteeism by 2% • Monitor and maintain low expulsion rates to <1% • Decrease drop-out rate by .5% • Have 13 sites with counseling services • Increase client agency participation in academic priorities through site visits, conferences, surveys, meetings, and entry to exit procedures • Equip 20+% of JMCS school sites to promote safety by promoting trauma sensitive classroom strategies as students build and become a part of a community where they have a strong a sense of belonging

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Parental Involvement</p> <ul style="list-style-type: none"> At sites with minors, JMCS site staff will encourage parent involvement in the education of their children. Sites will hold information/orientation sessions, provide parents with academic progress reports, contact parents routinely on students' behavior in class, invite them to participate in graduation events, and invite and encourage their participation in their child's IEP/504 meetings. 	<p>All sites with minors Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Staff: \$6,192,780. Funding source: LCFF revenue, budgeted in Muir Admin.</p>
<p>Client Agency Involvement</p> <ul style="list-style-type: none"> Continue to hold regular meetings between JMCS school staff and client agency staff to discuss school climate, school safety, LCAP academic priorities, and JMCS policy and procedure. JMCS staff will attend meetings of the California YouthBuild Coalition, the California Association of Local Conservation Corps, WIA, and the California Conservation Corps a minimum of one time annually. JMCS staff will work with client agencies to form client agency advisory councils to represent and advise programs to JMCS and the JMCS governing board. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Muir employs Directors and Deputy Directors to work with specific client-agency sub-groups. Director Division: \$786,637. Funding source: LCFF revenue, budgeted in Muir Admin.</p>
<p>Safe Supportive Environment</p> <ul style="list-style-type: none"> Counseling services to work with school sites to create a supportive, safe environment. Professional development for staff to enhance community and create a sense of belonging for every student. Assess students at entry on a commonly accepted student assessment test(s) Periodically assess students (e.g. quarterly) on the same assessment instrument to measure progress 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> Counseling Services: \$330,000 . Funding source: LCFF Supp/Conc funding, budgeted in Muir

- Use assessment instruments to diagnose each student's academic and personal strengths and challenges
- Improve orientation events at sites to provide additional support to entering students
- Through JMCS' Director of Counseling services, JMCS will provide mental health counseling services to students at all sites. Services will be implemented throughout a six year process beginning in July 2014.
- JMCS will provide monthly reports to sites on contact time and attendance through K-12 data systems
- JMCS data services staff will continue to train administration to support school sites and client agency staff to use K12 reports
- Student intrinsic motivation will increase as measured by the NSLQ and as directed by the flag system of assessment
- We will target our most at-risk students first, those in crisis will be prioritized, but all students will receive counseling services
- Students in 20% of sites will be enrolled in or engage in the counseling services program consisting of individual counseling, small group, and/or large group counseling/discussions
- Students will be assessed within 45 days of enrollment using the Risk and Protective Factors checklist
- Students will engage in monthly OnLIME green psycho educational discussions
- Counseling services will continue to provide and expand training in trauma sensitive practices

- Admin. Testing software: \$35,724. Funding source: LCFF revenue, budgeted in Muir Admin.
- Inservice : \$224,214 . Funding source: LCFF reveue, budgeted in Muir Admin.

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: Local Assessment Data, CalPADs, CCPT Database, PS attendance data and drop-out data, School data on student/teacher contact time, Site visit logs, Self-reports in narrative format</p> <p>Other state assessment metrics are not applicable</p> <ul style="list-style-type: none"> • JMCS will maintain one school wide safety plan • All JMCS schools sites will actively implement and review their school site safety plan • Increase school safety trainings to go beyond the basics • Provide one (1) all school mental health/trauma informed care presentation at the JMCS school-wide in-service. • An additional 10% of JMCS school facilities will be equipped to promote safety by promoting trauma sensitive classroom strategies as students build and become a part of a community where they have a strong a sense of belonging. • 25% of JMCS sites will have a fully functioning counseling services program to support the reduction of student absences and attrition rates due to barriers in students' personal lives which interfere with full engagement in academic and vocational training programs. • Increase parental involvement at sites with minors; provide counseling services to all students and to increase client agency involvement in the academic priorities of JMCS classrooms in order to decrease student attrition and absenteeism • Equip 25+% of JMCS school sites to promote safety by promoting trauma sensitive classroom strategies as students build and become a part of a community where they have a strong a sense of belonging • JMCS will support a reduction in absence and attrition of students by continuing to examine factors leading to exiting from JMCS programs. • Decrease chronic absenteeism by 2% • Monitor and maintain low expulsion rates to <1% • Decrease drop-out rate by .5% • Increase client agency participation in academic priorities through site visits, conferences, surveys, meetings, and entry to exit procedures 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Parental Involvement</p> <ul style="list-style-type: none"> At sites with minors, JMCS site staff will encourage parent involvement in the education of their children. Sites will hold information/orientation sessions, provide parents with academic progress reports, contact parents routinely on students' behavior in class, invite them to participate in graduation events, and invite and encourage their participation in their child's IEP/504 meetings. 	<p>All sites with minors Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Students under 18)</p>	<p>Certificated Staff: \$6,192,780. Funding source: LCFF revenue, budgeted in Muir Admin.</p>
<p>Client Agency Involvement</p> <ul style="list-style-type: none"> Continue to hold regular meetings between JMCS school staff and client agency staff to discuss school climate JMCS staff will attend meetings of the California YouthBuild Coalition, the California Association of Local Conservation Corps, WIOA, and the California Conservation Corps a minimum of one time annually. JMCS staff will work with client agencies to form client agency advisory councils to represent and advise programs to JMCS and the JMCS governing board. 	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Director Division: \$786,637. Funding source: LCFF revenue, budgeted in Muir Admin.</p>
<p>Safe Supportive Environment</p> <ul style="list-style-type: none"> Counseling services to work with school sites to create a supportive, safe environment. Professional development for staff to enhance community and create a sense of belonging for every student. Assess students at entry on a commonly accepted student assessment test(s) Periodically assess students (e.g. quarterly) on the same assessment instrument to measure progress Use assessment instruments to diagnose each student's academic and personal strengths and challenges 	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> Counseling Services: \$330,000 . Funding source: LCFF Supp/Conc funding, budgeted in Muir Admin. Testing software:

- Improve orientation events at sites to provide additional support to entering students
- Through JMCS' Director of Counseling services, JMCS will provide mental health counseling services to students at all sites. Services will be implemented throughout a six-year process begun in July 2014.
- JMCS will provide monthly reports to sites on contact time and attendance through K-12 data systems
- JMCS data services staff will continue to train administration to support school sites and client agency staff to use k-12 reports
- Student intrinsic motivation will increase as measured by the NSLQ and as directed by the flag system of assessment
- We will target our most at-risk students first, those in crisis will be prioritized, but all students will receive counseling services
- Students in 20% of sites will be enrolled in or engage in the counseling services program consisting of individual counseling, small group, and/or large group counseling/discussions
- Students will be assessed within 45 days of enrollment using the Risk and Protective Factors checklist
- Students will engage in monthly OnLIME green psycho educational discussions
- Counseling services will continue to provide and expand training in trauma sensitive practices

\$35,724.
 Funding source:
 LCFF revenue, budgeted in Muir Admin.

- Inservice : \$224,214 . Funding source: LCFF revenue, budgeted in Muir Admin.

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: Local Assessment Data, CalPADs, CCPT Database, PS attendance data and drop-out data, School data on student/teacher contact time, Site visit logs, Self-reports in narrative format</p> <p>Other state assessment metrics are not applicable</p> <ul style="list-style-type: none"> • JMCS will review and maintain one school wide safety plan • All JMCS schools sites will actively implement and review their school site safety plan • Increase school safety trainings to go beyond the basics • Provide one (1) all school mental health/trauma informed care presentation at the JMCS school-wide in-service. • An additional 10% of JMCS school facilities will be equipped to promote safety by promoting trauma sensitive classroom strategies as students build and become a part of a community where they have a strong a sense of belonging. • 35% of JMCS sites will have a fully functioning counseling services program to support the reduction of student absences and attrition rates due to barriers in students' personal lives which interfere with full engagement in academic and vocational training programs. • Increase parental involvement at sites with minors; provide counseling services to all students and to increase client agency involvement in the academic priorities of JMCS classrooms in order to decrease student attrition and absenteeism • Equip 40+% of JMCS school sites to promote safety by promoting trauma sensitive classroom strategies as students build and become a part of a community where they have a strong a sense of belonging • JMCS will support a reduction in absence and attrition of students by continuing to examine factors leading to exiting from JMCS programs. • Decrease chronic absenteeism by 2% • Monitor and maintain low expulsion rates to <1% • Decrease drop-out rate by .5% • Increase client agency participation in academic priorities through site visits, conferences, surveys, meetings, and entry to exit procedures 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Parental Involvement</p> <ul style="list-style-type: none"> At sites with minors, JMCS site staff will encourage parent involvement in the education of their children. Sites will hold information/orientation sessions, provide parents with academic progress reports, contact parents routinely on students' behavior in class, invite them to participate in graduation events, and invite and encourage their participation in their child's IEP/504 meetings. 	<p>All students with minors Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Students under 18)</p>	<p>Certificated Staff: \$6,192,780. Funding source: LCFF revenue, budgeted in Muir Admin.</p>
<p>Client Agency Involvement</p> <ul style="list-style-type: none"> Continue to hold regular meetings between JMCS school staff and client agency staff to discuss school climate JMCS staff will attend meetings of the California YouthBuild Coalition, the California Association of Local Conservation Corps, WIA, and the California Conservation Corps a minimum of one time annually. <p>JMCS staff will work with client agencies to form client agency advisory councils to represent and advise programs to JMCS and the JMCS governing</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Director Division: \$786,637. Funding source: LCFF revenue, budgeted in Muir Admin.</p>
<p>Safe Supportive Environment</p> <ul style="list-style-type: none"> Counseling services to work with school sites to create a supportive, safe environment. Professional development for staff to enhance community and create a sense of belonging for every student. Assess students at entry on a commonly accepted student assessment test(s) Periodically assess students (e.g. quarterly) on the same assessment instrument to measure progress Use assessment instruments to diagnose each 	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> Counseling Services: \$330,000 . Funding source: LCFF Supp/Conc funding, budgeted in Muir Admin.

student's academic and personal strengths and challenges

- Improve orientation events at sites to provide additional support to entering students
- Through JMCS' Director of Counseling services, JMCS will provide mental health counseling services to students at all sites. Services will be implemented throughout a six-year process begun in July 2014.
- JMCS will provide monthly reports to sites on contact time and attendance through K-12 data systems
- JMCS data services staff will continue to train administration to support school sites and client agency staff to use k-12 reports
- Student intrinsic motivation will increase as measured by the NSLQ and as directed by the flag system of assessment
- We will target our most at-risk students first, those in crisis will be prioritized, but all students will receive counseling services
- Students in 20% of sites will be enrolled in or engage in the counseling services program consisting of individual counseling, small group, and/or large group counseling/discussions
- Students will be assessed within 45 days of enrollment using the Risk and Protective Factors checklist
- Students will engage in monthly OnLIME green psycho educational discussions
- Counseling services will continue to provide and expand training in trauma sensitive practices

- Testing software: \$35,724. Funding source: LCFF revenue, budgeted in Muir Admin.
- Inservice : \$224,214 . Funding source: LCFF revenue, budgeted in Muir Admin.

GOAL:	<p>Provide professional development for all staff that is a regular and on-going 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.</p>	<p>Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local: RenStar Test of Adult Basic Education School In-service Surveys Staff personal professional development plans Formative Walk-through reports TinyPULSE data</p>
Identified Need:	<p>Need: Student achievement and student engagement</p>	
Goal Applies to:	Schools:	<p>ALL Grades: All</p>
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:

Metrics: Local Assessment Data, CalPADs, PowerSchool, CCPT Database, PS attendance data and drop-out data, School data on student/teacher contact time, Site visit logs, self-reports in narrative format

Other state assessment metrics are not applicable

- JMCS will complete and implement one school wide safety plan
- Create school safety plan addendum templates for 100% of all JMCS schools sites to use to create site specific safety plans
- 100% of JMCS client agency divisions will complete a basic school safety training
- Provide one (1) all school mental health/trauma informed care presentation at the JMCS school-wide in-service.
- 10% of JMCS school facilities will be equipped to promote safety by promoting trauma sensitive classroom strategies as students build and become a part of a community where they have a strong a sense of belonging.
- 20% of JMCS sites will have a fully functioning counseling services program to support the reduction of student absences and attrition rates due to barriers in students' personal lives which interfere with full engagement in academic and vocational training programs.
- Increase parental involvement at sites with minors; provide counseling services to all students and to increase client agency involvement in the academic priorities of JMCS classrooms in order to decrease student attrition and absenteeism
- JMCS will support a reduction in absence and attrition of students by examining factors leading to exiting from JMCS programs.
- Decrease chronic absenteeism by 2%
- Monitor and maintain low expulsion rates to <1%
- Decrease drop-out rate by .5%
- Have 13 sites with counseling services
- Increase client agency participation in academic priorities through site visits, conferences, surveys, meetings, and entry to exit procedures
- Equip 20+% of JMCS school sites to promote safety by promoting trauma sensitive classroom strategies as students build and become a part of a community where they have a strong a sense of belonging

Career Pathways (metrics to be developed in the future/included here as indication we are working on developing metrics as the program model expands and pathways are solidified)

- Students engaged in Career Pathways will increase work/college readiness knowledge and skills through participation in one or more of the following: career development curriculum, industry and college guest panels and tours, mentorship, leadership development, industry recognized certifications, career technical education, and other Career Pathways activities.
- Students engaged in Career Pathways will develop a career transition plan to guide post-secondary work and education preparation.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Business Services Actions</p> <ul style="list-style-type: none"> · Implementation of personal professional development plan · Adoption of an online training program to bring appropriate professional development to certificated staff including: <ul style="list-style-type: none"> · Bullying: Recognition & Response · Bullying: Recognition & Response (Refresher) · Child Abuse: Mandatory Reporting · Dating Violence: Identification and Prevention · De-Escalation Strategies · Disruptive Student Behavior · Gang Awareness · Hazing · Homeless Students: Awareness & Understanding · Homeless Students: Awareness & Understanding (Spanish) · Human Trafficking Awareness · Making Schools Safe for LGBT Students · Restraint & Seclusion · Self-Injury and Cutting · Sport Supervision & Safety · Student Drug & Alcohol Abuse 	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Development and Online Training: \$30,000. Funding source: LCFF revenue, budgeted in Muir Admin.</p>

<ul style="list-style-type: none"> • Youth Suicide: Awareness & Prevention • Youth Suicide: Awareness & Prevention (Jason Flatt Act) • Emergency management 			
<p>Professional Development Cycle</p> <ul style="list-style-type: none"> • Continue providing support and training to all JMCS staff on implementing personal professional development plan • Teacher Advisory Committee monitor and evaluate process through the school year; advising administration on support needed • Provide funds for FTE staff to complete individual and site based PD • Administration will conduct formative walk-throughs with feedback cycles to support teacher development • In-service events will provide updates on PD cycles and time for staff to meet in working groups to update and present their personal professional development plan. • Monthly Growth Mindset emails sent to encourage teachers to use new strategies and support their own growth but their students as well. • Each Mind Matters Grant provide monthly events of PD for staff and students on issues around mental health • BTSA program will continue to operate and work collaboratively with the Sacramento County Office of Education to deliver services to teachers holding a preliminary credential 	<p>All Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Stipends for curriculum development and Teacher Advisory Committee: \$68,900. Funding source: LCFF revenue, budgeted in Muir Admin. • Professional Development: \$131,000 . Funding source: One-time funds for Outstanding Mandate Claims, budgeted in Muir Admin. • BTSA for new

			<p>teachers: \$50,000. Funding source: LCFF revenue, budgeted in Muir Admin.</p>
<ul style="list-style-type: none"> • In-service committee plans all events under leadership of Director of Curriculum and Professional Development • In-service committee plans events using stakeholder feedback; student needs, school wide data, and staff interest. • Various in-service sessions are planned that directly support WASC and LCAP academic priorities • Transparent and clear communication surround all in-service events • Admin team supports the planning and implementation of all events • Feedback surveys are sent out immediately after each event • Feedback is used to plan future events • Online binders of resources and materials provided to JMCS staff • Online professional development offerings throughout the year support in-service topics and provide extension opportunities for exploring various themes relating to WASC and LCAP goals 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Inservice : \$224,214 . Funding source: LCFF revenue, budgeted in Muir Admin. • TinyPUL SE survey software: \$22,950 annual license fee. Funding source: LCFF revenue, budgeted in Muir Admin. • Curriculum and Common Core Department, including Director

of
Curriculu
m:
\$74,648.
Funding
source:
LCFF
revenue,
budgeted
in Muir
Admin.

LCAP Year 2

Expected Annual Measurable Outcomes:	<p>Metrics: Local Assessment Data, CalPADs, PowerSchool, CCPT Database, PS attendance data and drop-out data, School data on student/teacher contact time, Site visit logs, self-reports in narrative format</p> <p>Other state assessment metrics are not applicable</p> <ul style="list-style-type: none"> • Provide 6 all-school professional development days for JMCS FTE staff. • Expand PD opportunities at sites by providing \$1,000 per FTE certificated, \$500 per FTE classified to use in their personal professional development plans. • Have 100% of JMCS FTE staff engage in the creation of a personal professional development plan. • All JMCS new teaching staff hired by September 30th will engage in the Beginning Teacher Support and Assessment (BTSA) program. • All new JMCS FTE teaching staff will be assigned a mentor • Counseling Services will continue to increase their offerings of professional development to JMCS staff on topics related to mental health utilizing both virtual and on site training methods. • Counseling Services will continue to expand to serve more students • School Services will continue to offer 3 + professional development opportunities for it's FTE staff. • Classified staff professional development opportunities will increase to include part-time employees using virtual professional development events. • JMCS professional development will expand to include Adobe Connect presentations, video clubs, books clubs, virtual professional learning communities and other various virtual opportunities for staff include part-time staff and students to engage in professional growth events. • 100% of JMCS attending the fall in-service will receive school safety training. • Provide 3 - 5 curriculum choices to all JMCS FTE teaching staff with available training for successful implementation.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Business Services Actions	All	X All -----	Professional

- Evaluation of previous years Implementation of personal professional development plan
- Evaluation of school policy to ensure alignment with current school practices and Ed.Code
- Continued implementation and expansion including evaluation of effectiveness online training program to bring appropriate professional development to certificated staff including:
 - Bullying: Recognition & Response
 - Bullying: Recognition & Response (Refresher)
 - Child Abuse: Mandatory Reporting
 - Dating Violence: Identification and Prevention
 - De-Escalation Strategies
 - Disruptive Student Behavior
 - Gang Awareness
 - Hazing
 - Homeless Students: Awareness & Understanding
 - Homeless Students: Awareness & Understanding (Spanish)
 - Human Trafficking Awareness
 - Making Schools Safe for LGBT Students
 - Restraint & Seclusion
 - Self-Injury and Cutting
 - Sport Supervision & Safety
 - Student Drug & Alcohol Abuse
 - Youth Suicide: Awareness & Prevention
 - Youth Suicide: Awareness & Prevention (Jason Flatt

Grades: All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other

Development and Online Training: \$30,000. Funding source: LCFF revenue, budgeted in Muir Admin.

<p>Act)</p> <ul style="list-style-type: none"> Emergency management 			
<ul style="list-style-type: none"> Continue providing support and training to all JMCS staff on implementing personal professional development plan Teacher Advisory Committee monitor and evaluate process through the school year; advising administration on support needed Provide funds for FTE staff to complete individual and site based PD Administration will conduct formative walk-throughs with feedback cycles to support teacher development In-service events will provide updates on PD cycles and time for staff to meet in working groups to update and present their personal professional development plan. Monthly Growth Mindset emails sent to encourage teachers to use new strategies and support their own growth but their students as well. Each Mind Matters Grant provide monthly events of PD for staff and students on issues around mental health BTSA program will continue to operate and work collaboratively with the Sacramento County Office of Education to deliver services to teachers holding a preliminary credential 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> Stipends for curriculum development and Teacher Advisory Committee: \$68,900. Funding source: LCFF revenue, budgeted in Muir Admin. Professional Development: \$131,000 . Funding source: One-time funds for Outstanding Mandate Claims, budgeted in Muir Admin. BTSA for new teachers: \$50,000.

			<p>Funding source: LCFF revenue, budgeted in Muir Admin.</p>
<ul style="list-style-type: none"> • In-service committee plans all events under leadership of Director of Curriculum and Professional development • In-service committee plans events using stakeholder feedback; student needs, school wide data, and staff interest. • Various in-service sessions are planned that directly support WASC and LCAP academic priorities • Transparent and clear communication surround all in-service events • Admin team supports the planning and implementation of all events • Feedback surveys are sent out immediately after each event • Feedback is used to plan future events • Online binders of resources and materials provided to JMCS staff • Online PD offerings throughout the year support in-service topics and provide extension opportunities for exploring various themes relating to WASC and LCAP goals 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Inservice : \$224,214 . Funding source: LCFF revenue, budgeted in Muir Admin. • TinyPULSE survey software: \$22,950 annual license fee. Funding source: LCFF revenue, budgeted in Muir Admin. • Curriculum and Common Core Department, including Director of Curriculum

m:
\$74,648.
Funding source:
LCFF revenue, budgeted in Muir Admin.

LCAP Year 3

Expected Annual Measurable Outcomes:

Metrics: Local Assessment Data, CalPADs, PowerSchool, CCPT Database, PS attendance data and drop-out data, School data on student/teacher contact time, Site visit logs, Self-reports in narrative format

Other state assessment metrics are not applicable

- Provide 6 all-school professional development days for JMCS FTE staff.
- Expand PD opportunities at sites by providing \$1,000 per FTE certificated, \$500 per FTE classified. to use in their personal professional development plans.
- Have 100% of JMCS FTE staff engage in the creation of a personal professional development plan.
- All JMCS new teaching staff hired by September 30th will engage in the Beginning Teacher Support and Assessment program.
- All new JMCS FTE teaching staff will be assigned a mentor
- Counseling Services will continue to increase their offerings of PD to JMCS staff on topics related to mental health utilizing both virtual and on site training methods.
- Counseling Services will continue to expand to serve more students
- School Services will continue to offer 3 + PD opportunities for it's FTE staff.
- Classified Staff professional development opportunities will increase to include PT employees using virtual PD events.
- JMCS professional development will expand to include adobe connect presentations, video clubs, books clubs, virtual professional learning communities and other various virtual opportunities for staff include PT staff and students to engage in professional growth events.
- 100% of JMCS attending the fall in-service will receive school safety training.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Implementation of personal professional development plan • Adoption of an online training program to bring appropriate professional development to certificated staff 	<p>All sites with minors</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent</p>	<p>Professional Development and Online Training:</p>

<p>including:</p> <ul style="list-style-type: none"> • Bullying: Recognition & Response • Bullying: Recognition & Response (Refresher) • Child Abuse: Mandatory Reporting • Dating Violence: Identification and Prevention • De-Escalation Strategies • Disruptive Student Behavior • Gang Awareness • Hazing • Homeless Students: Awareness & Understanding • Homeless Students: Awareness & Understanding (Spanish) • Human Trafficking Awareness • Making Schools Safe for LGBT Students • Restraint & Seclusion • Self-Injury and Cutting • Sport Supervision & Safety • Student Drug & Alcohol Abuse • Youth Suicide: Awareness & Prevention • Youth Suicide: Awareness & Prevention (Jason Flatt Act) • Emergency management 		<p>English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$30,000. Funding source: LCFF revenue, budgeted in Muir Admin.</p>
<ul style="list-style-type: none"> • Continue providing support and training to all JMCS staff on implementing personal professional 	<p>All</p>	<p>X All -----</p>	<ul style="list-style-type: none"> • Stipends for

- development plan
- Teacher Advisory Committee monitor and evaluate process through the school year; advising administration on support needed
- Provide funds for FTE staff to complete individual and site based PD
- Administration will conduct formative walk-throughs with feedback cycles to support teacher development
- In-service events will provide updates on PD cycles and time for staff to meet in working groups to update and present their personal professional development plan.
- Monthly Growth Mindset emails sent to encourage teachers to use new strategies and support their own growth but their students as well.
- Each Mind Matters Grant provide monthly events of PD for staff and students on issues around mental health
- BTSA program will continue to operate and work collaboratively with the Sacramento County Office of Education to deliver services to teachers holding a preliminary credential

Grades: All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other

curriculum development and Teacher Advisory Committee:
\$68,900. Funding source: LCFF revenue, budgeted in Muir Admin.

- Professional Development: \$131,000 . Funding source: One-time funds for Outstanding Mandate Claims, budgeted in Muir Admin.
- BTSA for new teachers: \$50,000. Funding source: LCFF revenue, budgeted in Muir Admin.

<p>Inservice</p> <ul style="list-style-type: none"> • In-service committee plans all events under leadership of Director of Curriculum and Professional Development • In-service committee plans events using stakeholder feedback; student needs, school wide data, and staff interest. • Various in-service sessions are planned that directly support WASC and LCAP academic priorities • Transparent and clear communication surround all in-service events • Admin team supports the planning and implementation of all events • Feedback surveys are sent out immediately after each event • Feedback is used to plan future events • Online binders of resources and materials provided to JMCS staff • Online professional development offerings throughout the year support in-service topics and provide extension opportunities for exploring various themes relating to WASC and LCAP goals 	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<ul style="list-style-type: none"> • Inservice : \$224,214 . Funding source: LCFF revenue, budgeted in Muir Admin. • TinyPULSE survey software: \$22,950 annual license fee. Funding source: LCFF revenue, budgeted in Muir Admin. • Curriculum and Common Core Department, including Director of Curriculum: \$74,648. Funding source: LCFF revenue, budgeted in Muir
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	-		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 _8 Local:
	JMCS' measurable goal #1 for State Priority #1 for the 2014-2019 charter cycle is 100% of JMCS teachers will hold K-12 California teaching credentials and be appropriately credentialed for their teaching assignments.		
Goal Applies to:	Schools:	ALL	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>75% of JMCS teachers will be appropriately credentialed</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • JMCS has 79% of appropriately credentialed teachers. • 90% who are required to earn additional authorizations are in the process of becoming appropriately credentialed. • 31 JMCS staff actively participating in Beginning Teacher Support and Assessment • 2 of JMCS staff added authorizations or new credentials • 22 of JMCS staff are currently working on adding authorizations <p>An evaluation of staff and practices around hiring and training required that we looked in depth into our staff retention rates, hiring processes and what follows here here is a snapshot where we currently are in terms of our HR cycle.</p> <p>School Wide Data</p> <ul style="list-style-type: none"> • Hires 60 • Terms 42 • 78% retention rate • 4 years average length of service <p>Career Pathway Trust Grant</p> <ul style="list-style-type: none"> • 26 Hires • 23 Terms • First year of program, no average length of service <p>School without Career Pathways</p> <ul style="list-style-type: none"> • 37 Hires • 32 Terms • 78% retention rate • 4 year average length of service
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
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<p>As described in the Local Educational Agency Plan, JMCS will provide students with fully credentialed staff, trained in instructional best practices, as well as provide access to materials and technology to meet the demands of school and career readiness:</p> <ul style="list-style-type: none"> Fully credentialed staff <u>JMCS staff holding adult education or vocational education credentials will transition to k-12 credentials or be replaced by June 30, 2016.</u> New teachers participate in BTSA Provide professional development Each JMCS credentialed staff will be hired through a rigorous and equitable process. JMCS staff will have 5 days annually of targeted professional development at JMCS in-services, based on teacher and administrative self-assessments, LCAP and WASC goals and the needs of JMCS students based on data. 	<p>Certificated Staffing Funds, LCFF Unrestricted \$6,975,425</p> <p>Supp/Conc Funds Professional Development \$46,437</p> <p>Supp/Conc Funds- Additional Teacher Staffing (new positions): \$533,230</p> <p>Supp/Conc Funds-BTSA: \$13,253</p> <p>Supp/Conc Funds Professional Development \$46,437</p>	<ul style="list-style-type: none"> The CEO, CFO, and COO working with HR continued to enforce the appropriate credential policy and as approved by the board providing up to \$3,000 per employee as a professional development allotment for the >35 staff members who were identified as having to add additional credentialing (identified and informed in 2014) JMCS directors were directed to continue to meet with all staff needing to become appropriately credentialed. We have some staff members who began immediately adding an MS or an additional authorization. Others with adult vocational credentials or with special education credentials have a much longer road; directors are doing their best to support all teachers. At this time, all staff members needing to become appropriate credentialed have until 2019 to complete the requirements. 31 staff members are involved in BTSA to clear appropriate credentials. Division directors hold staff meetings to review progress towards compliance. Hiring procedures have been revised to only hire appropriately credentialed teachers. Business Services working closely with division directors to maximize use of online technology to gather teacher applicants Recruitment of teachers at nationwide events, such as the Teacher for America 25 Year Anniversary Summit and the California Continuation Schools Associate Conference We have implemented the applicant tracking system, TalentEd where an applicant is required to fill out their education background, highly qualified certifications and credential information. TalentEd job postings are posted on SchoolSpring website along with at least 4 other national websites. 	<p>Credential Enhancement Program: \$4,390.55 spent to date 4/29/16.</p> <p>Online Recruitment Software: \$10,200.</p> <p>BTSA: \$35,398.</p>
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Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	We have implemented the applicant tracking system, TalentEd where an applicant is required to fill out their education background, highly qualified certifications and credential information. TalentEd job postings are posted on SchoolSpring website along with at least 4 other national websites. Moving forward with our LCAP, we have decided to combine our previous LCAP into three overarching goals. We made this decision because we wanted our LCAP to model our approach with students. Working we students we provide holistic support and engage the student, not only to earn their high school diploma but to support their personal and professional growth. Our goal is for our students to exit our programs ready for life long sustainable employment. This requires that we work collaboratively in connecting our programs so the students experience a seamless educational experience. Combining our LCAP goals into three overarching goals, models this, as we strive to improve our delivery of services to students.				

Original Goal from prior year LCAP:	JMCS' measurable goal #2 for State Priority #1 for the 2014-2019 charter cycle is 100% of JMCS students will have access to materials, lessons and instruction based on JMCS's stated exit outcomes and correlated to the California State Content Standards and Common Core Standards.		Related State and/or Local Priorities: _1 _2 X3 X4 X5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>JMCS will add 20 – 40 high quality lesson plans to its curriculum resource center so all teachers will have access to high quality, original lesson plans in order to improve student access to appropriate materials and lessons.</p> <p>20% of JMCS students will show improvement in applicable assessments</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none">• 39 Total lesson plans added to date for the 2015 - 2016 school year<ul style="list-style-type: none">◦ 33 lessons uploaded in 2015◦ 6 lessons uploaded in 2016 to date• 57% of students with a pre and post test showed grade level improvement in math using the RenStar Assessment• 56% of students with a pre and post test showed grade level improvement in ELA using the RenStar Assessment• 37% of students with a pre and post test showed grade level improvement in math using the TABE• 44% of students with a pre and post test showed grade level improvement in ELA using the TABE
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> As described in LEA’s plan, all students will have access to Common Core State Standards-aligned instructional materials All course benchmark documents will be updated to align with the CCSS. JMCS will begin in the areas of ELA and mathematics. As other CCSS are adopted, correlating course benchmark outlines will be updated. JMCS administrative staff will conduct professional development workshops on an ongoing basis, beginning in January 2014, to update staff on instructional shifts relating to CCSS Use a variety of effective teaching approaches to meet the varied learning styles of students. ELL students will be identified early and tested within 30 days; those students who continue to be enrolled the next calendar year will be reassessed and reclassified accordingly. JMCS curriculum will be appropriately scaffolded and differentiated by teachers for ELL students as needed. Students will engage in monthly writing assignments and analyze informational text and literature on a regular basis. Students will have increased access to remediation courses in ELA and mathematics JMCS staff will be trained on and begin to upload CCSS and ELL lessons to the school’s curriculum resource center All changes to JMCS instructional materials will be aligned with CCSS and the school’s ESLRs 	<p>Supp/Conc Funds-New Curriculum Purchases: \$426,390</p> <p>Supp/Conc Funds-New Technology and Equipment: \$171,238</p>	<ul style="list-style-type: none"> The CEO, CFO, and COO working with HR continued to enforce the appropriate credential policy and as approved by the board providing up to \$3000 for the >35 staff members who were identified as having to add additional credentialing (identified and informed in 2014) JMCS directors were directed to continue to meet with all staff needing to become appropriately credentialed. We have some staff members who began immediately adding an MS or an additional authorization. Others with adult vocational credentials or with special education credentials have a much longer road; directors are doing their best to support all teachers. At this time, all staff members needing to become appropriate credentialed have until 2019 to complete the requirements. 31 staff members are involved in BTSA to clear appropriate credentials. Division directors hold staff meetings to review progress towards compliance. Hiring procedures have been revised to only hire appropriately credentialed teachers. Business Services working closely with division directors to maximize use of online technology to gather teacher applicants Recruitment of teachers at nationwide events, such as the Teacher for America 25 Year Anniversary Summit and the California Continuation Schools Associate Conference 	<p>Testing Software: \$35,724.</p> <p>New remediaton course development and implementation: \$78,179.</p>

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	This goal is on target. Moving forward with our LCAP, we have decided to combine our previous LCAP into three overarching goals. We made this decision because we wanted our LCAP to model our approach with students. Working we students we provide holistic support and engage the student, not only to earn their high school diploma but to support their personal and professional growth. Our goal is for our students to exit our programs ready for life long sustainable employment. This requires that we work collaboratively in connecting our programs so the students experience a seamless educational experience. Combining our LCAP goals into three overarching goals, models this, as we strive to improve our delivery of services to students.				

Original Goal from prior year LCAP:	JMCS' measurable goal #3 for State Priority #2 is that by July 1, 2018, JMCS will have fully incorporated all released Common Core state standards as measured through Common Core standards alignment with JMCS' benchmark course outlines, Expected Schoolwide Learning Results (ESLRs) and lessons in JMCS' online curriculum resource center.		Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All Applicable Pupil Subgroups: All	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 75% of students will have access to technology needed to access smarter balanced assessments 20% of JMCS students will show improvement in applicable assessments JMCS ELA benchmark course outlines will be aligned with CCSS 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 39 Total lesson plans added to date for the 2015 - 2016 school year <ul style="list-style-type: none"> 33 lessons uploaded in 2015 6 lessons uploaded in 2016 to date 57% of students with a pre and post test showed grade level improvement in math using the RenStar Assessment 56% of students with a pre and post test showed grade level improvement in ELA using the RenStar Assessment 37% of students with a pre and post test showed grade level improvement in math using the TABE 44% of students with a pre and post test showed grade level improvement in ELA using the TABE ELA Benchmark Course Outlines were completed.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> As described in LEA's plan all students will have access to Common Core State Standards aligned instructional materials All course benchmark documents will be updated to align with the CCSS. JMCS will begin in the areas of ELA and mathematics. As other CCSS are adopted the course benchmark outlines will be updated. JMCS administrative staff will conduct professional development workshops on an ongoing basis, beginning in January 2014, to update staff on changes relating to CCSS Use a variety of effective teaching approaches to meet the varied learning styles of students. ELL students will be identified early and tested within 30 days; those students who continue to be enrolled the next calendar year will be reassessed 	<p>Supp/Conc Funds-New Curriculum Purchases: \$426,390</p> <p>Supp/Conc Funds-New Technology and Equipment:</p>	<p>What follows is a list of additional actions and services in providing our staff and students with access to CCSS aligned materials.</p> <ul style="list-style-type: none"> 14 school sites received new ELA materials to pilot (Scholastic ID and Reading with Relevance) 8 school sites agreed to pilot new Life Skills curriculum (Overcoming Obstacles) 5 school sites have piloted Eureka math 6 school sites have piloted HASPI Human Biology labs and new Human Bio course is being proposed for 2016-2017 	<p>Inservice: \$224,214.</p> <p>New curriculum purchases: \$84,555.</p>

- and reclassified accordingly.
- JMCS curriculum will be appropriately scaffolded and differentiated by teachers for ELL students as needed.
- Students will engage in monthly writing assignments and analyze informational text and literature on a regular basis.
- Students will have increased access to remediation courses in ELA and mathematics
- JMCS staff will be trained on and upload CCSS and ELL lessons to the school’s curriculum resource center
- All changes to JMCS instructional materials will be aligned with CCSS and the school’s ESLRs

\$171,238

- Other pilots occurring across various sites for EEI Science, DBQ Project, Mathalicious, New Readers Press (3 sites)
- 9 Mindset Monday lessons have been sent out to encourage growth mindset awareness and thinking in both staff and students
- 16 Curriculum Corner newsletters have been sent out featuring curated, high quality resources specific to JMCS needs
- Future pilots planned: React to Film, JUMP math, large scale continuation of everything started this year
- In-service sessions: skills acceleration best practices, growth mindset, counseling services, contextualizing vocational education, project-based learning (PBL), strategies for deeper learning, My Story and SAPs, critical race theory, CCSS math principles to actions, number talks, IEPs/504s, career pathways, mandated reporter training
- Curriculum Mapping Project work
- 3 sites remedial ELA pilots using New Reader Press Materials
- Revise Career Development curriculum after first year of implementation (MyCEP)
- Career Pathways PBL Academy training with HighTechHigh. 2 different 3-day trainings including a 6 member team of teachers, CP Specialists and Admin to create a solid link between academics and career planning with a reproducible unit including practical projects and internships.
- 4-5 WIOA sites are utilizing a “Deeper

Learning” type credit recovery program that extends beyond just AGS book work to require outside research, various project assessments and presentations made by students in front of the class.

September 2015 In-Service (138 attendees)

- Accelerating Skills at Your Site: 40 sign-ups
- Becoming a Warm Demander: 66 sign-ups
- Don't Always Think Academics (DATA): 51 sign-ups
- Project-Based Learning: 33 sign-ups
- SAPs and My Story Project: 30 sign-ups
- Strategies for Deeper Learning: 53 sign-ups
- Contextualizing Vocational Education in the Classroom: 46 sign-ups
- Keynote: Dr. Dora Dome on the 5 tenets of critical race theory (intro)
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January 2016 In-Service (130 attendees)

- Career Pathways 101: 31 sign-ups
- Diving Deeper into Growth Mindset: 42 sign-ups
- ELA Swap Meet: 19 sign-ups
- Ins and Outs of IEPs and 504s: 25 sign-ups
- Mandated Child Abuse Reporter Training: 18 sign-ups
- Principles to Actions and Number Talks: 28

			<p>sign-ups</p> <ul style="list-style-type: none"> • Project-Based Learning at Western Sierra YB: 22 sign-ups • 23 tables sharing information/providing support at Resource Fair • Keynote: Dr. Nancy Dome on the 5 tenets of critical race theory (diving deeper) 	
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	<p>In working on updating our documents, it was essential that we evaluate the effectiveness of our current curriculum. We did this, and using feedback from in-service surveys, teacher feedback, and student need as assessed upon entry and through their experience with JMCS, we determined in summer 2015 that we need to provide a richer rigorous curriculum for our students. We focused on piloting curriculum and mapping our current curriculum so as we move forward with the CCSS our materials reflect the high expectations the state has and JMCS has for our students to meet. What follows is a list of additional actions and services in providing our staff and students with access to CCSS aligned materials and updated JMCS materials and documents</p> <ul style="list-style-type: none"> • 14 school sites received new ELA materials to pilot (Scholastic ID and Reading with Relevance) • 8 school sites agreed to pilot new Life Skills curriculum (Overcoming Obstacles) • 5 school sites have piloted Eureka math • 6 school sites have piloted HASPI Human Biology labs and new Human Bio course is being proposed for 2016-2017 			

- Other pilots occurring across various sites for EEI Science, DBQ Project, Mathalicious, New Readers Press (3 sites)
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- Curriculum Mapping Project work
- 3 sites remedial ELA pilots using New Reader Press Materials
- Revise Career Development curriculum after first year of implementation (MyCEP)
- Career Pathways PBL Academy training with HighTechHigh. 2 different 3-day trainings including a 6 member team of teachers, CP specialists and administration to create a solid link between academics and career planning with a reproducible unit including practical projects and internships.
- 4-5 WIOA sites are utilizing a “Deeper Learning” type credit recovery program that extends beyond just AGS book work to require outside research, various project assessments and presentations made by students in front of the class.

<p>Original Goal from prior year LCAP:</p>	<p>JMCS' measurable goal #4 for the State Priority #3 is to increase parental involvement at sites with minors, provide counseling services to all students and to increase client agency involvement in the academic priorities of JMCS classrooms in order to decrease student attrition and absenteeism.</p> <p>JMCS' measurable goal #4a for State Priority #1, Basic Services: In 2015-2016, 20% of JMCS school facilities will be equipped to promote safety by promoting trauma sensitive classroom strategies as students build and become a part of a community where they have a strong a sense of belonging.</p> <p>92.5% of JMCS students are over the age of 18. For those 7.5% of minor students, JMCS sites will self-report in a narrative format the degree of parental involvement at their sites. This will include efforts to seek parent input for decision making at the school sites as well as how the school site will promote parent participation. For the 92.5% of JMCS students over age 18, JMCS views the staff and organizers of our partnering agencies as the students' "parents", and interact with them through regular site visits, partnering agency associations and meetings with partnering agency liaisons, in addition to working with client agency representatives on the JMCS Board.</p>		<p>Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 _6 X 7 _8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p> <p>Grades: All</p>	<p>Applicable Pupil Subgroups: All</p>

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Decrease chronic absenteeism by 2% • Monitor and maintain low expulsion rates to <1% • Decrease drop-out rate by .5% • Have 13 sites with counseling services • Increase client agency participation in academic priorities through site visits, conferences, surveys, meetings, and entry to exit procedures. • Equip 20% of JMCS school sites to promote safety by promoting trauma sensitive classroom strategies as students build and become a part of a community where they have a strong a sense of belonging 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Schoolwide attendance rate: <ul style="list-style-type: none"> ◦ 15/16 Attendance Rate: 79% ◦ 14/15 Attendance Rate: 79% • We have maintained our low expulsion rate of <1% • 21 sites with counseling services • 30+ staff members have received training in trauma sensitive classroom strategies
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • At sites with minors, JMCS site staff will encourage parent involvement in the education of their children. • Sites will hold information/orientation sessions, provide parents with academic progress reports, contact parents routinely on students' behavior in class, invite them to participate in graduation events, and invite and encourage their participation in their child's IEP/504 meetings. • JMCS staff will meet with staff at each client agency a minimum of one time annually. • JMCS staff will attend meetings of the California YouthBuild Coalition, the California Association of Local Conservation Corps, WIA, and the California Conservation Corps a minimum of one time annually. • JMCS staff will work with client agencies to form client agency advisory councils to represent and advise programs to JMCS and the JMCS governing board. • Hire regional Counseling Coordinators. 	<p>Supp/Conc Funds-New client agency specific Directors for Training Teachers and student support: \$674,465</p> <p>Supp/Conc Funds- Client Agency Advisory Councils Organizationa l Process:</p>	<p>JMCS continues to strive to involve parents, what follows is a a snapshot of how sites who enroll minors involve parents.</p> <p>Western Sierra YouthBuild</p> <p>We do serve some minors here at WSYB. Each minor student is interviewed with parent/guardian present and parent signs the enrollment form. Parents are kept appraised of their student progress through quarterly progress reports. As needed parents are contacted for attendance and discipline issues. If applicable, parents are invited to attend IEP meetings for their student. Additionally parents are given a school calendar and copy of student handbook.</p> <p>Cloud and Fire YouthBuild</p> <p>We always invite parents into conversations about academic progress and attendance. They are called</p>	<p>Counseling Services: \$365,605.</p>

- Counseling services to work with school sites to create a supportive, safe environment.
- Professional development for staff to enhance community and create a sense of belonging for every student.

\$33,802

Supp/Conc
Funds-
Counseling
Services
Program
100%:

\$421,2013

on a regular basis and frequently come in for meetings.

They are also invited to various events, specifically the Mental Toughness Celebration.

For the next school year, I'd like to be more intentional about a "Back to School Night."

Riverside Heritage

We send quarterly progress reports. Call regularly for both positive and corrective behaviors. In the past we've even had scheduled conferences to discuss student progress and goal setting.

CCYEP

Beyond contacting the parents by phone and speaking with them in the parking lot or class room when they arrive to pick up their student. We work with Five Cities Homeless to help students and families receive services, The Housing Authority (SEC 8) and S.A.F.E (who also purchased books for our program). We do our best to treat the school as an extension of the community. We bring in any and all services who will help our families have a more secure lifestyle. In-turn this helps our students toward graduation and beyond. I call home with good news, as often as possible.

Now, parents are calling the school to inquire about their student.

Stop the Violence

I use a website/app called Remind. I have a parent group and a student group. Once parents subscribe to my texts, they receive periodic mass texts about days off, field trips, guest speakers etc. I will also message them (via the site) if their minor is absent or left early. This keeps parents informed at a level they are comfortable with.

Youth Connections

			Parents are invited to orientation. Staff will call, text or email when students are having successes. We hold parent conferences when there are concerns. We also have parents sign for report cards so we ensure the parents are aware of student progress.	
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	<p>JMCS targeted sites with minors to create routine systems for engaging with parents in order to reduce barriers. We found varied success. Sites have used some worthwhile strategies that we will share schoolwide, but due to the fluctuation in populations across the state we will continue to involve parents by also looking to other programs with the goal of reducing schoolwide attrition rates.</p> <p>In targeting interventions to reduce barriers that contribute to attrition, we have found that counseling services has had a major impact in reducing attrition in both minors and students of age while targeting parents has not been as effective. We will continue to roll out counseling services and to target parents as part of a dual intervention system for minors. All JMCS students will benefit from the continued roll out of counseling services.</p> <p>We need to improve our tracking of client agency participation. They are involved as active stakeholders but JMCS administration has not successfully been able to track their involvement school wide. We are exploring a project management tool called Asana, that allows us to track and document our visit in an organized way. We are hoping to provide better data in the area in the future.</p> <p>We have rolled this goal into a more inclusive goal for the future LCAP in our movement forward on providing a seamless educational experience for our students.</p>			

<p>Original Goal from prior year LCAP:</p>	<p>JMCS' measurable goal #5 for State Priority #4 is JMCS students will show an average growth of 1.5 grade levels in reading/language arts and 2 grade levels in mathematics per year for students enrolled more than 365 calendar days.</p> <p>JMCS' measurable goal #6 is that 90% of JMCS students scoring below grade level 6 in English language arts and/or mathematics will be enrolled into proper remediation courses and show progress in designated intensive remediation courses as well as receive additional intensive remediation services. JMCS will increase its remedial course offerings by three courses.</p>		<p>Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 _8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p> <p>Grades: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	<p>Actual Annual Measurable Outcomes:</p> <p><u>2203 studnets were enrolled during the first 45 days of the school year. 740</u> students scored below 6th grade level in English and as policy outlines should be enrolled in a remedial class. <u>324</u> of these students were enrolled in all required remedial classes. <u>967 students scored below grade level 6 in math and 436 students were enrolled in a remedial math course.</u> JMCS policy is that all students who score below 6th grade level in English should be enrolled in a remedial English class until they can test at a 6th grade proficiency level or higher.</p> <p>CELDT Data:</p> <p><u>Number Tested and Results</u></p> <p>During the 2014_2015 school year, we tested 297 students at 33 different school sites. Using CELDT data and teacher observation, 112 students met the criteria to be RFEP'd (Reclassified Fluent English Proficient) The other 185 remained EL.</p>

Of the remaining 185 students, 21 returned in the 2015_2016 school year to be reevaluated during the CELDT Annual Assessment window.

11 of those 21 were given a status of RFEP and 10 remained EL. (I don't have all of the the current figures for this year since many tests are still out for scoring and it is an ongoing process) Throughout the school year, we average about 10-15% of our student population are EL's.

Smarter Balanced Testing (CAASPP)

Number Tested and Results

During the 2014_2015 school year, we had 160 11th grade students participate in the ELA portion of the the test. 7% met the standard, 19% nearly met the standard, and 73% did not meet the standard. 164 11th grade students were tested in the Math portion of the test. 1% met the standard, 5% nearly met the standard, and 94% did not meet the standard.

For the current school year, we have 22 sites with a total of 278 11th graders who qualify to take the test. All of our sites are equipped with either chromebooks, desktops, or laptops or a combination of the three. They are equipped with the necessary technology to participate in the test.

Professional Development to support student achievement

September 2015 (138 attendees)

- Accelerating Skills at Your Site: 40 sign-ups
- Becoming a Warm Demander: 66 sign-ups
- Don't Always Think Academics (DATA): 51 sign-ups
- Project-Based Learning: 33 sign-ups

		<ul style="list-style-type: none"> • SAPs and My Story Project: 30 sign-ups • Strategies for Deeper Learning: 53 sign-ups • Contextualizing Vocational Education in the Classroom: 46 sign-ups • Keynote: Dr. Dora Dome on the 5 tenets of critical race theory (intro) <p>January 2016 (130 attendees)</p> <ul style="list-style-type: none"> • Career Pathways 101: 31 sign-ups • Diving Deeper into Growth Mindset: 42 sign-ups • ELA Swap Meet: 19 sign-ups • Ins and Outs of IEPs and 504s: 25 sign-ups • Mandated Child Abuse Reporter Training: 18 sign-ups • Principles to Actions and Number Talks: 28 sign-ups • Project-Based Learning at Western Sierra YB: 22 sign-ups • 23 tables sharing information/providing support at Resource Fair • Keynote: Dr. Nancy Dome on the 5 tenets of critical race theory (diving deeper)
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Assess every student at entry on a commonly 			

<ul style="list-style-type: none"> accepted student assessment test(s) Periodically assess students (e.g., quarterly) on the same assessment instrument to measure progress Use assessment instruments to diagnose each student's academic strengths and challenges Confer with client agency staff on an ongoing basis to track student progress at the worksite Maintain Student Achievement Plans, detailing student assessments, goals, struggles and accomplishments Students will engage in completing self-assessments on learning styles, career and college interests and engage in peer-assessments; specifically in assessing verbal communication skills and engaging in peer editing Demonstrate competency in and mastery of the JMCS curriculum benchmarks and ESLRs during exhibitions, oral presentations and other assessments Demonstrate academic and job skills at the worksite; determine sites using evaluation tool; use CPTG to increase use of vocational education evaluations Through JMCS' Counseling Services, JMCS will provide mental health counseling services to students at JMCS sites. Services will be implemented throughout a six year process beginning in July 2014. JMCS will add remediation courses mathematics Student Entrance Inventory (SEI) is being developed and will include questions regarding past SPED services In-service sessions on what to look for in transcripts, school records and what questions to ask of students In-service sessions on appropriate accommodations and modifications, development of new remediation courses for struggling students 	<p>Supp/Conc Funds-Counseling Services Program 100%: \$421,2013</p> <p>Supp/Conc Funds-New remediation course development and implementation: \$100,437</p>	<p>JMCS counseling services is developing a SEI for all students for year two. We are continuing to expand counseling services to more JMCS sites. Initial data from pilot sites shows less attrition, increased attendance and increased ADA at sites with services. JMCS will continue to identify metrics to demonstrate schoolwide data in these areas as it relates to counseling services and attendance.</p> <p>CELDT Data:</p> <p><u>Number Tested and Results</u></p> <p>During the 2014_2015 school year, we tested 297 students at 33 different school sites. Using CELDT data and teacher observation, 112 students met the criteria to be RFEP'd (Reclassified Fluent English Proficient) The other 185 remained EL.</p> <p>Of the remaining 185 students, 21 returned in the 2015_2016 school year to be reevaluated during the CELDT Annual Assessment window.</p> <p>11 of those 21 were given a status of RFEP and 10 remained EL. (I don't have all of the the current figures for this year since many tests are still out for scoring and it is an ongoing process) Throughout the school year, we average about 10-15% of our student population are EL's.</p> <p><u>Training:</u></p> <p>Sites with multiple teachers and higher percentage of EL's have been trained to facilitate CELDT tests to their own students. That training consisted of observing the test in progress and one on one in person walk through of CELDT manual with a JMCS CELDT specialist. Ongoing support is provided through email and phone conversations. In person support is provided when requested as well. At sites with limited resources and few students who need testing, the testing is provided by a CELDT specialist.</p>	<p>Testing coordinators: \$181,502.</p> <p>Testing software services: \$35,724.</p> <p>Counseling services: \$365,605.</p>
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Smarter Balanced Testing (CAASPP)**Number Tested and Results**

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164 11th grade students were tested in the Math portion of the test. 1% met the standard, 5%nearly met the standard, and 94% did not meet the standard.

For the current school year, we have 22 sites with a total of 278 11th graders who qualify to take the test. All of our sites are equipped with either chromebooks, desktops, or laptops or a combination of the three. They are equipped with the necessary technology to participate in the test.

Training:

Teachers have been given training on testing administration, downloading the necessary secure browsers, setting up testing schedules, and other miscellaneous testing protocols. The training was delivered via powerpoint presentation, email dialogue, phone support, and one on one in person support when needed or requested.

JMCS did not add additional remediation courses. As we work with the CCSS, new data systems, and the algebra group we need to continue to work to identify and create a mathematics course for our lowest performing math students. Currently, the remediation courses we have are serving the majority of JMCS.

JMCS' K12 reports have been providing sites and administration with general data on student achievement, attendance, and the rate of appropriate enrollment into correct math or ELA

			remediation classes. Based on current data, JMCS teachers need more support in using the RenStar/TABE data to appropriately enroll their students. JMCS administration has been working to support our teachers in improving enrollment in appropriate remediation courses. In order to add an appropriate course, JMCS administration will have to evaluate the courses we offer, the needs of our students, and our ability to prepare our teachers to provide appropriate, CCSS-aligned instruction.	
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	<p>Academic improvement has been our focus since the new the CAHSEE would no longer be the baseline for a high school diploma. With the elimination of the California High School Exit Exam, JMCS took a hard look at what it means to have a JMCS diploma. We are in the process of evaluating our student demonstration of learning and growth tool, the Student Achievement Plan and a team is working to revise it to include a mathematics task and to increase it's rigor and recruitment relating to demonstrating mastery and academic growth. We've continued to provide staff with new teaching strategies and curriculums as we move away from the AGS series of textbooks. We introduced new strategies a few years ago and have been providing support in PD events and through technology.</p> <p>Upon evaluation of our LCAP we noticed a lack of focus on our professional development cycle. We have update our goals to reflect our focus on an ongoing professional development cycle.</p> <p><u>Training for CDELT</u></p>			

Sites with multiple teachers and higher percentage of EL's have been trained to facilitate CELDT tests to their own students. That training consisted of observing the test in progress and one on one in person walk through of CELDT manual with a JMCS CELDT specialist. Ongoing support is provided through email and phone conversations. In person support is provided when requested as well. At sites with limited resources and few students who need testing, the testing is provided by a CELDT specialist.

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Training:

Teachers have been given training on testing administration, downloading the necessary secure browsers, setting up testing schedules, and other miscellaneous testing protocols. The training was delivered via powerpoint presentation, email dialogue, phone support, and one on one in person support when needed or requested.

This is an area of priority as we move forward, we are in a time of change, growth, and raising rigor. This requires we examine all our practices and evaluate our graduation requirements and ensure students can demonstrate growth during their time as a JMCS student. Life long sustainable employment is our goal for every student, this requires we examine and strive to improve delivery of service at all sites and provide materials teachers can be inspired by and use easily.

<p>Original Goal from prior year LCAP:</p>	<p>JMCS' measurable goal #7 for State Priority #5 is JMCS students will attend classes at average contact times of 3.5 hours per day for academic classes, 3.5 hours a day for vocational education classes, and average a total school day of 6.2 hours. JMCS students will have an average attendance rate of 85% and stay in JMCS programs for an average of 330 days.</p> <p>Goal 7a is 20% of JMCS sites will have a fully functioning counseling services program to support the reduction of student absences and attrition rates due to barriers in students' personal lives which interfere with full engagement in academic and vocational training programs.</p>		<p>Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 _6 X 7 X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p> <p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • JMCS will support a reduction in absence and attrition of students by examining factors leading to exiting from JMCS programs. • Metrics relating to student motivation will be determined once barrier assessments are implemented statewide. JMCS will correlate students' increased motivation and reduction of risk factors with attendance and attrition. JMCS will not speculate at this time but initial data suggests we might see an improvement in attendance, an increase in healthy behaviors in 60% of the students who fully participate in the counseling service program and a decrease in engaging in risky behaviors. Our initial measures, which will be modified as year 1 data is collected, are expected to be the following: • Students will experience a decrease in risk factors by 45%, increase in protective factors by 45%, they will attend JMCS with a minimum of 75% attendance, enrollment at sites will remain consistent and on track with board approved ADA, students will increase 1.5 grade levels in ELA and 2 grade levels in mathematics as assessed by TABE or RenStar and 55% of students engaged in the program will pass one or both parts of the CAHSEE. 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 21 sites current with active counseling services programs • Counseling services data is currently being analyzed and will be completed end of June 2016 • The CAHSEE has been eliminated • 15/16 attendance rate is 79%
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

<ul style="list-style-type: none"> • Assess students at entry on a commonly accepted student assessment test(s) • Periodically assess students (e.g., quarterly) on the same assessment instrument to measure progress • Use assessment instruments to diagnose each student’s academic and personal strengths and challenges • Improve orientation events at sites to provide additional support to entering students • Through JMCS’ Director of Counseling services, JMCS will provide mental health counseling services to students at all sites. Services will be implemented throughout a six year process beginning in July 2014. • JMCS will have policies and procedures regarding expelled students, the infrastructure necessary to measure these metrics, and baseline data on expulsion data gathered in 2014 - 2015 • JMCS will provide monthly reports to sites on contact time and attendance through K-12 data systems • JMCS administration will use data to determine site support needs and the adding of additional directors will help JMCS focus on issues by client agency type • Student intrinsic motivation will increase as measured by the NSLQ and as directed by the flag system of assessment • We will target our most at-risk students first, those in crisis will be prioritized, but all students will receive counseling services • Students in 20% of sites will be enrolled in or engage in the counseling services program consisting of individual counseling, small group, and/or large group counseling/discussions • Students will be assessed within 45 days of enrollment using the Risk and Protective Factors checklist • Students will engage in monthly OnLIME green psychoeducational discussions 	<p>Sup/Conc Funds – testing coordinators: \$283,403</p> <p>Sup/Conc Funds – Testing Software Services: \$119,082</p> <p>Supp/Conc Funds- Counseling Services Program 100%: \$421,2013</p>	<p>JMCS counseling services developed a student entry inventory working with PowerSchool.</p> <p>InfoSnap is used statewide to collect student enrollment data two.</p> <p>We are continuing to expand counseling services to more JMCS sites. Initial data from pilot sites shows less attrition, increased attendance and increased ADA at sites with services. JMCS will continue to identify metrics to demonstrate schoolwide data in these areas as it relates to counseling services and attendance.</p> <p>JMCS’ K12 reports have been providing sites and administration with general data on student achievement, attendance, and the rate of appropriate enrollment into correct math or ELA remediation classes.</p> <p>Expanded training and support for K12 provided statewide</p> <p>Based on current data, JMCS teachers need more support in using the RenStar/TABE data to appropriately enroll their students. JMCS administration has been working to support our teachers in improving enrollment in appropriate remediation courses. In order to add an appropriate course, JMCS administration will have to evaluate the courses we offer, the needs of our students, and our ability to prepare our teachers to provide appropriate, CCSS-aligned instruction.</p>	<p>Counseling Services: \$365,605.</p>
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Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	This goal is on target. Moving forward with our LCAP, we have decided to combine our previous LCAP into three overarching goals. We made this decision because we wanted our LCAP to model our approach with students. Working we students we provide holistic support and engage the student, not only to earn their high school diploma but to support their personal and professional growth. Our goal is for our students to exit our programs ready for life long sustainable employment. This requires that we work collaboratively in connecting our programs so the students experience a seamless educational experience. Combining our LCAP goals into three overarching goals, models this, as we strive to improve our delivery of services to students. And upon our LCAP evaluation, we found there was not a concentrated focused on our professional development cycle which is a key component to our educational model. We have modified our goals to reflect our current PD cycle.				

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	1930340
<p>JMCS' unduplicated count is 93.77%. JMCS students are at-risk, underserved and need intensive remediation, barrier removal support and life skills and leadership training to succeed in JMCS and our client agency programs. While some needs may differ student to student, in general, significant academic, vocational, emotional, and social support is required to aid their success in finishing their high school programs. Lowering the teacher to student ratios and providing additional support to JMCS directors to train and support teachers based on client agency affiliations is imperative to success for these students.</p> <p>JMCS has determined that the most effective use of funds is to provide increased and improved services to all students LEA-wide due to the nature of this high-risk population. As mentioned above, while needs by individual students may vary, all students in our program have significant needs that are best addressed with school-wide programs.</p> <p>In serving JMCS' high unduplicated count, JMCS will offer consistent services to all students in a standardized manner by hiring additional staff and increasing salaries for certificated teachers; increasing professional development to support JMCS teachers in serving struggling students; dedicating additional funds to the JMCS BTSA program; supplementing costs at the three annual JMCS in-services focused on increasing student achievement; maintaining director level positions focuses on client agency specific areas; increasing direct teacher training and support; increasing stakeholder input through developing and maintaining a WIOA program collaborative group; supplementing the cost of the JMCS RenStar online student remediation program; supplementing the services performed by the JMCS Director of Data and Assessment and Data and Assessment Coordinator; supporting a portion of the Director of Counseling Services position to assist students in eliminating barriers to academic success; developing and implementing new remediation courses for struggling students in core subject area content; purchasing additional curriculum; and purchasing additional technology and equipment. Additional services include employing properly credentialed teachers and support personnel to provide one-on-one support for academic success, increasing the amount of remedial courses available for struggling students in math and ELA, increasing the coursework available for students, increasing access to technology and increasing available mental health counseling to support barrier removal. JMCS will increase overall support for all students to reach graduation.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

18.95	%
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John Muir Charter Schools (JMCS) provides academic and vocational education services to former high school dropouts, working closely with partnering agencies JMCS is able to support students who have had little to no academic support in the past. JMCS enrollment is 1428 (based on CALPads 2015 – 2016), of those students 1,363 is the total of students JMCS serves who are considered unduplicated pupils (low income, EL, Foster Care). The increase in LCFF for those populations will be used in proportion to the unduplicated pupils, approximately 18.95%, or a dedicated \$1,930,340 for the JMCS unduplicated population. The increase in funds will mean JMCS will be able to increase services for all students, and the JMCS program is designed to remove barriers to academic success through intensive remediation, vocational training and life skills and leadership instruction for all students. As discussed above, JMCS will offer consistent services to all students in a standardized platform by hiring additional staff and stakeholder input through developing and maintaining a WIOA program collaborative group, supplementing the cost of the JMCS RenStar online student remediation program, supplementing the services performed by the JMCS Director of Data and Assessment and Data and Assessment Coordinator, supporting a portion of the of Director of Counseling Services to assist students in eliminating barriers to academic success, developing and implementing new remediation courses for struggling students in core subject area content, purchasing additional curriculum for students and purchasing additional technology and equipment. Additional services include insuring properly credentialed teachers and support personnel to provide one on one support for academic success, increase in the amount of remedial courses available for struggling students in math and ELA, an increase in the coursework available for students, increased access to technology, available mental health counseling to support barrier removal, and an increase in overall support for all student to reach graduation.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are

chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June

30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).