John Muir Charter Schools

Local Control Accountability Planning 2021 - 2024

Executive Summary

This Executive Summary highlights some key points outlined in the Local Control Accountability Plan (LCAP) prepared for the Board of Directors for the 2021-2024 reporting cycle. Stakeholders collaborated throughout the year to evaluate needs and actions to best support all JMCS students. Students, staff, and Partnering Agencies responded to requests for input which was then reviewed and reflected upon, and the results of which were incorporated into the full document. JMCS prides itself on it's focus of actions and services to meet the needs of all students. Please reach out to anyone on the administration team with questions, comments or for more information.

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GOAL ONE: Engaging, high quality and culturally responsive teaching and learning

- ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION
  - Standards aligned core curriculum
  - Equity-focused teaching and learning
- MEANINGFUL INCORPORATION OF TECHNOLOGY
  - Appropriate IT staffing and support
  - PD focused on effective use of technology for teaching and learning
- REMOVAL OF ACADEMIC BARRIERS
  - Comprehensive ELL Program
  - Focus on effective skills acceleration
- SUPPORT FOR COLLEGE & CAREER READINESS
  - Options for college prep courses
  - Post-graduation transition planning

GOAL TWO: JMCS will provide safe, welcoming and inclusive learning environment for all students, families and staff

- SAFE, WELCOMING & INCLUSIVE PROGRAMMING
  - Maintain student and staff feelings of satisfaction and safety
  - Implement schoolwide wellness plan for staff and students that includes mental health support
  - Data-driven allocation of resources and interventions
- EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES
  - Develop students' academic mindset for life-long learning
  - Develop comprehensive Equity Policy focused on embedding equity in school operations including hiring and training of teachers, classroom observations and expectations for step increases
 - Review all school polies and update with equity-focused procedures

GOAL THREE: Maintaining effective communication to support meaningful relationships with all stakeholders

- EFFECTIVE COMMUNICATION
  - Bi-monthly bulletins sent to all staff and partners
  - Direct emails to staff of Board Meeting agendas
  - Proper maintenance of student achievement plans (SAP)
  - Invitation to JMCS PD extended to partnering agencies
  - Improve family communication through open houses at sites with minors
  - Seek input via surveys from stakeholders

Schoolwide Student Demographic Data

Student Demographics 2022-23
- % Hispanic/Latinx
- % Black
- % White
- % Asian
- % Am. Indian/Alaskan Native
- % Hawaiian/PI
- % Decline/missing

72.20% — Hispanic/Latinx
12% — Black
10.70% — White
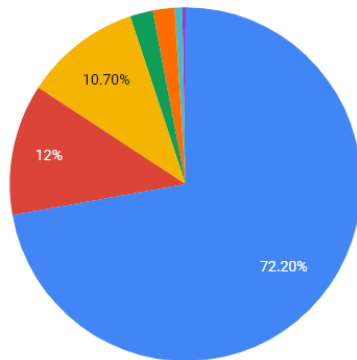
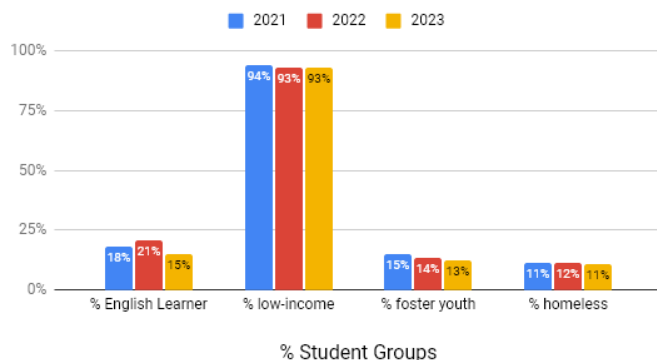1006 - Total of Students Served (4.5.2023)

538 - Average Enrollment

394 - Average Daily Attendance (73%)

112 - # of Graduates (4.5.2023)

96% - Low Income, EL, Foster /Homeless Youth
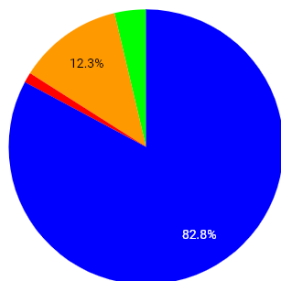
Unduplicated Pupil %
2021 | 2022 | 2023

% English Learner: 18% | 21% | 15%
% low-income: 94% | 93% | 93%
% foster youth: 15% | 14% | 13%
% homeless: 11% | 12% | 11%

% Student Groups

Minor Student & SPED Data
2021 | 2022 | 2023

504s: 2% | 1% | 0%
IEPs: 6% | 9% | 15%
% minors: 9% | 11% | 15%
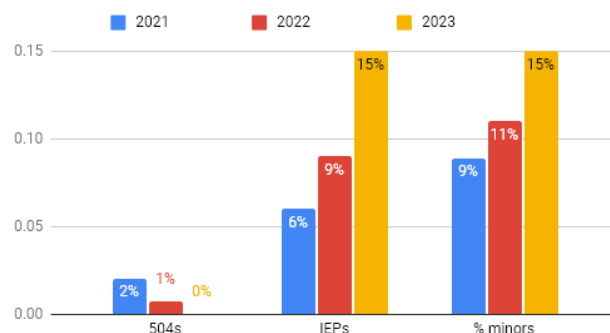
School Climate & Skills Growth

Atmosphere in the Classroom
- Mostly Positive
- Mostly Negative
- Neutral
- Varied

12.3% — Neutral
82.8% — Mostly Positive

Avg. Grade Level Growth
2021 | 2022 | 2023

ELA: 0.4 | 0.8 | 0.5
Math: 0.5 | 0.8 | 0.6

Avg. Grade Level Growth

Student Feedback on LCAP Goals 1 & 2

GOAL ONE

To what extent does JMCS provide quality instruction and curriculum that promotes college and career readiness? / ¿A qué extento proporciona JMCS un curriculo e instrucción de calidad que promueve la preparación universitaria y de la carrera profesional?

1: 5 (3.1%)
2: 6 (3.7%)
3: 48 (29.4%)
4: 44 (27%)
5: 60 (36.8%)
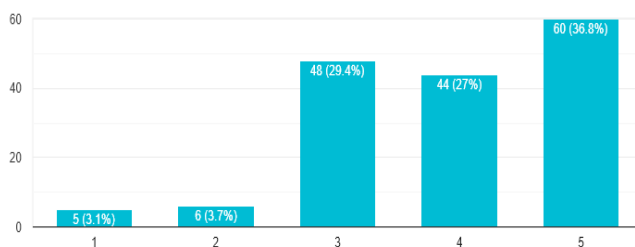
GOAL TWO

Does your school site have a safe, welcoming and inclusive climate to support your academic self-esteem, job readiness skills and social and emotional intelligence? / ¿Tiene su escuela un ambiente seguro, invitante e inclusivo para apoyar su autoestima académica, habilidades de preparación para el trabajo, e inteligencia social y emocional?

1: 2 (1.2%)
2: 1 (0.6%)
3: 25 (15.3%)
4: 35 (21.5%)
5: 100 (61.3%)
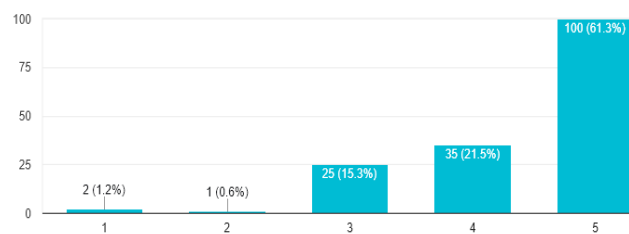
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: John Muir
Charter Schools CDS Code: 29102982930147
School Year: 2023-24
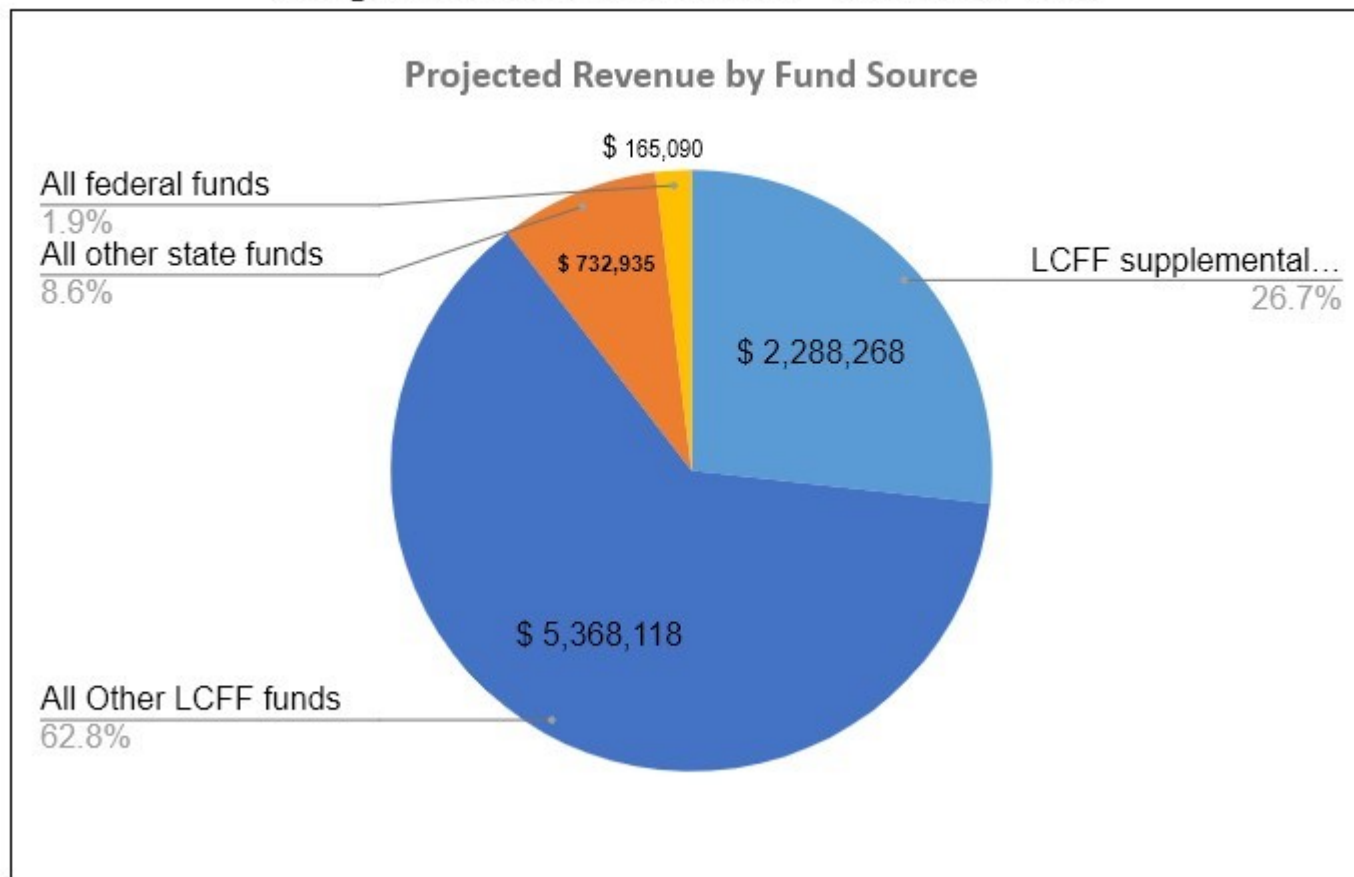LEA contact information:
RJ Guess
CEO
rjguess@johnmuircs.com
530.272.4008

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023 - 24 School Year

Projected Revenue by Fund Source

All federal funds
1.9%
$ 165,090

All other state funds
8.6%
$ 732,935

LCFF supplemental...
26.7%
$ 2,288,268

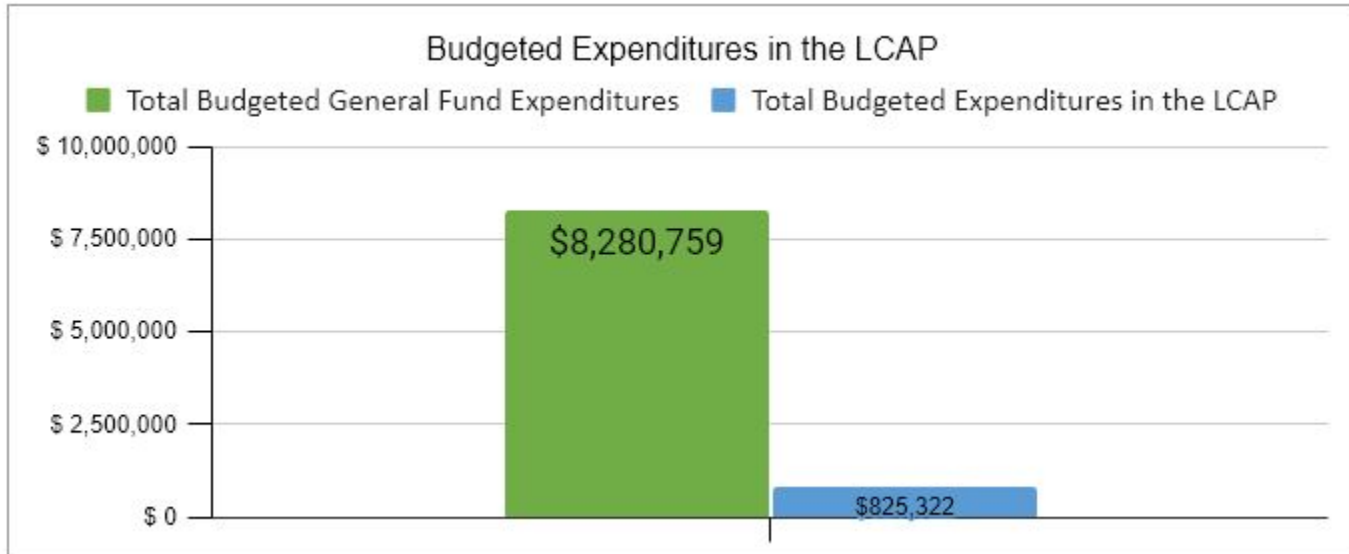All Other LCFF funds
62.8%
$ 5,368,118

This chart shows the total general purpose revenue John Muir Charter Schools expects to receive in the coming year from all sources. The text description for the above chart is as follows: The total revenue projected for John Muir Charter Schools is $8554411, of which $7656386 is Local Control Funding Formula (LCFF), $732935 is other state funds, $0 is local funds, and $165090 is federal funds. Of the $7656386 in LCFF Funds, $2288168 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

■ Total Budgeted General Fund Expenditures ■ Total Budgeted Expenditures in the LCAP

$8,280,759

$825,322

This chart provides a quick summary of how much John Muir Charter Schools plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: John Muir Charter Schools plans to spend $8,280,759 for the 2023-24 school year. Of that amount, $825322 is tied to actions/services in the LCAP and $7,455,437 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, John Muir Charter Schools is projecting it will receive $2288168 based on the enrollment of foster youth, English learner, and low-income students. John Muir Charter Schools must describe how it intends to increase or improve services for high needs students in the LCAP. John Muir Charter Schools plans to spend $267,363 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Update on Increased or Improved Services for High Needs Students in 2022 - 23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ■ Actual Expenditures for High Needs Students in LCAP — $ 471,757
- ■ Total Budgeted Expenditures for High Needs Students in the LCAP — $ 471,757
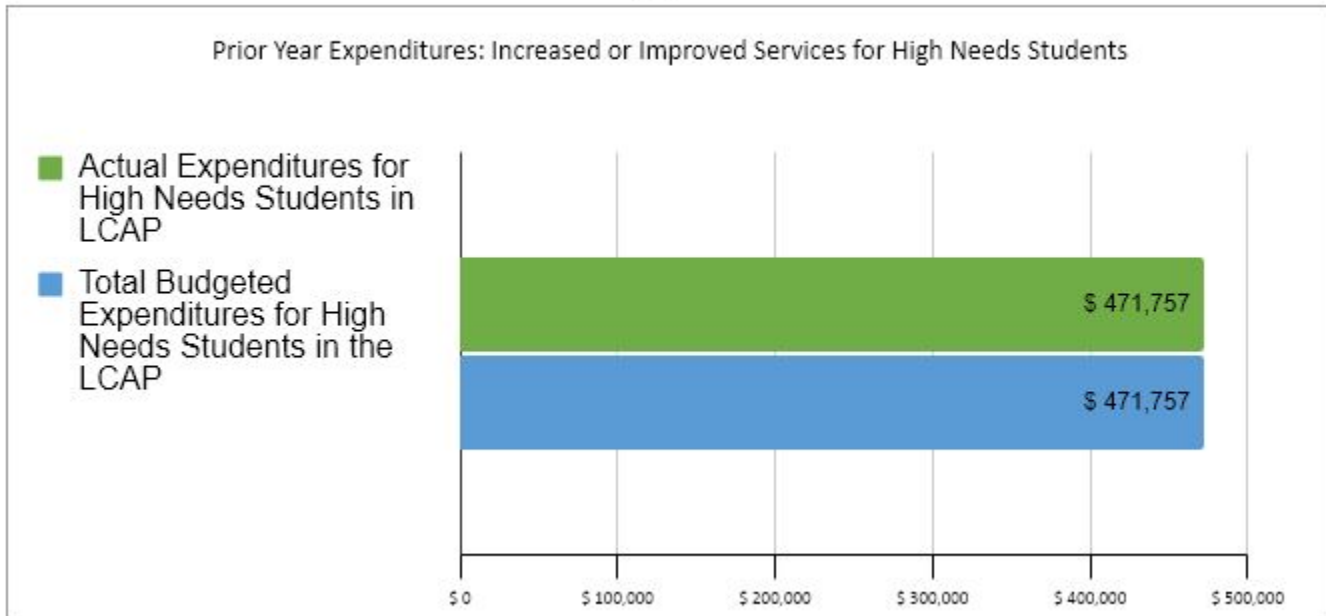
This chart compares what John Muir Charter Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what John Muir Charter Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, John Muir Charter Schools's LCAP budgeted $471757 for planned actions to increase or improve services for high needs students. John Muir Charter Schools actually spent $471757 for actions to increase or improve services for high needs students in 2022-23.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Muir Charter Schools	RJ Guess CEO	rjguess@johnmuircs.com 530.272.4008

Plan Summary [2023-24]

General Information

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

John Muir Charter Schools (JMCS) is a WASC accredited high school that specializes in serving the educational needs of young men and women, most between the ages of 16 and 25, who are seeking to improve their lives by earning a high school diploma while participating in vocational training opportunities. JMCS partners with state, local and federal programs such as the CA Conservation Corps, Local Conservation Corps, YouthBuild and Workforce Innovation and Opportunity Act programs which provide part-time and full-time vocational training for students. JMCS is the educational provider for these programs and commits to serving all students in need of a high school diploma who enroll in these programs. JMCS teachers work closely with partner agency staff to seamlessly integrate the work, life skills, community service and academic experiences of students. We are a committed and passionate team of educators dedicated to serving some of the most high-need students in the state and ensuring they graduate with the ability to attain lifelong, sustainable employment and become active and productive citizens in their communities.

100% of JMCS students have attended more than one high school, many having been pushed out of the traditional education system earlier in their academic careers. Students enroll with JMCS because they are determined and persistent; they continue to want to prepare themselves for a more successful future. 96% of our students are either low-income, homeless or foster youth or some combination of the three. They arrive with many challenges and barriers such as housing instability, mental health challenges, addiction, lack of transportation, lack of childcare and basic academic skill deficiencies. We work diligently to support each student's individual needs by addressing academic, vocational and social-emotional development through a personalized approach.

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

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

Reflections: Successes

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

Based on a review of available state and local data, as well as in collaboration with educational partners, JMCS 2022-23 School Year Successes are:

Increased Services to High Needs Students (Goal 1, Action 1.3)
Addition of 3 Community Schools Coordinators; 1 focused on homeless student acute needs, 1 focused on services for EL students, and one focused Professional Development and Independent Study
Student Resource Alerts sent to JMCS & Partner staff every week when new students enroll
Addition of staff that are bilingual (0.5 FTE teacher, plus an hourly Instructional Assistant)
EL focus group convened and implementing Californians Together EL Roadmap Toolkit
Addition of 3rd 1.0 FTE RSP Teacher through NCSOS SELPA
JMCS will continue to address academic, social-emotional and basic needs for all students, with specific consideration for EL and students experiencing housing or food insecurity. At sites that have high concentrations of EL students JMCS has employed additional staff who are bilingual and provide targeted instruction in ELD.

Progress in Staff Feelings of Safety, Connectedness, and Happiness (Goal 2, Action 2.1)
Staff survey data shows indicates the following:
92% of staff always felt safe
95% felt mostly or somewhat connected with colleagues (54% Always, 42% Sometimes)
85% of staff were happy at work, a slight increase from the previous traditional year
90% of staff reported feeling satisfied with their work
In 2022/23 JMCS implemented a Communities of Practice (COP) PD model that incorporates teacher-leaders as planners and facilitators of PD; the goal is to bring more teacher voice and be responsive to "boots on the ground" concerns and wants. JMCS now has a board-

approved equity policy, which provides direction for being proactive in our practices and ensuring staff and students are considered for what they want and need and valued for who they are.

Progress in Student Feelings of Belonging (Goal 2, Action 2.1)
Student survey data indicates the following:
82% of students felt safe at school
83% of students reported that their classroom atmosphere was mostly positive
JMCS prioritizes relationships and creating welcoming environments for students. We spend a significant amount of PD in supporting staff in addressing the needs of students with a focus on equity and inclusion. These activities include workshops facilitated by JMCS staff as well as outside entities such as The Museum of Tolerance in Los Angeles.

Progress in School Wide Communication (Goal 2, Action 2.1, Goal 3, Action 3.1)
Partner and Staff survey data indicate the following:
95% of staff read Monthly Bulletins sent to all staff & select partner staff
Monthly Bulletins sent to partnering agency staff (specific to partners beginning March 2023)
Weekly Student Resource Alerts sent to sites with new enrollees outlining self-identified barriers and areas of need
100% of teachers at sites with minors report regular communication with families
JMCS will continue to do our best to provide timely information on a wide variety of school-related topics and student-focused strategies to our educational partners, including partner agency staff, families, JMCS staff and students.

Progress in Use of Instructional Materials Responsive to Student Needs (Goal 1, Action 1.1)
Staff survey data indicates the following:
86% of teachers are using A-G approved curriculum (Odysseyware)
80% of teachers meet 1:1 with students who need skills acceleration
New Instructional Aides at several sites to support tutoring and targeted skill development
A-G Coordinator brought on to build out an A-G track for 2023 - 2024 pilot
Support and PD has been emphasizing the use of our newer, more engaging curriculum, including Earth Science, Applied Math, and US History, and it appears that it is having the intended result. All core courses are also available through OdysseyWare and meet A-G compliance. For struggling students or those testing below grade level, PD has focused on remediation strategies.

Reflections: Identified Need

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

Based on a review of available state and local data, as well as in collaboration with educational partners, JMCS has identified the following identified needs for the 2023-24 school year:

Reduced Satisfaction with Professional Development
Staff survey data indicates the following:
75% of staff felt that the Professional Development 2022-2023 was valuable for their teaching practice, a slight decrease from 2021/22
73% of staff were satisfied with the curriculum that is available to them, a slight decrease from 2021/22
With an increase in the use of technology-driven curriculum teachers have struggled to feel proficient with some of the materials. JMCS will continue to refine professional development content based on staff needs and feedback in the 2023/24 year, including implementation of of COPs to offer peer-to-peer support, instructional coaching, and technology workshops.

Use of Instructional Materials Addressing Relevance and Rigor (Goal 1, Action 1.1)
Staff survey data indicates the following:
30% of teachers are using JMCS developed Earth Science Curriculum, this is fewer than hoped
28% of teachers are using JMCS developed US History Curriculum, again, fewer than hoped
14% of teachers are using Applied Math Curriculum
JMCS will develop COPs and provide PD in order to support increases in teachers' utilization of new curricula, including digital platforms such as Edgenuity and Canvas.

Instructional Materials Engaging and Meeting the Needs of Students (Goal 1, Action 1.1 & 1.4)
Student survey data indicates the following:
65% of students felt their schoolwork was interesting, a slight decrease from 2021/22
68% of students felt their schoolwork was preparing them for college, a slight decrease from 2021/22
JMCS will continue to explore innovative ways to engage students, as well as implement a transition plan across all sites to improve student efficacy and post-program matriculation to college or into the workforce.

Consistent Communication with Students, Partners, & Families (Goal 3, Action 3.1)
Staff and family survey data indicates the following:
59% of teacher have a set schedule for reviewing student progress with partner agency staff
68% of teachers meet with their students per term to review their Student Achievement Plan (SAP)
53% of students knew about their SAP, 31% didn't know what it was.

Very few sites offer opportunities for families to engage, i.e. open house, career fairs, back-to-school night

LCAP Highlights

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

The 2022-23 LCAP of John Muir Charter Schools aligns with all of California's priority areas. The plan has three main goals that include 1) Eliminating academic barriers; 2) Ensuring equity practices; and 3) Maintaining effective communication with stakeholders.

GOAL ONE: JMCS will provide engaging, high quality and culturally responsive classroom instruction and curriculum that meaningfully incorporates current technology in order to eliminate academic barriers and support students' paths to college and career readiness.
Four actions/services have been dedicated to this goal. Please reference page 22 for further information.

GOAL TWO: JMCS will deliver safe, welcoming and inclusive programming by engaging students in opportunities to build self-esteem and develop their social and emotional intelligence, in addition to ensuring equitable practices for all staff, students and families.
Two actions/services have been dedicated to this goal. Please reference page 32 for further information.

GOAL THREE: JMCS will maintain effective communication in order to foster meaningful relationships with staff, students, families, partner agencies and community resource organizations. One action/service has been dedicated to this goal. Please reference page 39 for further information.

State Priority Areas:
All applicable state priority area metrics are addressed throughout each goal in the "Goals and Actions - Measuring and Reporting Results" sections. However, the following state metrics are not applicable to John Muir Charter Schools because of DASS school status; these priorities are measured by local indicators:

Priority 4 - Pupil Achievement
A-G UC approved course enrollment (JMCS will implement A-G courses in 2022-23)
CTE course enrollment (While all students participate in job readiness training and earn multiple certifications, JMCS does not yet employ CTE credentialed teachers)
ELPAC reclassification (JMCS students generally do not remain enrolled long enough to re-test)
AP exams
EAP enrollment
*Local indicators: Course enrollments in A-G, STAR/TABE scores, student achievement plans, ELL student achievement data

Priority 5 - Pupil Engagement
Chronic absenteeism (see note below)
Dropout rate (JMCS measures this as attrition - see note below)

*Local indicators: Attendance percentage, attrition

Priority 6 - School Climate
Pupil suspension (see note below)
Pupil expulsion (see note below)
*Local indicator: school climate surveys (student feelings of safety, welcomeness and belonging)

Note on JMCS's unique structure:
JMCS has current suspension and expulsion policies written into our charter and contained in our policy and procedure handbook, however JMCS cannot control the entry or exit of students due to its unique structure of partnering with vocational, life skills, and career training agencies. This structure means that chronic absenteeism, dropout rate, suspension, and expulsion data are marked as "not applicable." JMCS can only serve young people enrolled in specific programs and cannot enroll a young person until they have enrolled in one of its partner agencies. JMCS is required to serve a student while they are receiving services from partner agencies, and when students exit for reasons other than graduation, they are simply noted as no longer enrolled (drop) and are included in data as "attrition".

Engaging Educational Partners

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

John Muir Charter Schools (JMCS) is a unique organization that offers educational services to over 570 students through more than 30 classrooms located throughout California. JMCS works closely with its various educational partners to collect and analyze data and assess school needs and progress. JMCS seeks input from partner agency staff at California Conservation Corps, Certified Local Corps, WIOA and YouthBuild programs; JMCS teachers and admin; JMCS board members; and families, as well as students themselves .

JMCS teachers and admin staff spend portions of the PD meetings throughout the year reviewing, analyzing, and probing JMCS data and progress, which includes reviewing goals, analysis for next steps, student/staff survey results, and expenditures. The board's public hearing for this year occurred on May 10th, 2023 and board approval is expected at the June 14,2023, board meeting.

JMCS partner agencies play a crucial role in supporting students by providing vocational training and various support programs. JMCS directors regularly conduct site level meetings to maintain open communication and consistent programming with the partner agency staff. These meetings often involve the JMCS Regional Director and/or COO/CEO, teachers, instructional assistants, registrars, case managers, and partner agency program staff. During these meetings JMCS provides updates and school wide information, sharing goals with and getting feedback.JMCS has provided monthly bulletins, student progress updates, and weekly student resource alerts. In 2022 JMCS implemented the CA Community Schools Partnership Model, and is seeking input on a wide range of school operations through the steering committee convened for that purpose.

Additionally, the JMCS administrative team conducts director meetings every 4-6 weeks. These meetings focus on department updates, success stories, areas of concern or need, and schoolwide reflections of data, progress, and challenges. In the spring of every year, a special data review meeting is held in which the schoolwide data is reviewed in depth to plan intentional actions and goals for the coming year. Follow-up meetings are also held to review the data implications, needs, and questions.

Overall, JMCS is committed to improving services to its students and collaborating with its various educational partners to achieve its goals.

A summary of the feedback provided by specific educational partners.

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

Staff Feedback
Staff provide feedback throughout the year through pre- and post-PD surveys, in meetings with peers or leadership, by attending Teacher Advisory Committee meetings and submitting LCAP survey responses. As was the case last year, there is still a yearning by JMCS to continue to strengthen relationships between all educational partners, and most emphatically relationships between teachers and site partners, but also between teachers and students, teachers to teachers, and between students amongst themselves in their classes. School culture and climate are key to engaging our student population, and staff continue to seek our resources and ask for engaging curriculum and

opportunities for their students. Because of a particular request from staff this year, JMCS has seen in increase in field trips for students, which broadens their experiences and views of the world and has a profound impact on classroom culture. There is also a need to continue to focus continued support for access to stable housing, medical and dental care, food, childcare and other barrier removal opportunities.

Partner Agency Staff
Through ongoing conversations, regular meetings with leadership, survey responses and access to our LCAP Public Hearing, our educational partners have shared the following feedback: JMCS teachers are good at adapting schoolwork to the setting and making sure students are learning and graduate, the JMCS provides some planning for post-program and are consistent and work well with the students due to a strong working knowledge of culturally relevant and equitable practices which build strong relationships. There is an expressed desire for JMCS to better communicate how students earn credits and how to improve communication around progress monitoring for their purposes.

Parents/Guardians
Through survey responses parents/guardians appreciate the opportunity JMCS provides so their child can complete high school and that their child likes attending, and that the teachers and support staff make a difference in students' lives.

Students
Feedback from student surveys indicate that students feel welcomed safe at JMCS, they appreciate their teachers and the progress they are making earning credits, and they feel engaged by the schoolwork itself. Most of all, they indicate they are excited to complete their diploma and graduate. They have a sense of hope for the future and feel positive about obtaining their goals. Most importantly, a majority feel that they can overcome obstacles to meet their wants and needs and if they fail, they are willing to try things differently to succeed.

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

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

Aspects that were influenced through input from our educational partners is that JMCS is on the right track with the metrics, desired outcomes and action steps for each goal. This indicates that there is no need for additional revisions or modifications.

The needs expressed by our educational partners are found in the following sections:
Continue to develop rigorous and relevant learning opportunities for all students(Goal 1)
Strengthen communication and relationships (Goal 3)
Expansion of services (Goals 1, 2, 3)
Support for English learners and SPED students (Goal 1)

Goals and Actions

Goal

Goal #	Description
1	JMCS will provide engaging, high quality and culturally responsive classroom instruction and curriculum that meaningfully incorporates current technology in order to eliminate academic barriers and support students' paths to college and career readiness. (Priority areas 1, 2, 4, 7, 8)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
JMCS teacher credentials and assignments	100% of teachers are properly credentialed or waivered through DASS status for their assignments (2020-21)	100% of teachers are properly credentialed or waivered through DASS status for their assignments (2021-22)	100% of teachers are properly credentialed or waivered through DASS status for their assignments (2022-23)		100% of JMCS teachers are properly credentialed or waivered through DASS status for their assignments
Student access to culturally responsive, standards-aligned instructional materials and a broad course of study	100% of students have access to culturally responsive, standards-aligned instructional materials (2020-21)	100% of students have access to culturally responsive, standards-aligned instructional materials (2021-22)	100% of students have access to culturally responsive, standards-aligned instructional materials (2022-23)		100% of students have access to standards-aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of students have access to a broad course of study including unduplicated students and those with special needs (2020-21)	100% of students have access to a broad course of study including unduplicated students and those with special needs (2021-22)	100% of students have access to a broad course of study including unduplicated students and those with special needs (2022-23)		100% of students have access to a broad course of study including unduplicated students and those with special needs
Condition of school facilities	100% of school facilities are in good repair (2020-21)	100% of school facilities are in good repair (2021-22)	100% of school facilities are in good repair (2022-23)		100% of school facilities are in good repair
Implementation of state board adopted academic content and performance standards for all students	Full implementation of state board adopted academic content and performance standards through adopted, standards-aligned curriculum and various modes of instruction (tutoring, small group, whole group) (2020-21)	Full implementation of state board adopted academic content and performance standards through adopted, standards-aligned curriculum and various modes of instruction (tutoring, small group, whole group) (2021-22)	Full implementation of state board adopted academic content and performance standards through adopted, standards-aligned curriculum and various modes of instruction (tutoring, small group, whole group) (2022-23)		Full implementation of state board adopted academic content and performance standards through adopted, standards-aligned curriculum and various modes of instruction (tutoring, small group, whole group)
SBAC student achievement and test administration	STAR Assessment results in leiu of SBAC: Average reading 6.9 Average reading growth 0.3 Average math 6.7 Average math growth 0.3	STAR Assessment results in leiu of SBAC: Average reading 5.0 Average reading growth 0.8 Average math 5.5 Average math growth 0.8	SBAC Assessments (May 2022): 14.09% of students meet or exceed standard in ELA 1.14% of students meet or exceed standard in Math		10% meet or exceed - ELA 10% meet or exceed - math Statewide assessments administered to 100% of applicable students (*due to continuous

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2020-21) *No adminstration data due to COVID mandates.	(2021-22) *Administration data in progress (2021-22)	Administration was 40% of applicable students There were still many interruptions and challenges with attendance during the testing window in spring 2022 due to COVID.		enrollment practices and an attrition rate consistent with dropout recovery programs, not all students served in a given year participate in mandated testing if they are not enrolled during state testing windows)
Quality of instructional materials	80% of core subjects use AGS textbooks as foundational material (2020-21)	80% of core subjects use AGS textbooks as foundational material (four pilots in progress to replace AGS: Applied Math, English 9-12, US History, Earth Science) (2021-22)	75% of core subjects use AGS textbooks as foundational material (2022-23)		0% of subjects use AGS textbooks as foundational material
Benchmark course outlines	33% (4/12) core academic courses have fully revised, standards-aligned updated BCOs (2020-21)	54% (7/13) core academic courses have fully revised, standards-aligned updated BCOs: Eng 9, Eng 10, Eng 11-12, Foundational Math, Applied Math, US History, Earth Science (2021-22)	62% (8/12) core academic courses have been revised. (2022-23)		100% (12/12) core academic courses have fully revised, standards-aligned BCOs
Access to college prep courses	0% of students have access to college prep	100% of students have access to	100% of students have access to		100% of students have access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	courses in three core subjects (2020-21)	college prep courses in three core subjects through Odysseyware curriculum (2021-22)	college prep courses in all core subjects and electives through Odysseyware curriculum (2022-23)		college prep courses in three core subjects
ELL student support	0 staff members dedicated to overseeing support for EL students and ensuring EL access to curriculum and implementation of ELD standards (2020-21)	0 staff members dedicated to overseeing support for EL students and ensuring EL access to curriculum and implementation of ELD standards (2021-22)	1 Community Schools Coordinator hired through Community Schools Partnership Grant has focus area as EL services. (2022-23)		1 dedicated staff member overseeing support for EL students and ensuring EL access to curriculum and implementation of ELD standards
ELL assessment	Few EL students are properly assessed using internal assessments; all eligible EL students are assessed using ELPAC (2020-21)	100% of ADEL students assessed with CASAS; 100% of all others assessed with ELPAC (2021-22)	83% of ADEL students assessed with CASAS; 100% of new EL or TBD assessed with initial ELPAC (2022-23)		100% of incoming EL students are assessed for English levels through ELPAC or internal assessment
ELL student achievement	EL students: 0.6 grade level growth ELA (2020-21)	EL students: 0.1 grade level growth ELA (2021-22)	EL students: 0.3 grade level growth ELA (2022-23)		EL students gain an average of 0.5 grade levels of ELA growth for every six months of enrollment
Skills acceleration: curriculum and instruction	100% of sites have access to resources for skills acceleration and instruction (2020-21)	100% of sites have access to resources for skills acceleration curriculum and instruction, including tutors and extended learning opportunities (2021-22)	100% of sites have access to resources for skills acceleration curriculum and instruction, including tutors and extended learning opportunities (2022-23)		100% of sites have access to resources and strategies for proper implementation of skills acceleration curriculum and instruction, including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					tutors and extended learning opportunities
Skills acceleration: data reports	70% of sites use data reports to inform instruction (2020-21)	Data on hold due to irregular reporting and impending report revisions (2021-22)			100% of sites use data reports to support skills acceleration planning
Skills acceleration: course enrollment	23% of students properly enrolled in ELA courses (2020-21) 18% of students properly enrolled in math courses (2020-21)	60% of students properly enrolled in ELA courses (2021-22) 57% of students properly enrolled in math courses (2021-22)			75% of students enrolled in proper ELA and math skills acceleration courses
STAR/TABE Scores: Grade level growth	Average 0.4 grade level gain in ELA (2020-21) Average 0.5 grade level gain in math (2020-21)	Average 0.8 grade level gain in ELA (2021-22) Average 0.8 grade level gain in math (2021-22)	Average 0.5 grade level gain in ELA (2022-2023) Average 0.6 grade level grain in math (2022-23)		Students gain 0.5 grade levels in ELA and math for every six months of enrollment
Skills acceleration: pre and post-testing within policy limits	60% of students pre-testing within policy limits (2020-21) 59% of students post-testing within policy limits (2020-21)	78% of students pre-testing within policy limits (2021-22) 65% of students post-testing within policy limits (2021-22)			75% of students pre-testing and post-testing within policy limits

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and career readiness: participation in activities	No accurate baseline data due to COVID (2020-21)	100% of staff participated in Quest for College trainings at monthly in-services (2021-22) 15% of school sites participated in Fall college readiness pilot (2021-22)			100% of students have access to college awareness curriculum and school-sponsored college awareness activities
College and career readiness: transition plan for graduating students	No transition plan in place or in development (2020-21)	Transition plan is revised with input from stakeholders and is ready to pilot (2021-22)	20% of school sites participated in college readiness workshops provided by a contractor. Transition plans are on hold while our A-G process is being developed. An alternative post program goal setting and career exploration is in place as a senior portolio at CCC sites.		80% of students create a transition plan as part of graduation requirements
Technology support	No comprehensive support system in place (2020-21)	100% of teachers have access to refined system (software vs hardware support) (2021-22)			100% of teachers have access to streamlined IT support system
Technology: chromebooks	80% of chromebooks are managed (2020-21)	100% of chromebooks are managed (2021-22)			100% of chromebooks are managed
Instructional technology: professional development	Professional development on technology is	Professional development for technology is available on as	Professional development for technology is available on as		100% of staff have access to regular IT professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	haphazard and inconsistent (2020-21)	needed basis. (2021-22)	needed basis, including training for use of Canvas platform. (2022-23)		development throughout the year
Digital literacy development	0% of students have access to an updated Computer Demonstration and no schoolwide focus on digital literacy (2020-21)	Computer Demonstration revision in progress (2021-22) Coding curriculum development in progress (2021-22)	Computer Demonstration revision in progress (2023-23)		100% of students have access to updated Computer Demonstration that includes revised definitions and focus on digital literacy skills
Access to technology and virtual learning	100% of students have access to a device and internet (2020-21)	100% of students have access to a device and internet (2021-22)	100% of students have access to a device and internet (2022-23)		100% of students have access to a device, internet and virtual learning opportunities

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION	1. Provide regular professional learning opportunities for culturally responsive practices 2. Implement high quality, culturally responsive curriculum for all core subjects to replace AGS textbooks 3. Complete and implement equity-focused, standards-aligned benchmark course outlines for all core courses, including a new Ethnic Studies course 4. Offer college prep courses	$77,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	MEANINGFUL INCORPORATION OF TECHNOLOGY	1. Maintain appropriate staffing and support for IT position, including development of a support schedule and professional learning opportunities as needed

2. Ensure 100% managed chromebooks at all sites as well as 100% of students with access to technology and internet connection.

3. Ensure consistent and meaningful professional development on instructional technology, including developing a schoolwide definition of digital literacy and essential skills.

4. Revise and update the Computer Demonstration to more accurately reflect current workplace skills and digital literacy demands.

5. Provide virtual learning opportunities as appropriate for students in need. | $153,443.00 | Yes |
| **1.3** | REMOVAL OF ACADEMIC BARRIERS | 1. Create ELL focus group to support EL curriculum implementation, ELL manual implementation and professional learning for EL best practices.

2. Improve initial assessment of EL student skill levels.

3. Hire and retain 50% FTE Spanish-speaking tutor to support EL students.

4. Improve implementation of skills acceleration curriculum and instructional practices, accurate enrollment in remediation courses, compliance with testing policy timelines and understanding and use of data reports. | $71,863.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		5. Offer tutoring services and summer school options to students in need to address learning loss.		
1.4	SUPPORT FOR COLLEGE & CAREER READINESS	1.Offer college prep courses for at least three core subjects 2. Offer regular and ongoing college and career readiness opportunities, including implementing a college awareness curriculum, that are in addition to students' work time with client agency partners. 3. Maintain partnership with National Clearinghouse in order to capture and analyze data on JMCS students post-graduation. 4. Develop and implement post-graduation transition plan for all students at all sites.	$5,595.00	Yes

Goal Analysis [2022-23]

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

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

JMCS has not had any substantive differences in plans and actual implementation of the actions for Goal One. Less progress than was hoped was made in updating Benchmark Course Outlines, and plans have been initiated to address this task more fully next year, with the goal of removing AGS texts for all subjects from sites by summer of 2024 (1.1, #2 & #3).

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

There are not any material differences to report.

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

Overall, JMCS actions were reasonably effective in making progress towards Goal One, although there is room for improvement this year. According to staff surveys, 70% of staff feel we are making solid progress towards this goal while another 30% feel we are making some

progress. 73% of staff are satisfied with the curricula available and 57% no longer rely on AGS books for instruction in any capacity. According to student surveys, 63% of students feel we are making solid progress towards this goal and another 29% feel we are making some progress. Additionally, 68% of students find their schoolwork interesting, 70% feel their schoolwork is preparing them for college and 70% feel their schoolwork is preparing them for a career. 78% of students rate the instruction they receive as interesting and engaging.

Goal highlights related to curriculum and instruction include the following: successful implementation of four new curricula for core subject areas, ongoing professional development regarding equity and access to rigorous instructional materials, and monthly school wide book club discussions related to culturally responsive practices. Goal highlights related to technology include the following: 100% of students have had access to technology and internet as needed this year; addition of staff development around use of technology-based instructional materials and platforms. Goal highlights related to the removal of academic barriers include the following: 100% of EL students are properly assessed with either CASAS or initial ELPAC assessments and there is a slight increase in English Language skill on STAR assessments. The was an addition of an EL focus group to review and align instructional practices and some materials purchased to better serve EL students implemented this year, JMCS added bilingual teaching and support staff to support EL students, and summer academinc programming was made available to any student who wanted it in 2022. Goal highlights related to college and careers readiness include the following: use of Odysseyware for A-G courses available in all subject areas, implementation of a graduation portfolio at a majority of sites.

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

Reflections do not inform any necessary changes.

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

Goals and Actions

Goal

Goal #	Description
2	JMCS will deliver safe, welcoming and inclusive programming by engaging students in opportunities to build self-esteem and develop their social and emotional intelligence, in addition to ensuring equitable practices for all staff, students and families. (Priority areas 5, 6)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cultural responsiveness of new hires	Some new hires demonstrate a foundational understanding of equity issues and cultural responsiveness (2020-21)	Some new hires demonstrate a foundational understanding of equity issues and cultural responsiveness (2021-22)	A majority of applicants are asked during the interview process to comment on any training and understanding of educational equity and their awareness of the impacts of ethnicity		100% of new staff hires demonstrate a foundational understanding of equity issues and cultural responsiveness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and culture in the classroom.		
Raise request process	0% of staff receiving raises have demonstrated cultural competence and a strong knowledge of culturally responsive practices (2020-21)	No staff raises have occurred (2021-22)	JMCS is switching to an annual step-based salary schedule in 2023-24. Staff will advance yearly, as well as through continuing education. This metric will be retired as it is moot moving into 2023-24. (2022-2023)		100% of staff receiving raises have demonstrated cultural competence and a strong knowledge of culturally responsive practices
Academic mindsets	0% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool (2020-21)	100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool (2021-22)	100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool (2022-23)		100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool
Implementation of My Story assignment	No baseline data (2020-21)	86% of sites implemented revised My Story assignment to target growth mindset and self-efficacy for new students (2021-22)	78% of teachers/sites implemented revised My Story assignment to target growth mindset and self-efficacy for new students (2022-23)		100% of sites implement revised My Story assignment to target growth mindest and self-efficacy for new students
Graduation rate and # students graduated	40% graduation rate (2020-21) 74 students graduated (2020-21)	43% graduation rate (2021-22) 89 students graduated (2021-22)			68% graduation rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
JMCS policies	0% of policies have been revised with a focus on equity (2020-21) No formal equity policy (2020-21)	Policies are currently being reviewed with a focus on equity (2021-22) Draft equity policy ready for board review (2021-22)	JMCS has implemented a focus group to review new or revisions of existing policies with a focus on equity. JMCS Board adopted an Equity Policy in June of 2022. (2022-23)		100% of JMCS policies are revised with a focus on equity Board-approved equity policy in place
Schoolwide wellness plan	0% of teachers have access to comprehensive schoolwide wellness activities, resources and strategies for staff and students (2020-21)	MindUp mental health curriculum pilot began 3/2022 (2021-22) Mental health PD included in 3/2022 in-service for all participating staff (2021-22)			100% of teachers have access to comprehensive schoolwide wellness activities, resources and strategies for staff and students
Student feelings of safety, welcomeness and belonging	95% of students always feel safe at school (2020-21) 98% always feel welcome (2020-21) 80% feel they have a voice in decision-making in their classrooms (2020-21)	87% of students always feel safe at school (2021-22) 71% always feel welcome (2021-22) 87% feel they have a voice in decision-making in their classrooms (2021-22)	82% of students always feel safe at school (2022-23) 83% always feel welcome (2022-23) 76% feel their opinion matters at school (2022-23)		Maintain: 95% of students always feel safe at school Maintain: 98% always feel welcome 90% feel they have a voice in decision-making in their classrooms

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	88% describe the atmosphere of their classrooms as mostly positive (2020-21)	81% describe the atmosphere of their classrooms as mostly positive (2021-22)	83% describe the atmosphere of their classrooms as mostly positive		90% describe the atmosphere of their classrooms as mostly positive
Attendance percentage	85% ADA (2020-21)	78% ADA (2021-22)			Maintain 85% ADA
Attrition percentage	29% attrition rate (2020-21)	31% attrition (2021-22)			Maintain 29% attrition rate
Staff feelings of satisfaction and safety	92% of staff always feel safe at work (2020-21) 73% always feel connected with JMCS colleagues (2020-21) 90% are satisfied working for JMCS (2020-21) 90% are happy at work (2020-21)	96% of staff always feel safe at work (2021-22) 65% always feel connected with JMCS colleagues (2021-22) 90% are satisfied working for JMCS (2021-22) 83% are happy at work (2021-22)	92% of staff always feel safe at work (2022-23) 54% always feel connected with JMCS colleagues (2022-23) 90% are satisfied working for JMCS (2022-23) 85% are happy at work (2022-23)		95% of staff always feel safe at work 75% always feel connected with JMCS colleagues 90% are satisfied working for JMCS 90% are happy at work
Counseling services	43 group sessions @ 5 sites 50 individual counseling sessions (2020-21)	100% of students have access to virtual, individual mental health counseling (2021-22) 21% of sites participate in group counseling services (2021-22)	100% of students have access to virtual, individual mental health counseling. (2022-23) 21% of sites currently have group counseling services. (2022-23)		100% of students in need have access to counseling services

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SAFE, WELCOMING & INCLUSIVE PROGRAMMING	1. Maintain staff feelings of satisfaction and safety through consistent focus on communication, meaningful professional development and opportunities for connection. 2. Develop and implement schoolwide wellness plan for staff and students that includes the availability of counseling services to any student or staff member in need. 3. Understand and address academic mindsets with staff and students through Highlight data analysis, full implementation of the revised My Story assignment and professional development content. 4. Improve attendance percentage, attrition rate and graduation rate through improved curriculum, instruction and student support services (CSI). 5. Maintain student feelings of safety, connectedness and welcomeness through consistent focus on building positive schoolwide and site culture.	$33,000.00	Yes
2.2	EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES	1. Ensure equity and cultural responsiveness is foundational to JMCS' work through revised hiring practices, raise request process, new teacher training, improved instructional practices, diverse staff demographics, equity-focused policies and procedures, classroom observations and professional development content.	$8,500.00	Yes

Goal Analysis [2022-23]

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

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

JMCS has one substantive difference in planned and actual implementation of Goal 2 actions due to a slight change in data gathering. The survey used for gathering student feelings of safety, welcomeness and belonging had a slight change in wording. The question was changed from "Do you feel like you have a voice in decision making in your classes?" to whether they felt "My opinion matters at my school". This change will be reversed in 2023-24.

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

There are not any changes between Budgeted Expenditures and Estimated Actual Expenditures.

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

Overall, JMCS actions were effective in making progress towards Goal Two. One significant event to support this goal was JMCS governing board adoption of a comprehensive equity policy and the commencement of an equity focus group. The focus group is lead by a teacher serving as Equity Lead and has begun reviewing key policies and procedures for consistent and equitable practies (i.e. Suspension & Expulsion Policy, Step Salary Schedule) and will draft an equity plan in the coming year. The focus group includes teaching and non-certificated staff as well as support staff and students where appropriate. According to staff surveys, 83% of staff feel we are making solid progress towards this goal while another 14% feel we are making some progress. 92% of staff always feel safe at work, and staff satisfaction with working for JMCS has remained at 90%. Staff feelings of connectedness are down this year with 54% of staff always feeling connected with their larger JMCS community as compared to 65% last year. 85% of staff report being happy at work. Survey feedback indicates that some teachers are not using the newer My Story assignment with the academic growth mindset component, and there is a need to refine the updated My Story in 2023-2024.

Student survey results indicate the following: 82% of students always feel safe at school, 83% always feel welcome, up from 71% in 2021-22. 76% feel their opinion matters at school, and 83% describe the atmosphere of their classrooms as mostly positive, up slightly from 2021-22. JMCS has a school-wide Book Club for all student-facing staff that involves reading Gholdy Muhammed's "Cultivating Genius" and entering into discussion about the impact of teacher expectation and classroom atmosphere impact student success. In addition, JMCS's focus on equity has included an award of the Anti-bias Grant from CDE working in partnership with the National Equity Project. We plan to continue professional development and school-wide activites that elevate student voice and create specific forum for students to engage with data and be the architects of school-wide improvements through design thinking.

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

Raise Request Process: Discussions with staff and in a quest to be more equitable JMCS has a board-approved step salary schedule. This will mean that 100% of staff will see an increase in pay every year, and so makes the necessity of a raise request process moot as the policy includes mechansims for seeing increases, such as continuing education or college units or completion of a masters or doctorate.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Communication between CEO and stakeholders	2 bimonthly bulletins sent per month

94% of staff read the bulletins (2020-21) | 1 bulletin sent per month

94% of staff read the bulletins (2021-22) | 1 bulletin sent per month.

85% staff read regulary, 10% read occasionally.(2022-23) | | 1 bulletin sent per month

100% of staff read the bulletins |
| Parent/guardian engagement events for all minor students, including low-income, English learner, foster | 0% of sites with minors host parent/guardian engagement events (2020-21) | Postponed due to continued COVID barriers (2021-22) | Most sites have not initiated on-site events. Sites with minors conduct parent/guardian progress meetings at | | 100% of sites with minors host parent/guardian engagement events per year |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
youth and students with disabilities			least once yearly. For other types of events, there has not been staff capacity to plan and host events. (2022-23)		
Parent/guardian communication for all minor students, including low-income, English learner, foster youth and students with disabilities	88% of sites with minors, including including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2020-21)	70% of sites with minors, including including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2021-22)	83% of sites with minors, including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2022-23)		100% of sites with minors, including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways
Crucial conversation training	No training has been offered (2020-21)	Postponed due to continued COVID priorities (2021-22)	This action is no longer a priority as JMCS leadership has developed a planning meeting template to improve communication with partners. This will be implemented during the summer and early in 2023-24 school year. In addition, we have nominal influence over the the professional development actions of our partnering		100% of lead staff are trained in and receive support in facilitating crucial conversations 100% of client agency partners are invited to crucial conversations training

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			agency staff and "invite" does not imply any actual intended outcome. (2022-23)		
Regular site meetings	No baseline data (2020-21)	53% of sites have a schedule for student progress meetings with client agency partner (2021-22)	59% of sites have a schedule for student progress meetings with client agency partner (2022-23)		100% of sites have a schedule for student progress meetings with client agency partner
Digital database	0% of JMCS training videos are complete (2020-21)	50% of JMCS training videos are complete (2021-22)	75% of JMCS Training videos are complete (2022-23)		100% of JMCS training videos are complete and available on the dashboard
LCAP input from stakeholders	LCAP input opportunities provided to all stakeholders via surveys (families, client agency partners, students, staff) (2020-21)	100% of stakeholders have access to providing input on JMCS' annual LCAP via surveys (families, client agency partners, students, staff) (2021-22)	100% of stakeholders have access to providing input on JMCS' annual LCAP via surveys (families, client agency partners, students, staff)		100% of stakeholders have access to providing input on JMCS' annual LCAP in a variety of ways (families, client agency partners, students, staff)
Staff collaborative learning opportunities	100% of staff have access to regular, ongoing collaborative learning opportunities (2020-21)	100% of staff have access to regular, ongoing collaborative learning opportunities (2021-22)	100% of staff have access to regular, ongoing collaborative learning opportunities (2023-24)		100% of staff have access to regular, ongoing collaborative learning opportunities
Mentor program	100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2020-21)	100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2021-22)	100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2022-23)		100% of teachers new to JMCS are partnered with a veteran JMCS teacher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data reports: training	Some teaching staff are trained in reading data reports and supported as needed 0% of client agency staff are offered training in reading data reports Beginning of year meetings do not consistently include data review for lead teachers and client agency partners (2020-21)	Data on hold due to irregular reporting and impending report revisions (2021-22)	Data report training on hold due to change in report vendor. Training scheduled for beginning of 2023-24 school year with new vendor.(2022-23)		100% of teaching staff are provided training in reading data reports on an annual basis and supported as needed 100% of client agency staff are offered training in reading data reports 100% of beginning of year meetings include data review for lead teachers and client agency partners
Data reports: sharing with stakeholders	Regional directors do not share data reports with client agencies. 44% of teachers share the reports consistently. (2020-21)	Data on hold due to irregular reporting and impending report revisions (2021-22)	Alternative progress reporting is in place at a majority of sites. New vendor reports will be shared starting 2023-24. (2022-23)		100% of client agencies receive monthly data reports from JMCS leadership
Student achievement plans	SAPs are well maintained at most sites (2020-21)	63% of sites fully implement Student Achievement Plans (2021-22)	68% of sites fully implement Student Achievement plans.		100% of sites fully implement Student Achievement Plans
Community support	100% of sites have connections with local	100% of sites have connections with local	100% of sites have connections with local		100% of sites have connections with local service providers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	service providers (2020-21)	service providers (2021-22)	service providers. (2023-24)		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	EFFECTIVE COMMUNICATION	1. Ensure effective communication with staff through monthly bulletins, direct sharing of board meeting agendas, data report trainings, virtual connection opportunities, creation of a how-to video database and an annual schoolwide data review process. 2. Ensure effective communication with students through proper maintenance of SAPs, including goal setting, and providing local community support connections at all sites. (CSI) 3. Ensure effective communication with partner agencies through monthly bulletins, invitations to JMCS professional development offerings, regular meeting schedules and virtual LCAP meetings and surveys. 4. Ensure effective communication with friends, families and support personnel for all students, including minors, through maintaining ongoing, consistent communication and offering an annual open house/community event at sites with minors.	$142,430.00	Yes

Goal Analysis [2022-23]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The primary substantive differences between the planned actions and actual implementation of Goal Three were in relation to 1) offering parent engagement events at sites with minors (action 3.1.4) and 2) data reporting (action 3.1.1). Staff have not been able to plan and hold many events for parent engagement as planned but we hope to be able to host these events in the 2023-24. Additionally, staff did not have

access to comprehensive student data on testing compliance and enrollment as in previous year as we are changing vendors and the new vendor has taken the entire year to devise our platform. Teachers do have access to student assessment data by running reports directly in RenSTAR, and this is a regular practice. There was an addition of support staffing through the Community Schools Partnership Planning Grant, which added three Coordinator positions. JMCS has built out a robust communication network to connect all students and families to community resources, with particular focus on homeless and EL students. No other substantive differences occurred.

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

We did not see any material difference in the implementation of Goal 3.

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

Overall, JMCS actions were effective in making progress towards Goal Three and staff surveys show 79% of staff feel we are maintaining effective communication between education partners, including partner agency staff, families, JMCS inter-communication, and with students in order to foster positive relationships. Monthly bulletins have been sent to all staff to ensure transparency and succinct messaging and 95% of staff read these bulletins. Select partner agency staff have been included in the JMCS bulletins since August, and beginning March 2023 there is a monthly bulletin dedicated to partner agencies. 75% of all training videos are complete and educational partner engagement opportunities have remained consistent through virtual meetings and connections throughout the year. About 68% of staff use the Student Achievement Plan when meeting with students, and this is an area we are looking to improve. The plan was to update the SAP in 2022-2023, and this is still a task that needs to be address, with an updated version ready by fall 2023. The goal is to use these in a standardized fashion with more standardized language to clearly communicate the SAP purpose to our students and as a tool for partners in monitoring progress.

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

There are not any changes planned for Goal 3.

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