



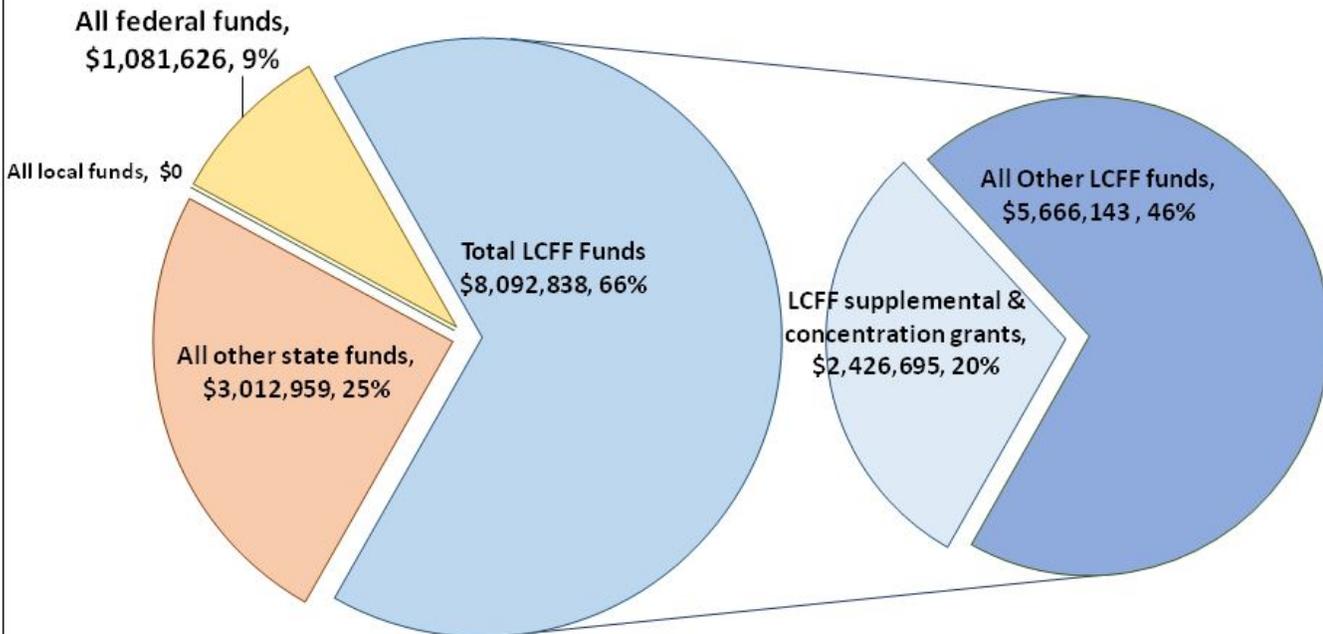
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: John Muir Charter Schools
CDS Code: 29-10298-2930147
School Year: 2024-25
LEA contact information:
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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 2024-25 School Year

Projected Revenue by Fund Source

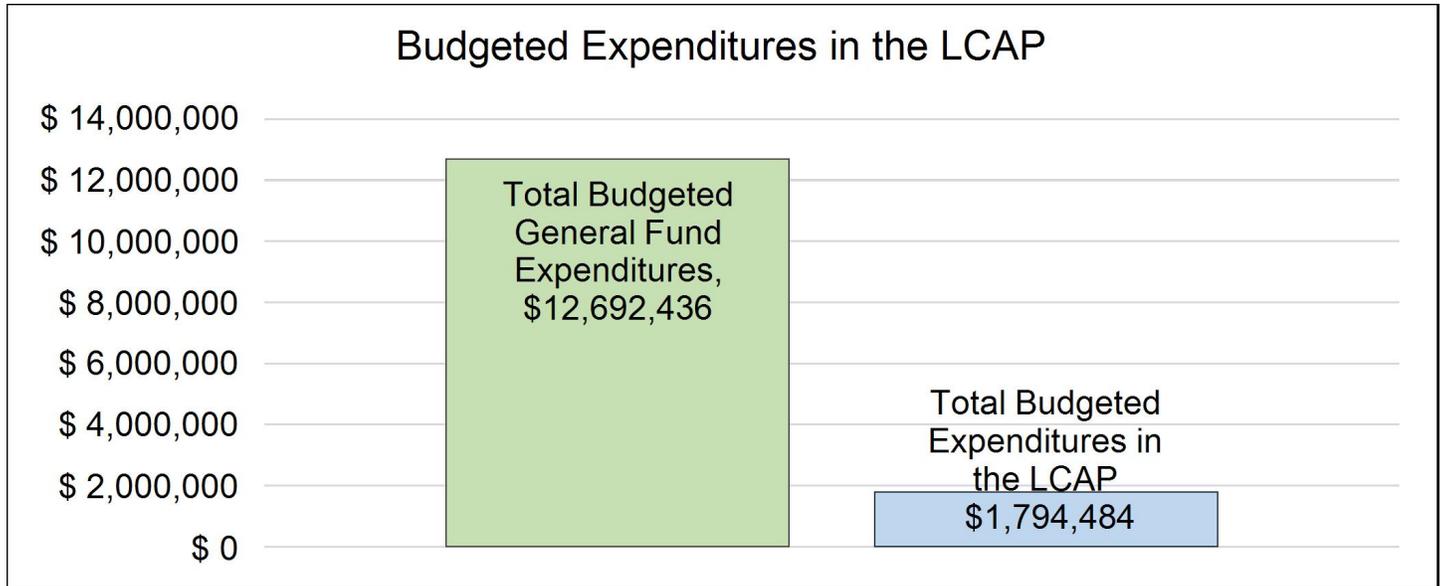


This chart shows the total general purpose revenue John Muir Charter Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Muir Charter Schools is \$12,692,426, of which \$8,092,838 is Local Control Funding Formula (LCFF), \$3,012,959 is other state funds, \$0 is local funds, and \$1,081,626 is federal funds. Of the \$8,092,838 in LCFF Funds, \$2,426,695 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 2024-25. 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 \$12,692,436 for the 2024-25 school year. Of that amount, \$1,794,484 is tied to actions/services in the LCAP and \$10,897,952 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 2024-25 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.

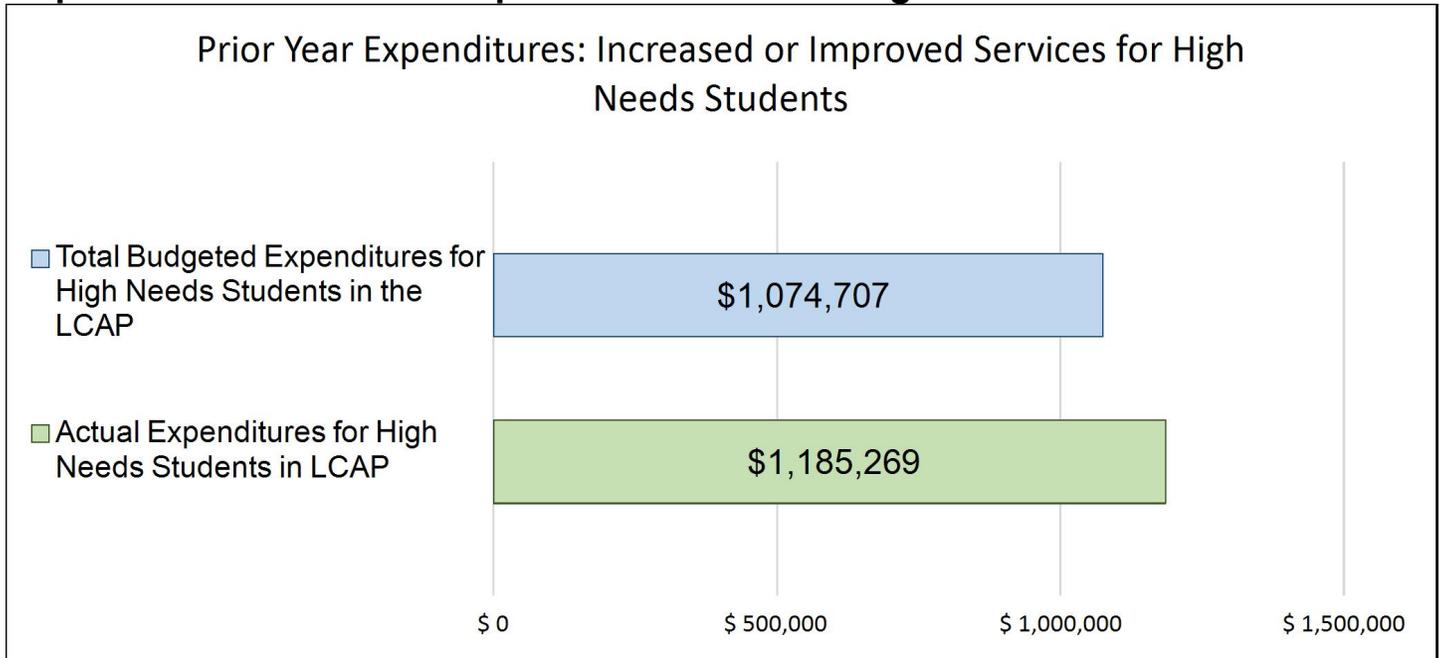
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, John Muir Charter Schools is projecting it will receive \$2,426,695 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 \$797,185 towards meeting this requirement, as described in the LCAP.

JMCS will utilize funding not budgeted in the LCAP actions for supplemental and concentration funds to retain bilingual teaching and support staff and support ELD instruction.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, John Muir Charter Schools's LCAP budgeted \$1,074,707 for planned actions to increase or improve services for high needs students. John Muir Charter Schools actually spent \$1,185,269 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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)

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 teachers are properly credentialed or waived through DASS status for their assignments (2023-24)	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 a broad course of study including unduplicated students and those with special needs (2020-21)	100% of students have access to culturally responsive, standards-aligned instructional materials (2021-22) 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 culturally responsive, standards-aligned instructional materials (2022-23) 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 culturally responsive, standards-aligned instructional materials (2023-24) 100% of students have access to a broad course of study including unduplicated students and those with special needs (2023-24)	100% of students have access to standards-aligned instructional materials 100% of students have access to a broad course of study including unduplicated students and those with special needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 (2023-24)	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) (2023-24)	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	<p>STAR Assessment results in lieu of SBAC:</p> <p>Average reading 6.9 Average reading growth 0.3</p> <p>Average math 6.7 Average math growth 0.3 (2020-21)</p> <p>*No administration data due to COVID mandates.</p>	<p>STAR Assessment results in lieu of SBAC:</p> <p>Average reading 5.0 Average reading growth 0.8</p> <p>Average math 5.5 Average math growth 0.8 (2021-22)</p> <p>*Administration data in progress (2021-22)</p>	<p>SBAC Assessments (May 2022):</p> <p>14.09% of students meet or exceed standard in ELA</p> <p>1.14% of students meet or exceed standard in Math</p> <p>Administration was 40% of applicable students</p> <p>There were still many interruptions and challenges with attendance during the testing window in</p>	<p>SBAC Assessments (May 2023):</p> <p>8.47% of students meet or exceed standard in ELA; 22.03% standard nearly met</p> <p>0% of students meet or exceed standard in Math; 7.41% standard nearly met</p> <p>Administration was 54% for ELA, and 49% for Math of applicable students (2022-23)</p>	<p>10% meet or exceed - ELA</p> <p>10% meet or exceed - math</p> <p>Statewide assessments administered to 100% of applicable students (*due to continuous 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			spring 2022 due to COVID.(2022-23)		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 core subjects use AGS textbooks as foundational material (2023-24)	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% (13/12) core academic subjects have updated course outlines, including the addition of Eng 11/12 separated into Eng 11 and Eng 12 (2023-24)	100% (12/12) core academic courses have fully revised, standards-aligned BCOs
Access to college prep courses	0% of students have access to college prep courses in three core subjects (2020-21)	100% of students have access to college prep courses in three core subjects through Odysseyware curriculum (2021-22)	100% of students have access to college prep courses in all core subjects and electives through Odysseyware curriculum (2022-23)	100% of students have access to college prep courses in all core subjects and electives through Edgenuity or Odysseyware curriculum (2023-24)	100% of students have access to college prep courses in three core subjects
ELL student support	0 staff members dedicated to overseeing support for EL students and ensuring EL access to	0 staff members dedicated to overseeing support for EL students and ensuring EL access to	1 Community Schools Coordinator hired through Community Schools Partnership Grant has focus area	1 Community Schools Coordinator hired through Community Schools Partnership Grant has focus area	1 dedicated staff member overseeing support for EL students and ensuring EL access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	curriculum and implementation of ELD standards (2020-21)	curriculum and implementation of ELD standards (2021-22)	as EL services. (2022-23)	as EL services. Bilingual Spanish support staff hired at sites with concentrations of Spanish EL students. (2023-24)	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)	90% of ADEL students assessed with CASAS; 100% of new EL or TBD assessed with initial ELPAC (2023-24)	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: 0.3 grade level growth ELA (2023-24)	EL students gain an average of 0.5 grade levels of ELA growth for every six months of enrollment
Skills acceleration: curriculum and instruction	100% of sites have access to resources for skills acceleration and instruction (2020-21)	100% of sites have access to resources for skills acceleration curriculum and instruction, including tutors and extended learning opportunities (2021-22)	100% of sites have access to resources for skills acceleration curriculum and instruction, including tutors and extended learning opportunities (2022-23)	100% of sites have access to resources for skills acceleration and instruction (2023-24)	100% of sites have access to resources and strategies for proper implementation of skills acceleration curriculum and instruction, including tutors and extended learning opportunities
Skills acceleration: data reports	70% of sites use 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	PowerSchool Add-On for data tracking is live and staff have had initial training on use. (2023-24)	100% of sites use data reports to support skills acceleration planning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			will begin in 2023-24. (2022-23)		
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)	87% of students properly enrolled in ELA courses (2023-24) 64% of students properly enrolled in Math courses (2023-24)	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)	Average 0.5 grade level gain in ELA (2023-24) Average 0.7 grade level gain in math (2023-24)	Students gain 0.5 grade levels in ELA and math for every six months of enrollment
Skills acceleration: pre and post-testing within policy limits	60% of students pre-testing within policy limits (2020-21) 59% of students post-testing within policy limits (2020-21)	78% of students pre-testing within policy limits (2021-22) 65% of students post-testing within policy limits (2021-22)	71% of students pre-testing within policy limits (2022-23) 40% of students post-testing within policy limits (2022-23)	80% of students pre-testing within policy limits (2023-24) 70% of students post-testing within policy limits (2023-24)	75% of students pre-testing and post-testing within policy limits
College and career readiness: participation in activities	No accurate baseline data due to COVID (2020-21)	100% of staff participated in Quest for College trainings at monthly in-services (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 (2023-24)	100% of students have access to college awareness curriculum and school-sponsored college awareness activities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		15% of school sites participated in Fall college readiness pilot (2021-22)			
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 incorporatate A-G Access Grant initiatives. (2022-23)	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 incorporatate A-G diploma track, State Seal of Civic Engagement and Demonstration of Readiness portfolio - scheduled to launch in 2024-25 school year. (2023-24)	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 sites have access to IT and education sytems support (2023-24)	100% of teachers have access to streamlined IT support system
Technology: chromebooks	80% of chromebooks are managed (2020-21)	100% of chromebooks are managed (2021-22)	100% managed (2022-23)	100% managed (2023-24)	100% of chromebooks are managed
Instructional technology:	Professional development on technology is	Professional development for technology is	100% of staffhave access to regular IT professional	100% of staffhave access to regular IT professional	100% of staff have access to regular IT professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
professional development	haphazard and inconsistent (2020-21)	available on as needed basis. (2021-22)	development throughout the year, and assistance is available on as needed basis, including training for use of Canvas platform. (2022-23)	development throughout the year, and assistance is available on as needed basis, including training for use of Canvas platform (2023-24)	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)	Computer Demonstration revision completed, shared with staff. Pilot to follow. (2023-24)	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 and internet (2023-24)	100% of students have access to a device, internet and virtual learning opportunities

Goal Analysis

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 - ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION: This action was implemented as planned.

Action 1.2 - MEANINGFUL INCORPORATION OF TECHNOLOGY: This action was implemented as planned.

Action 1.3 - REMOVAL OF ACADEMIC BARRIERS: This action was implemented as planned.

Action 1.4 - SUPPORT FOR COLLEGE & CAREER READINESS: The majority of the actions were implemented as planned. One section is still in progress, #6 "Provide students with CTE completion track for several industry sectors"; JMCS has completed one CTE track, and is the process to add more in 2024-25.

Action 1.5 - ENHANCED SERVICES AND PROGRAMMING THROUGH COMMUNITY SCHOOLS MODEL TARGETING LOW INCOME STUDENTS, FOSTER, HOMELESS AND EL STUDENTS: This action was implemented as planned.

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 1.3 - There was an increase in the planned spending in this action due to adding classified staff to support barrier removal.
Action 1.5 - There was a decrease in the planned spending in this action due to change in staff being funded through a grant rather LCFF.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Review of data shows that JMCS made progress on Goal One through the stated actions and metrics.

Action 1.1 - ENGAGING, HIGH QUALITY, CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION, Rate, Effective: Based on the four metrics associated with this action, JMCS has reached desired outcomes on all. JMCS provided consistent, relevant professional development centered on engaging students, implementing culturally relevant curriculum through updated course-outlines, replaced outdated texts and instructional practices. JMCS students have access to college prep courseware, including A-G options. JMCS has drafted Ethnic Studies courses for English and Civics.

Action 1.2 - MEANINGFUL INCORPORATION OF TECHNOLOGY, Rate, Effective: Based on the five metrics associated with this action, JMCS has reached desired outcomes for all. All students have access to managed Chromebooks and virtual learning opportunities; staff has access to IT support, "regular" PD related to IT focus on best practices for the use of instructional technology; JMCS has updated the computer demonstration to include a focus on college and career digital literacy.

Action 1.3 - REMOVAL OF ACADEMIC BARRIERS: Rate, Effective. JMCS has 9 metrics identified with this action, and while not all have reached their desired outcome, we feel reasonable progress has been made. JMCS has focused efforts on support for EL students, hiring bilingual staff, engaging an EL Advisory to review practices and curriculum and resulting in updated learning materials and instructional practices for EL students including UDL, access to tutoring, and ESL/ELD instruction. Metrics in this goal show that students are assessed for basic skills and staff is provided data to inform instruction, including proper course enrollments. SBAC scores were low for JMCS students in 2022-23, not only because students are struggling academically, but also there was tremendous challenge in SBAC participation and the LOSS scores impacted our Dashboard outcomes negatively. The transition plan metric associated with this goal was not fully realized, and in order to incorporate our A-G track was briefly suspended; JMCS is now finalizing a transition plan for graduating students and will be fully implemented in 2024-25.

Action 1.4 - SUPPORT FOR COLLEGE & CAREER READINESS: Rate, Effective. JMCS has met the desired outcomes on the metric associated with this action, that 100% of students have access to college awareness curriculum, and school-sponsored college awareness activities.

Action 1.5 - ENHANCED SERVICES AND PROGRAMMING THROUGH COMMUNITY SCHOOLS MODEL TARGETING LOW INCOME STUDENTS, FOSTER, HOMELESS AND EL STUDENTS: Rate, Effective. While there are no specific metrics tied to this action, the actions have been fully implemented as described and contribute to the overall effectiveness of this goal through identification of acute needs of students entering the program, including medical, transportation, mental health, housing or food insecurity; immediate action and follow-up has provided students with resources in real time.

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.

JMCS is engaging the community through Advisory and Focus Groups to provide input on school data to determine 2024-25 LCAP goals and actions according to the new template. While this goal showed JMCS was largely effective in meeting the academic needs of students, academics and wellbeing will be combined in a updated version of Goal One starting 2024. As per results in data analysis by advisories and focus groups, Goal One will be updated and noted as a "Broad Goal", including revised actions and metrics, which will include changes to ensure equitable access and barrier removal to standards-based academic materials and resources, career and college readiness, socio-emotional support services and activities, enrichment opportunities, and CTE pathways; all aspects of educating our unduplicated student population, in particular our Socioeconomically Disadvantaged students, EL students, Hispanic Students, Students with Disabilities, Homeless students and Foster youth.

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)

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)	N/A	100% of new staff hires demonstrate a foundational understanding of equity issues and cultural responsiveness
Raise request process	0% of staff receiving raises have demonstrated cultural competence 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)	N/A	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 (2023-24)	100% of teachers reflect on and analyze their students' academic mindset data annually with the support of the Highlight equity survey tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	67.3% of teachers/sites implemented revised My Story assignment to target growth mindset and self-efficacy for new students (2023-24)	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)	70% graduation rate on state alternative 1-Year Grad Rate Metric (2022-23) 125 students graduated (2023-24)	68% graduation rate
JMCS Equity Policy	0% of policies have been revised with a focus on equity (2020-21) No formal equity policy (2020-21)	Policies are currently being reviewed with a focus on equity (2021-22) Draft equity policy ready for board review (2021-22)	JMCS Board adopted an Equity Policy in June of 2022. (2022-23)	Completed (2023-24)	Board-approved equity policy in place.
Schoolwide wellness plan	0% of teachers have access to comprehensive schoolwide wellness activities, resources and strategies for staff and students (2020-21)	MindUp mental health curriculum pilot began 3/2022 (2021-22) Mental health PD included in 3/2022 in-service for all participating staff (2021-22)	100% of teachers have access to schoolwide wellness activities, resources and strategies for staff and students. (2022-23)	Completed (2023-24)	100% of teachers have access to comprehensive schoolwide wellness activities, resources and strategies for staff and students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student feelings of safety, welcomeness and belonging	95% of students always feel safe at school (2020-21)	87% of students always feel safe at school (2021-22)	88% of students feel safe at school (2022-23)	85% of students feel safe at school (2023-24)	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)	75% always feel welcome (2023-24)	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)	63% feel they have a voice in decision-making in their classrooms (2023-24)	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)	65% describe the atmosphere of their classrooms as mostly positive (2023-24)	90% describe the atmosphere of their classrooms as mostly positive
Attendance percentage	85% ADA (2020-21)	78% ADA (2021-22)	73% ADA (2022-23)	74% (2023-24)	Maintain 85% ADA
Attrition percentage	29% attrition rate (2020-21)	31% attrition (2021-22)	31% Attrition (2022-23)	31% Attrition (2023-24)	Maintain 29% attrition rate
Staff feelings of satisfaction and safety	92% of staff always feel safe at work (2020-21)	96% of staff always feel safe at work (2021-22)	92% of staff always feel safe at work (2022-23)	95.2% of staff always feel safe at work (2023-24)	95% of staff always feel safe at work
	73% always feel connected with JMCS colleagues (2020-21)	65% always feel connected with JMCS colleagues (2021-22)	54% always feel connected with JMCS colleagues (2022-23)	54% always feel connected with JMCS colleagues (2023-24)	75% always feel connected with JMCS colleagues
	90% are satisfied working for JMCS (2020-21)	90% are satisfied working for JMCS (2021-22)	90% are satisfied working for JMCS (2022-23)	89% are satisfied working for JMCS (2023-24)	90% are satisfied working for JMCS
	90% are happy at work (2020-21)	83% are happy at work (2021-22)	85% are happy at work (2022-23)	84% are happy at work (2022-23)	90% are happy at work

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Counseling services	43 group sessions @ 5 sites 50 individual counseling sessions (2020-21)	100% of students have access to virtual, individual mental health counseling (2021-22) 21% of sites participate in group counseling services (2021-22)	100% of students have access to virtual, individual mental health counseling. (2022-23) 21% of sites currently have group counseling services. (2022-23)	100% of students have access to virtual, individual mental health counseling (2023-24)	100% of students in need have access to counseling services

Goal Analysis

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 2.1 - SAFE, WELCOMING & INCLUSIVE PROGRAMMING: This action was implemented as planned.
Action 2.2 - EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES: This action was implemented as planned.

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

There were no material differences in the planned and actual expenditures for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Analysis of data shows that JMCS mostly made progress or maintained desired outcomes on Goal Two through the stated actions and metrics.

Action 2.1 - SAFE, WELCOMING & INCLUSIVE PROGRAMMING: Rate, Effective. Review and analysis of the eight metrics related to this action show positive growth or maintenance of measure in desired range. Annual ADA is slightly below desired, but an increase over last year

as JMCS struggled with getting students back into the classroom after the effects of COVID-19. Data from staff surveys show a stable rate of feelings of safety, connectedness and satisfaction with work at JMCS. Teachers report they employ the My Story with strategies to enhance student academic mindsets at a lower rate than in previous years, this indicates that the assignment should be reviewed for relevance to the current population JMCS is serving; JMCS attrition rate is steady and within reasonable range for our desired outcome. JMCS has committed resources to reduce barriers for students that struggle to meet basic needs that impedes consistent participation. A future area of focus will dive deeper into student engagement and interventions; the 2024-25 LCAP will include a focus goal and actions implemented through the Equity Multiplier to further address student attrition rate; the graduation rate on the CDE Dashboard shows a 27% graduation rate, this is not an accurate rate because the 4/5 year cohort metric does not capture the true number of students graduating from JMCS programming; internal measure of our graduation rate around the "alternative" 1-year grade rate metric shows that JMCS is very close to meeting it's desired outcome. Analysis of student survey data shows students are satisfied with the atmosphere of their classrooms, with a slight change in how they describe the atmosphere of their classrooms between being "positive" and "neutral"; the majority report feeling welcomed, safe and valued. Staff annually reviews student responses on climate surveys to inform the year's PD and practices to meet students' needs in terms of feelings safety, welcomeness, belonging and effective learning environments.

Action 2.2 - EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES: Rate, Effective. JMCS activley provides access to SEL and wellness strategies appropriate for students and staff through professional development, including Trauma Informed Care practices, best practices for inclusive classrooms, Restorative Justice, Mental Health and Wellness for staff and students, Crisis Prevention and Response training, and practices for Supporting LGBTQ Students. JMCS met it's goal of adopted an Equity policy and continues to develop plans centered on equitable practices and institutional commitment to address inequities for staff, students, and the greater communities.

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.

JMCS is engaging the community through Advisory and Focus Groups to provide input on school data to determine 2024-25 LCAP goals and actions according to the new template. Analysis of input and data concludes that while Goal Two was effective, it will be updated, including revised actions and metrics, and in essence combined with Goal One in the new LCAP. Goal Two on the new template will shift to being the required Equity Multiplier Goal as per requirements from CDE, and as such will be entirely different from previous years.

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)

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)	9 Staff Bulletins, 6 Partner Bulletins shared. (2023-24)	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 youth and students with disabilities	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 least once yearly. For other types of events, there has not been staff capacity to plan and host events. (2022-23)	30% of sites hosted on-site events for families and community members; 85% of sites hosted graduation ceremony events. (2023-24)	100% of sites with minors host parent/guardian engagement events per year
Parent/guardian communication for all minor students, including low-income,	88% of sites with minors, including including low-income, English learner, foster	70% of sites with minors, including including low-income, English learner, foster	83% of sites with minors, including low-income, English learner, foster youth	79% of sites with minors, including low-income, English learner, foster youth	100% of sites with minors, including including low-income, English learner, foster

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner, foster youth and students with disabilities	youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2020-21)	youth and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2021-22)	and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls (2022-23)	and students with disabilities, regularly engage with guardians in a variety of ways, including texting, meetings and phone calls(2023-24)	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)	N/A	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)	50% of sites have a schedule for student progress meetings with client agency partner; 35.7% meet "as needed" (2023-24)	100% of sites have a schedule for student progress meetings with client agency partner
Digital database	0% of JMCS training videos are complete (2020-21)	50% of JMCS training videos are complete (2021-22)	75% of JMCS Training videos are complete (2022-23)	90% of Training Videos are complete and available through Google Drive as JMCS is updating the intranet (2023-24)	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)	100% of stakeholders have access to providing input on JMCS' annual LCAP via surveys (families, client agency)	100% of stakeholders have access to providing input on JMCS' annual LCAP via surveys (families, partnering agency)	100% of stakeholders have access to providing input on JMCS' annual LCAP via surveys (families, partnering agency)	100% of stakeholders have access to providing input on JMCS' annual LCAP in a variety of ways (families, client

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	partners, students, staff) (2020-21)	partners, students, staff) (2021-22)	staff, students, staff) (2022-23)	staff, students, staff) (2023-24)	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. (2023-24)	100% of staff have access to regular, ongoing collaborative learning opportunities
Mentor program	100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2020-21)	100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2021-22)	100% of teachers new to JMCS are partnered with a veteran JMCS teacher (2022-23)	100% of teachers new to JMCS are partnered with a veteran JMCS teacher. (2023-24)	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 Beginning of year meetings do not consistently include data review for lead teachers and client agency partners (2020-21)	Data on hold due to irregular reporting and impending report revisions (2021-22)	Data report training on hold due to change in report vendor. Training scheduled for beginning of 2023-24 school year with new vendor.(2022-23)	100% of key staff received PowerSchool Insights training in August and October (2023-24) 100% of client agency staff have access to data reports through JMCS directors.	100% of teaching staff are provided training in reading data reports on an annual basis and supported as needed 100% of client agency staff are offered training in reading data reports 100% of beginning of year meetings include data review for lead teachers and client agency partners
Data reports: sharing with stakeholders	Regional directors do not share data reports with client agencies.	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	100% of sites receive monthly reports regarding student progress and data (2023-24)	100% of client agencies receive monthly data reports from JMCS leadership

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	44% of teachers share the reports consistently. (2020-21)		shared starting 2023-24. (2022-23)		
Student achievement plans	SAPs are well maintained at most sites (2020-21)	63% of sites fully maintained Student Achievement Plans (2021-22)	68% of sites fully maintained Student Achievement plans. (2022-23)	79.5% of sites fully or mostly maintained Student Achievement plans. (2023-24)	100% of sites fully maintained 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. (2023-24)	100% of sites have connections with local service providers

Goal Analysis

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.

3.1 - EFFECTIVE COMMUNICATION: This action was implemented as planned.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 - EFFECTIVE COMMUNICATION: Rate, Effective. Analysis of the various metrics associated with this goal concludes that communication regarding a variety of topics and across different channels is occurring at JMCS. Student support, community family engagement, and functionality of the organization are represented in the measures of this goal. JMCS staff engage with students, families and/or partner

agency staff to ensure everyone has data available regarding student progress. Broader communications are provided through the school newsletter, which will be expanded in 2024-25 to include parents/guardians as JMCS has had an influx of minors in the last 18 months.

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.

JMCS is engaging the community through Advisory and Focus Groups to provide input on school data to determine 2024-25 LCAP goals and actions according to the new template. Analysis of input and data concludes that while Goal Three was effective, it will be retired as such, and elements will be incorporated into the broad goal planned for 2024-25, aimed at addressing low literacy and language development among our unduplicated students groups, and in particular EL students and Socioeconomically Disadvantaged, and Foster Youth.

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.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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 [2024-25]

General Information

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

Alternative High School (675 Students)
 Ages 13 - 25, Grades 6-12
 Classroom-based Self-Contained Setting
 Statewide Partnered with California Conservation Corps, Certified Local Conservation Corps, YouthBuild and Workforce Innovation and Opportunity Act (WIOA) programming
 97.1% Soci-Economically Disadvantaged
 17.9% English Learners
 Equity Multiplier School
 15.4% Students with Disabilities
 9.9% Identify as Homeless

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 which provide part-time and full-time, and in some cases paid, vocational training for students. JMCS is the educational provider 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% 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. They arrive with many challenges and barriers such as housing instability, mental health challenges, addiction, lack of transportation, lack of childcare and with basic academic skill deficiencies. JMCS has one program model at in Grass Valley, CA, that engages youth grades 6 -12 suspended or expelled from area schools. 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. John Muir Charter Schools has also partnered with Climate Action Corps to focus on connecting and engaging our students in the knowledge, discussion, and awareness of Climate Change. Climate Action Corps Fellows have been able to achieve this within the JMCS classroom by creating and developing Climate Action lessons/curriculum with an emphasis on urban greening, organic waste and edible food recovery, and wildfire resiliency. Fellows go to their specific worksite or training time with students, then return to the classroom and work with teachers and students to incorporate the emphasis areas into regular, daily instruction. They have connected what they are seeing, experiencing, and doing out in the field, into the classroom. Along with direct student engagement, Fellows were also given a site supervisor and teacher mentor, so that together they are helping to guide the Fellows in achieving their focuses and goals in the classroom and for the year. They are also helping to build on Fellows' skills and strengths, while also encouraging community outreach.

JMCS is identified as an Equity Multiplier school. JMCS will engage our various program resources to address the needs of Socioeconomically Disadvantaged students, which encompass 97% of our student body, to address barrier removal effecting program participation. JMCS plans include providing access to mental health support and guidance counseling, engaging students through culturally relevant learning materials, and meeting student interests with opportunities for career and technical education, PBL and enrichment.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

CDE Dashboard Indicator Data

The following groups showing lowest performance level on one or more indicators are Hispanic, Socioeconomically Disadvantaged Students, Students with Disabilities, Homeless Students, and EL Students.

Academic Performance Indicator - Hispanic and Socioeconomically Disadvantaged Students scores Red/Very Low, -45.1 points or lower in Current Year (declined from Prior Year (by 3.0 to 15.0 points):

JMCS demographic data shows that our largest enrollment is the group that identifies as Hispanic (73.7%). This group ostensibly also encapsulates a majority of EL students (17.9%) and also a majority portion of our Socioeconomically Disadvantaged students (97.1%), two of the groups that showed significant declines in SBAC ELA scores from 2022 to 2023. The group noted as “English Only” showed a modest gain from 2022 to 2023 in both SBAC ELA and Math scores. The implications are that the EL students, and as an ancillary of that group, the Hispanic student group, need additional support and resources in order to meet standards, or at least reduce the gap of Distance from Standard (DFS). Because participation rates are a challenge to meet, JMCS data reflects the consequences of the penalty associated with reduced participation. JMCS is taking a strategic and planned approach to barrier removal to improve participation and performance levels on SBAC assessments in 2024. This includes providing an altered schedule where appropriate so students can concentrate during test days; providing incentives (celebrations, raffle prizes) as well as information regarding the “why” of testing that student focus groups indicated they wanted, emphasizing the accountability process as well as value of the information to guide their preparation for post-program opportunities, whether they are education or career oriented. JMCS will address State Priority the issues around low participation and performance on SBAC in Goal 1, Action 1.1.

EL Progress Indicator - Red/Very Low, Less than 34.9% at the Maintained level (declined or increased by 1.9 p.pts or fewer):

JMCS EL students are majority adult EL students and show , entering the school system over the age of 18, oftentimes as immigrants. Since pedagogy for adult language acquisition is key to progress, JMCS has initiated a targeted approach to barrier removal for EL students in 2023-24 in order to improve data on this indicator, as there is room and opportunity for growth. Data shows that some students do make progress, and a significant number maintain their proficiency. Because participation rates are a challenge to meet, JMCS data reflects the consequences of the penalty associated with reduced participation. JMCS will address the issues around participation and performance on ELPAC in Goal 3, Action 3.1.

Career & College Indicator:

Dashboard data indicates that 0% of students are prepared for college or career while at JMCS. The issue is that in 2022-23 programming was not set up to code data related to this indicator in such a way that it is reported in CALPADs under the CTE pathways for career readiness. Additionally, CDE collects college readiness data through a-g course completion rates and dual enrollment. JMCSs model as a drop-out recovery program focused on vocational education has only ever had students complete the state minimum requirements for graduation (non a-g track). In years prior to the pandemic a small number of JMCS students participated in dual enrollment programming throughout the state; however, the indicator was still very low. In 2023-24 JMCS has redoubled efforts to remove barriers to ensure students interested in dual enrollment at local colleges are aware of those opportunities and are supported in pursuing them. JMCS has formal dual enrollment agreements with Hartnell College and Monterey Peninsula College, Cabrillo College, and periodically dual enrolls students at Santa Rosa Junior College and College of the Redwoods. In addition, JMCS will code all graduating students with program completion at our Conservation Corps, YouthBuild and WIOA sites, allowing us to capture data that will improve this indicator at the “approaching prepared” level at a minimum. Additionally, in 2024-25 JMCS will have an introductory CTE course that all students will take, meeting the criteria for graduating students to be considered “prepared” on the College and Career Indicator. JMCS will address the issues around participation and performance on the Career and College Indicator in Goal One, Actions 1.1, 1.2 and Goal Two, Action 2.1.

Graduation Rate Indicator:

As a Dashboard Alternative Status School, with an open and exit format, data collection for a graduation rate related to a 4 or 5-year cohort does not apply to JMCS. JMCS has no 4 or 5-year cohort, and therefore the data is woefully insufficient to truly capture the actual percentage of students who graduate from JMCS year to year. The 1-Year graduation rate the CDE proposed to the US Dept of Education was rejected and has put schools like JMCS in the unique position of being compared to schools that operate on a wholly different model and held to a standard that ensures dismal report data, especially affecting alternative programs. The 2022 CDE Dashboard data displays the DASS School 1-Year graduation rate, and in 2022-23 JMCS graduation rate was at 70%. The implication is that JMCS must maintain internal measures of graduation rate data that align to the DASS School 1-Year rate procedure to counter the data from the CDE Dashboard (CDE does publish DASS School 1-Year graduation rate as an "Additional Report"). JMCS will address the our Graduation Rate indicator as outlined in Goal Two, Actions 2.1, 2.2.

CDE Climate Indicator:

JMCS has an extremely low suspension rate at 0.2%, with only 2 students suspended the entire school year 2022-23. Of the two suspended, they were in the student groups for EL, SWD, and Socioeconomically Disadvantaged. JMCS commits to keeping a low suspension rate through PBIS and responsive behavior interventions that emphasize keeping students in the program.

LEA Local Climate Indicator:

64.9% of students describe the atmosphere in their classes as "Mostly positive", and 27.7% describe it as "Neutral - sometimes positive, sometimes negative", 1.8% describe it as "Mostly negative", and 5.6% as "It varies and can be inconsistent".

85% of students feel safe (score 4) or very safe (score 5), with 64.4% scoring their feeling of safety at "5". 10.9% feel somewhat safe (score 3), and 2.1% feel somewhat unsafe (score 2), and 2.1% feel unsafe (score 1). JMCS will explore the ways in which classrooms provide for safety of students, even with very low percentage of students indicating low scores.

63.5% of students feel like they have a voice in decision making in their classes, and 26.7% feel they do occasionally, and 9.8% feel they do not.

JMCS is working to gather student input more frequently, and determine what elements constitute a positive or negative outlook, although this metric will be slightly altered next year, as will the other questions regarding climate and satisfaction with the programming and learning environment at JMCS.

School Climate/Equity Survey - measuring conditions of learning on factors related to Basic Needs, Belonging, Self Efficacy, Rigor, Hope:
Scoring from 1-5, in available disaggregation:

Basic Needs

All 4.3, Female 4.16, Male 4.34, Hispanic 4.3, Black 4.47, White 4.42, EL 4.25

Belonging

All 4.05, Female 4.01, Male 4.07, Hispanic 4.05, Black 4.13, White 4.0, EL 4.12

Self Efficacy

All 4.34, Female 4.29, Male 4.36, Hispanic 4.34, Black 4.57, White 4.24, EL 4.34

Rigor

All 4.01, Female 3.95, Male 4.03, Hispanic 4.01, Black 4.15, White 4.05, EL 4.01

Hope

All 4.38, Female 4.38, Male 4.38, Hispanic 4.38, Black 4.62, White 4.40, EL 4.41

LEA Academic Growth Data: STAR Growth Data, measured in Grade Level Equivalent (GLE) growth between testing administrations

All students - .5 ELA, .7 Math

By Student Group:

Socioeconomically Disadvantaged - .5 ELA, .7 Math

English Learner - .3 ELA, .3 Math

Homeless - .4 ELA, .7 Math

Foster - .4 ELA, .7 Math

Hispanic - .5 ELA, .8 Math

Black - .4 ELA, .8 Math

White - .6 ELA, .9 Math

Am.Indian/Alaska Native - .7 ELA, 1.2 Math

100% of course outlines for all core subjects incorporating more recent and relevant curriculum. JMCS has adopted a wide variety of curriculum for all core subjects, including a-g courseware for all core subjects, life skills, health, and electives, allowing students to pursue a broad course of study that meets their graduation needs as well as interests. JMCS provides all teachers with a comprehensive guide to curriculum, including initial training opportunities for new teachers, workshops for all for new materials, and refresher workshops throughout the year for all staff. JMCS has instituted a “Curriculum Lead” model, with teacher-leaders taking a role in developing best practices for curriculum and instruction of all materials, as well as researching and recommending or developing new materials.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

JMCS has been identified for Technical Assistance due to the following groups showing lowest performance level on one or more indicators are Hispanic, Socioeconomically Disadvantaged Students, Students with Disabilities, Homeless Students, and EL Students. Because of this JMCS will receive Differentiated assistance for underperforming student groups on the following indicators:

2022 Graduation Rate Indicator & Academic Performance Indicator:

Student groups underperforming are Hispanic, Socio-Economically Disadvantaged

2023 Graduation Rate Indicator & College & Career Indicator:

Student groups underperforming are Hispanic, Socio-Economically Disadvantaged, English Learners, Homeless, and Students with Disabilities

2023 Academic Performance Indicator:

Student groups underperforming are Hispanic, Socio-Economically Disadvantaged, and English Learners,

Through the spring JMCS has met with a Technical Assistance Team from Placer County Office of Education for Differentiated Assistance (DA), along with members of the Nevada County Office of Education Technical Assistance Team. The work has focused on review and analysis of data and current practices in an effort to identify areas of deficiency and barrier removal action steps to improve practices that will in turn have a positive effect on dashboard indicators. The DA work has brought elements of a Continuous Improvement Approach, engaging in team data analysis, reflection and process mapping, and capturing insights to inform action steps.

Technical Assistance - Academic Performance Indicator & EL Participation:

JMCS participation rates on state assessments in 2023 on ELA and Math were 50% and 43% respectively, and CDE expects 95% participation*. Technical assistance from a Geo-Lead at Placer County Office of Education has emphasized that JMCS should continue to focus on removing barriers to student participation on mandated state assessments; this is the first step necessary to improve CDE Dashboard data by reducing or removing LOSS scores and replacing that score data with actual student performance data. JMCS has taken action prior to Technical Assistance to provide better planning and operations for testing during spring of 2024. We did sound-board with the Technical Assistance team that JMCS has challenges around participation beyond that of other schools, which operate in a single facility or campus setting. For example, since our students are in work-based learning programs they are in classrooms throughout the week, but for a relatively short time compared with a comprehensive high school. This requires that scheduling be fine-tuned across 35+ different site schedules, and can prove operationally to be very difficult. In addition it was noted that there needs to be more PD, or new staff hired, to address language acquisition and literacy development and a review and possible updating of curriculum around language acquisition and literacy development.

*NOTE: When participation falls below 95% for a group of students a LOSS score is added in place of actual student scores. A LOSS scores represents the lowest possible score a student can receive, resulting in a decrease of group scores by the number of students needed to bring the participation rate of the of the student group up to 95 percent.

Technical Assistance - Career & College Indicator:

JMCS review of technical guide and for this indicator, and subsequent work with the Technical Assistance team, has informed actions taken in 2023-24 and moving forward to properly code students in our work-based learning programs. Students who complete/graduate should be considered "Nearing Prepared" on the 2023-24 dashboard. In addition, JMCS has identified several current teaching staff who may qualify for a preliminary CTE credential. Once there are more CTE credentialed teachers on staff, hopefully starting in fall of 2024, JMCS will be able to assign students to take the introductory CTE course, which when combined with completion of the work-based learning program will be considered "Prepared" on the Career & College Indicator. JMCS is also addressing the ability of students to access a-g coursework, and this will be a diploma option starting in the fall of 2024, the first time JMCS will have this option and we anticipate it will also add to elevated rates on the dashboard starting in 2025-26, as the first students to graduate will be in 2024-25, and the dashboard data is one year behind.

Technical Assistance - Graduation Rate Indicator:

JMCS worked the Technical Assistance team to brainstorm actions that may address the graduation rate, mainly around allowable adjustments in grade levels which affect the cohort a student is considered in for graduation calculations, but only as it applies really to the DASS School 1-Year graduation rate. As noted prior, the state allows alternative schools to access data showing a 1-year graduation rate, which is appropriate for our setting, but that the actual graduation rate indicator does not allow for accountability purposes. JMCS serves a student population that will not typically be working on graduating in year 4 or 5 of entering 9th grade; and in about 80% of cases, is well beyond that. There was a significant drop, 9.7%, in the 4/5 graduation rate indicator in 2022-23, but an increase in the 1-year graduation rate

of 6 percentage points. As we covered during technical assistance, there may be functions within in the data that we can use to improve this for our students that are in year 4 or 5, but the overall percentage of students in that category is about 20% and will never be past majority.

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 a low Graduation Rate (4/5 Year Cohort) 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 - Data Driven Approach:

JMCS is determined to focus on actions to remove barriers to student participation, and subsequent completion, in JMCS's diploma program. Because the graduation rate indicator is not a viable measure for these actions, others are proposed throughout our LCAP in order to provide evidence to educational partners that JMCS is effective in meeting the academic, vocational, and social-emotional needs of its students, all which have a bearing on graduation rates and are tied to California State Priority Areas for Education.

JMCS is an alternative high school diploma program, is structured as an open-enrollment school of choice, serving a non-traditional student population generally up to age 25 through partnerships with federally funded work-based learning programs such as the California Conservation Corps, certified local corps, WIOA (Work Innovation and Opportunity Act), and YouthBuild. JMCS engaged with Nevada County Superintendent of Schools CSI Technical Assistance team in April 2024 to review dashboard data, and explore the impact recent actions have had on graduation rates for JMCS students, as well as discuss possible root causes and aspects of programming and data collection related to improving the graduation rate indicator. In collaboration with the CSI Technical Assistance team, JMCS continues to monitor and address disparities among student groups as well as the overall 4/5 Year Cohort Graduation Indicator on the school dashboard, which, for JMCS, is understood as a measure that is not mathematically possible to mitigate because of our model.

CDE Dashboard graduation rate data is collected by methods that assume a traditional system, where students enter a graduation cohort in grade 9 and advance year to year; even more plainly, there is an assumption that students enter at the beginning of the school year and exit the following June. At JMCS, students may enter at any point, and either drop or graduate at any point, and may have attended 9th grade well past the 4 or 5 year range; due to this many fail to meet the criteria for inclusion in the graduation rate on the CDE dashboard. Since JMCS has no 4 or 5-year graduation cohort, the dashboard data is woefully insufficient to truly capture the actual percentage of students who graduate from JMCS year to year. The 1-Year Cohort graduation rate the CDE proposed to the US Dept of Education for alternative schools like JMCS was rejected as an alternative accountability measure. This action has put schools like JMCS in the unique position of being compared to schools that operate on a wholly different model, and held to a standard that ensures dismal graduation indicator data, and

therefore identification for Comprehensive Support and Improvement, or CSI.

JMCS will continue to gather data to ensure focus is on graduation and addressing state priority areas, this includes the use of focus group empathy interviews, which allow more in-depth input from our education partners, including staff, parents or guardians, students, and partnering agency staff. The practice was initiated in spring of 2024, and yielded rich input that has shaped this document and will continue to be utilized as a key aspect of our data collection. In addition, to measure effectiveness of Priority areas 3, 5, 6 and 8, JMCS will collect data through a student equity survey that measures the conditions responsible for addressing the achievement gap.

JMCS will conduct annual surveys that are designed to measure the satisfaction various parties are experiencing with programming, which includes opportunities for community engagement, improvement of academic opportunities and performance, as well as CTE and vocational training that provides an avenue to economic mobility for our students, 97% of whom are identified as Socioeconomically Disadvantaged. To address Priority Areas 1 and 2 JMCS will continue to monitor ELPAC and CAASPP participation and performance data, and for priority 8, completion rates for other aspects of our programming, such as the 1-Year Graduation Cohort, CTE pathway completion, percentage of students completing the State Seal of Civic Engagement, percentage of students receiving industry-aligned certifications, and alternative measurement of language acquisition progress for a adult EL students who do not take ELPAC.

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.

Early Warning Indicators

JMCS contends that barrier removal is key to student participation; the conjecture is based on research evidence (ASU report pg. 5 notes that attendance is one of the "most significant reasons cited for why students are pushed out of school"), as well as common sense, that showing up for school is a prominent factor in making progress towards graduation. Through the Community Schools Model JMCS has been able to address acute and broader student needs, such as access to transportation, housing, supplemental food, as well as dental and vision care. JMCS utilizes CSI funding to employ a temporary Director of Community Resources. This action is bolstered by the Community Schools Partnership model, which has allowed JMCS to dedicate several staff members towards direct and immediate barrier removal for all students. JMCS will also expand interventions by bringing on or shifting current staff to engage as participation monitors, who will be tasked with immediate communication with students, or families as appropriate, when a student attendance drops for even just one or two days.

Enrichment and Engagement

According the ASU paper, citing research by Doll, Eslami, & Walters (2013), "top reasons why students drop out are mobility, family, peers, school engagement and environment", with more than half of qualitative research respondents indicating the reason "they dropped out was school engagement and academics". In response to LCAP advisories and various focus group empathy interviews, JMCS is committed to expanding engagement and enrichment in the coming school year and beyond. The plan will be to include CTE pathways as well as other local-level engagement in arts, PBL, field trips, community events, civic engagement, interest driven hands-on activities (i.e. bike repair, yoga, or gardening) certifications through partnering agency programming (firefighting, culinary, construction, welding, etc), and technology-based learning through VR. To address engaging academics JMCS will respond to advisory requests for targeted tutoring, EL language

support, access to a-g diploma track, and dual enrollment for students. This will include professional development for staff in cross-curricular lessons, direct instruction, and coaching in UDL.

Progress Monitoring, Goal Setting and Check Ins

JMCS has plans to incorporate a uniform method of progress monitoring and tracking, including updating our SIS and utilizing features we have not previously relied upon. Student advisories indicated that they would like regular communication from teachers or staff on their progress. Starting in 2024-25 JMCS will have TOSAs who will work with students as graduation advisors, providing goal setting and graduation planning, as well as tracking progress. In addition, the updated version of the JMCS Student Achievement Plan will be finalized during summer 2024 and shared out more broadly next school year as revisions to key aspects and piloting wrap up. This will include a-g tracking, transition planning, and a "Demonstration of Readiness", which includes aspects of academics and life skills such as financial literacy and digital literacy.

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.

Desired Outcomes of Improvement Planning

As in previous years, JMCS will monitor and evaluate the overall effectiveness of the stated 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.

NOTE: Graduation Rate Indicator Calculation

As noted above in the "Reflections" the 2022 CDE Dashboard data displays the DASS (Dashboard of Alternative School Status) School 1-Year graduation rate, and JMCS was at 64%, which increased to 70% in 2023. This is evidence that JMCS actions to improve the graduation rate through proper grade-level advancement and perhaps other interventions has had the intended effect. It should be noted that if the DASS 1-Year graduation rate calculation was still a viable measure JMCS would on it's way to being released as identified for CSI, as the threshold for that was a 68% grad rate over a 3-year average. While no longer allowed as an "accountability measure", the 2022 CDE Dashboard data displays the DASS School 1-Year Cohort graduation rate. The implication is that JMCS must maintain internal measures of graduation rate data that align to the DASS 1-Year rate calculation to counter the data from the CDE Dashboard (CDE does publish DASS1-Year graduation rate as an "Additional Report").

Early Warning Indicators

This intervention is designed to remove barriers to student participation, and as an extension of that, the graduation rate. When a student indicates a barrier during enrollment, staff follow up to determine the priority and see if there is an acute/immediate need or a mid-level need, as well as the nature of the need (i.e. is the student in distress, lacking basic needs such as medical services or shelter, or determine if the need is one that can be met through a referral to a community service). Sample site-level data is tracked on an annual basis to determine whether a student accessed the resources; student interventions are case-managed on a weekly basis. Moving forward, JMCS will track referrals disaggregated by student group (where possible) to outside agencies by agency type (i.e. MediCal or Department of Rehabilitation) and see if the referral rate may have some correlation to the 4/5 Year Cohort Graduation Rate as well as DASS School 1-Year Cohort graduation rate (CDE Dashboard). The statistics necessary to imply a correlation between these two things will not be utilized, so correlations will be entirely speculative whether positive or negative in nature. Challenges arise because as JMCS improves the graduation rate, it causes a loss for the Stability Rate (DataQuest), as any student who exits with fewer than 245 accumulative days of attendance, regardless of exiting due to graduation, are counted as "non-stable". JMCS will explore utilizing an internal measure of attrition that excludes graduates and does not factor in number of days of enrollment as an automatic trigger for non-stability.

Enrichment and Engagement

JMCS will use survey responses rating program satisfaction as well as the climate/equity survey to draw inferences on whether ratings align with data on graduation rates. Similar to early warning indicators above, education partner satisfaction with programming may have an impact on student retention and completion. As an added measure JMCS will monitor student certifications through partnering agency programming as well as an internal attrition rate (noted above).

Progress Monitoring, Goal Setting and Check Ins

JMCS will track student completion of a new course "Demonstration of Readiness", which graduation advisors will use in their work with students as it encompasses goal setting, career exploration, academics, life skills and transition planning. As above, the hope is that as more students have 1:1 goal setting and graduation advising there will be an impact on graduation rates across all student groups.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>John Muir - Single LEA, Schoolwide Advisories: Teacher Advisory Committee EL Advisory Student Leadership Advisory LCAP Advisory Staff, Student, Parent and Partner Focus Groups EL Parent and Parent Advisory</p>	<p>Teacher Advisory Committee - Facilitated discussions in Oct 2023, January and April 2024 during PD events. Topics: School Climate Data, Progress on LCAP Goals, Barrier Reflection, Student Goal Setting & Progress Monitoring, Curriculum & Instruction; SEL; Language Support, and needs for performance improvement surrounding Equity Multiplier initiatives.</p> <p>EL Advisory - Monthly Meetings starting Jan 2024 to discuss EL programming and services; ELPAC, facilitation of EL services training and coaching for staff; EL "readiness" survey for Staff, LCAP, Curriculum, UDL, EL PLC, and Actions specific to participation and progress towards graduation, as related to Equity Multiplier initiatives.</p> <p>LCAP Advisory - Data analysis of dashboard, survey and focus group data to inform 2024-2027 LCAP goals. Topics: School Climate Data, Progress on 2023-24 LCAP Goals, Barriers to Participation, Student Goal Setting & Progress Monitoring, Motivation, EL Services, SPED Services, Academic Achievement & Assessment, Expansion of services for unduplicated student groups, and in particular Socioeconomically Disadvantaged students as it relates to the Equity Multiplier.</p> <p>Student Leadership Advisory - Analysis of school climate data, identification of areas of need. Recommendations: Financial Wellness, Mental Health, Transportation, Low Concentration Tutoring</p>

Educational Partner(s)	Process for Engagement
	<p>for Els, Arts & Music, Field Trips, Wellness/Yoga/Exercise, Connections to Nature</p> <p>Focus Groups - (Staff, Student, Parent and Partner) - Identify Barriers to Participation as they relate to the Equity Multiplier, Motivation & Progress Monitoring, EL Services, SPED Services, School Climate</p> <p>Parent Advisory - Identify Barriers to Participation as they relate to the Equity Multiplier, Motivation & Progress Monitoring, EL Services, SPED Services, School Climate</p> <p>SELPA Coordinator - Included in LCAP Advisory and directly, focus on needs for programming to support SWD.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of our Local Control and Accountability Plan (LCAP) for the 2024-2027 period was significantly shaped by the valuable input and collaboration of various educational partners, ensuring that the plan reflects the needs and priorities of our school community. The insights and recommendations provided by each group played a crucial role in informing the goals and strategies outlined in the LCAP, ultimately guiding our efforts to enhance student success and promote equity and excellence in education.

Teacher Advisory Committee:

Facilitated discussions during professional development events focused on key topics such as school climate, input and data analysis on LCAP goals including Equity Multiplier, and curriculum and instruction. Teachers provided valuable insights on barriers to student success, student goal setting, and progress monitoring, as well as strategies to promote social-emotional learning (SEL) within the curriculum.

EL Advisory:

Through monthly meetings and ongoing collaboration, the EL Advisory group contributed expertise in English Learner (EL) programming and services. Their input informed decisions regarding the facilitation of EL services training for staff, implementation of EL "readiness" surveys, use of Equity Multiplier initiatives to enhance student and family engagement, and integration of Universal Design for Learning (UDL) principles into curriculum planning. Their insights were instrumental in ensuring that EL students receive the support they need to thrive academically and linguistically.

LCAP Advisory:

The LCAP Advisory group conducted comprehensive data analysis of school climate indicators to identify trends in stakeholder feedback. Their analysis informed the identification of key priorities related to meeting the state priorities and Equity Multiplier initiatives, including

student goal setting, progress monitoring, motivation, and the provision of EL and Special Education (SPED) services. Their recommendations guided the development of LCAP goals focused on academic achievement, assessment, and equity.

Student Leadership Advisory:

Student leaders played a vital role in analyzing school climate data and identifying areas of need. Their recommendations, including financial wellness, mental health support, transportation access, and enrichment opportunities such as arts, music, and field trips, provided valuable insights into the holistic needs of our student body. Their advocacy ensured that student voices were central to the development of the LCAP goals - including input specific to the needs of Socioeconomically Disadvantaged students and providing motivation for program participation - key to the required actions supporting the Equity Multiplier.

Focus Groups (Staff, Student, Parent, and Partner):

Focus groups provided valuable input on a range of topics, including barriers to participation and motivation which address the Equity Multiplier, progress monitoring, and the provision of EL and SPED services. Their feedback helped to identify systemic challenges and opportunities for improvement in school climate and support services, ensuring that the LCAP addresses the diverse needs of our school community.

Parent Advisory:

Parent Advisory members offered valuable perspectives on barriers to participation and motivation which address the Equity Multiplier, and progress monitoring, particularly regarding EL and SPED services. Their input highlighted the importance of addressing language and cultural barriers, as well as fostering a supportive and inclusive school climate for all families and ensuring students have opportunities for a broad range of learning that includes non-academic enrichment and social activities.

Overall, the collaborative efforts of these educational partners have strengthened our LCAP and informed our Equity Multiplier focus goal, ensuring that the JMCS plan reflects the collective vision and commitment to equity, inclusion, and student success within our alternative high school diploma program. By incorporating their feedback and recommendations, we are better equipped to address the diverse needs of our students and foster a learning environment where every student can thrive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure equitable access and focus on barrier removal to standards-based academic materials and resources, career and college readiness, language and literacy development, socio-emotional support services and activities, enrichment opportunities, and CTE pathways to address the unique needs and challenges of Socio-economically Disadvantaged students, which are 97% of all JMCS students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth, with the intent to promote academic success, access to meaningful career choices, social mobility, and holistic well-being.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

With this broad goal JMCS aims to connect all necessary elements to reduce disparities and remove barriers to learning for all student groups. The goal is to improve student outcomes through meeting students' basic and mental health needs, engagement in academics, hands-on learning, and enrichment opportunities. To achieve this, JMCS provides students with access to a wide range of culturally relevant and engaging academic coursework, practical and technical skills aligned with current industry standards, and support from caring and knowledgeable program staff. Additionally, JMCS involves family and community members in the school, teaches strategies for self-efficacy, life skills, and mental health maintenance, and offers opportunities for civic engagement and other enrichment programs. These efforts aim to positively impact students intellectually, physically, socially, and emotionally.

Input from the LCAP Advisory, Teacher Advisory, and Student Leadership Advisory highlighted the need to address inequities in access to resources, opportunities, academic achievement, and support services. Partner input indicated a need for more integration of programming and addressing student behavioral and mental health challenges around resiliency. Parent/family advisory and focus groups felt there was a lack of non-academic engagement and requested more opportunities.

By analyzing disaggregated data, implementing culturally responsive pedagogy, inviting families and communities to participate in school or partner agency sponsored events, and developing policies and procedures that promote equitable access and barrier removal, we aim to

create a more just and inclusive learning environment where every student has the opportunity to succeed, regardless of background or circumstance, as executed by the actions related to this goal and measured by a variety of data collection strategies targeted at providing information regarding efficacy of the goal and actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	4A - Academic Performance Indicator - ELA, Math & CAST	<p>ELA CAASPP 8.47% of students met or exceeded standards 22.03% of students scored standard nearly met (2022-23)</p> <p>Math CAASPP 0% of students met or exceeded standards 7.41% of students scored standard nearly met (2022-23).</p> <p>CAST 13.33% of students met or exceeded standard 53.33% of students scored standard nearly met (2022-23)</p>			<p>ELA CAASPP 12% of students met or exceeded standards 30% of students scored standard nearly met</p> <p>Math CAASPP 8% of students met or exceeded standards 12% of students scored standard nearly met</p> <p>18% of students met or exceeded standard 60% of students scored standard nearly met</p>	
1.2	7A - Students Have Access to a Broad Course of Study	100% of students have access to a broad course of study.			100% of students have access to a broad course of study.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	8A - Local measures of academic growth (i.e. Renaissance STAR) for ELA and Math GLE Growth; average credits earned in core subjects and vocational education	<p>ELA GLE Growth .5 (2023-24)</p> <p>Math GLE Growth .7 (2023-24)</p> <p>Avg credits Earned (Core Subject & Voc Ed): 20.4 (2023-24)</p>			<p>Annual ELA GLE Growth .7</p> <p>Annual Math GLE Growth .8</p> <p>Avg Credits Earned Core Subjects: 15</p> <p>Avg Credits Earned Voc Ed: 15</p>	
1.4	3A, 6A - Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners	<p>Staff: 87.3% score 4 or 5 on a scale of 1-5 on satisfied with employment at JMCS (2023-24)</p> <p>Students: 67.9% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24)</p> <p>Parents: 90% score 4 or 5 on a scale of 1-5 rating their child's experience at JMCS (2023-24)</p> <p>Partners: 74.3% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24)</p>			<p>Staff: 95% score 4 or 5 on a scale of 1-5 regarding JMCS employment and programming</p> <p>Students: 90% score 4 or 5 on a scale of 1-5 regarding academics, enrichment and support services</p> <p>Parents/Guardians : 90% score 4 or 5 on a scale of 1-5 regarding academics, enrichment and support services for their child</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NOTE: This survey will be updated beginning 2024-25			Partners: 90% score 4 or 5 on a scale of 1-5 regarding JMCS partnership and programming	
1.5	6B - Suspension and Expulsion Rate	.2% of students suspended (2022-23) 0% of students expelled (2022-23)			.2% of students suspended 0% of students expelled	
1.6	5A - ADA Percentage	75% ADA (2023-24)			80% ADA	
1.7	4C - Career & College Indicator	Percentage of students score "Approaching Prepared" or "Prepared" in one or more of the following: CTE Pathway completion, SBAC, College Credit, AP, IB, UC/CSU Req, SSB, Leadership/Military Science, Registered Pre-Apprenticeship, Non-Registered Pre-Apprenticeship (DASS), State or Federal Job Programs, Transition Classwork and WBL Experiences 1.4% Approaching Prepared 0% Prepared (2022-23)			50% Approaching Prepared 25% Prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	6C - Student Climate/Equity Survey	<p>All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.3, Female 4.16, Male 4.34, Hispanic 4.3, Black 4.47, White 4.42, EL 4.25</p> <p>Belonging All 4.05, Female 4.01, Male 4.07, Hispanic 4.05, Black 4.13, White 4.0, EL 4.12</p> <p>Self Efficacy All 4.34, Female 4.29, Male 4.36, Hispanic 4.34, Black 4.57, White 4.24, EL 4.34</p> <p>Rigor All 4.01, Female 3.95, Male 4.03, Hispanic 4.01, Black 4.15, White 4.05, EL 4.01</p> <p>Hope All 4.38, Female 4.38, Male 4.38, Hispanic 4.38, Black 4.62, White 4.40, EL 4.41</p>			<p>All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.3, Female 4.16, Male 4.34, Hispanic 4.3, Black 4.47, White 4.42, EL 4.25</p> <p>Belonging All 4.05, Female 4.01, Male 4.07, Hispanic 4.05, Black 4.13, White 4.0, EL 4.12</p> <p>Self Efficacy All 4.34, Female 4.29, Male 4.36, Hispanic 4.34, Black 4.57, White 4.24, EL 4.34</p> <p>Rigor All 4.01, Female 3.95, Male 4.03, Hispanic 4.01, Black 4.15, White 4.05, EL 4.01</p> <p>Hope All 4.38, Female 4.38, Male 4.38, Hispanic 4.38,</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Black 4.62, White 4.40, EL 4.41	
1.9	8B - DOR referral rate	0 % Percentage of eligible students referred to DOR (2023-24)			85% of eligible students referred to DOR	
1.10	4D - EL Progress Indicator	<p>2.7% of EL Students making progress</p> <p>15.8% EL students progressing at least 1 level (2022-23)</p> <p>2.9 % of LTEL Making Progress or Maintaining 4 on ELPAC (2022-23)</p> <p>100% of students given Initial ELPAC who are enrolled for greater than accumulative 30 days (2022-23)</p> <p>82.8% ELPAC Summative Participation (2022-23)</p>			<p>4% of EL Students making progress</p> <p>18% of EL students progressing at least 1 level</p> <p>4% of LTEL Making Progress or Maintaining 4 on ELPAC</p> <p>100% of students given Initial ELPAC who are enrolled for greater than accumulative 30 days</p> <p>93% ELPAC Summative Participation</p>	
1.11	8C - Students earning the State Seal of Civic Engagement	15 students earn State Seal of Civic Engagement (2023-24)			45 students earn State Seal of Civic Engagement	
1.12	8C - Percentage of students receiving	0% of students tracked receiving industry-			25% of students receiving industry-	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	industry-aligned certifications (i.e. ServeSafe, OSHA 10, HAZWPR)	aligned certifications (2023-24)			aligned certifications	
1.13	5B - High School Dropout Rate	33.5% Dropout Rate (2022-23)			33.5% Dropout Rate	
1.14	5C - Chronic Absenteeism - Earle Jamieson site only	Data not reported until 2023-2024			TBD	
1.15	8D - Internal Attrition Rate	31.3% Attrition (2023-24)			27% Attrition	
1.16	2A - Percentage of students with access standards-aligned course materials	100% of students have access to standards-aligned course materials (2023-24)			100% of students have access to standards-aligned course materials	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Programs	<p>1. In lieu of otherwise necessary cuts, maintain current staffing levels or increase academic support staff or digital resources to ensure student access to teachers for all core subjects as well as tutoring and/or teaching in remedial math, reading recovery, ESL or ELD in self-paced virtual, hybrid model, small group settings or 1:1.</p> <p>2. Adopt or develop and implement curriculum to expand options that address basic skill remediation in ELA and Math and train teaching and academic support staff and teachers on proper implementation in order to improve student performance on internal and standardized academic achievement tests.</p> <p>3. Expansion of digital- and paper-based curriculum in all core subjects, with a focus on rigor, engagement and cultural relevance.</p> <p>4. PD Coordinator focused on development and expansion of curriculum & instruction practices that provides for a broad course of study and addresses student learning in core subjects, ethnic studies, as well as skills advancement for those struggling with literacy and/or numeracy.</p>	\$548,546.00	Yes
1.2	Guidance Counseling and College/Career Readiness	<p>1. Hire three 1.0 FTE Academic and Employability Counselors to address the broad range of mental health services and guidance counseling for Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth</p> <p>2 . In lieu of otherwise necessary cuts, maintain current staffing levels or hire .5 FTE TOSAs to support and track student progress towards career readiness and college preparation.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3. Expansion of CTE pathways, including opportunities for dual enrollment, internships with industry sector partners, and other activities to promote workforce readiness.</p> <p>4. Expansion of Student Leadership and Civic Engagement program.</p> <p>5. Expansion of A-G access for Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth.</p> <p>6. Expansion of Arts programming to including but not limited to Studio Art, Dramatic Arts, Music, and Dance, including during summer school and after school.</p> <p>7. Summer School expansion for Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth.</p>		
1.3	Conference and Community Schools Services	<p>1. Host an annual conference with professional development and community building sessions addressed towards partnering agency staff, including training and exposure to trauma-informed practices, academic support strategies, culturally relevant and engaging practices, organizational communication, language acquisition for EL students, and "soft skills" training associated with career development for students.</p> <p>2. Expansion of identification of resource needs by Community Resource Director to include mental health counseling screening, with follow-up for and follow-up at site level with JMCS and partner agency staff.</p> <p>3. Community Schools Coordinators - expansion of EL Advisory and community services for Socio-Economically Disadvantaged students.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Partner & Family Engagement and Outreach Initiatives	<p>1. Provide funding for professional development for educational partner staff that ensures proper adherence to laws and best practices for supporting Students with Disabilities.</p> <p>2. Host on-site events to actively involve the greater community that engages with JMCS students on a daily basis geared towards families and community members and designed to meet the needs and interests of the neighborhood, including food drives, fundraisers for a local charity or school event, games or themed social events.</p> <p>3. Expand communication regarding school activities in a newsletter or meeting format across digital and print platforms to inform partners, students, staff and families, including opportunities to provide feedback on programming throughout the year.</p> <p>4. 1.0 FTE Outreach & marketing director.</p>	\$188,183.00	Yes
1.5	Equitable Access and Barrier Removal to Resources and Opportunities	<p>1. Provide resources including access to food and food assistance programs, transportation, housing support services, and referrals to community resources, to meet basic needs and enhance participation and retention.</p> <p>2. Expansion of access to necessary school programs and materials for all students, including career pathway completion, hands-on and project-based learning, enrichment activities, instructional technology and assistive technology for students with disabilities, and PD targeted for the use of technology and materials appropriate for SWD.</p>	\$335,090.00	Yes
1.6	Enhance Literacy & Language Development Support	<p>1. Increase staffing to provide targeted English language development (ELD) instruction tailored to the language proficiency levels and learning needs of EL students, including newcomers, ADEL and long-term English Learners.</p>	\$171,775.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2. Offer language enrichment programs, such as bilingual tutoring, language labs, and conversational practice groups, and site-based reading and literacy group(s) in all subject areas to supplement classroom instruction and promote language fluency for all students.</p> <p>3. Expansion of services by certificated instructional staff to provide peer coaching on UDL best practices promoting literacy and language acquisition.</p> <p>4. Provide professional development to enhance teaching and instructional support staff knowledge and skill in addressing student literacy deficiencies across all core subjects for EL students, Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth.</p>		
1.7	Culturally Responsive Curriculum and Materials	<p>1. Develop and implement culturally relevant curriculum materials, textbooks, and instructional resources that reflect the diverse backgrounds and experiences of EL students, and in particular our Hispanic student group.</p> <p>2. Expand professional development for JMCS staff and Partner agency staff during annual conference on how to integrate multicultural literature, authentic texts, and multimedia content into the curriculum to engage EL students and foster pride in their cultural heritage and identity.</p>	\$97,635.00	Yes
1.8	English Learner Family and Community Engagement	<p>1. Part Time EL Family Engagement lead to establish outreach initiatives and parent engagement programs specifically tailored to the needs of EL families, including translation services, bilingual workshops, and culturally sensitive parent education sessions.</p> <p>2. Collaborate with community organizations, cultural centers, and language support agencies to provide additional resources and support networks for EL students and their families.</p>	\$111,864.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Engage families through outreach emphasizing skill development in practically applied skills in reading and writing (i.e. reading for information, basic written communication applied to real-world settings such as access to services, family or personal budgeting, etc), as well as cultural social events that promotes appreciation and wonder about diverse customs and heritage		
1.9	Professional Development for Educators - English Learner Specific	<p>1. Provide ongoing professional development opportunities for teachers, administrators, and support staff on effective instructional strategies, assessment practices, and language acquisition theories for EL students.</p> <p>2. Provide training on culturally responsive teaching practices, linguistic diversity awareness, and strategies for creating inclusive learning environments that value and affirm the linguistic and cultural assets of EL students.</p>	\$59,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Within three years improve school academic performance and skill acquisition, graduation rate and career and college readiness for Socioeconomically Disadvantaged, EL, Hispanic, Students with Disabilities, Homeless and Foster Youth by addressing barriers to participation, mental health, and daily attendance, which effects all aspects of program success and improvement of outcomes. Within the timeframe JMCS intends a 3%-5% score increase across stated student groups in each of the identified areas: Academic Performance, Graduation Rate, Career and College Readiness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Because the JMCS CDE Dashboard data from 2022-23 shows deficiencies in performance across several student groups and indicators, JMCS proposes this goal to increase access to academic resources, career readiness, and necessary support services for Socioeconomically Disadvantaged, EL, Hispanic, Students with Disabilities, Homeless and Foster Youth stems from our commitment to equity and ensuring that all students have the necessary support to thrive academically and socially. Input from the Parent Focus Group highlighted the financial challenges many families face, impacting their ability to provide essential resources for their children's education. Teachers in the advisory group emphasized the correlation between access to resources and academic success. Through collaboration with the LCAP advisory and community organizations and JMCS partnering agencies, we aim to address these disparities and create a more equitable learning environment where all students can reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1A - 100% of students have access to school facilities in good repair	100% of students have access to school facilities in good repair			100% of students have access to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					school facilities in good repair	
2.2	6A - Student Equity Survey (disaggregated by available reporting groups)	<p>All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.3, Female 4.16, Male 4.34, Hispanic 4.3, Black 4.47, White 4.42, EL 4.25</p> <p>Belonging All 4.05, Female 4.01, Male 4.07, Hispanic 4.05, Black 4.13, White 4.0, EL 4.12</p> <p>Self Efficacy All 4.34, Female 4.29, Male 4.36, Hispanic 4.34, Black 4.57, White 4.24, EL 4.34</p> <p>Rigor All 4.01, Female 3.95, Male 4.03, Hispanic 4.01, Black 4.15, White 4.05, EL 4.01</p> <p>Hope All 4.38, Female 4.38, Male 4.38, Hispanic 4.38, Black 4.62, White 4.40, EL 4.41</p>			<p>All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.3, Female 4.16, Male 4.34, Hispanic 4.3, Black 4.47, White 4.42, EL 4.25</p> <p>Belonging All 4.05, Female 4.01, Male 4.07, Hispanic 4.05, Black 4.13, White 4.0, EL 4.12</p> <p>Self Efficacy All 4.34, Female 4.29, Male 4.36, Hispanic 4.34, Black 4.57, White 4.24, EL 4.34</p> <p>Rigor All 4.01, Female 3.95, Male 4.03, Hispanic 4.01, Black 4.15, White 4.05, EL 4.01</p> <p>Hope All 4.38, Female 4.38, Male 4.38, Hispanic 4.38, Black 4.62, White 4.40, EL 4.41</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic 4.38, Black 4.62, White 4.40, EL 4.41	
2.3	3A - Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners	<p>Students: 67.9% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals</p> <p>Staff: 87.3% score 4 or 5 on a scale of 1-5 on satisfied with employment at JMCS</p> <p>Parents: 90% score 4 or 5 on a scale of 1-5 rating their child's experience at JMCS</p> <p>Partners: 74.3% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24)</p> <p>NOTE: This survey will be updated to have uniform questions across all groups beginning 2024-25</p>			<p>Students: 90% score 4 or 5 on a scale of 1-5 regarding academics, enrichment and support services</p> <p>Staff: 95% score 4 or 5 on a scale of 1-5 regarding JMCS employment and programming</p> <p>Parents/Guardians : 90% score 4 or 5 on a scale of 1-5 regarding academics, enrichment and support services for their child</p> <p>Partners: 90% score 4 or 5 on a scale of 1-5 regarding JMCS partnership and programming</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	5A - Dashboard Graduation Rate Indicator (4/5 Year Cohort and 1-Year Alternative) (disaggregated by required reporting groups)	<p>4/5 Year Cohort: 27.6% Graduation Rate Schoolwide By Group: Hispanic 27.7% EL 20.9% SED 27% Foster 15.40% SWD 15.5% Homeless 27.5%</p> <p>DASS 1 Year Cohort: 70% Graduation Rate Schoolwide By Group: Hispanic 65.6% EL 88.2% SED 68.6% Foster - Not reported SWD - 54.2% Homeless 66.7% (2023-24)</p>			<p>4/5 Year Cohort: 31% Graduation Rate Schoolwide By Group: Hispanic 31% EL 23% SED 30% Foster 19% SWD 19% Homeless 31%</p> <p>DASS 1 Year Cohort: 75% Graduation Rate Schoolwide By Group: Hispanic 70% EL 91% SED 72% Foster - Not reported SWD 57% Homeless 70%</p>	
2.5	4A - Career and College Indicator	0% of students "Prepared" or Approaching Prepared". (2023-24)			50% Approaching Prepared 25% Prepared	
2.6	8A - Local measures of academic growth (i.e. Renaissance STAR or other growth measure) (disaggregated by required reporting groups)	<p>STAR All students ELA GLE Growth .5 By Student Group: Hispanic .5 EL .3 SED .5 Foster .4 SWD .4</p>			<p>STAR All students ELA GLE Growth .6 By Student Group: Hispanic .7 EL .4 SED .7 Foster .4 SWD .4</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless .4 (2023-24) All students Math GLE Growth .7 By Student Group: Hispanic .8 EL .3 SED .7 Foster .7 SWD .5 Homeless .7 (2023-24)			Homeless .4 All students Math GLE Growth .8 By Student Group: Hispanic .9 EL .3 SED .9 Foster .7 SWD .5 Homeless .7	
2.7	4B - EL Reclassification Rate	0% of students reclassified FEP (2020-21) 0% of LTEL Reclassified FEP (2023-24)			3% of students reclassified FEP 3% of LTEL reclassified FEP	
2.8	8B - Local measures of language acquisition for ADEL (i.e. CASAS or other growth measure)	CASAS: 0% Students advance skill level 0% students maintain level			CASAS 10% Students advance skill level 20% students maintain level	
2.9	8B - Local measures of language acquisition for ADEL (i.e. CASAS or other growth measure)	Total FTE: 34.1 Clear 59.7% Out of Field 29.7% Intern 0 Ineffective 0 Incomplete 2.3% Unknown 8.3% (2023-24)			Appropriately assigned and fully credentialed or properly permitted teachers.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Academic Achievement, Attendance, Wellbeing, and Progress Tracking	<ol style="list-style-type: none"> 1. Hire additional staff in key regions to perform student attendance checks and attendance monitoring on a daily basis. 2. Increase staffing to address the availability and accessibility of socio-emotional support services, including counseling, mental health resources, and crisis intervention programs. 3. Identify and utilize student progress monitoring tools. 4. Mental health assessments, and counseling services provided by contracted behavior health services. 5. Student Climate/Equity Survey. 	\$216,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5. Monitor student academic achievement by student groups to identify and rectify gaps across student groups.		
2.2	Teacher Professional Preparation and Credentialing	<p>1. Ensure that teachers are properly prepared to address academic and SEL barriers students may have and possess CTC-approved documents to teach at JMCS.</p> <p>2. Provide on-boarding for all new teachers and instructional staff as well as expansion of PD focused on serving Socio-economically Disadvantaged students, which are 97% of all JMCS students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth through examining and emphasizing best practices for culturally responsive teaching.</p>	\$65,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2426695	\$310392

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.828%	1.230%	\$68,940.95	44.058%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Academic Programs</p> <p>Need: Improved student academic performance on CAASPP ELA and Math. Access to A-G diploma pathway. Staff training and PD, Student enrichment activities that include "hands on" and project-based learning, ethnic studies, civic engagement, arts, field trips, yoga practice, and community involvement.</p>	Provides targeted instruction to address basic skills in reading and math. Services serve Socioeconomically Disadvantaged, and EL students or other students are represented in this group. Academic enrichment activities go beyond traditional classroom instruction to engage students in hands-on learning experiences.	1. CA Dashboard for Academic Performance and Participation. 2. Scores on internal measures of ELA and Math. 3. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		<p>Career and College Indicator. 5. English Learner Progress Indicator.</p>
<p>1.3</p>	<p>Action: Conference and Community Schools Services</p> <p>Need: Training for teachers and partners in addressing student needs surrounding academic as well as non-academic skills that enhance workplace or college readiness, such as time management, behavior regulation, organizational techniques, inter-personal relationships and social wellbeing. Identification of student barriers upon entry and follow-up with direct or connection to services.</p> <p>Scope: LEA-wide</p>	<p>Engaging partnering agency staff and others who have influence on our Socio-economically Disadvantaged students, which are 97% of all JMCS students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth students broadens the circle of support beyond classroom time. Emphasizing skills beyond academics addresses the growth of the whole person and humanizes the educational experience. Proactive barrier removal to ensure as high a degree of participation of successful program completion as possible.</p>	<p>1. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners. 2. Internal Attrition Rate 3. ADA</p>
<p>1.4</p>	<p>Action: Partner & Family Engagement and Outreach Initiatives</p> <p>Need: Increased opportunities for families to interact with the school community at sites with minors. Training for JMCS and partner agency staff to better address the needs of students with IEPs or 504s. Expansion of program participants through outreach. Enhanced communications through several channels (digital newsletter, print, email).</p>	<p>SWD represent some of the most vulnerable individuals in our student population that already includes an extremely disenfranchised youth cohort, and it is crucial that all parties are aware of and up-to-date on serving these students. Increasing the JMCS profile in communities throughout California will provide access to the unique programming and services directed to remove barriers to academic and social/civic engagement and meet the specific needs of Socio-economically Disadvantaged students, Hispanic students, EL youth. Frequent outreach through newsletters and other means keep students,</p>	<p>1. Career & College Indicator 2. Internal Attrition Rate 3. Enrollment & ADA 3. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners. 4. Student climate survey.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>families and partners up-to-date on JMCS events, activities and opportunities as well as policies, calendars, and operational functions.</p>	
<p>1.5</p>	<p>Action: Equitable Access and Barrier Removal to Resources and Opportunities</p> <p>Need: Food, transportation, housing, assistive technology, technology assisted learning opportunities (simulations, VR, electronics).</p> <p>Scope: LEA-wide</p>	<p>Providing for basic needs will address the major barriers that all focus group respondents identified to participation - in particular transportation and access to food. Students and families that are on a daily basis confronted with challenges around basic needs such as food and transportation represent 97% of our student population. Focusing on barriers to participation by addressing these needs contributes to program participation, which in turn provides access to higher education, workforce readiness skills and personal well being - all aspects that research shows have the potential to break a cycle of poverty. Expansion of access to technology, including VR, expansion of A-G diploma track and college matriculation, expansion of career pathway programming and completion, improve attrition through engagement.</p>	<p>1. Career & College Indicator 2. Graduation Rate Indicator (1 Year Alternative and "traditional" 4/5 Year Cohort)., 3. Internal Attrition Rate 4. Enrollment & ADA 5. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners. 6. Student climate survey.</p>
<p>2.2</p>	<p>Action: Teacher Professional Preparation and Credentialing</p> <p>Need: Properly prepared and appropriately credentialed or permitted teaching and instructional staff. Orientation and training on unique programming and model of JMCS, PD for MTSS and PBIS, Meeting the SEL needs of students, UDL strategies for academic access to all core content as well as CTE and enrichment activities.</p>	<p>Providing resources for PD to ensure teacher efficacy in meeting the academic and SEL needs of Socioeconomically Disadvantaged, EL, Hispanic, Students with Disabilities, Homeless and Foster Youth attending JMCS. Provide program-specific orientations to teachers new to JMCS as well as ongoing mentoring and PD focused on barrier removal, equitable classroom practices, MTSS, PBIS, and trauma-informed care, as well as research-aligned instructional practices to meet student academic needs.</p>	<p>1. Internal Attrition Rate 2. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners. 3. Student Climate Survey. 4. Academic Performance Indicator. 5. Career and College Indicator. 6. Graduation Rate Indicator (1 Year Alternative and "traditional" 4/5 Year Cohort).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Guidance Counseling and College/Career Readiness</p> <p>Need: Mental health services for students, professional development to ensure staff and greater school community is prepared to fully address students' SEL, and activities related to general health and well-being. Access to CTE pathways in welding, ag-tech, culinary, auto-diesel, mechatronics, and construction, as well as other enrichment in arts, bike repair and recreation, civic engagement and community service projects. By exposing students to a variety of subjects and real-world applications, these activities stimulate curiosity, creativity, and critical thinking skills, expanding their academic horizons and fostering a love of learning.</p> <p>Scope:</p>	<p>Socio-economically Disadvantaged students, which are 97% of all JMCS students, which largely include Hispanic students, as well as EL students, Students with Disabilities, as well as Foster and Homeless Youth represent some of the most vulnerable youth in California, who have had very limited access to consistent barrier removal, engaging and culturally relevant academic opportunities, and mental health support provided by their school. JMCS creates a graduation plan specific to every students' goals and needs, as well as preparing them for college or life-long sustainable employment or advanced training. This level of support requires a low student-to-staff ratio, with school personnel in various roles providing high quality, personalized consistent support.</p>	<p>1. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners. 2. Percentage of students referred to DOR each year. 3. Academic Performance Indicator 4. Career and College Indicator. 5. Graduation Rate Indicator (1 Year Alternative and "traditional" 4/5 Year Cohort).</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.6	<p>Action: Enhance Literacy & Language Development Support</p> <p>Need: Limited academic language skills, language barriers not being fully addressed, more staff needed that is bilingual; increase staff skills and abilities for addressing low literacy rates among all learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	By providing professional development and direct targeted assistance in literacy development students strengthen their access to key concepts and improve their academic performance across all subjects for all learners struggling with literacy or who are English Learners.	1. ELPAC participation and progress towards English Language Proficiency. 2. Percentage of EL students reclassified. 3. Progress on internal language growth measurement through CASAS or other assessment of language proficiency for ADELs. 4. STAR scores for ELA. 5. Career & College Indicator.
1.7	<p>Action: Culturally Responsive Curriculum and Materials</p> <p>Need: Limited curriculum and instructional strategies that fully engage EL students, limited culturally relevant materials for majority of EL students (Spanish/Latino/Hispanic).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Offering culturally relevant curriculum materials and instructional approaches that reflect the experiences and contributions of Latino/Hispanic cultures leads to improved student engagement and empowers the value of rich cultural heritage within their communities, the greater American society and globally.	1. ELPAC participation and progress towards English Language Proficiency. 2. Progress on internal language growth measurement through CASAS or other assessment of language proficiency for ADELs. 3. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners. 4. Percentage of EL students reclassified. 5. Career & College Indicator.
1.8	<p>Action:</p>	Fostering a supportive and inclusive school environment that celebrates the cultural diversity	1. Program satisfaction surveys (support services,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English Learner Family and Community Engagement</p> <p>Need: Establish partnerships with community organizations centered on Hispanic/Latino Spanish-speaking families to enhance parent engagement and involvement in students' education.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>of Hispanic/Latino Spanish-speaking students and promotes their academic and social-emotional well-being.</p>	<p>enrichment opportunities) from Students, Parents and staff. 2. School climate survey EL responses. 3. STAR scores for ELA. 4. Career & College Indicator.</p>
<p>1.9</p>	<p>Action: Professional Development for Educators - English Learner Specific</p> <p>Need: Teacher training on EL services and pedagogy to support English Language Acquisition.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By providing professional development for teachers on effective strategies for teaching EL students and promoting language acquisition.</p>	<p>1. Program satisfaction surveys (support services, enrichment opportunities) from Students, Parents and staff. 2. School climate survey EL responses. 3. Career & College Indicator.</p>
<p>2.1</p>	<p>Action: Student Academic Achievement, Attendance, Wellbeing, and Progress Tracking</p> <p>Need: Improve the school stability rate and student retention in the program, with particular emphasis on outreach and monitoring of student groups where the internal attrition rate is high for non-graduating students. Improve student academic performance, student readiness for college and/or career,</p>	<p>Since 97% of JMCS students are identified as Socioeconomically Disadvantaged, EL and Foster Youth it is imperative to remove barriers to participation and academic achievement through regular and consistent outreach to families and students in "real time", which is an evidence-based intervention according research conducted by the consulting firm "School Status". Research indicates that students care about their progress and maintain motivation when they see they are reaching goals (ASU, "Research-Based Interventions to Improve High School Graduation</p>	<p>1. Internal Attrition Rate 2. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners. 3. Student Climate Survey. 4. Academic Performance Indicator. 5. Career and College Indicator. 6. Graduation Rate (1 Year</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>and graduation rate. Mental health screening and guidance counseling, targeted student wellness strategies including MTSS.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Rates", 2019). Mental health and emotional wellbeing are currently major challenges and a epidemic levels among youth 16-24; by providing school-based services JMCS is working diligently to meet the mental health needs of all students, and in particular the acute and ongoing needs of the unduplicated student population.</p>	<p>Alternative and "traditional" 4/5 Year).</p>

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

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.

Additional Concentration Grant Funding

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 2024-25 year to maintain current staffing levels for teaching positions and instructional aides, which would otherwise be reduced due to limited base-grant funding from ADA calculations. As such, the additional concentration grant add-on funding used to retain current staffing levels, to the extent possible, will allow for a low teacher/aide to student ratio, ideally 1:14 or lower. In addition, JMCS will add several new staff positions focused on mental health services, outreach coordination and several instructional assistants in 2024-25.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5666143	2426695	42.828%	1.230%	44.058%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$797,185.00	\$997,299.00			\$1,794,484.00	\$792,521.00	\$1,001,963.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Programs	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$86,583.00	\$461,963.00	\$548,546.00				\$548,546.00	
1	1.2	Guidance Counseling and College/Career Readiness	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income										30.18
1	1.3	Conference and Community Schools Services	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income										9.38
1	1.4	Partner & Family Engagement and Outreach Initiatives	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$128,183.00	\$60,000.00		\$188,183.00			\$188,183.00	
1	1.5	Equitable Access and Barrier Removal to Resources and Opportunities	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$82,090.00	\$253,000.00		\$335,090.00			\$335,090.00	
1	1.6	Enhance Literacy & Language Development Support	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$161,775.00	\$10,000.00	\$136,775.00	\$35,000.00			\$171,775.00	
1	1.7	Culturally Responsive Curriculum and Materials	English Learners	Yes	Limited to Unduplicated Student	English Learners			\$72,635.00	\$25,000.00		\$97,635.00			\$97,635.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.8	English Learner Family and Community Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$57,864.00	\$54,000.00	\$111,864.00				\$111,864.00	
1	1.9	Professional Development for Educators - English Learner Specific	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$7,500.00	\$52,000.00		\$59,500.00			\$59,500.00	
2	2.1	Student Academic Achievement, Attendance, Wellbeing, and Progress Tracking	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$165,891.00	\$51,000.00		\$216,891.00			\$216,891.00	
2	2.2	Teacher Professional Preparation and Credentialing	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$30,000.00	\$35,000.00		\$65,000.00			\$65,000.00	
3	3.2															

2024-25 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
5666143	2426695	42.828%	1.230%	44.058%	\$797,185.00	39.560%	53.629 %	Total:	\$797,185.00
								LEA-wide Total:	\$548,546.00
								Limited Total:	\$248,639.00
								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	Academic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$548,546.00	
1	1.2	Guidance Counseling and College/Career Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			30.18
1	1.3	Conference and Community Schools Services	Yes	LEA-wide	English Learners Foster Youth Low Income			9.38
1	1.4	Partner & Family Engagement and Outreach Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.5	Equitable Access and Barrier Removal to Resources and Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.6	Enhance Literacy & Language Development Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$136,775.00	

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	1.7	Culturally Responsive Curriculum and Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners			
1	1.8	English Learner Family and Community Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$111,864.00	
1	1.9	Professional Development for Educators - English Learner Specific	Yes	Limited to Unduplicated Student Group(s)	English Learners			
2	2.1	Student Academic Achievement, Attendance, Wellbeing, and Progress Tracking	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			
2	2.2	Teacher Professional Preparation and Credentialing	Yes	LEA-wide	English Learners Foster Youth Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,153,491.00	\$1,266,238.00

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	347,356.00	337869
1	1.2	MEANINGFUL INCORPORATION OF TECHNOLOGY	Yes	149,783.00	158,414
1	1.3	REMOVAL OF ACADEMIC BARRIERS	Yes	438,621.00	595702
1	1.4	SUPPORT FOR COLLEGE & CAREER READINESS	Yes		
1	1.5	ENHANCED SERVICES AND PROGRAMMING THROUGH COMMUNITY SCHOOLS MODEL TARGETING LOW INCOME STUDENTS, FOSTER, HOMELESS AND EL STUDENTS	Yes	138,947.00	93,284
2	2.1	SAFE, WELCOMING & INCLUSIVE PROGRAMMING	Yes		
2	2.2	EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES	Yes		
3	3.1	EFFECTIVE COMMUNICATION	No	78,784.00	80,969

2023-24 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)
2404492	\$1,074,707.00	\$1,185,269.00	(\$110,562.00)	17.110%	20.520%	3.410%

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	\$347,356.00	\$337,869		
1	1.2	MEANINGFUL INCORPORATION OF TECHNOLOGY	Yes	\$149,783.00	\$158,414		
1	1.3	REMOVAL OF ACADEMIC BARRIERS	Yes	\$438,621.00	\$595702		
1	1.4	SUPPORT FOR COLLEGE & CAREER READINESS	Yes			10.25%	12.73%
1	1.5	ENHANCED SERVICES AND PROGRAMMING THROUGH COMMUNITY SCHOOLS MODEL TARGETING LOW INCOME STUDENTS, FOSTER, HOMELESS AND EL STUDENTS	Yes	\$138,947.00	\$93,284		
2	2.1	SAFE, WELCOMING & INCLUSIVE PROGRAMMING	Yes			0.36%	0.49%
2	2.2	EQUITABLE AND CULTURALLY RESPONSIVE PRACTICES	Yes			6.5%	7.3%

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
\$5,605,663	2404492	0.00	42.894%	\$1,185,269.00	20.520%	41.664%	\$68,940.95	1.230%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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