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 [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

100% of JMCS students have attended more than one high school, many having been pushed out of the traditional education system earlier in their academic careers. Students enroll with JMCS because they are determined and persistent; they continue to want to prepare themselves for a more successful future. 97% of our students are either low-income, homeless or foster youth or some combination of the three. They arrive with many challenges and barriers, such as housing instability, mental health challenges, addiction, lack of transportation, lack of childcare and basic academic skill deficiencies. We work diligently to support each student's individual needs by addressing academic, vocational and social-emotional development through a personalized approach.

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

PROGRESS: STAFF FEELINGS OF SAFETY, CONNECTEDNESS AND HAPPINESS

In 2020-21, staff feelings of connectedness and safety increased, despite the challenges presented by COVID and classroom closures. 96% of staff always felt safe as compared to 86% (2018-19) and 82% (2019-20). 73% of staff always felt connected with their colleagues across the state as compared to 60% (2018-19) and 55% (2019-20). This large increase in feeling connected is due to the willingness of JMCS staff to learn new technology and embrace the virtual connections that were offered throughout the year, even though this differed from past norms of in-person professional learning. In addition, 90% of staff felt very happy at work as compared to 84% (2018-19) and 82% (2019-20).

PROGRESS: STUDENT FEELINGS OF SAFETY, WELCOMENESS AND INCLUSION

Student survey data demonstrates that students continued to feel safe, welcome and included in decision making this past year, despite the challenges of teachers faced in moving classes online and not meeting students in person. 95% of students reported feeling safe at school with an additional 4% sometimes feeling safe. This is consistent with last year's data, implying that teachers continued to create safe classroom communities online. 99.8% of students felt welcome in class, which is also consistent with years' past. 80% of students felt they always had a voice in decision making in their classes, an increase from years' past (72% in 2018-19 and 73% in 2019-20). Lastly, 88% of students felt their classroom culture was always positive this years as compared to 69% in 2018-19 and 74% in 2019-20. This is a 14% increase in positive ratings for classroom culture, an exceptional feat for distance learning.

PROGRESS: SUPPLEMENTAL CURRICULUM IMPLEMENTATION & STUDENT LEVELS OF ACADEMIC SATISFACTION

Our staff survey data demonstrates that 97% of staff are using additional curriculum to supplement our basic AGS textbooks, a 30% increase from 2018-19 data. The most growth has been with the implementation of Odysseyware, our online learning platform for credit recovery, The DBQ Project and Khan Academy. Distance learning forced teachers to rethink their curriculum and allowed time and space for teachers to learn about new virtual opportunities they had not considered during their typical in-person structure. This curriculum is inherently more rigorous and we saw correlating increases in students' interest in their schoolwork (50% were extremely interested as compared to 34% and 38% in the past two years), feeling their schoolwork was preparing them for college and career success (55% felt extremely prepared as compared to 40% and 45%) and students' engagement in instruction (67% extremely interested as compared to 58% and 62%).

These increases in student levels of satisfaction are incredible and reflect the tremendous amount of effort JMCS staff has put into making the best out of this past year of hardship.

PROGRESS: STAFF SATISFACTION WITH PROFESSIONAL DEVELOPMENT

This year's professional development continued to focus on race and culturally responsive teaching as well as addressing distance learning needs and providing teacher choice in virtual learning sessions. We maintained all of our planned schoolwide learning days and adjusted to running these days as virtual meetings. In addition to these five days, monthly anti-racist educator meetings were offered as were director meetings, book club meetings and wellness meetings. In addition, a core group of facilitators continued to meet as a team twice per month since September to plan for the effective facilitation and content of our professional development days on race. This group training has supported the highly valuable and engaging professional development days for staff, as evidenced by our staff survey results.

This year, 100% of staff felt they grew as an educator because of JMCS professional development offerings and 91% of staff felt JMCS was highly meeting our third goal of providing effective professional development for staff (4 or 5 on a 5 point scale).

PROGRESS: DIVERSITY, EQUITY AND INCLUSION

As JMCS has moved to address issues of equity within our educational systems and our own school this year, we have seen an increase in the amount of staff who recognize that JMCS values diversity, equity and inclusion (DEI) in our organization. This year, 98% of staff feel JMCS strongly values DEI, as compared to 87% in 2018-19 and 91% in 2019-20. These gains demonstrate the effectiveness of our professional development and provide the foundation for the inclusion of equity as a primary schoolwide goal to strive for in the next three years.

PROGRESS: ADA AND ATTRITION RATE
JMCS' ADA increased this past year to 85% as compared to 79% the past two years. This data reflects the success of virtual learning and flexible school scheduling for JMCS students that was available during COVID. In addition, our attrition rate has dropped significantly to 29% as compared to 43% in 2018-19 and 36% in 2019-20. When we first began our LCAP cycle, attrition was 57%. This equals a 28% drop in our attrition rate over three years, a testament to our focus on community building, relationships and engaging students and the surprise benefits of virtual learning.

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

Reflections: Identified Need

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

JMCS Dashboard data for 2019 indicates "Red" for College and Career Readiness, ELA and Graduation Rate performance categories as well as "Orange" for math. JMCS is a vocationally focused dropout recovery school and as such does not focus on college preparedness. We do, however, offer industry-recognized certifications for students in a variety of career focused programs. Our Smarter Balanced data represented in the ELA and math categories represents 16% of our 2016-17 students who were enrolled for an average of 83 days before testing and the standardized scores do not reflect their time at JMCS. However, we have increased instructional support and practice materials for students in the past two school years. Our grad rate is addressed in our CSI prompts on the following pages.

GREATEST NEED: Increase the availability of higher level curriculum & improve instruction to better support and challenge higher skilled students.
While our focus on our lowest performing students has been successful, our higher skill level students are falling behind in their skill growth data. Students initially testing above 9th grade for ELA and math are not making gains at the same pace as other subgroups. This demonstrates a need for higher level curriculum and instructional materials and strategies to better support this group as well as targeted efforts to improve testing buy-in. There are many variables that may explain the lower gains in our higher skilled students: lack of testing buy-in, no enrollment in ELA or math courses because they have the needed credits, and a lack of challenging curriculum are a few of these reasons. However, in reviewing our data a question surfaced regarding what it is like to be a higher skilled student in a JMCS classroom. Because most of our students come in with low academic skills, what is the experience for a student who does not fit that pattern? This question resulted in a reflection on our curriculum and instructional strategies, which we realize are tailored to our students with lower skills. JMCS needs to make sure students with higher skills have more opportunities to engage with academically challenging material, including college prep courses.

GREATEST NEED: Improve English language programming and instruction to better support our ELL populations.
Through our data analysis, we also notice that our ELL population is not making gains at the same rate as other subgroups. ELLs consistently comprise 10-20% of our student body and we have not given this group the level of instructional attention they require, specifically in ELA. While we have strengthened our processes for identifying, enrolling and supporting ELLs over the past three years, we have not dedicated enough time to professional development related to English language programming for this group. Similarly, we have adopted an ESL curriculum but need to devote more time to its effective implementation. JMCS will form an EL focus group to support the implementation of curriculum, instructional strategies and use of our ELL manual. We also commit to retaining a Spanish-speaking tutor for students who might benefit from that service.

GREATEST NEED: Continue to focus on improving course enrollment, instructional strategies and curriculum to support all students' skills acceleration needs.
In the past three years, JMCS has seen an overall decline in students' skill growth. In addition to COVID-19 related learning loss, we believe this is occurring for various reasons: 1. Our teachers generally focus on creating safe and welcoming classroom culture to encourage students to re-engage in school in a meaningful way. This may impact the amount of instructional time spent on skills acceleration, particularly for new students or at the beginning of the year. Our student level data on school climate shows we are succeeding in creating positive learning environments. This will continue and can be enhanced by increasing our ability to balance both culture and

academic instruction. 2. We have implemented new ELA and math curriculum in the past three years. Learning to effectively implement and adapt new curriculum is a long process that will be ongoing for JMCS in the next few years. 3. Testing buy-in remains a challenge. Older students do not always buy in to the reasoning behind skills testing and because we require students to test every four months, we sometimes see declining returns. This awareness has led us to begin conversations on revamping our testing policies and how to best work with teachers to ensure students understand the value of the skills tests. 4. Our student enrollment numbers have declined, leading to a smaller “n” size when examining schoolwide data. With fewer students, we theorize we are not seeing the same level of gains because our total number of students affecting the average is smaller. This results in each individual student having a greater impact on the schoolwide average.

While all students have shown slower growth in skills, our Hispanic/Latinx students consistently perform lower than other races in math in particular. Math vocabulary may be impacting our Hispanic/Latinx performance in math and there is also a strong argument for strengthening culturally responsive teaching practices and curriculum in order to better support students of color in math. JMCS has begun addressing race and cultural responsiveness will continue to do so in the coming years.

With many factors to consider, JMCS still understands that student skill acceleration is one of our primary focus areas to ensure student success after graduation as roughly half of students enroll with acceleration needs. We will continue to address student skill needs by remaining focused on the effective implementation of skills acceleration curriculum, continuing to improve the course enrollment of students to ensure they are receiving remediation support, increasing the effectiveness of K12 reports and working with teachers to reflect on best practices for meeting students’ individual skill needs.

CSI RESOURCE INEQUITIES

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

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

LCAP Highlights

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

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

1. To eliminate academic barriers and increase college and career readiness through providing high quality, culturally responsive instruction and curriculum

2. To ensure schoolwide equity practices and support the creation of safe, inclusive classroom and school environments

3. To maintain effective communication with all stakeholders in order to foster meaningful relationships

GOAL ONE: JMCS will provide engaging, high quality and culturally responsive classroom instruction and curriculum that meaningfully incorporates current technology in order to eliminate academic barriers and support students’ paths to college and career readiness.
Four actions/services have been dedicated to this goal. Please reference page 13 for further information.

GOAL TWO: JMCS will deliver safe, welcoming and inclusive programming by engaging students in opportunities to build self-esteem and develop their social and emotional intelligence, in addition to ensuring equitable practices for all staff, students and families.
Two actions/services have been dedicated to this goal. Please reference page 22 for further information.

GOAL THREE: JMCS will maintain effective communication in order to foster meaningful relationships with staff, students, families, partner agencies and community resource organizations.
One action/service has been dedicated to this goal. Please reference page 28 for further information.

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

Priority 4 - Pupil Achievement
- API
- A-G UC approved course enrollment
- ELPAC reclassification (JMCS students generally do not remain enrolled long enough to re-test)
- AP exams
- EAP enrollment

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

Priority 5 - Pupil Engagement
- Graduation rate
- Chronic absenteeism

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

Priority 6 - School Climate
- Pupil suspension*
- Pupil expulsion*

Local indicator: school climate surveys

*JMCS has current suspension and expulsion policies written into our charter and contained in our policy and procedure handbook. However, JMCS' unique structure of partnering with agencies who provide vocational, life skills and leadership training to young people does lead us to mark chronic absenteeism, suspension and expulsion data as "not applicable" because JMCS does not have the same control as traditional schools over the entry or exit of students, except for those who graduate. By nature of our charter, JMCS may only serve young

people enrolled in California Conservation Corps, Local Conservation Corps, YouthBuild and WIOA funded programs, and JMCS may not enroll a young person until they have enrolled in, and are receiving services from, one of our partner agencies. In addition, while a student is enrolled in one of our partner agency programs, JMCS is required to serve that student, and may not stop serving a student while they are receiving services from our partner agencies. When students do exit JMCS for reasons besides graduation, it is because they have stopped receiving services from our partners, and upon exiting, are simply noted as a drop.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Needs Assessment

John Muir Charter Schools (JMCS) is a dropout recovery high school that serves students between the ages of 16-25. We are our own LEA and therefore worked within our single school to develop our Continuous School Improvement (CSI) plan. Historically, we have designated students as either 11th or 12th graders based solely on their age upon enrollment, not taking into account their credit needs. This has artificially inflated our number of 12th graders which has led to skewed data for our graduation rate. Many students have been designated as 12th graders due to their age and cannot realistically complete all required credits for graduation within one year. Beginning in the 2019-20 school year, we began to classify students as 10th, 11th or 12th graders based on their credit accrual upon enrollment in lieu of their age. This has begun to give us more accurate data that will enable us to more effectively evaluate our students' progress towards graduation. However, in March 2020 COVID hit and our first two years of data using our new designation process cannot yet be effectively evaluated due to the challenges presented by the pandemic, school closures and online learning.

Our review of current data has occurred during administrative meetings, staff regional working group meetings and board meetings between the period of February - May 2021 and has involved multiple stakeholders. This year the state suspended dashboard reporting so we are not able to monitor this data for the past year. Instead, we have thoroughly reviewed many local data measures. This data includes schoolwide and site level STAR/TABE ELA and math skill growth, course enrollments, student demographics, graduation rate, attendance and retention rates, and student and staff school climate surveys. We have also returned to archived data from our Counseling Services program from 2015 in order to more deeply examine the factors that lead to dropping out of high school and the ways in which we might more effectively serve our population and provide support against those factors. Lastly, because 100% of our student population are former high school dropouts, we have also examined data from the National Dropout Prevention Center regarding risk factors. Our review of the above data has informed our CSI plan in two primary ways. First, we see a clear need to continue to revise the way in which we classify students according to grade level upon enrollment so that we may gather meaningful data in the coming year. Second, we realize that students' attendance and our retention rates are clear indicators of high-risk behavior and we see a need to focus interventions on ways in which we may support consistent student attendance and greater retention.

Evidence-Based Interventions

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

First, in alignment with the report's foundational, schoolwide tier, we will continue to focus on providing high quality curriculum and increasing student engagement. This work will be evident in JMCS professional development offerings as well as in curriculum offerings, curriculum development and available trainings. As a part of this intervention, we also

aim to increase students' ability to track their own progress and see their successes quickly. This school level intervention is appropriate due to the fact that all of our students are former dropouts and are therefore already at a greater risk of dropping out again.

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

Resource Inequities

JMCS is one school and we have found no resource inequities due to the fact that all of our funding goes to one single school. Furthermore, our review of our graduation rate subgroup data has not indicated any resource inequities. There are no significant findings in the subgroup data that would indicate a resource inequity. Resources and interventions will be provided for all students and all subgroups because we have a 97% unduplicated count and there are negligible variations in our demographic graduation rate data.

References

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

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

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

K12 reports- weekly site level and schoolwide data reports on enrollment, retention, attendance, contact hours and student achievement
Dashboard graduation rate data (suspended for 2019-20)
Informal, ongoing staff check-ins with students regarding attendance and academic progress
Formal staff check-ins with students regarding attendance and academic progress at the close of each grading period
Annual internal data review by multiple stakeholders of site level and schoolwide STAR/TABE growth, course enrollments, attendance, retention, demographics, graduation rates and student andstaff school climate surveys

Multiple stakeholders are involved in all data review processes. Regular K12 reports are distributed to teachers and are subsequently shared with our client agency partners and other site level staff. Administration, staff and board members also participate in annual data reviews from February-May every year in which schoolwide data is analyzed. Stakeholders have the opportunity to contribute to data collection via our school climate surveys that are provided to students, staff and client agencies.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

- Board members
- Client agency partners
- Directors
- Staff
- Students and families

JMCS Board

In order to keep our board apprised of our progress on our schoolwide goals and action plan, updates on our progress are provided to our board on a regular basis. The first report for this year was provided to board members at our 4/14/21 board meeting. Significant data is shared when appropriate and every spring the board spends three to four months reviewing, analyzing and probing our data and progress through our LCAP process. The board reviews our data, goals, analysis for next steps, student/staff survey results and expenditures. The board has been pleased with the amount of progress, the positive impact of our many schoolwide changes and the diligence with which our school treats our internal review processes. This year's public hearing occurred on 5/12/21 and board approval is expected at the 6/9/21 board meeting.

Client Agencies

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

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

sites frequently conduct all-in site level meetings. These meetings include the director, teachers, instructional assistants, registrars, case managers and client agency program staff. In general, these meetings are when common program vision and goals are identified, program expectations are set and student attendance and discipline policies are reviewed and clarified. These meetings are also times for the directors to share JMCS updates and schoolwide information. Every year directors work to share our goals with client agency partners via the topics they discuss at the all-in meetings as well as by encouraging partner attendance at our in-services. Topics such as connecting vocational education to academics, increasing rigor and opportunities for deeper learning, implementing and supporting the career pathways framework, and setting and adhering to program policies have been crucial conversations in these meetings. Through these topics and during these meetings, our partner agencies are better able to understand JMCS goals, support our efforts to constantly improve services to students and provide feedback on our programming. Every year we also provide a client agency survey in order to give our partnering agencies a chance to give us anonymous feedback on our partnerships as well as provide input on the development of our LCAP goals, actions and metrics. 80% of partner agencies responded this year and the feedback we received was positive, insightful and affirmed the quality of JMCS partnerships.

Directors

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

Staff

JMCS gathers staff input throughout the year in various ways. Review of our schoolwide goals is incorporated into our professional development days and all staff are given a chance to reflect together on both their site progress and our schoolwide progress towards meeting our goals. At this year's March 2021 in-service, staff reviewed each of our schoolwide goals for 2021-2024 and provided input on action steps and metrics that might be included. In May 2021, we will share our schoolwide data with all staff and brainstorm implications and next steps from this data that will then be incorporated into the final draft of our LCAP. In addition, the public hearing draft of our LCAP will be shared directly with staff via email to allow for ease of review of input. Staff are also welcome to attend our LCAP public hearing to provide their input in that forum.

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

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

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

Students and Families

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

IMPORTANT DATES:

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

2/2021 - LCAP surveys and goal reflection input shared with all JMCS staff and client agency partners

4/14/21 - LCAP goals and progress presented to JMCS governing board with request for feedback

5/12/21 - LCAP Public Hearing

6/9/21 - LCAP approval date *no comments requiring CEO response

A summary of the feedback provided by specific stakeholder groups.

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

Staff Feedback
JMCS staff participated in developing new actions and metrics for this year's LCAP through the review of our schoolwide goals and three years' worth of comparative data from staff and student surveys. In addition, staff have examined schoolwide achievement data and reflected on the extent to which all students are achieving expected outcomes at JMCS. This has led to an increased focus on race, cultural responsiveness, skills acceleration and EL support in our actions and services as relate to our goals. Staff have also participated in evaluating our local indicators and the extent to which we meet or do not meet indicated criteria for our LCAP reflection.

Client Agencies
Our client agencies have also participated in the development of our goals, actions and metrics. Through various communications, our partners have provided meaningful feedback on the wording of our goals and assurance that they support and agree with our new stated goals. This year they also provided input on our 2021-2024 LCAP through a survey in which they expressed ideas on the actions and metrics for the coming years.

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 stakeholder input.

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

1. GOALS ONE & TWO: These goals were revised based on staff, client agency and director input. Revisions included the incorporation of equity, cultural responsiveness and technology as well as moving our college and career readiness focus to goal one instead of goal two. All actions and metrics were influenced by stakeholder input.

2. GOAL THREE: This was goal was developed as a new goal based on feedback from staff and client agency partners. This goal was reworded multiple times and presented to stakeholders for revisions before the final goal was developed. All actions and metrics were influenced by stakeholder input.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Self-study findings indicate the need to increase the rigor and relevance of our curriculum and instructional strategies in an effort to ensure JMCS graduates are properly prepared for finding life-long, sustainable employment. Outside research also supports the case for high quality, culturally responsive curriculum to enhance programming and student engagement. We also realize the extent to which academic barriers prevent students from setting and achieving goals and that barrier removal is essential to increase ADA, retention and graduation rates. Lastly, JMCS recognizes the changing digital landscape and the importance of staying current with instructional technology as a means of increasing student achievement.

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				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				100% of students have access to standards-aligned instructional materials 100% of students have access to a broad course of study

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				including unduplicated students and those with special needs
Condition of school facilities	100% of school facilities are in good repair				100% of school facilities are in good repair
SBAC student achievement	*Baseline data will be determined by RenSTAR assessments in lieu of SBAC in accordance with state assessment flexibility*				10% meet or exceed - ELA 10% meet or exceed - math
Quality of instructional materials	80% of core subjects use AGS textbooks as foundational material				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				100% (12/12) core academic courses have fully revised, standards-aligned BCOs
Access to college prep courses	0% of students have access to college prep courses in three core subjects				100% of students have access to college prep courses in three core subjects
ELL student support	0 staff members dedicated to overseeing support for EL students &				1 dedicated staff member overseeing support for EL students & ensuring

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ensuring EL access to curriculum and implementation of ELD standards				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				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				EL students gain an average of 0.5 grade levels of ELA growth for every six months of enrollment
Skills acceleration: curriculum & instruction	100% of sites have access to resources for skills acceleration and instruction				100% of sites have access to resources and strategies for proper implementation of skills acceleration curriculum and instruction, including tutors and extended learning opportunities
Skills acceleration: K12 reports	70% of sites use K12 reports to inform instruction				100% of sites use K12 reports to support skills acceleration planning
Skills acceleration: course enrollment	23% of students properly enrolled in ELA courses				75% of students enrolled in proper ELA and math skills acceleration courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	18% of students properly enrolled in math courses				
Grade level growth	Average 0.4 grade level gain in ELA Average 0.5 grade level gain in math				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 59% of students post-testing within policy limits				75% of students pre-testing and post-testing within policy limits
College and career readiness: participation in activities	No accurate baseline data due to COVID				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				80% of students create a transition plan as part of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					graduation requirements
Technology support	No comprehensive support system in place				100% of teachers have access to streamlined IT support system
Technology: chromebooks	80% of chromebooks are managed				100% of chromebooks are managed
Instructional technology: professional development	Professional development on technology is haphazard and inconsistent				100% of staff have access to regular IT professional development throughout the year
Digital literacy development	0% of students have access to an updated Computer Demonstration & no schoolwide focus on digital literacy				100% of students have access to updated Computer Demonstration that includes revised definitions and focus on digital literacy skills
Access to technology & virtual learning	100% of students have access to a device and internet				100% of students have access to a device, internet and virtual learning opportunities

Actions

Action #	Title	Description	Total Funds	Contributing
1	ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE	1. Provide regular professional learning opportunities for culturally responsive practices	$78,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	CURRICULUM & INSTRUCTION	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		
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.	$191,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5. Provide virtual learning opportunities as appropriate for students in need.		
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 K12 diagnostic reports. 5. Offer tutoring services and summer school options to students in need to address learning loss	$177,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$595.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 95% 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.

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				100% of new staff hires demonstrate a foundational understanding of equity issues and cultural responsiveness
Raise request process	0% of staff receiving raises have demonstrated cultural competence & a strong knowledge of culturally responsive practices				100% of staff receiving raises have demonstrated cultural competence & a strong knowledge of culturally responsive practices

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic mindsets	0% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool				100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool
Implementation of My Story assignment	No baseline data				100% of sites implement revised My Story assignment to target growth mindest and self-efficacy for new students
Graduation rate & # students graduated	40% graduation rate 74 students graduated				68% graduation rate
JMCS policies	0% of policies have been revised with a focus on equity No formal equity policy				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				100% of teachers have access to comprehensive schoolwide wellness activities, resources and strategies for staff and students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student feelings of safety, welcomeness and belonging	95% of students always feel safe at school 98% always feel welcome 80% feel they have a voice in decision-making in their classrooms 88% describe the atmosphere of their classrooms as mostly positive				Maintain: 95% of students always feel safe at school Maintain: 98% always feel welcome 90% feel they have a voice in decision-making in their classrooms 90% describe the atmosphere of their classrooms as mostly positive
Attendance percentage	85% ADA				Maintain 85% ADA
Attrition percentage	29% attrition rate				Maintain 29% attrition rate
Staff feelings of satisfaction and safety	92% of staff always feel safe at work 73% always feel connected with JMCS colleagues				95% of staff always feel safe at work 75% always feel connected with JMCS colleagues

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	90% are satisfied working for JMCS 90% are happy at work				90% are satisfied working for JMCS 90% are happy at work
Counseling services	43 group sessions @ 5 sites 50 individual counseling sessions				100% of students in need have access to counseling services

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$30,273.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 increased and improved curriculum, instruction and student support services (CSI). 5. Maintain student feelings of safety, connectedness & welcomeness through consistent focus on building positive schoolwide and site culture.		
2				
3	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.	$1,500.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

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				2 bimonthly bulletins sent per month 100% of staff read the bulletins
Parent/guardian engagement events	0% of sites with minors have open houses				100% of sites with minors have at least one open house per year
Parent/guardian communication	88% of sites with minors regularly engage with guardians in a variety of ways				100% of sites with minors regularly engage with guardians in a variety of ways
Crucial conversation training	No training has been offered				100% of lead staff are trained in and receive

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					support in facilitating crucial conversations 100% of client agency partners are invited to crucial conversations training
Regular site meetings	No baseline data				100% of sites have a schedule for student progress meetings with client agency partner
Digital database	0% of JMCS training videos are complete				100% of JMCS training videos are complete and available on the dashboard
LCAP input from stakeholders	LCAP input opportunities provided to all stakeholders via surveys (families, client agency partners, students, staff)				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				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				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
K12 reports: training	Some teaching staff are trained in reading K12 reports and supported as needed 0% of client agency staff are offered training in reading K12 reports Beginning of year meetings do not consistently include K12 review for lead teachers & client agency partners				100% of teaching staff are provided training in reading K12 reports on an annual basis and supported as needed 100% of client agency staff are offered training in reading K12 reports 100% of beginning of year meetings include K12 review for lead teachers & client agency partners
K12 reports: sharing with stakeholders	Regional directors do not share K12 reports with client agencies. 44% of teachers share the reports consistently.				100% of client agencies receive monthly K12 data reports from JMCS leadership
Student achievement plans	SAPs are well maintained at most sites				100% of sites fully implement Student Achievement Plans
Community support	100% of sites have connections with local service providers				100% of sites have connections with local service providers

Actions

Action #	Title	Description	Total Funds	Contributing
1	EFFECTIVE COMMUNICATION	1. Ensure effective communication with staff through bimonthly bulletins, direct sharing of board meeting agendas, K12 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, & providing local community support connections at all sites. (CSI) 3. Ensure effective communication with partner agencies through bimonthly bulletins, invitations to JMCS professional development offerings, regular meeting schedules and virtual LCAP meetings and surveys. 4. Ensure effective communication with friends, families & support personnel for all students, including minors, through maintaining ongoing, consistent communication and offering an annual open house/community event at sites with minors.	$142,670.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.05%	$1,752,573

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Unduplicated funds will be principally directed to and effective for meeting the needs of foster, homeless and low-income youth, and English learners, the majority of the JMCS student body. The JMCS student body is comprised of 97% unduplicated students. This 97% is comprised of 94% students who are eligible for free/reduced lunch, 21% EL students and 15% foster youth. With these high percentages, all of our increased and improved services are schoolwide services for all students. The funds will be effective in improving the quality of instruction by ensuring properly credentialed and supported teachers, high quality and culturally responsive curriculum and professional development, and timely and accurate data reporting to ensure consistent communication amongst stakeholders. Additionally, the funds will be used to continue to improve positive classroom cultures and the continuation of positive school climate through developing and maintaining systems for effective communication and targeted professional development. We will use funds to increase our staffing to ensure a low student: teacher ratio as well as increase our students' access to technology to ensure the accessibility of instructional materials. The funds will also be effective in increasing the quality and amount of curriculum available to support skills acceleration, English language needs and rigorous instruction as well as providing college and career readiness opportunities for students.

GOAL ONE: Actions 1-4

After assessing the needs, conditions and circumstances of our students by reviewing disaggregated data, JMCS has determined there are skills gaps among certain subgroups (Needs, Conditions, Circumstances - Annual Update, Goal One). In Goal One, Actions 1-4 we dedicate funds to meet the needs of these students through implementing rigorous and culturally responsive instruction and curriculum, meaningful use of technology, instructional and curricular supports to remove academic barriers, as well as increased opportunities for college and career readiness activities (Contributing Actions). These actions will lead to increased engagement of students in their learning, increased attendance, decreased attrition and ensuring students' learning is relevant to their needs and goals (Expected Outcomes).

GOAL TWO: Actions 1-2

After assessing the needs, conditions and circumstances of our students through reviewing school climate survey data as well as student and staff demographics, JMCS has determined a continued need for prioritizing school culture and safety among students and staff at all sites (Needs, Conditions, Circumstances - Annual Update, Goal Two). In Goal Two, Actions 1-2, we demonstrate a focus on social and emotional growth, self-esteem, safe and welcoming programming, and equitable practices that are necessary to support our high-risk population in re-engaging in learning (Contributing Actions). Our data demonstrates this is a strength of JMCS and we must continue to provide increased levels of positive support for our students, staff and families. The effectiveness of these actions will be measured by our school climate survey data, attendance and attrition data, and continued disaggregation of student achievement data (Expected Outcomes).

GOAL THREE: Action 1

After assessing the needs, conditions and circumstances of our students through stakeholder input, JMCS commits to improving communication with all stakeholders in order to best serve our high-needs student body (Stakeholder Engagement). In Goal Three, Action One, we commit to maintaining and developing improved systems for communication to ensure students, staff, families and client agency partners provide cohesive and comprehensive programming that meets students' needs (Contributing Actions). The effectiveness of improved communication will be measured through our school climate data, student achievement data, stakeholder feedback and regular meetings and communications that we are able to document (Expected Outcomes).

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

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

IMPROVED SERVICES
• Teacher Credentials
• Teacher Induction
• Professional Development
• New Teacher Training
• K12 Reports

• Communication with stakeholders
• Curriculum and Instruction
• Curriculum Adoptions and Implementation Materials

INCREASED SERVICES
• Staff Support
• Technology
• Opportunities for College and Career Readiness

• Curriculum Adoptions and Implementation Materials

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

Additionally, we utilize LCFF funds to place a strong emphasis on improving the quality of our curriculum and teaching practices through creating and implementing culturally responsive curriculum tailored for our high unduplicated student population and improving our professional development to support the pedagogy and implementation of these curricula. Research demonstrates marginalized students need both mirrors and windows in their curriculum to support engagement and focus and we work to ensure all curriculum for all subjects offers both mirrors and windows for our students. We also strive to improve relationships and ensure a shared vision among all stakeholders through our K12 data reporting and additional communication measures, as research demonstrates students from low-income, foster/homeless and ESL backgrounds need consistent, comprehensive support and programming from school staff to ensure proper supports are provided. We also ensure well-trained, supportive teaching staff who understand the particular needs of our unduplicated students through financial support for teachers who need to earn the appropriate credentials and/or clear their credentials through a teacher induction program. We strive to hire staff who can connect well with our students and build strong, foundational and necessary relationships and we are able to financially support staff who meet these criteria but need to strengthen or improve their credentials.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$341,664.00	$158,423.00		$122,170.00	$622,257.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$379,303.00	$242,954.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION	$78,500.00				$78,500.00
1	2	English Learners Foster Youth Low Income	MEANINGFUL INCORPORATION OF TECHNOLOGY	$191,069.00				$191,069.00
1	3	English Learners Foster Youth Low Income	REMOVAL OF ACADEMIC BARRIERS	$48,000.00	$129,650.00			$177,650.00
1	4	English Learners Foster Youth Low Income	SUPPORT FOR COLLEGE & CAREER READINESS	$595.00				$595.00
2	1	English Learners Foster Youth Low Income	SAFE, WELCOMING & INCLUSIVE PROGRAMMING	$1,500.00	$28,773.00			$30,273.00
2	3	English Learners Foster Youth Low Income	EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES	$1,500.00				$1,500.00
3	1	English Learners Foster Youth Low Income	EFFECTIVE COMMUNICATION	$20,500.00			$122,170.00	$142,670.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$341,664.00	$622,257.00
LEA-wide Total:	$341,664.00	$622,257.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,500.00	$78,500.00
1	**2**	MEANINGFUL INCORPORATION OF TECHNOLOGY	LEA-wide	English Learners Foster Youth Low Income	All Schools	$191,069.00	$191,069.00
1	**3**	REMOVAL OF ACADEMIC BARRIERS	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,000.00	$177,650.00
1	**4**	SUPPORT FOR COLLEGE & CAREER READINESS	LEA-wide	English Learners Foster Youth Low Income	All Schools	$595.00	$595.00
2	**1**	SAFE, WELCOMING & INCLUSIVE PROGRAMMING	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$30,273.00
2	**3**	EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
3	**1**	EFFECTIVE COMMUNICATION	LEA-wide	English Learners Foster Youth	All Schools	$20,500.00	$142,670.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

2021-2024 LCAP OVERVIEW

This year's LCAP includes two different reports:

1. 2021 Local Control and Accountability Plan/LCP Annual Update
2. 2021 Local Control and Accountability Plan

2021 Local Control and Accountability Plan/LCP Annual Update

The 2019-20 Local Control and Accountability Plan Annual Update includes the annual update from 2019-20 data that was captured just before COVID-19 closed our classrooms last spring. This data is from July 2019 - February 2020 and is the data that would have been presented and approved last spring. Financial components include a reflection on the ways in which JMCS adapted its budget to support COVID-related expenses in the spring of 2020.

The 2020-21 LCP Annual Update provides an update on the 2020-21 Learning Continuity and Attendance Plan. This plan was created last spring in place of formalizing the 2019-20 LCAP. This report provides an update on our successes, challenges and financial spending related to implementing distance learning from March - June 2020. **The Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary section is in development and will be updated as soon as it becomes available*.

2021 Local Control and Accountability Plan

The 2021 Local Control and Accountability Plan is the first year of a new three year LCAP cycle. This report includes a reflection on the greatest progress and needs surfaced this year's data, July 2020 - February 2021, and shares our vision for the next three years, 2021- 2024. This vision is explained through the action steps, metrics and expected outcomes for each of our three schoolwide goals. Financial projections related to each goal for 2021-22 are included.

2020-21 DATA IMAGES

**The CDE no longer recommends images be included in official versions of an LCAP due to ADA accessibility issues. These images align with our Reflections: Successes section of the 2021-24 LCAP and are provided for our stakeholders as an additional attachment for their reference.*

Student Level Data from our 2020-21 LCAP Survey
(80% response rate)

- Culture and climate of classrooms
- Extent to which schoolwork is interesting
- Extent to which schoolwork prepares students for college/careers
- Reflections on distance learning experience

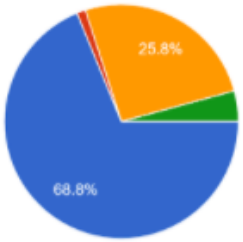
Staff Level Data from our 2020-21 LCAP Survey
(80% response rate)

- Feelings of connectedness with other JMCS colleagues
- Satisfaction working for JMCS
- Reflections on professional development
- Reflections on the extent to which JMCS values diversity, equity and inclusion (DEI)

Culture and climate of classroom

Overall, how would you describe the culture and climate of your school site?

497 responses

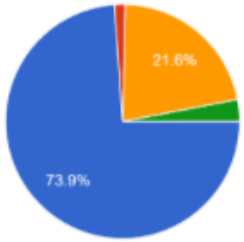


- Mostly positive
- Mostly negative
- Neutral - sometimes positive, sometimes negative
- It varies and can be inconsistent

2018-19

Overall, how would you describe the atmosphere of your classes?

463 responses



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- Mostly negative
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2019-20

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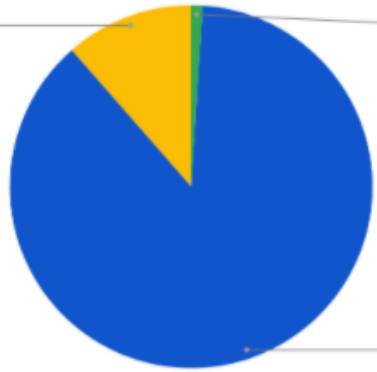
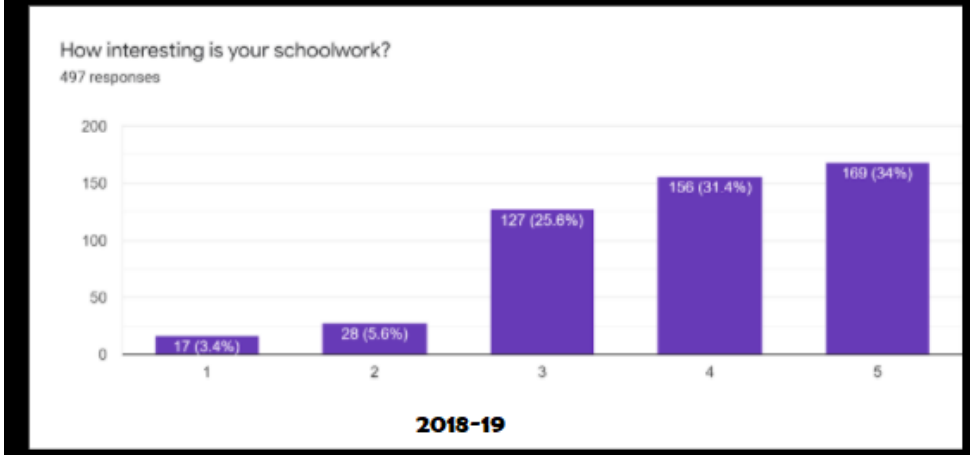
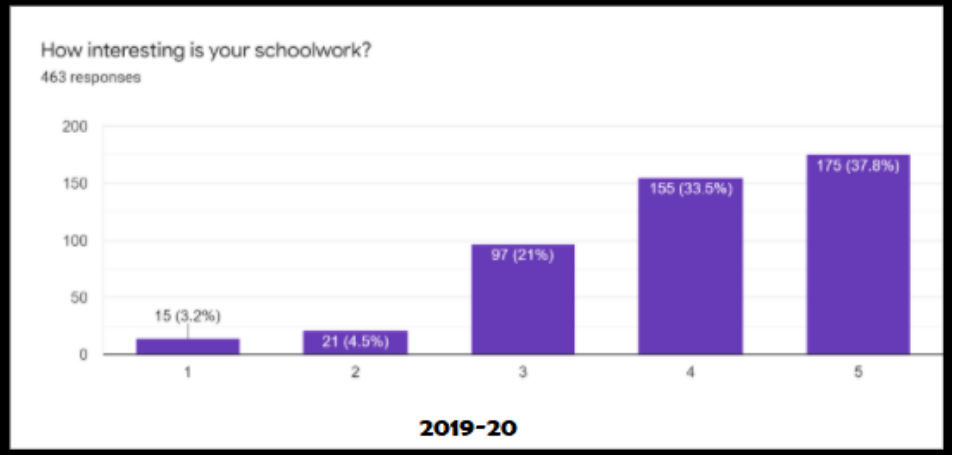


2020-21

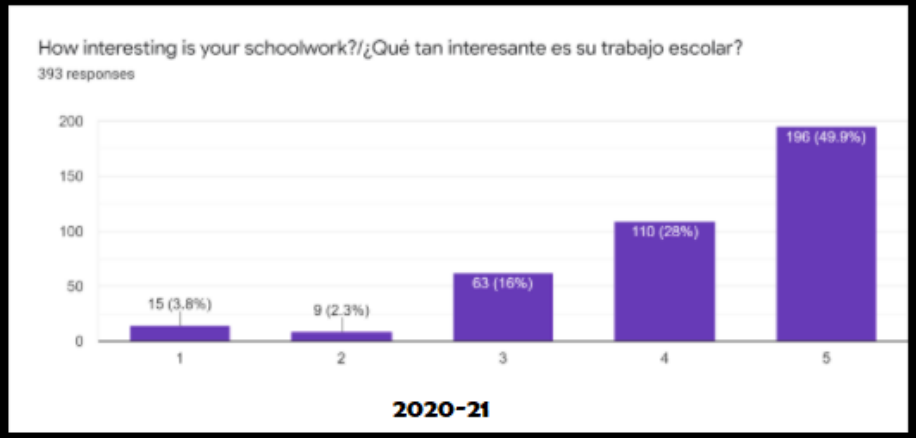
Interesting schoolwork



2018-19

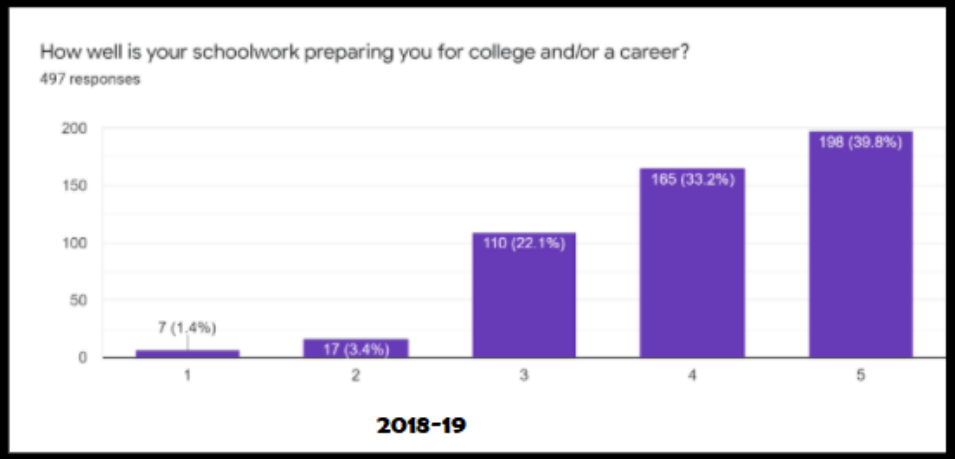


2019-20

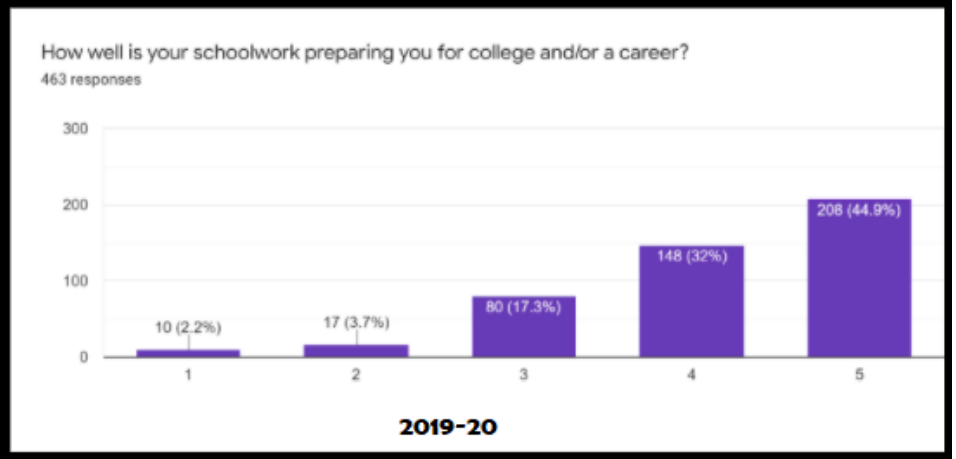


2020-21

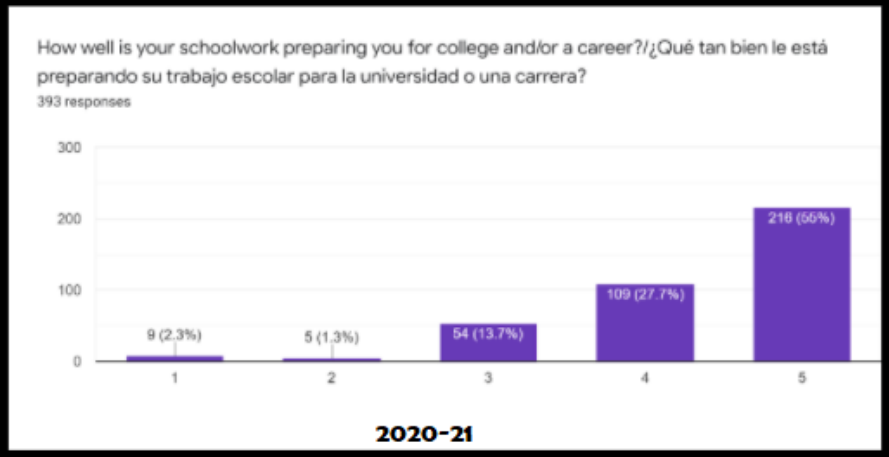
Schoolwork preparing for college & career



2018-19



2019-20

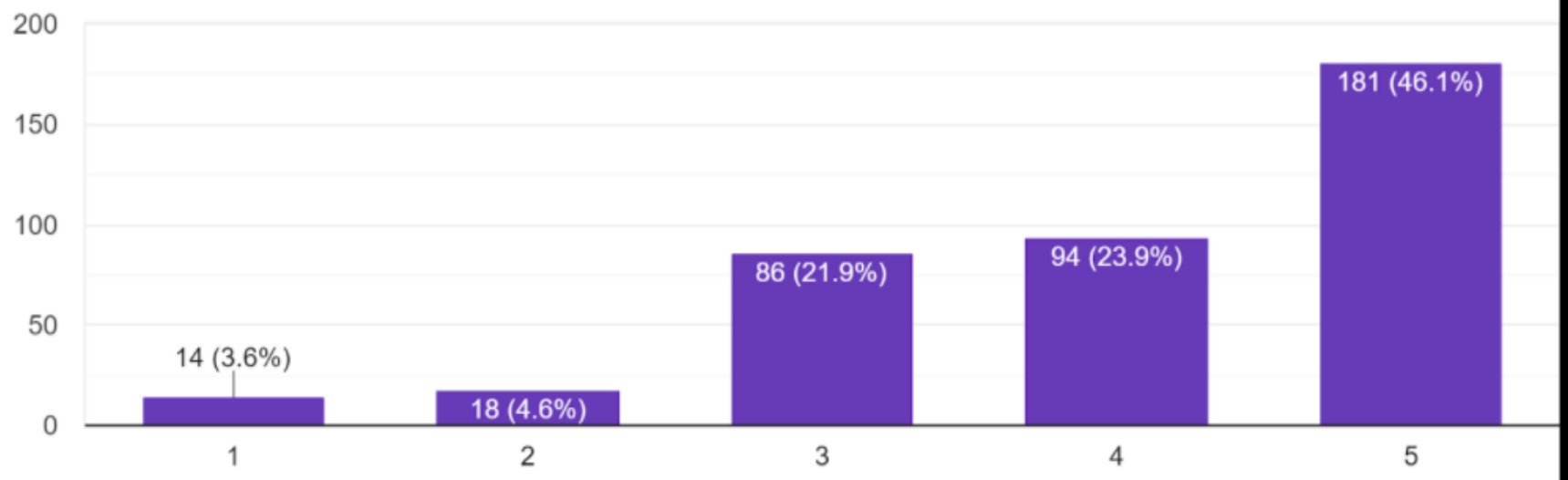


2020-21

Distance Learning (2021 only)

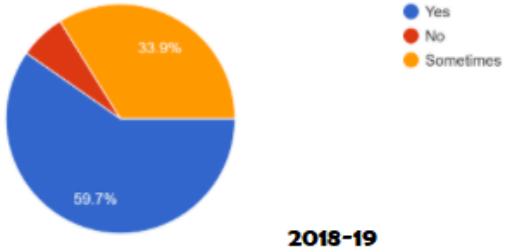
How would you rate your distance learning experience?/¿Cómo calificaría su experiencia de aprendizaje a distancia?

393 responses



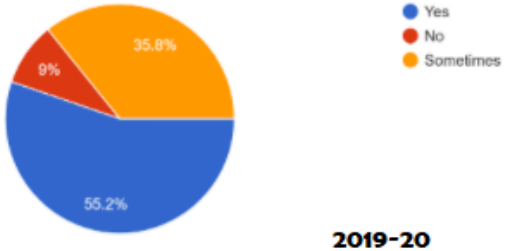
Staff feel connected with larger JMCS community

In general, do you feel connected with the larger JMCS community?
62 responses



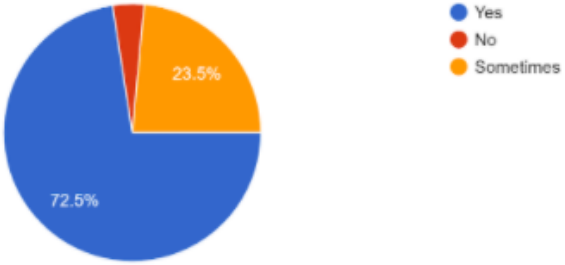
2018-19

In general, do you feel connected with the larger JMCS community?
67 responses



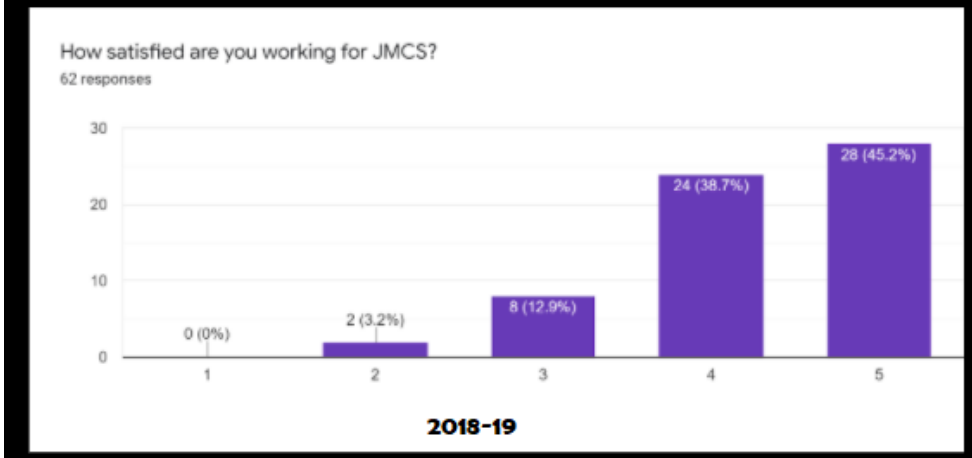
2019-20

In general, do you feel connected with the larger JMCS community?
51 responses

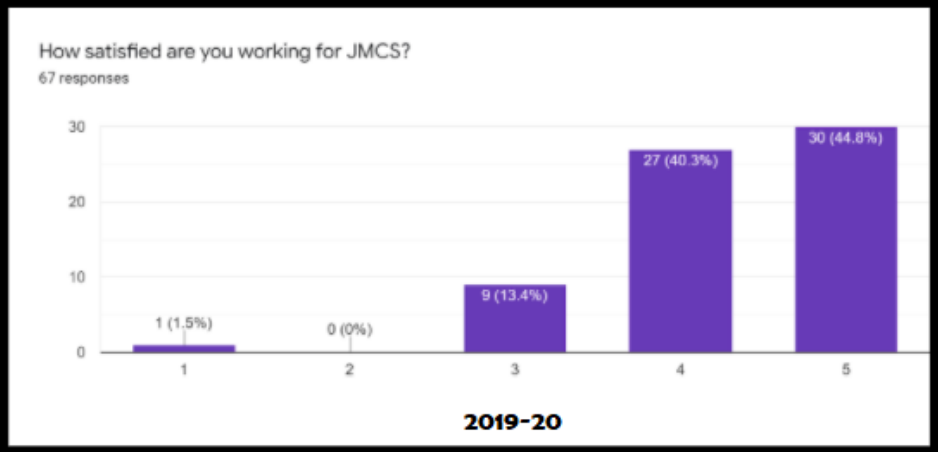


2020-21

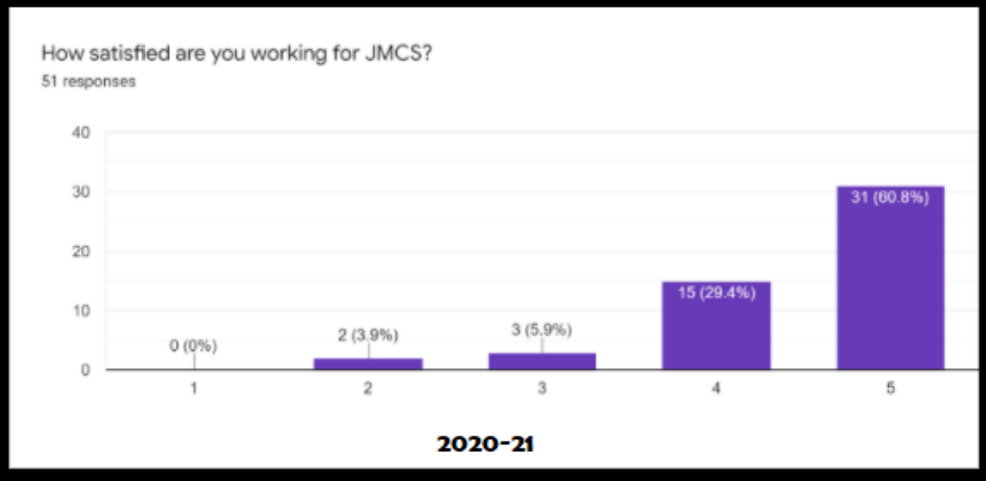
Staff satisfaction working for JMCS



2018-19



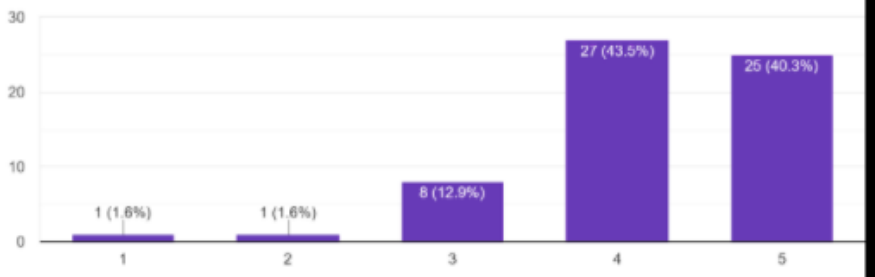
2019-20



2020-21

Professional Development

How well is JMCS meeting its third goal? "Provide professional development for all staff that is a regular and ongoing process. Professional develop...ate a continued culture of success for students."
62 responses



2018-19

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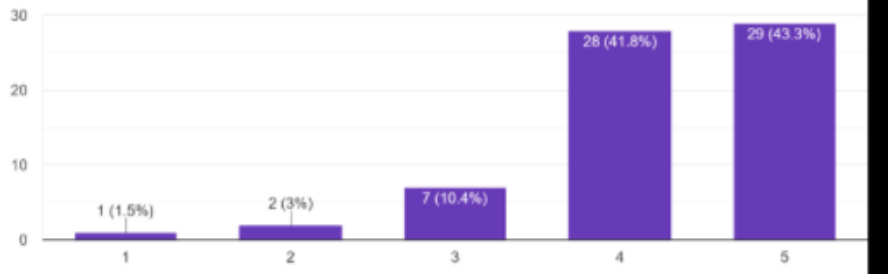

2019-20

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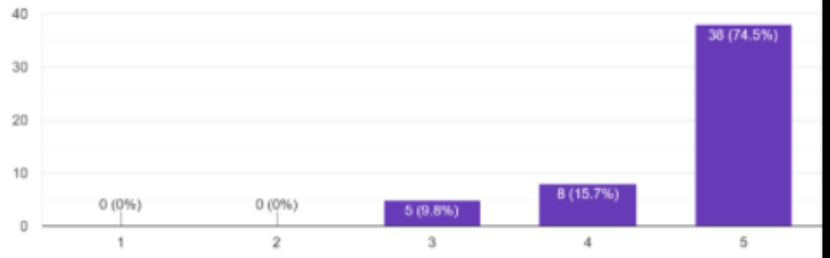
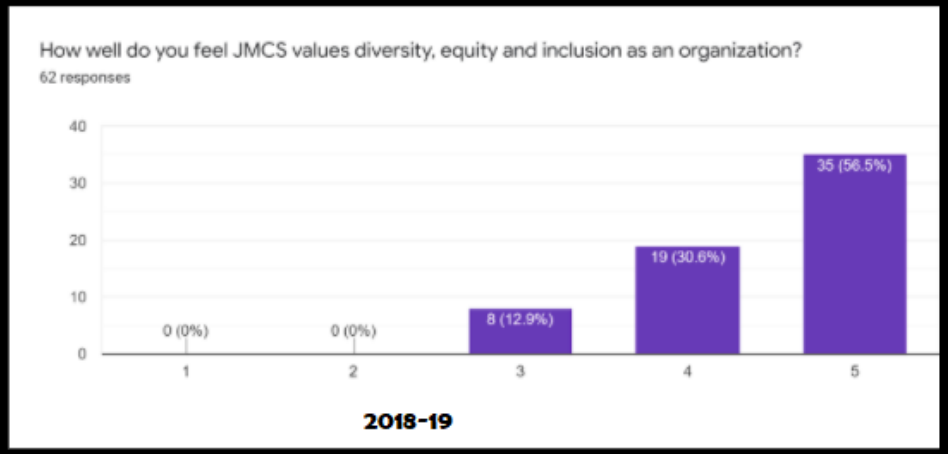
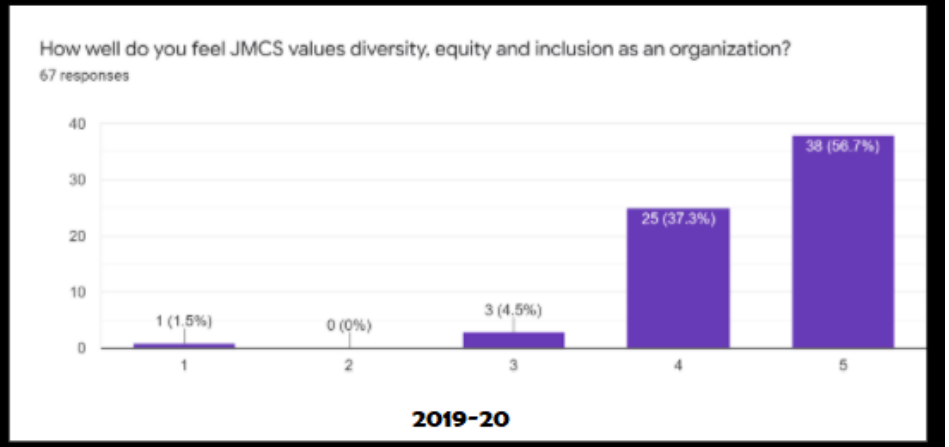


2020-21

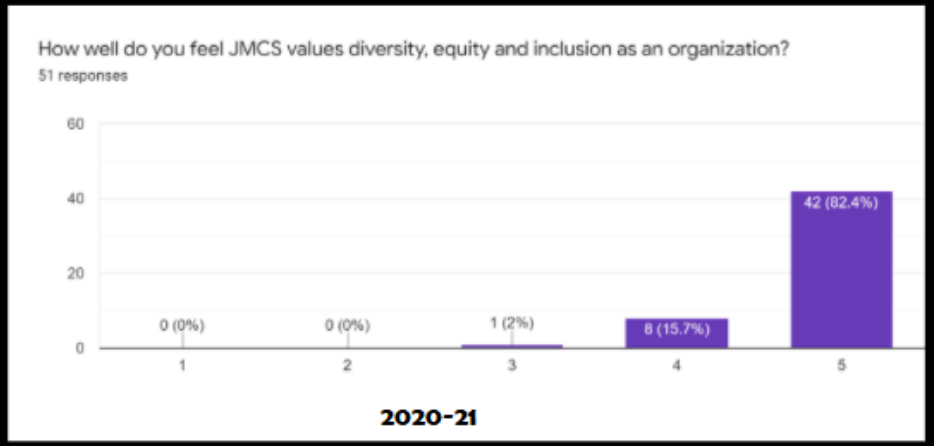
JMCS values DEI



2018-19



2019-20



2020-21