

Local Control Accountability Planning 2021 - 2024

Executive Summary

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

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

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

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

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

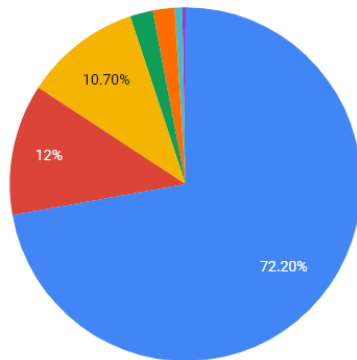
GOAL THREE: Maintaining effective communication to support meaningful relationships with all stakeholders

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

Schoolwide Student Demographic Data

Student Demographics 2022-23

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



1006 - Total of Students Served (4.5.2023)

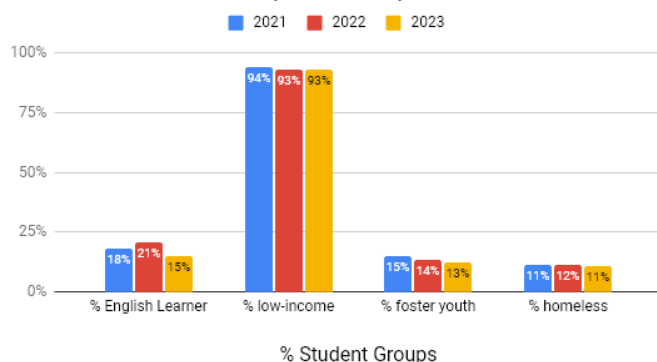
538 - Average Enrollment

394 - Average Daily Attendance (73%)

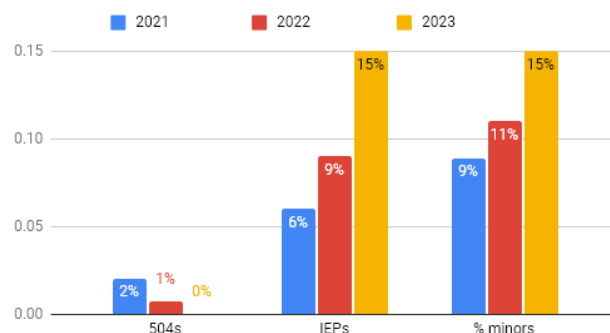
112 - # of Graduates (4.5.2023)

96% - Low Income, EL, Foster /Homeless Youth

Unduplicated Pupil %



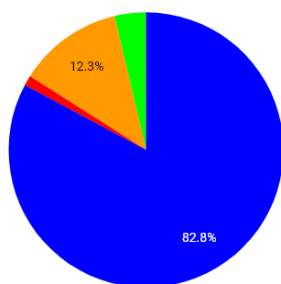
Minor Student & SPED Data



School Climate & Skills Growth

Atmosphere in the Classroom

- Mostly Positive
- Mostly Negative
- Neutral
- Varied



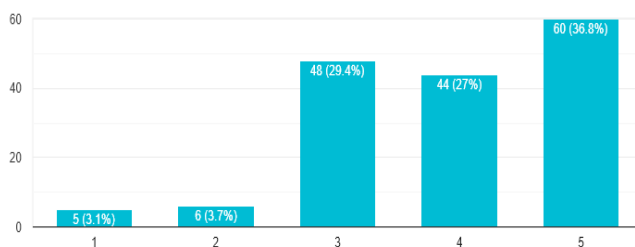
Avg. Grade Level Growth



Student Feedback on LCAP Goals 1 & 2

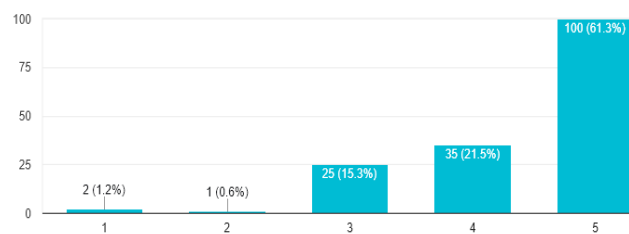
GOAL ONE

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



GOAL TWO

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





LCFF Budget Overview for Parents

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

CDS Code: 29102982930147

School Year: 2023-24

LEA contact information:

RJ Guess

CEO

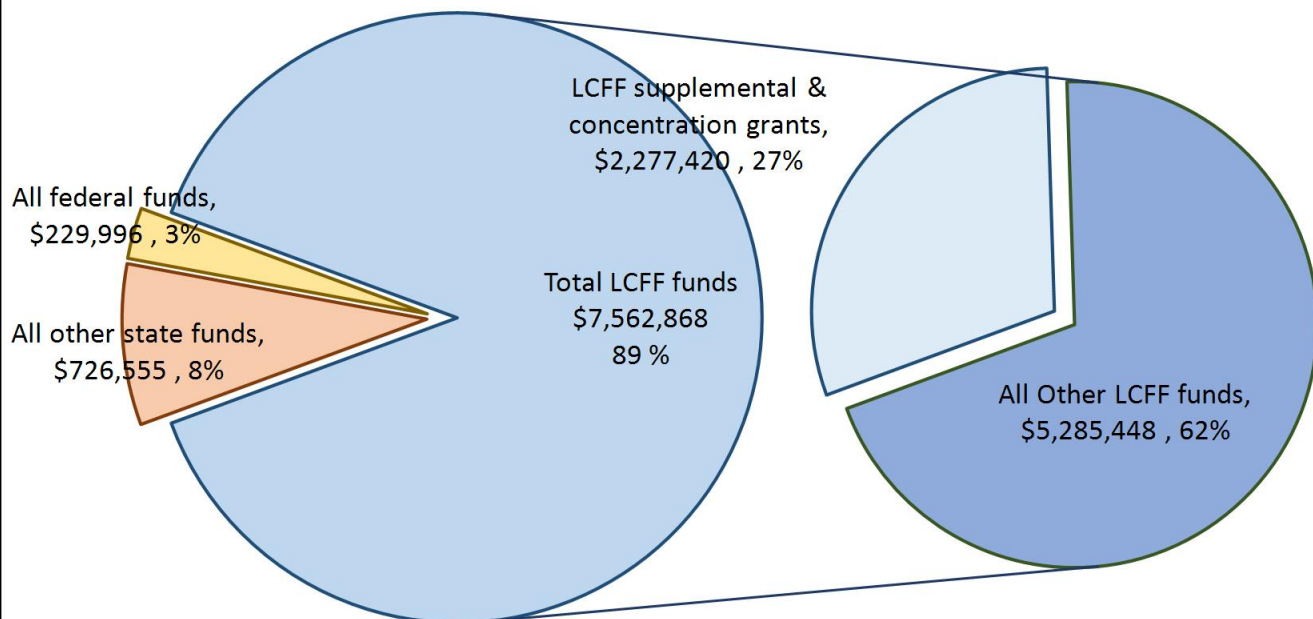
rjguess@johnmuircs.com

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

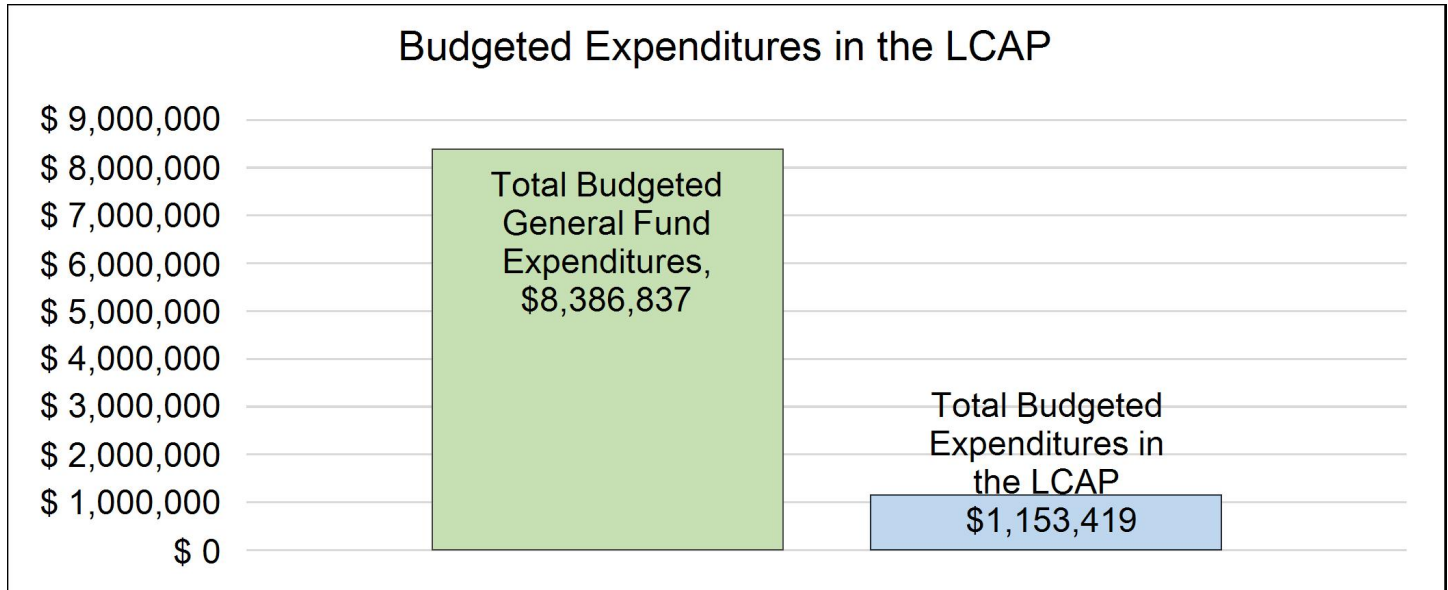


This chart shows the total general purpose revenue John Muir Charter Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Muir Charter Schools is \$8,519,419, of which \$7,562,868 is Local Control Funding Formula (LCFF), \$726,555 is other state funds, \$0 is local funds, and \$229,996 is federal funds. Of the \$7,562,868 in LCFF Funds, \$2,277,420 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: John Muir Charter Schools plans to spend \$8,386,837 for the 2023-24 school year. Of that amount, \$1,153,419 is tied to actions/services in the LCAP and \$7,233,418 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

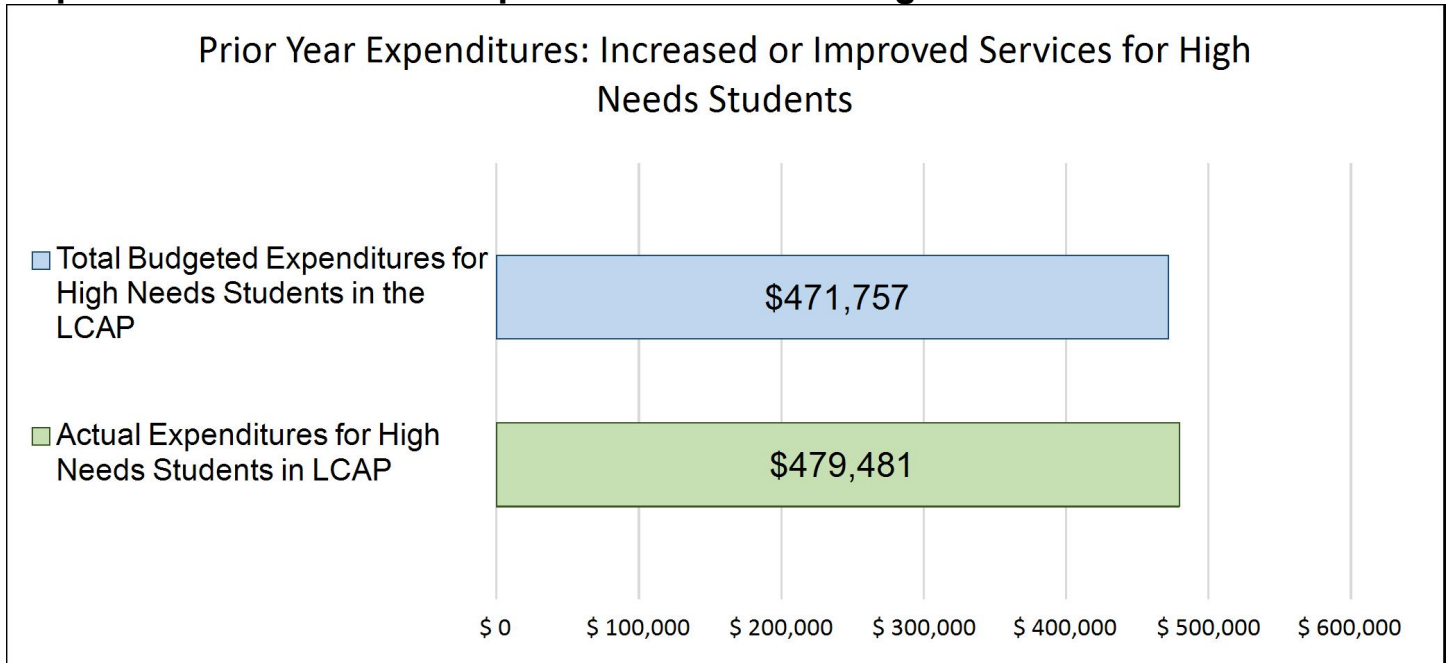
A majority of the expenditures not included in the LCAP are for salaries providing direct services to students. In addition, the 2023-24 budget will be used to provide meals to students, rent for classroom space, classroom materials and supplies, technology equipment and internet connectivity, and school administration: school leadership, data and assessment staff, professional development, subscriptions to information systems for attendance and business services, registrar services, payroll, accounts payable, financial reporting, utilities and insurance.

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

In 2023-24, John Muir Charter Schools is projecting it will receive \$2,277,420 based on the enrollment of foster youth, English learner, and low-income students. John Muir Charter Schools must describe how it intends to increase or improve services for high needs students in the LCAP. John Muir Charter Schools plans to spend \$1,074,707 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what John Muir Charter Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what John Muir Charter Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, John Muir Charter Schools's LCAP budgeted \$471,757 for planned actions to increase or improve services for high needs students. John Muir Charter Schools actually spent \$479,481 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$7,724 had the following impact on John Muir Charter Schools's ability to increase or improve services for high needs students:

The addition of bilingual staff to support EL students in targeted English Language Development.



Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

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

100% of JMCS students have attended more than one high school, many having been pushed out of the traditional education system earlier in their academic careers. Students enroll with JMCS because they are determined and persistent; they continue to want to prepare themselves for a more successful future. 96% of our students are either low-income, homeless or foster youth or some combination of the three. They arrive with many challenges and barriers such as housing instability, mental health challenges, addiction, lack of transportation, lack of childcare and basic academic skill deficiencies. JMCS will be including a program model at one site in Grass Valley, CA, that engages youth grades 6 -12 suspended or expelled from area schools. JMCS will follow state and school policy procedures to ensure the families and

youth are properly served. We work diligently to support each student's individual needs by addressing academic, vocational and social-emotional development through a personalized approach.

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

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

Reflections: Successes

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

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

Progress in Use of Instructional Materials Responsive to Student Needs (Goal 1, Action 1.1)

Staff survey data indicates the following:

86% of teachers are using A-G approved curriculum (Odysseyware)

80% of teachers meet 1:1 with students who need skills acceleration

New Instructional Aides at several sites to support tutoring and targeted skill development

A-G Coordinator brought on to build out an A-G track for 2023 - 2024 pilot

Student survey data indicates the following:

73% of students feel that their schoolwork is preparing them for career

Support and PD has been emphasizing the use of our newer, more engaging curriculum, including Earth Science, Applied Math, and US History, and it appears that it is having the intended result. All core courses are also available through OdysseyWare or Edgenuity and meet A-G compliance. For struggling students or those testing below grade level, PD has focused on remediation strategies.

Increased Services to High Needs Students (Goal 1, Action 1.3)

Addition of 3 Community Schools Coordinators; 1 focused on homeless student acute needs, 1 focused on services for EL students, and one focused Professional Development and Independent Study

Student Resource Alerts sent to JMCS & Partner staff every week when new students enroll

Addition of staff that are bilingual (0.5 FTE teacher, plus an hourly Instructional Assistant)

EL focus group convened and implementing Californians Together EL Roadmap Toolkit

Addition of 3rd 1.0 FTE RSP Teacher through NCSOS SELPA

JMCS will continue to address academic, social-emotional and basic needs for all students, with specific consideration for EL and students experiencing housing or food insecurity. At sites that have high concentrations of EL students JMCS has employed additional staff who are bilingual and provide targeted instruction in ELD.

Progress in Staff Feelings of Safety, Connectedness, and Happiness (Goal 2, Action 2.1)

Staff survey data shows indicates the following:

92% of staff always felt safe

95% felt mostly or somewhat connected with colleagues (54% Always, 42% Sometimes)

85% of staff were happy at work, a slight increase from the previous traditional year

90% of staff reported feeling satisfied with their work

In 2022/23 JMCS implemented a Communities of Practice (COP) PD model that incorporates teacher-leaders as planners and facilitators of PD; the goal is to bring more teacher voice and be responsive to “boots on the ground” concerns and wants. JMCS now has a board-approved equity policy, which provides direction for being proactive in our practices and ensuring staff and students are considered for what they want and need and valued for who they are.

Progress in Student Feelings of Belonging (Goal 2, Action 2.1)

Student survey data indicates the following:

87% of students felt safe at school

81% of students reported that their classroom atmosphere was mostly positive

JMCS prioritizes relationships and creating welcoming environments for students. We spend a significant amount of PD in supporting staff in addressing the needs of students with a focus on equity and inclusion. These activities include workshops facilitated by JMCS staff as well as outside entities such as The Museum of Tolerance in Los Angeles.

Progress in School Wide Communication (Goal 2, Action 2.1, Goal 3, Action 3.1)

Partner and Staff survey data indicate the following:

95% of staff read Monthly Bulletins sent to all staff & select partner staff

Monthly Bulletins sent to partnering agency staff (specific to partners beginning March 2023)

Weekly Student Resource Alerts sent to sites with new enrollees outlining self-identified barriers and areas of need

100% of teachers at sites with minors report regular communication with families

JMCS will continue to do our best to provide timely information on a wide variety of school-related topics and student-focused strategies to our educational partners, including partner agency staff, families, JMCS staff and students.

Student Graduation Data

There was a 7.5% increase for Black students graduating in 2022/23.

JMCS will identify the key practices in the last year that may have led to this increase in order to sustain it at minimum, and seek to increase and scale to other student groups in the coming year.

Reflections: Identified Need

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

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

Summative Assessment ELPAC Participation (Dashboard)

JMCS is below state target for 95% ELPAC Participation at 75.9%. There are not any discernable steps that could be initiated to improve this metric; unfortunately the calculation includes students dropped during the testing window, as well as newly arrived students who Initial ELPAC in the Summative testing window and are flagged as needing the Summative despite having just been administered the Initial ELPAC. JMCS will diligently monitor our testing practices and test all EL students who are enrolled through the entire Summative window, with the exception of those that enter and Initial ELPAC during the Summative window.

ELA & Math Performance (Dashboard)

Status level of “Very Low” for ELA and Math indicators

Status level of “Very Low” for EL Progress Indicator

Statewide this indicators are “Very Low” or “Low” for the student groups that make up 96% of our school population (includes EL, Foster, Homeless, and Socioeconomically Disadvantaged youth). Skill performance is a challenge in the population we serve; in 2022 students entered JMCS with an average GLE reading level of 5.1 and math level of 5.4. We continue to explore practices that develop student skills in reading and math, which include targeted classroom support from instructional assistants and materials for skill-building in these areas. As a drop-out recovery school of choice serving primarily older students, we experience a higher attrition rate than traditional schools, giving limited time to see progress in skill growth. We continue to address the needs of the learners through our Community Schools model, and hope to

see a decrease in attrition by addressing barrier removal for our EL, Homeless, Foster and Socioeconomically Disadvantaged students. The intention is that students who stay in the program longer will see more significant growth in basic skills; however, we are likely to always struggle with dashboard performance levels for this indicator because students start so far away from standard GLE.

ELA & Math Participation (Dashboard)

50% participation rate in ELA Assessments

49% participation rate in Math Assessments

JMCS will re-double efforts to improve the participation rates for taking assessments 2023-24. Spring of 2022 was still marked by challenges due to COVID, for both students and staff, and returning to “normal” programming scheduling to support compliance and reaching the 95% state target is the goal for 2023.

Reduced Satisfaction with Professional Development

Staff survey data indicates the following:

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

Use of Instructional Materials Addressing Relevance and Rigor (Goal 1, Action 1.1)

Staff survey data indicates the following:

30% of teachers are using JMCS developed Earth Science Curriculum, this is fewer than hoped

28% of teachers are using JMCS developed US History Curriculum, again, fewer than hoped

14% of teachers are using Applied Math Curriculum

JMCS will develop COPs and provide PD in order to support increases in teachers' utilization of new curricula, including digital platforms such as Edgenuity and Canvas.

Instructional Materials Engaging and Meeting the Needs of Students (Goal 1, Action 1.1 & 1.4)

Student survey data indicates the following:

67% of students felt their schoolwork was interesting

68% of students felt their schoolwork was preparing them for college, a slight decrease from 2021/22

JMCS will continue to explore innovative ways to engage students, as well as implement a transition plan across all sites to improve student efficacy and post-program matriculation to college or into the workforce.

Student Attrition Data

32% Attrition across all student groups

41.3% of students exiting without graduating identify as Black, who represent 12% of the total student population; this is similar data to 2021/22

37% of students exiting without graduating identify as White, who represent 10% of the total student population; this is a significant increase of 11 points from 26% in 2021/22

29% of students exiting without graduating identify as Hispanic/Latino, who represent 72% of the total student population; this is similar data to 2021/22

When disaggregated student data indicates that one ethnic group over another is leaving the program prior to completion we seek to find and mitigate issues. Student survey data indicates that access to materials that reflect students' culture, and opportunities to learn about their own culture and that of others is lacking (3.5 and 3.9 out of 5). JMCS has developed courseware in several core subject areas that was designed to be more culturally relevant and engaging for our students, and will work to see these materials more broadly used within our classrooms in 2023-24.

Consistent Communication with Students, Partners, & Families (Goal 3, Action 3.1)

Staff and family survey data indicates the following:

59% of teacher have a set schedule for reviewing student progress with partner agency staff

68% of teachers meet with their students per term to review their Student Achievement Plan (SAP)
53% of students knew about their SAP, 31% didn't know what it was.
Very few sites offer opportunities for families to engage, i.e. open house, career fairs, back-to-school night

LCAP Highlights

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

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

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

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

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

State Priority Areas:

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

Priority 4 - Pupil Achievement

A-G UC approved course enrollment (JMCS will implement A-G courses in 2022-23)

CTE course enrollment (While all students participate in job readiness training and earn multiple certifications, JMCS does not yet employ CTE credentialed teachers)

ELPAC reclassification (JMCS students generally do not remain enrolled long enough to re-test)

AP exams

EAP enrollment

*Local indicators: Course enrollments in A-G, STAR/TABE scores, student achievement plans, ELL student achievement data

Priority 5 - Pupil Engagement

Chronic absenteeism (see note below)
Dropout rate (JMCS measures this as attrition - see note below)
*Local indicators: Attendance percentage, attrition

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

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

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 Grad Rate for 2023-24

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.

JMCS utilized a series of school wide and community partner meetings and surveys to get input on how to address our graduation rate through the use of CSI resources. In April of 2023 JMCS leadership team worked with NCSOS CSI technical assistance staff to review current graduation data, develop a root cause analysis and a driver diagram related to improving the graduation rate indicator. Through this process we also devised a process map to guide our work and share progress with community partners.

Our collaboration with the NCSOS CSI technical assistance team resulted in re-visiting strategies from 2022-2023 and identifying several areas of need that JMCS could continue to address and improve in 2023-24. One major suggestion of identifying student grade level by the number of credits deficient to graduation has occurred, and it seems that the DASS 1-year graduation rate, while not recognized at the federal level, shows promise at 64%, however, this will not have as positive an impact on the mandated 4-5 year graduation rate data. Even so, it benefits JMCS to continue to align student grade-level upon entry in this manner. For other challenges around a low 4-5 year graduation rate there is speculation based on staff input that our ability to identify our homeless students upon entry is challenging and needs improvement; a second area of concern is how we are addressing students' barriers for consistent attendance and progress monitoring, with interventions for those that are in need of support; and third is our ability to track students when they exit the program in case they are transferring to another educational institution or program. The intent in 2022-2023 was to administer exit surveys to determine where students go after leaving JMCS, and this effort is an ongoing challenge as student exit circumstances are not within JMCS's purview. Despite that, JMCS administrative and teaching staff will continue to work with partnering agency staff, who do have purview over the vast majority of exit circumstances, to better communicate about student departure in hopes that post-program activities may be determined through exit surveys or interviews.

Evidence-Based Interventions:

JMCS continues to rely on The George Washington University Center for Equity and Excellence in Education (GWUCEE) report (2012) as well as "Research-Based Interventions to Improve High School Graduation Rates" a whitepaper meta-report published by Arizona State University's Decision Center for Educational Excellence (2019), for evidence-based interventions targeting high school graduation rates. Using these reports, we have identified several key evidence-based interventions with the potential to improve our graduation rate.

Exit Codes

As per a NCSOS CSI technical team recommendation, JMCS will work on consistent communication among all parties to ensure that barriers to program participation are met and interventions are collectively determined and enacted. The goal is to improve the communication as to when and how JMCS staff will receive notification if a student is facing program exit due to performance issues and ideally allow time for interventions, and at a minimum exit interview or survey to determine the students' post-program activities. Exit data will support the Lead Registrar in appropriately coding and tracking graduation rates in CalPADS.

Early Warning Indicators

According to the ASU report, school-wide actions focused on early warning indicators are identified as an effective intervention strategy to mitigate the risk of student leaving prior to graduation. In fall of 2022 JMCS began to implement an early warning system which goes out weekly as "Student Resource Alerts". Upon enrollment information is shared detailing acute needs and potential barriers of students. This includes identifying whether students are in need of a variety of basic services, including medical care, childcare, transportation, etc. We also ask students to identify if they are currently or have experienced housing insecurity, have an IEP or 504 plan, are currently or have been in the foster care system, are parents, have been incarcerated as juveniles, and if they are Socioeconomically Disadvantaged. By alerting teachers and partner staff of student resource needs JMCS aims to address the needs of all students, with particular focus on our student subgroups with lower graduation rates, which primarily are students identified as Homeless but also students with disabilities. Our graduation rate for Socioeconomically Disadvantaged students will always nearly match the graduation rate because 96% of our students fall into this

category.

Goal Setting & Check In

Also in alignment ASU's schoolwide intervention tier is a system of regular tracking and checking in with students. JMCS is working towards uniform graduation planning through a transition plan document which will be part of the student's Student Achievement Plan (SAP). As suggested by review of current data, there needs to be a consistent review of the SAP with students. JMCS is transitioning to a school-wide single track calendar, which will allow for teachers and sites to set up a review procedure of minimum quarterly reviews of SAPs for all students. The transition plan will be filled out upon entry and revisited periodically as part of their goal setting and in conjunction with their Student Achievement Plan. JMCS will identify a verification protocol to ensure that SAP reviews are included as part of the quarterly classroom routine, and strongly suggest even more frequent review of goals and progress, such as weekly or monthly. This intervention addresses student ownership of their path to graduation and planning for post-program activities.

Resource Inequities:

Resource inequities to be addressed through CSI include the following:

Review of disaggregate attrition data by demographic subgroup shows a notable inequity for Black students, who represent 12% of student enrollment yet the highest attrition rate of 41%. JMCS will continue to have an equity-focused PD that challenges the status quo around our approach to this group.

As a priority in 2023-24, JMCS will revisit the goal from 2022-23 of rebranding and updating SAPs (Student Achievement Plans) to improve student access to documenting their own paths, recognizing their agency in determining their future and charting their options upon completion and post-program matriculation. Through survey responses, we became aware that not all students understand how to track their progress and did not have or know about their SAPs.

References:

Arizona State University, Decision Center For Educational Excellence (2019). Research-based interventions to improve high school graduation rates. Retrieved from https://decisioncenter.asu.edu/sites/default/files/dcedex_white_paper_-_high_school_graduation_interventions_2.pdf

Doll, J. J., Eslami, Z., and 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.

MCS will monitor and evaluate the overall effectiveness of the three interventions using the California School Dashboard, as well as schoolwide attrition and graduation rates. Each of the three interventions will be monitored and evaluated using a variety of different methods.

Exit Coding:

Exit survey effectiveness will be evaluated by identifying the number of students who are identified as homeless, foster youth, 11th grade and 12th-grade students who are enrolled for fewer than 90 days. JMCS had intentions to capture exit information from students, and will renew this effort in 2023-24 through setting up consistent communication and agreed-upon interventions with partnering agencies.

Schoolwide Early Warning System:

The schoolwide early warning system will be monitored by JMCS administrators, teachers, and partner agency case managers. The JMCS Community Resource Director will continue to monitor student entry data and identify students who are in need of resource support. Community School Coordinators will monitor activities related to student resource needs by tracking and reporting back on follow-up. The effectiveness of this intervention will be evaluated by comparing attrition and graduation rates across student subgroups by race/ethnicity as well as homeless and foster youth.

Goal Setting & Check In:

Transition plans will be monitored in conjunction with teacher implementation of the Student Achievement Plans and student goal review and reflection. Teachers are responsible for implementing all aspects of Student Achievement Plans, including transition plans. Regional Directors will supervise teachers to support the implementation of transition plans and JMCS administration will incorporate the entire Student Achievement Plan into Canvas, thereby strengthening the monitoring of implementation through digital data collection. The effectiveness of the transition plan implementation will be evaluated by the number of school sites that fully implement the transition plan. This was a goal in 2022-23 that was met with some obstacles due to Canvas implementation, and will carry on in 2023-24.

Engaging Educational Partners

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

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

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

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

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

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

A summary of the feedback provided by specific educational partners.

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

Staff Feedback

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

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

Partner Agencies

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

Parents/Guardians

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

Students

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

JMCS Board

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|---|
| | | | | | tutors and extended learning opportunities |
| Skills acceleration: data reports | 70% of sites use data reports to inform instruction (2020-21) | Data on hold due to irregular reporting and impending report revisions (2021-22) | There are no staff-level data reports in 2022-2023. JMCS has been working with the vendor this year to design and training will begin in 2023-24. (2022-23) | | 100% of sites use data reports to support skills acceleration planning |
| Skills acceleration: course enrollment | 23% of students properly enrolled in ELA courses (2020-21) 18% of students properly enrolled in math courses (2020-21) | 60% of students properly enrolled in ELA courses (2021-22) 57% of students properly enrolled in math courses (2021-22) | 58% of students properly enrolled in ELA courses 58% of students properly enrolled in math courses (2022-23) | | 75% of students enrolled in proper ELA and math skills acceleration courses |
| STAR/TABE Scores: Grade level growth | Average 0.4 grade level gain in ELA (2020-21) Average 0.5 grade level gain in math (2020-21) | Average 0.8 grade level gain in ELA (2021-22) Average 0.8 grade level gain in math (2021-22) | Average 0.5 grade level gain in ELA (2022-2023) Average 0.6 grade level gain in math (2022-23) | | Students gain 0.5 grade levels in ELA and math for every six months of enrollment |
| Skills acceleration: pre and post-testing within policy limits | 60% of students pre-testing within policy limits (2020-21) | 78% of students pre-testing within policy limits (2021-22) | 71% of students pre-testing within policy limits (2022-23) | | 75% of students pre-testing and post-testing within policy limits |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|----------------|--|
| | 59% of students post-testing within policy limits (2020-21) | 65% of students post-testing within policy limits (2021-22) | 40% of students post-testing within policy limits (2022-23) | | |
| College and career readiness: participation in activities | No accurate baseline data due to COVID (2020-21) | 100% of staff participated in Quest for College trainings at monthly in-services (2021-22) 15% of school sites participated in Fall college readiness pilot (2021-22) | 100% of students have access to college awareness curriculum and school-sponsored college awareness activities (2022-23) | | 100% of students have access to college awareness curriculum and school-sponsored college awareness activities |
| College and career readiness: transition plan for graduating students | No transition plan in place or in development (2020-21) | Transition plan is revised with input from stakeholders and is ready to pilot (2021-22) | 23% of students are using and alternative post-program goal setting/career exploration transition plan as a senior portolio at CCC sites.The school-wide transition plan revision is on hold in order to incorporate A-G Access Grant initiatives. (2022-23) | | 80% of students create a transition plan as part of graduation requirements |
| Technology support | No comprehensive support system in place (2020-21) | 100% of teachers have access to refined system (software vs hardware support) (2021-22) | 100% of sites have access to IT and education sytems support (2022-23) | | 100% of teachers have access to streamlined IT support system |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|----------------|---|
| Technology: chromebooks | 80% of chromebooks are managed (2020-21) | 100% of chromebooks are managed (2021-22) | 100% managed (2022-23) | | 100% of chromebooks are managed |
| Instructional technology: professional development | Professional development on technology is haphazard and inconsistent (2020-21) | Professional development for technology is available on as needed basis. (2021-22) | 100% of staff have access to regular IT professional development throughout the year, and assistance is available on as needed basis, including training for use of Canvas platform. (2022-23) | | 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 and no schoolwide focus on digital literacy (2020-21) | Computer Demonstration revision in progress (2021-22) Coding curriculum development in progress (2021-22) | Computer Demonstration revision in progress (2022-23) | | 100% of students have access to updated Computer Demonstration that includes revised definitions and focus on digital literacy skills |
| Access to technology and virtual learning | 100% of students have access to a device and internet (2020-21) | 100% of students have access to a device and internet (2021-22) | 100% of students have access to a device and internet (2022-23) | | 100% of students have access to a device, internet and virtual learning opportunities |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 1.1 | ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION | <p>1. Provide regular professional learning opportunities for culturally responsive practices</p> <p>2. Implement high quality, culturally responsive curriculum for all core subjects to replace AGS textbooks</p> <p>3. Complete and implement equity-focused, standards-aligned benchmark course outlines for all core courses, including a new Ethnic Studies course</p> <p>4. Offer college prep courses</p> | \$347,356.00 | Yes |
| 1.2 | MEANINGFUL INCORPORATION OF TECHNOLOGY | <p>1. Maintain appropriate staffing and support for IT position, including development of a support schedule and professional learning opportunities as needed</p> <p>2. Ensure 100% managed chromebooks at all sites as well as 100% of students with access to technology and internet connection.</p> <p>3. Ensure consistent and meaningful professional development on instructional technology, including developing a schoolwide definition of digital literacy and essential skills.</p> <p>4. Revise and update the Computer Demonstration to more accurately reflect current workplace skills and digital literacy demands.</p> <p>5. Provide virtual learning opportunities as appropriate for students in need.</p> | \$149,783.00 | Yes |
| 1.3 | REMOVAL OF ACADEMIC BARRIERS | <p>1. Create ELL focus group to support EL curriculum implementation, ELL manual implementation and professional learning for EL best practices.</p> | \$438,621.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| | | <p>2. Improve initial assessment of EL student skill levels.</p> <p>3. Hire and retain 50% FTE Spanish-speaking tutor to support EL students.</p> <p>4. Improve implementation of skills acceleration curriculum and instructional practices, accurate enrollment in remediation courses, compliance with testing policy timelines and understanding and use of data reports.</p> <p>5. Offer tutoring services to students in need to address learning loss.</p> <p>6. Develop and implement graduation and transition plan for all students at all sites.</p> | | |
| 1.4 | SUPPORT FOR COLLEGE & CAREER READINESS | <p>1. Offer college prep courses for at least three core subjects</p> <p>2. Offer regular and ongoing college and career readiness opportunities, including implementing a college awareness curriculum, that are in addition to students' work time with client agency partners.</p> <p>3. Maintain partnership with National Clearinghouse in order to capture and analyze data on JMCS students post-graduation.</p> <p>4. Create an A-G graduation track to support at-promise students matriculation into 4-year colleges.</p> <p>5. Provide students with CTE completion track for several industry sectors.</p> <p>6. Offer Summer School for additional opportunities for credits or training towards diploma or certifications.</p> | | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 1.5 | ENHANCED SERVICES AND PROGRAMMING THROUGH COMMUNITY SCHOOLS MODEL TARGETING LOW INCOME STUDENTS, FOSTER, HOMELESS AND EL STUDENTS | <p>1. Identification of acute needs for incoming students including access to health care (medical & dental), transportation, housing, childcare, mental health, and food.</p> <p>2. Follow-up for students identified as needing supplemental basic services to ensure needs are addressed locally to the extent possible through Community Schools model system of supports.</p> | \$138,947.00 | Yes |

Goal Analysis [2022-23]

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

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

Action 1.1: Less progress than was hoped was made in updating Benchmark Course Outlines, and plans have been initiated to address this task more fully next year, with the goal of removing AGS texts for all subjects from sites by summer of 2024.

Action 1.2: The Revision to the Computer Demonstration has been stalled in 2022-23, and will be updated in 2023-24.

JMCS has added an action Goal One, Action 1.5; JMCS has implemented a Community Schools Partnership Model, which is designed to target addressing the needs of low income, EL, Foster and Homeless Youth who enroll in JMCS. This planned action allocates resources that include: comprehensive needs assessment of incoming students, follow-up support and case management in partnership with education partner staff and community resources, connection to needed services including food, housing, medical and dental care, transportation, and mental health counseling.

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

Action 1.1: Material difference of budged costs under actual expenditures were due to shifts in costs of curriculum licences for remedial Math, A-G, and Earth Science. Action 1.3: Material difference of budgeted cost under actual costs were due to hiring a bilingual instructional assistant and a part time teacher to support EL students' access to school work and graduation progress and a slight increase in the stipends paid to teachers for summer school in 2022.

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

Overall, JMCS actions were reasonably effective in making progress towards Goal One. Survey responses indicate that while there is room for improvement this year, 70% of staff feel we are making solid progress towards this goal while another 30% feel we are making some progress. According to student surveys, 63% of students feel we are making solid progress towards this goal and another 28% feel we are making some progress. Survey responses and analysis of goal actions indicate the following:

Action 1.1: 73% of staff are satisfied with the curricula available and 57% no longer rely on AGS books for instruction in any capacity. 67% of students find their schoolwork interesting and 78% feel the instruction they receive from their teachers is interesting. There has been successful implementation of four new curricula for core subject areas, ongoing professional development regarding equity and access to rigorous instructional materials, and monthly school wide book club discussions related to culturally responsive practices.

Action 1.2: 100% of students have had access to technology and internet as needed this year; addition of staff development around use of technology-based instructional materials and platforms was a focus during much of the PD cycle.

Action 1.3: 83% of EL students are properly assessed with CASAS and 100% initial ELPAC assessments and there is a slight increase in English Language skill growth on STAR assessments. There was an addition of an EL focus group to review and align instructional practices and some materials purchased to better serve EL students implemented this year; JMCS added bilingual teaching and support staff to support EL students, and summer academic programming was made available to any student who wanted it in 2022.

Action 1.4: 68% feel their schoolwork is preparing them for college and 68% feel their schoolwork is preparing them for a career. Odysseyware or Edgenuity available for all students covering A-G level courses, available in all subject areas, as well as the implementation of a graduation portfolio at a 53% of sites.

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

Reflections related to resources and services through the Community Schools Partnership program prompted an action to be added. Action 1.5: Implementation of a school-wide Community Schools Partnership Model, including Coordinator staff focused on needs for Socioeconomically Disadvantaged, EL, Foster, Homeless Youth enrolling in JMCS. Specific students needs are identified and followed up on to ensure as much access to ensure students can focus on academics and program participation and completion.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Self-study findings indicate a continued need for a strong focus on ensuring safe school spaces and positive school culture. This is a strength of JMCS and we must continue to be intentional with our re-engagement of youth through building positive learning environments. 100% of our students have previously dropped out or have been pushed out of school. In order to support these students in meeting their educational goals, JMCS must ensure each classroom is a growth-minded, safe space for students to work on skills acceleration and determining their individual pathways to success. We also know that 96% of our students are unduplicated and qualify as low-income, foster or homeless youth, or are English learners, indicating a strong need for our school to focus on barrier removal and supporting students' social and emotional growth as many have been affected by tremendous societal barriers to their success. Lastly, we recognize the difference in the racial composition of our staff versus our student body and the research that explores how racial differences may contribute to the opportunity gap our students face. We are committed to working to recognize the role that race and culture play in our classrooms and ensuring we do the necessary work to allow each student to be their full self in our classrooms. Through professional development, comprehensive support services, barrier removal and a commitment to equity, we can ensure positive learning environments that support students in reaching their full potential as measured by our student engagement and achievement data and local surveys.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|---|----------------|--|
| Cultural responsiveness of new hires | Some new hires demonstrate a foundational understanding of equity issues and cultural responsiveness (2020-21) | Some new hires demonstrate a foundational understanding of equity issues and cultural responsiveness (2021-22) | This metric will be retired as it a subjective matter and it is not possible to gauge in a reliable manner. (2022-23) | | 100% of new staff hires demonstrate a foundational understanding of equity issues and cultural responsiveness |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|---|
| Raise request process | 0% of staff receiving raises have demonstrated cultural competence and a strong knowledge of culturally responsive practices (2020-21) | No staff raises have occurred (2021-22) | This metric will be retired as it is moot moving into 2023-24. (2022-2023) | | 100% of staff receiving raises have demonstrated cultural competence and a strong knowledge of culturally responsive practices |
| Academic mindsets | 0% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool (2020-21) | 100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool (2021-22) | 100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool (2022-23) | | 100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool |
| Implementation of My Story assignment | No baseline data (2020-21) | 86% of sites implemented revised My Story assignment to target growth mindset and self-efficacy for new students (2021-22) | 78% of teachers/sites implemented revised My Story assignment to target growth mindset and self-efficacy for new students (2022-23) | | 100% of sites implement revised My Story assignment to target growth mindset and self-efficacy for new students |
| Graduation rate and # students graduated | 40% graduation rate (2020-21) 74 students graduated (2020-21) | 43% graduation rate (2021-22) 89 students graduated (2021-22) | 43% graduation rate (2022-23) 132 students graduated (2022-23) | | 68% graduation rate |
| JMCS Equity Policy | 0% of policies have been revised with a focus on equity (2020-21) | Policies are currently being reviewed with a focus on equity (2021-22) | JMCS Board adopted an Equity Policy in June of 2022. (2022-23) | | Board-approved equity policy in place. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|----------------|---|
| | No formal equity policy (2020-21) | Draft equity policy ready for board review (2021-22) | | | |
| Schoolwide wellness plan | 0% of teachers have access to comprehensive schoolwide wellness activities, resources and strategies for staff and students (2020-21) | MindUp mental health curriculum pilot began 3/2022 (2021-22) Mental health PD included in 3/2022 in-service for all participating staff (2021-22) | 100% of teachers have access to schoolwide wellness activities, resources and strategies for staff and students. (2022-23) | | 100% of teachers have access to comprehensive schoolwide wellness activities, resources and strategies for staff and students |
| Student feelings of safety, welcomeness and belonging | 95% of students always feel safe at school (2020-21) | 87% of students always feel safe at school (2021-22) | 88% of students feel safe at school (2022-23) | | Maintain: 95% of students always feel safe at school |
| | 98% always feel welcome (2020-21) | 71% always feel welcome (2021-22) | 83% always feel welcome (2022-23) | | Maintain: 98% always feel welcome |
| | 80% feel they have a voice in decision-making in their classrooms (2020-21) | 87% feel they have a voice in decision-making in their classrooms (2021-22) | 80% feel they have a voice in decision-making in their classrooms (2022-23) | | 90% feel they have a voice in decision-making in their classrooms |
| | 88% describe the atmosphere of their classrooms as mostly positive (2020-21) | 81% describe the atmosphere of their classrooms as mostly positive (2021-22) | 80% describe the atmosphere of their classrooms as mostly positive (2022-23) | | 90% describe the atmosphere of their classrooms as mostly positive |
| Attendance percentage | 85% ADA (2020-21) | 78% ADA (2021-22) | 73% ADA (2022-23) | | Maintain 85% ADA |

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 2.1 | SAFE, WELCOMING & INCLUSIVE PROGRAMMING | <p>1. Maintain staff feelings of satisfaction and safety through consistent focus on communication, meaningful professional development and opportunities for connection.</p> <p>2. Develop and implement schoolwide wellness plan for staff and students that includes the availability of counseling services to any student or staff member in need.</p> <p>3. Understand and address academic mindsets with staff and students through Highlight data analysis, full implementation of the revised My Story assignment and professional development content.</p> <p>4. Improve attendance percentage, attrition rate and graduation rate through improved curriculum, instruction and student support services (CSI).</p> <p>5. Maintain student feelings of safety, connectedness and welcomeness through consistent focus on building positive schoolwide and site culture.</p> | | Yes |
| 2.2 | EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES | <p>1. Ensure equity and cultural responsiveness that addresses rigorous and engaging instructional practices, equity-focused policies and procedures, and professional development content for meeting the particular SEL needs of our students, and targeted interventions and equitable resource alignment for Socioeconomically Disadvantaged, EL, Homeless and Foster Youth through the Community School Partnership model.</p> <p>2. Development of an Equity Plan.</p> | | Yes |

Goal Analysis [2022-23]

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

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

JMCS has several differences in planned and actual implementation of Goal 2 actions due to program updates and operational changes. The metrics "Cultural responsiveness of new hires" and "JMCS policies" will be consolidated and revised to "Development of a school Equity Plan". This is because as not 100% of policies need revisions for equity, and the hiring process that includes "seeking candidates with a foundational understanding of equity issues and cultural responsiveness" will be embedded in the Equity Plan. The Equity Plan will provide guidance to a number of initiatives around our equity work, including policy updates. The metric for "Raise request process" is being retired because JMCS is switching to an annual step-based salary schedule in 2023-24. Staff will advance yearly, as well as through continuing education. In addition, Action 2.2 is now contributing to increased/improved services through the Community Schools Partnership model implementation and has been re-worded in order to include actions.

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

Action 2.1: Material differences in budgeted costs over actual expenditures were due to planned costs for Mental Health which were in addition to a "reserve" already in place with the provider. We did not exceed the reserve, and did not have this expense in 2022-23. Funds were used to for a 3rd party Equity Survey that is specialized to disaggregate data for identification of needs related to research-based equitable practices for specific student groups.

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

Overall, JMCS actions were effective in making progress towards Goal Two. According to staff surveys, 83% of staff feel we are making solid progress towards this goal while another 14% feel we are making some progress.

Action 2.1: In June of 2022 the JMCS governing board adopted of a comprehensive equity policy, and there has been the commencement of an equity focus group. The focus group is lead by a teacher serving as Equity Lead and has begun reviewing key policies and procedures for consistent and equitable practices (i.e. Suspension & Expulsion Policy, Step Salary Schedule) and will draft an Equity Plan in the coming year. The focus group includes teaching and non-certificated staff as well as support staff and students where appropriate. 92% of staff always feel safe at work, and staff satisfaction with working for JMCS has remained at 90%. Staff feelings of connectedness are down this year with 54% of staff always feeling connected with their larger JMCS community as compared to 65% last year. 85% of staff report being happy at work. Survey feedback indicates that some teachers are not using the newer My Story assignment with the academic growth mindset component, and there is a need to refine the updated My Story in 2023-2024. Student survey results indicate the following: 82% of students always feel safe at school, 83% always feel welcome, up from 71% in 2021-22. 76% feel their opinion matters at school, and 83% describe the atmosphere of their classrooms as mostly positive, up slightly from 2021-22.

Action 2.2: JMCS has a school-wide Book Club for all student-facing staff that involves reading Gholdy Muhammad's "Cultivating Genius" and entering into discussion about the impact of teacher expectation and classroom atmosphere impact student success. In addition, JMCS's focus on equity has included professional development directed for serving EL students, the foundational practices around UDL in teaching

and learning. JMCS was awarded the Anti-bias Grant from CDE working in partnership with the National Equity Project. We plan to continue professional development and school-wide activities that elevate student voice and create specific forum for students to engage with data and be the architects of school-wide improvements through design thinking. JMCS also instituted an EL

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.

Cultural responsiveness of new hires: This metric will be retired as it is a subjective matter as per discussions with managerial staff responsible for hiring.

JMCS Policies: This metric was adjusted as per discussion with Equity and Leadership teams, as not all policies will be updated or reviewed.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---|----------------|---|
| Communication between CEO and stakeholders | 2 bimonthly bulletins sent per month 94% of staff read the bulletins (2020-21) | 1 bulletin sent per month 94% of staff read the bulletins (2021-22) | 1 bulletin sent per month. 85% staff read regularly, 10% read occasionally.(2022-23) | | 1 bulletin sent per month 100% of staff read the bulletins |
| Parent/guardian engagement events for all minor students, including low-income, English learner, foster | 0% of sites with minors host parent/guardian engagement events (2020-21) | Postponed due to continued COVID barriers (2021-22) | 0% of sites initiated on-site events open to the public. Sites with minors conduct parent/guardian progress meetings at | | 100% of sites with minors host parent/guardian engagement events per year |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|---|
| youth and students with disabilities | | | least once yearly. For other types of events, there has not been staff capacity to plan and host events. (2022-23) | | |
| Parent/guardian communication for all minor students, including low-income, English learner, foster youth and students with disabilities | 88% of sites with minors, including including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2020-21) | 70% of sites with minors, including including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2021-22) | 83% of sites with minors, including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2022-23) | | 100% of sites with minors, including including low-income, English learner, foster youth and students with disabilities, regularly engage with guardians in a variety of ways |
| Crucial conversation training | No training has been offered (2020-21) | Postponed due to continued COVID priorities (2021-22) | This action is no longer a priority and will be retired as JMCS leadership has developed a planning meeting template to improve communication with partners. (2022-23) | | 100% of lead staff are trained in and receive support in facilitating crucial conversations 100% of client agency partners are invited to crucial conversations training |
| Regular site meetings | No baseline data (2020-21) | 53% of sites have a schedule for student progress meetings with client agency partner (2021-22) | 59% of sites have a schedule for student progress meetings with client agency partner (2022-23) | | 100% of sites have a schedule for student progress meetings with client agency partner |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|----------------|---|
| Digital database | 0% of JMCS training videos are complete (2020-21) | 50% of JMCS training videos are complete (2021-22) | 75% of JMCS Training videos are complete (2022-23) | | 100% of JMCS training videos are complete and available on the dashboard |
| LCAP input from stakeholders | LCAP input opportunities provided to all stakeholders via surveys (families, client agency partners, students, staff) (2020-21) | 100% of stakeholders have access to providing input on JMCS' annual LCAP via surveys (families, client agency partners, students, staff) (2021-22) | 100% of stakeholders have access to providing input on JMCS' annual LCAP via surveys (families, partnering agency staff, students, staff) (2023-24) | | 100% of stakeholders have access to providing input on JMCS' annual LCAP in a variety of ways (families, client agency partners, students, staff) |
| Staff collaborative learning opportunities | 100% of staff have access to regular, ongoing collaborative learning opportunities (2020-21) | 100% of staff have access to regular, ongoing collaborative learning opportunities (2021-22) | 100% of staff have access to regular, ongoing collaborative learning opportunities (2022-23) | | 100% of staff have access to regular, ongoing collaborative learning opportunities |
| Mentor program | 100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2020-21) | 100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2021-22) | 100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2022-23) | | 100% of teachers new to JMCS are partnered with a veteran JMCS teacher |
| Data reports: training | Some teaching staff are trained in reading data reports and supported as needed 0% of client agency staff are offered training in reading data reports | Data on hold due to irregular reporting and impending report revisions (2021-22) | Data report training on hold due to change in report vendor. Training scheduled for beginning of 2023-24 school year with new vendor.(2022-23) | | 100% of teaching staff are provided training in reading data reports on an annual basis and supported as needed 100% of client agency staff are offered training in reading data reports |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---|----------------|---|
| | Beginning of year meetings do not consistently include data review for lead teachers and client agency partners (2020-21) | | | | 100% of beginning of year meetings include data review for lead teachers and client agency partners |
| Data reports: sharing with stakeholders | Regional directors do not share data reports with client agencies. 44% of teachers share the reports consistently. (2020-21) | Data on hold due to irregular reporting and impending report revisions (2021-22) | Alternative progress reporting is in place at 53% of sites. New vendor reports will be shared starting 2023-24. (2022-23) | | 100% of client agencies receive monthly data reports from JMCS leadership |
| Student achievement plans | SAPs are well maintained at most sites (2020-21) | 63% of sites fully implement Student Achievement Plans (2021-22) | 68% of sites fully implement Student Achievement plans. (2022-23) | | 100% of sites fully implement Student Achievement Plans |
| Community support | 100% of sites have connections with local service providers (2020-21) | 100% of sites have connections with local service providers (2021-22) | 100% of sites have connections with local service providers. (2022-23) | | 100% of sites have connections with local service providers |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|---|-------------|--------------|
| 3.1 | EFFECTIVE COMMUNICATION | 1. Ensure effective communication with staff through monthly bulletins, direct sharing of board meeting agendas, data report trainings, virtual connection opportunities, creation of a how-to video database and an annual schoolwide data review process. | \$78,784.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>2. Ensure effective communication with students through proper maintenance of SAPs, including goal setting, and providing local community support connections at all sites. (CSI)</p> <p>3. Ensure effective communication with partner agencies through monthly bulletins, invitations to JMCS professional development offerings, regular meeting schedules and virtual LCAP meetings and surveys.</p> <p>4. Ensure effective communication with friends, families and support personnel for all students, including minors, through maintaining ongoing, consistent communication and offering an annual open house/community event at sites with minors.</p> | | |

Goal Analysis [2022-23]

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

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

The primary substantive differences between the planned actions and actual implementation of Goal Three were in relation to 1) offering parent engagement events at sites with minors (action 3.1.4) and 2) data reporting (action 3.1.1). Staff have not been able to plan and hold many events for parent engagement as planned but we hope to be able to host these events in the 2023-24. Additionally, staff did not have access to comprehensive student data on testing compliance and enrollment as in previous year as we are changing vendors and the new vendor has taken the entire year to devise our platform. Teachers do have access to student assessment data by running reports directly in RenSTAR, and this is a regular practice. There was an addition of support staffing through the Community Schools Partnership Planning Grant, which added three Coordinator positions. JMCS has built out a robust communication network to connect all students and families to community resources, with particular focus on homeless and EL students. No other substantive differences occurred.

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

Material differences in budgeted costs under actual expenditures were due to some allocated funds not being utilized due to programming adjustments.

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

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

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

Crucial conversation training: This metric will be retired as there is a plan to engage partners with planning for operations and effective communication through a meeting template.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$2,277,420 | \$290,885 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 43.09% | 0.00% | \$0.00 | 43.09% |

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

Required Descriptions

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

The actions listed below are being provided on a “LEA-wide” basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed, of which there are approximately 22 out of 600. The JMCS population is 96% unduplicated students. This 96% is comprised of 93% students who are eligible for free/reduced lunch, 25% EL students (included are ADEL) and 13% foster youth. With these high percentages, all of our increased and improved services are schoolwide services available all students but constructed to target the needs of the UPP students.We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes to meet each identified student group’s stated need(s). Unduplicated funds will be principally directed to and effective for meeting the needs of Socioeconomically Disadvantaged youth, Foster youth, and English learners, which comprise the majority of the JMCS student body.

The required justification for how JMCS is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as LEA-wide contains a detailed explanation of how that action is principally directed toward the Socioeconomically Disadvantaged youth, Foster youth, and English learner student population and effectively closes equity and performance gaps. Each LEA-wide action in this plan will meet this requirement by (1) Identifying it as a

contributing action, (2) Clearly articulating how the needs of our Socioeconomically Disadvantaged youth, Foster youth, and English learners were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each LEA-wide action. The contributing LEA-wide actions in this plan are:

GOAL ONE:

JMCS has determined there are skill gaps among certain subgroups and in particular for EL and Socioeconomically Disadvantaged students. On local assessments EL students show a .3 GLE increase for ELA growth, as compared to all students who show a .5 GLE increase for ELA growth, and .4 GLE increase in Math, as compared to all students who have .6 GLE increase in math. JMCS Socioeconomically Disadvantaged students performed significantly below state averages for this group as evidenced on the California School Dashboard in ELA and Math (ELA 207.8 below standard vs 41.1 statewide; Math 226.4 below standard vs 84 statewide). JMCS has been identified for CSI due to a low graduation rate of 43%, which is indicative of students' challenges in completing and has a disproportionately negative effect on students who are Socioeconomically Disadvantaged, Foster youth or EL.

Goal One, Actions 1.1 - 1.3 and 1.5 - We dedicate LCFF funds to meet the needs of these students through: 1) Providing engaging, high quality and culturally responsive classroom instruction and curriculum, including funding TOSAs for curriculum development of instructional materials geared towards academically struggling students through UDL; 2) funding bilingual EL support staff to address academic progress and engagement for EL students through targeted classroom support and ELD; 3) funding instructional assistants to support students in completing classwork and improving basic skills in reading, writing and math; 4) providing IT support for consistent and reliable access to technology, including equipment, connectivity, and instructional materials designed to mitigate gaps and result in basic skill growth; 5) funding TOSAs to implement graduation and transitions plan for each student; and 6) ensuring improved academic participation by funding a Community Schools Coordinator working to address basic needs for primarily for Socioeconomically Disadvantaged students, by connecting students to resources in their communities, 7) retaining teaching staff FTEs that would otherwise be reduced in order to have quality instruction and small teacher to student ratios for targeted support. We expect these actions will lead to improved growth in ELA and Math assessments for EL students as well as Socioeconomically Disadvantaged students and Foster youth by targeting skill development in reading, writing and math and leading to improved outcomes on local and statewide assessments.

Goal One, Action 1.4 - To address a low graduation rate we will 1) Dedicate staffing to coordinate A-G implementation and create a diploma pathway for Socioeconomically Disadvantaged, Foster and EL students to have improve readiness and access college; 2) Provide a Community Resources Director to address barrier removal for college matriculation and/or post-program workforce options for Socioeconomically Disadvantaged, EL and foster youth; 3) Hire CTE certified teachers and build out industry-recognized pathways and programming directed towards interests and needs of Socioeconomically Disadvantaged, Foster and EL students, 4) Provide access to college awareness curriculum and activities and monitor post-program actions of Socioeconomically Disadvantaged, Foster and EL students;

5) Fund an A-G Coordinator to develop and monitor access to college prep learning and graduation requirements for matriculation to 4-year IHEs, with particular focus on supporting Socioeconomically Disadvantaged, EL and foster youth who are college-bound. We expect these actions will lead to increased engagement of all students in their learning, increased attendance, decreased attrition and improved graduation rates.

GOAL TWO:

As a drop-out recovery program and alternative school JMCS has challenges with attrition, which is at 32%. Due to this, JMCS has determined a continued need for prioritizing school culture and safety among students and staff at all sites. We are focused on creating welcoming, engaging learning spaces where students thrive and have their academic and social emotional needs met. For these reasons actions in Goal Two are principally directed towards meeting the needs of Socioeconomically Disadvantaged, EL and Foster Youth who are traditionally underserved and marginalized. 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.

Goal Two, Action 2.1 and 2.2 - To meet this goal JMCS will 1) continue to fund high quality professional development focused on equity and school culture that includes the JMCS Equity Lead and focus groups comprising of students, staff and partner agency staff; 2) continuing to collect and analyze data to ensure we are able to accurately gauge student and family satisfaction with JMCS programming; and 3) continuing to fund counseling services and connecting students and families to needed support within their community to address housing and food insecurities as well as transportation and health care. School climate is a strength of JMCS and we continue to provide positive support for our students, staff and families, with targeted service through the Community Schools Partnership model. We expect these actions will increase student engagement and retention and satisfaction with JMCS programming as measured by our school climate survey data, attendance and attrition data, and continued disaggregation of student achievement data.

As noted, all of the actions identified above will be principally directed toward and effective in meeting our goals and the needs of our unduplicated students. While we target these services toward this population of students, we recognize that there are approximately 22 students not identified as EL, Socioeconomically Disadvantaged 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.

JMCS has demonstrated it will meet 37.47% of the 42.63% minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students. JMCS will continue to refine our budgeting and resource outlays to meet the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables in 2023-24 mid-year budget update or as a carryover to 2024-25. We are meeting 37.47% of proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each action description and reasonably meets requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan, which provides an explanation of exactly how each action is principally directed and effective within the language and particular context of specific contributing action description. We are using the increased funding to increase/improve services as described for our LEA-wide services in prompt one. Contributing actions that reflect a % of MPP rather than LCFF fund amounts were arrived at by dividing the estimated cost of staffing, materials or services by the total Base Grant LCFF funds allotted to our school. They are:

Goal One, Action 1.4 - SUPPORT FOR COLLEGE & CAREER READINESS (6.7%)

Goal Two, Action 2.1 - SAFE, WELCOMING & INCLUSIVE PROGRAMMING (0.63%)

Goal Two, Action 2. 2 - EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES (6.5%)

JMCS increases or improves services to UPP students as described in Goals 1 and 2 by embedding a variety of practices targeted at improving student basic skills in reading, writing and math, addressing program completion and graduation through engaging and culturally responsive teaching and learning, embedded SEL, and comprehensive interventions for struggling students. We have made access to technology a priority, including personal Chromebooks and hotspots to ensure Socioeconomically Disadvantaged youth, Foster youth, and English learners have access to "any time" learning as well as in-class learning. JMCS will continue to improve services to EL students through high quality classroom supports, including bilingual staff, the availability of ESL curriculum, and staff to support their needs with supplemental tutoring and instruction in English language development. Increased services for EL, Socioeconomically Disadvantaged and Foster youth also includes hiring or retaining Instructional Assistants to supplement academic support and improve achievement on state and local measures. Other focus areas as described in our Goals and Metrics include curriculum and implementation support for skills acceleration; A-G aligned programming; CTE pathways; an integrated graduation, college and career transition plan; equity-focused school climate and practices; and effective communication with education partners including families, all intended to increase current services to students and address low graduation rates.

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

JMCS will use concentration funding in the 2023-24 year to maintain current staffing levels for teaching positions, which would otherwise be reduced due to limited base-grant funding from ADA calculations. As such, the additional concentration grant add-on funding will be use to retain current staff, to the extent possible, and maintain a low teacher to student ratio, ideally 1:14. In addition, JMCS will add two part time instructional assistants in 2023-24.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | Does not apply to Charter Schools | Does not apply to Charter Schools |
| Staff-to-student ratio of certificated staff providing direct services to students | Does not apply to Charter Schools | Does not apply to Charter Schools |

2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$1,153,491.00 | | | | \$1,153,491.00 | \$1,062,496.00 | \$90,995.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1.1 | ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION | English Learners Foster Youth Low Income | \$347,356.00 | | | | \$347,356.00 |
| 1 | 1.2 | MEANINGFUL INCORPORATION OF TECHNOLOGY | English Learners Foster Youth Low Income | \$149,783.00 | | | | \$149,783.00 |
| 1 | 1.3 | REMOVAL OF ACADEMIC BARRIERS | English Learners Foster Youth Low Income | \$438,621.00 | | | | \$438,621.00 |
| 1 | 1.4 | SUPPORT FOR COLLEGE & CAREER READINESS | English Learners Foster Youth Low Income | | | | | |
| 1 | 1.5 | ENHANCED SERVICES AND PROGRAMMING THROUGH COMMUNITY SCHOOLS MODEL TARGETING LOW INCOME STUDENTS, FOSTER, HOMELESS AND EL STUDENTS | English Learners Foster Youth Low Income | \$138,947.00 | | | | \$138,947.00 |
| 2 | 2.1 | SAFE, WELCOMING & INCLUSIVE PROGRAMMING | English Learners Foster Youth Low Income | | | | | |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|-------------|-------------------|-------------|---------------|-------------|
| 2 | 2.2 | EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES | English Learners Foster Youth Low Income | | | | | |
| 3 | 3.1 | EFFECTIVE COMMUNICATION | All | \$78,784.00 | | | | \$78,784.00 |

2023-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$5,285,448 | \$2,277,420 | 43.09% | 0.00% | 43.09% | \$1,074,707.00 | 17.12% | 37.45% | Total: | \$1,074,707.00 |
| | | | | | | | | LEA-wide Total: | \$1,074,707.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 1 | 1.1 | ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$347,356.00 | |
| 1 | 1.2 | MEANINGFUL INCORPORATION OF TECHNOLOGY | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$149,783.00 | |
| 1 | 1.3 | REMOVAL OF ACADEMIC BARRIERS | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$438,621.00 | |
| 1 | 1.4 | SUPPORT FOR COLLEGE & CAREER READINESS | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | 10.26% |
| 1 | 1.5 | ENHANCED SERVICES AND PROGRAMMING THROUGH COMMUNITY SCHOOLS MODEL TARGETING LOW | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$138,947.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| | | INCOME STUDENTS, FOSTER, HOMELESS AND EL STUDENTS | | | | | | |
| 2 | 2.1 | SAFE, WELCOMING & INCLUSIVE PROGRAMMING | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | 0.36% |
| 2 | 2.2 | EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | 6.5% |

2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$471,757.00 | \$479,481.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION | Yes | \$61,539.00 | \$69,207 |
| 1 | 1.2 | MEANINGFUL INCORPORATION OF TECHNOLOGY | Yes | \$173,106.00 | \$175,584 |
| 1 | 1.3 | REMOVAL OF ACADEMIC BARRIERS | Yes | \$47,201.00 | \$73,665 |
| 1 | 1.4 | SUPPORT FOR COLLEGE & CAREER READINESS | Yes | \$4,795.00 | \$4,795.00 |
| 2 | 2.1 | SAFE, WELCOMING & INCLUSIVE PROGRAMMING | Yes | \$28,773.00 | \$13,800 |
| 2 | 2.2 | EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES | No | | |
| 3 | 3.1 | EFFECTIVE COMMUNICATION | Yes | \$156,343.00 | \$142,430 |

2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$1,926,076 | \$471,757.00 | \$479,481.00 | (\$7,724.00) | 36.22% | 37.57% | 1.35% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.1 | ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION | Yes | \$61,539.00 | 69,207 | 21.95% | 22.29% |
| 1 | 1.2 | MEANINGFUL INCORPORATION OF TECHNOLOGY | Yes | \$173,106.00 | 175,584 | 0.26% | 0.22% |
| 1 | 1.3 | REMOVAL OF ACADEMIC BARRIERS | Yes | \$47,201 | 73,665 | 7.11% | 7.64% |
| 1 | 1.4 | SUPPORT FOR COLLEGE & CAREER READINESS | Yes | \$4,795 | 4,795 | 0% | 0% |
| 2 | 2.1 | SAFE, WELCOMING & INCLUSIVE PROGRAMMING | Yes | \$28,773 | 13,800 | 2.96% | 3.26% |
| 3 | 3.1 | EFFECTIVE COMMUNICATION | Yes | \$156,343 | 142,430 | 3.94% | 4.16% |

2022-23 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 4,513,570 | \$1,926,076 | 0.00% | 42.67% | \$479,481.00 | 37.57% | 48.19% | \$0.00 | 0.00% |