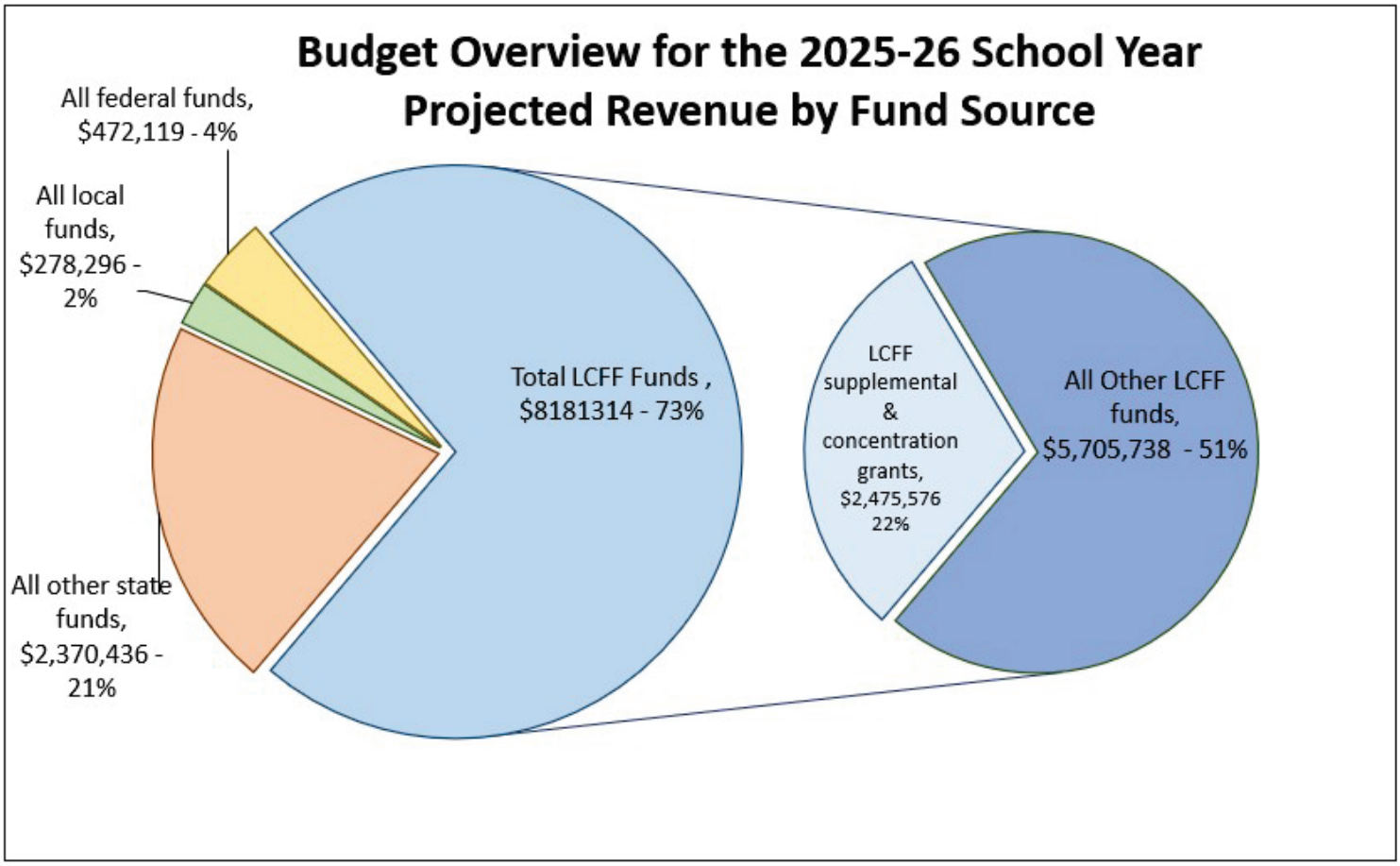
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: John Muir Charter Schools
CDS Code: 29-10298-2930147
School Year: 2025-26
LEA contact information:
RJ Guess
CEO
rjguess@johnmuircs.com
530.272.4008

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

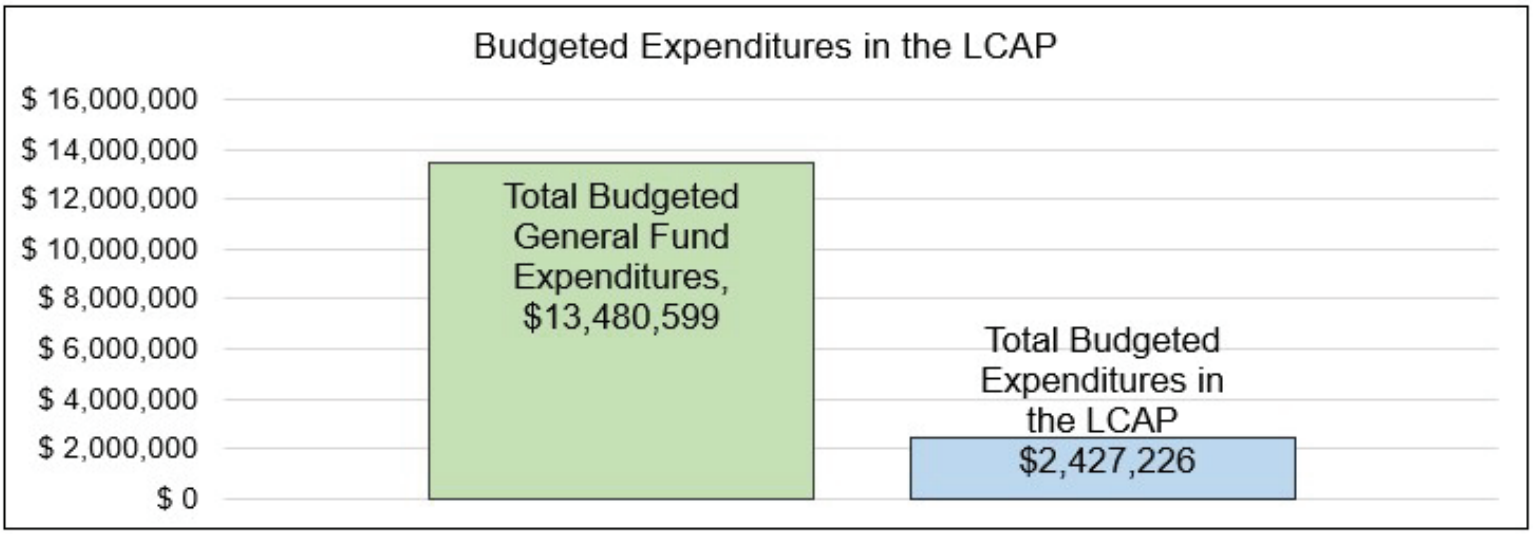


This chart shows the total general purpose revenue John Muir Charter Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Muir Charter Schools is $11,302,165, of which $8,181,314 is Local Control Funding Formula (LCFF), $2,370,436 is other state funds, $278,296 is local funds, and $472,119 is federal funds. Of the $8,181,314 in LCFF Funds, $2,475,576 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 2025-26. 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 $13,480,599 for the 2025-26 school year. Of that amount, $2,427,226 is tied to actions/services in the LCAP and $11,053,373 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 2025-26 School Year

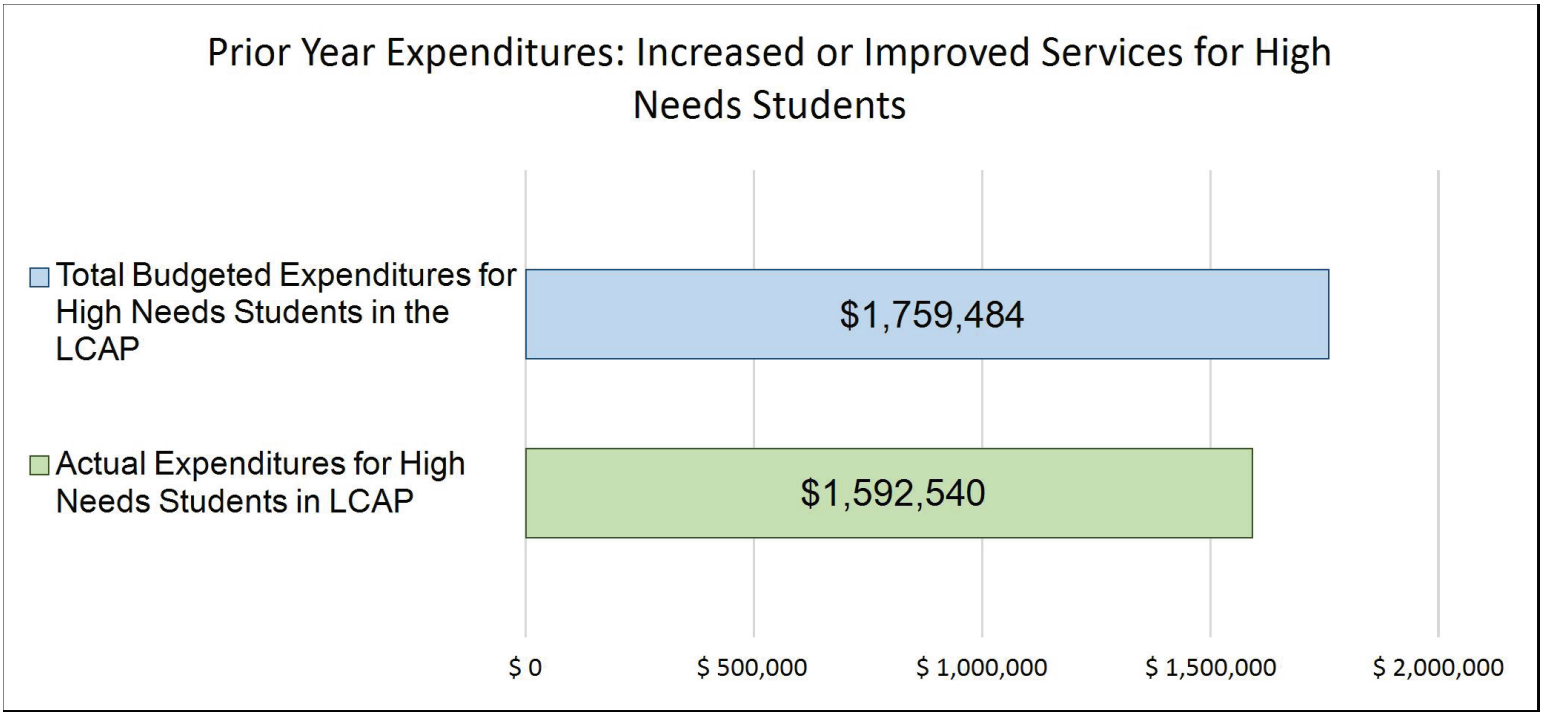
In 2025-26, John Muir Charter Schools is projecting it will receive $2,475,576 based on the enrollment of foster youth, English learner, and low-income students. John Muir Charter Schools must describe how it intends to increase or improve services for high needs students in the LCAP. John Muir Charter Schools plans to spend $1,031,246 towards meeting this requirement, as described in the LCAP.

JMCS has budgeted actions for high needs students below currently projected funding due to the use of other funding available through grants.

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LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, John Muir Charter Schools's LCAP budgeted $1,759,484 for planned actions to increase or improve services for high needs students. John Muir Charter Schools actually spent $1,592,540 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $166,944 had the following impact on John Muir Charter Schools’s ability to increase or improve services for high needs students:

There was no impact on actions for high needs students as budgeted expenditures were shifted to other funding sources available through JMCS grants.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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
94.7% Socio-Economically Disadvantaged
19.7% English Learners
Equity Multiplier School
16.8% Students with Disabilities
13.4% 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 access to reliable transportation, lack of access to 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 exploration, financial literacy, digital literacy, and more. Our school sites offer multiple wrap-around services for students, including special education support services, case management, caseworkers, probation, mental health and wellness, 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 95% of our student body, to address barrier removal effecting program participation. JMCS plans include providing access to mental health support and guidance counseling, academic advising, and 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. All groups showed improvements across multiple indicators in 2024-25.

JMCS demographic data shows that our largest enrollment is the group that identifies as Hispanic (76.2%). This group encapsulates a majority of EL students (19.7%) and also a majority portion of our Socioeconomically Disadvantaged students (94.7%).

Academic Performance Indicator - Hispanic and Socioeconomically Disadvantaged Students scores were in the Orange range of Very Low (-45.1 points or lower DFS) in 2024 with a significant increase of approx. +100 pts DFS over 2023 data on ELA and Math SBAC:

In 2024, all of these groups showed significant increases in SBAC ELA scores from 2023 to 2024. English Learners showed significant increase of +99.5 pts DFS in ELA and +68.2 DFS in Math. The implications are that the EL students, and as an ancillary of that group, the Hispanic student group, received additional support in ELD and Math over what was present in 2022-23, and resources marshalled in 2023-24 to meet standards were effective. English only students showed significant increase of +107.4 pts DFS in ELA and +64 DFS in Math. In spring of 2024 JMCS took a strategic and planned approach to barrier removal to improve participation and performance levels on SBAC assessments. This included providing an altered schedule where appropriate so students could 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. The result was a nearly 40% increase in student participation rates in SBAC in 2024. JMCS will continue to focus on participation and improvement on performance through Goal 1, Action 1.1.

EL Progress Indicator - Yellow, Very Low, (less than 34.9% Progressing an ELPI Level Based on the Summative ELPAC), with significant increase of +15.1% for ELs and 15.4% of LTELs Progressing an ELPI Level Based on the Summative ELPA over 2023:

JMCS EL students are majority adult EL students, 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. In 2024 there was significant improvement of the percentage of students making progress as well as a significant number maintaining their proficiency. JMCS focused on improving the ELPAC participation rate with a resulting 10% increase. JMCS will continue to focus on EL and LTEL progress through Goal 3, Action 3.1.

Career & College Indicator - In the Yellow and Orange, Low (10.0% to 34.9% prepared) or Very Low (9.9% or lower prepared). Homeless Students, EL Students, Students with Disabilities, Socio-economically Disadvantaged and the Hispanic student groups all showed increases or significant increases over 2023:

The 2023 dashboard data indicated that 0% of students are prepared for college or career while at JMCS. This was a result of programming not being 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. In 2024 efforts to correct coding resulted in 9.8% of students being considered "prepared", and 11.7% considered "approaching prepared". JMCS stays focused on barrier removal to ensure students have access to engaging and relevant hands-on career preparation through CTE and work-based learning through our partners; that they have access to an a-g diploma track, and those 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 has an introductory CTE Career Exploration course that all students will eventually take, meeting the criteria for graduating students to be considered "prepared" on the College and Career Indicator if they are in a

work-based learning program such as a Local Corps or CA Conservation Corps. JMCS continues to 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%, and in 2023-24 JMCS 1-Year graduation rate was 78.9%. JMCS will continue to 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 0.1%, with only 1 students suspended the entire school year 2023-24. The student suspended was in the student groups for EL and Hispanic. 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:

JMCS provides students with the opportunity to give feedback through two surveys.
Student satisfaction Survey results show the following, which generally very positive results.
88.7% of students feel safe (score 4) or very safe (score 5), with 69.7% scoring their feeling of safety at "5". 9% feel somewhat safe (score 3), and 1.4% feel somewhat unsafe (score 2), and .9% feel unsafe (score 1).
Students feel they have a voice in decision making: Yes = 73.9%; Occasionally 21.3%, No = 4.7%
Overall experience: Score 1-5, Score 4-5 = 85.5%, Score 3 = 11.4%, Score 1-2 = 2.9%

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 is used as a specific metric within our goals and actions and outcome from annual data is recorded in the Goal section.
Basic Needs = All 4.42; Belonging = All 4.11; Self Efficacy = All 4.23; Rigor = All 3.98; Hope = All 4.33

LEA Academic Growth Data: STAR Growth Data, measured in Grade Level Equivalent (GLE) growth between testing administrations
All students - .8 ELA, .8 Math
By Student Group:
English Learner - .6 ELA, .7 Math
Homeless - .6 ELA, .8 Math
Foster - .4 ELA, .1 Math
Hispanic - .7 ELA, .8 Math

100% of course outlines for all core subjects incorporate more recent and relevant curriculum. JMCS has adopted a wide variety of curricula 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.

JMCS will have expended all of our Learning Recovery Emergency Block Grant funds by the close of the reporting period 6/30/2025.

Reflections: Technical Assistance

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

JMCS has been identified for Technical Assistance during the 2022-23 school year. Improvements in Dashboard data resulted in JMCS being released from Technical assistance after fall of 2024. In team meetings while in assistance the Geo-Lead, Placer County office of Education, provided resources and feedback regarding address student academic progress, with particular focus on our identified student groups. Final resources shared included strategies for addressing student mind-set as well as skill development materials focused on SBAC.

Comprehensive Support and Improvement (CSI)

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 March 2025 to review progress, 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 continued in spring 2025, yielding rich input which continues to shape 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 conducts 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, 94.7% 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 pledged to expand engagement and enrichment, with a successful and robust enrichment program implemented in 2024-25 . This effort included expansion of 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, CPR & First Aid, culinary, construction, welding, etc), and in 2025-26 the aim is to include technology-based learning through VR (Virtual Reality). To address engaging academics JMCS responded to advisory requests for targeted tutoring, EL language support, access to a-g diploma track, and dual enrollment for students. JMCS continues to provide professional development for staff in cross-curricular lessons, ethnic studies, restorative justice practices, direct instruction, and coaching in UDL (Universal Design for Learning).

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. JMCS TOSAs began working 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 2025 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. To facilitate programming consistency JMCS will use CSI funds to employ a temporary Coordinator of Academic programs to manage and oversee delivery of student academics. This role will include workshops during PD and coaching with teachers to enhance efficacy in remedial education as well as grade-level and a-g level course materials and instruction.

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, and to 78.9% in 2024. 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 is there an acute/immediate need or a mid-level need, as well the nature of the need (i.e. is the student in distress, lacking basic needs such as medical services or shelter, or determination the need is one that can be met through a referral to 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 tracks delivery of student goals setting, career and college readiness, and access to services through assigning each student to a graduation advisors. The advisors work with students to individualize goal setting, career exploration, academics, life skills and transition planning. Already in 2023-24 there was an improvement in JMCS 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
John Muir - Single LEA, Schoolwide Advisories: Teacher Advisory Committee EL Advisory Student Leadership Advisory Student Support Services Team Teacher, Student, Parent and Partner Focus Groups EL Parent and Parent Advisory Leadership Team Updates Curriculum & Instruction Advisory Career & College Advisory	Teacher Advisory Committee - Facilitated discussions during PD events and throughout the year for development in 2024 and in April 2025. EL Advisory - Ongoing monthly meetings 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. Student Leadership Advisory - Analysis of school climate data during series of meetings in spring 2025. Student Services Support Advisory (Counselors, Community Schools Coordinators and Director, RSP teachers and SELPA Coordinator) - Team retreat spring 2025 to focus on planning based on student barrier removal. Identification of needs and planned actions to support SWD, student mental health, guidance counseling, and access to resources as well as enrichment for 2025-25 school year. Focus Groups - (Staff, Student, Parent and Partner) - Surveys and interviews during spring to identify barriers to participation as they relate to the Equity Multiplier, Motivation & Progress Monitoring, EL Services, SPED Services, School Climate

Educational Partner(s)	Process for Engagement
	EL Parent & Parent Advisory - Annual meeting on site to identify barriers to participation and satisfaction with education program in terms of Motivation & Progress Monitoring, EL Services, SPED Services, and School Climate Leadership Update Meetings - General ongoing operations meetings to review support of students through programming, including EL access, CTE and Career Readiness, Academic Performance. Curriculum & Instruction Advisory - Monthly team meetings to review outcomes and plan for effective PD that promotes student academic success. Career & College Advisory - Periodic team meetings for TOSAs acting as Career & College Advisors.

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 continues to be 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 plays 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:
Recommendations informing LCAP actions related to Equity Multiplier and enrichment, PD and resources to support teacher practice, and continued efforts to provide effective instruction including ethnic students and culturally relevant and engaging learning materials. (Goal 1; Actions 1.1, 1.3, 1.7, 1.9) (Goal 2; Actions 2.1, 2.2)

EL Advisory:
Recommendations for actions outlined during monthly meetings inform actions throughout the year and as called out in LCAP. The EL Advisory group continues to contribute expertise in English Learner (EL) programming and services. Recommendations have informed LCAP 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 continue to inform LCAP actions and increased and improved services ensuring that EL students receive the support they need to thrive academically and linguistically. (Goal 1; Actions 1.4,1.6, 1.8, 1.9)

Student Leadership Advisory:

Student leaders played a vital role in analyzing school climate data and identifying areas of need. Their recommendations, including access to engaging and relevant learning materials, 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. (Goal 1; Actions 1.1, 1.2, 1.5, 1.7, 1.8)

Student Services Support Advisory (Counselors, Community Schools Coordinators and Director, RSP teachers and SELPA Coordinator) - Recommendations for actions related to removal of barriers to participation including Student Goal Setting & Progress Monitoring, Motivation, EL Services, SPED Services, Academic Achievement & Assessment, and expansion of services for unduplicated student groups, and in particular Socioeconomically Disadvantaged students, SWD and EL students through various funding streams including Equity Multiplier. Recommendations for improvement of onboarding and training of new staff in schoolwide practices addressing academic achievement and wellbeing (Goal 1; Actions 1.2, 1.4, 1.5, 1.9) (Goal 2; Actions 2.1, 2.2)

Focus Groups (Staff, Student, Parent, and Partner):
Focus groups provided valuable input and calls to action for LCAP 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. (Goal 1; Actions 1.1, 1.2, 1.4, 1.5, 1.7, 1.8)

EL Parent & 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 highlights 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. (Goal 1; Actions 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8)

Leadership Update Meetings - Recommendations for school-wide initiatives that targets academic barrier removal, student access to mental health services, PD for SEL, partner relations, and support of teaching staff. (Goal 1 & Goal 2; All Actions)

Curriculum & Instruction Advisory - Recommendations for expenditures on updated curriculum, PD to address student academic and SEL barriers and promoting engaging instruction. (Goal 1; Actions 1.1, 1.3, 1.7, 1.9) (Goal 2; Actions 2.1, 2.2)

Career & College Advisory - Recommendations for effective use of resources to support graduating students post-program, including completion of CTE intro courses for career readiness, exit portfolios and FAFSA completion. (Goal 1; Actions 1.2, 1.5)

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 opportunties.

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	ELA CAASPP 8.47% of students met or exceeded standards 22.03% of students scored standard nearly met (2022-23) (DataQuest) Math CAASPP 0% of students met or exceeded standards 7.41% of students scored standard nearly met (2022-23). (DataQuest) CAST 13.33% of students met or exceeded standard 53.33% of students scored standard nearly met (2022-23) (DataQuest)	ELA CAASPP 9.93% of students met or exceeded standards 24.11% of students scored standard nearly met (2023-24) Math CAASPP 1.45% of students met or exceeded standards 8.7% of students scored standard nearly met (2023-24) CAST 10.81% of students met or exceeded standard 75.68% of students scored standard nearly met (2023-24)		ELA CAASPP 12% of students met or exceeded standards 30% of students scored standard nearly met Math CAASPP 8% of students met or exceeded standards 12% of students scored standard nearly met CAST 18% of students met or exceeded standard 60% of students scored standard nearly met	ELA CAASPP +1.46% of students met or exceeded standards +2.08% of students scored standard nearly met Math CAASPP +1.45% of students met or exceeded standards +1.29% of students scored standard nearly met CAST -2.52% of students met or exceeded standard +22.35% of students scored standard nearly met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.		100% of students have access to a broad course of study.	0
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	ELA GLE Growth .5 (2023-24) Math GLE Growth .7 (2023-24) Avg credits Earned (Core Subject & Voc Ed): 20.4 (2023-24)	ELA GLE Growth .8 (2024-25) Math GLE Growth .8 (2024-25) Avg Credits Earned Core Subjects: 14.58 Avg Credits Earned Voc Ed: 15.06 (2024-25)		Annual ELA GLE Growth .7 Annual Math GLE Growth .8 Avg Credits Earned Core Subjects: 15 Avg Credits Earned Voc Ed: 15	Annual ELA GLE Growth .+.3 Annual Math GLE Growth .+.1
1.4	3A, 6A - Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners	Staff: 87.3% score 4 or 5 on a scale of 1-5 on satisfied with employment at JMCS (2023-24) Students: 67.9% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24) Parents: 90% score 4 or 5 on a scale of 1-5 rating their child's experience at JMCS (2023-24) Partners:	Students: Overall 85.8% Career Prep 70.6% College Prep 66.9% Safety 88.7% Enrichment Activity 91.9% (2024-25) Staff: Employment Satisfaction 88.5% Safety 100% Academics 69.2% Advising for College/Career 73.1%		85% of respondents rate JMCS services 4 or 5 on a scale from 1-5.	Students: Overall +0.8% Career Prep -14.4% College Prep -18.1% Safety +3.7% Enrichment Activity +6.9% Staff: Employment Satisfaction +3.5% Safety +15% Academics -15.8% Advising for College/Career -11.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		74.3% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24) NOTE: This survey was adjusted in 2024-25 to capture data specific to goals & actions in 2024-27 LCAP. Percentage of respondents rating JMCS services 4 or 5 on a scale from 1-5.	Mental Health 75% PD for Academics 75% PD for EL Support 46.1% PD for SWD Support 51.9% (2024-25) Parents/Guardians: Career Prep 62.5% College Prep 75% Guidance 75% EL Support 62.5% SWD Support 62.5% Mental Health (Yes + Somewhat) 75% (2024-25) Partners: Overall 94.1% Academics 100% Enrichment 70.6% EL Support 76.5% SWD Support 68.8% Advising for College/Career 76.5% Mental Health (Yes + Somewhat) 71% (2024-25)			Mental Health -10% PD for Academics -10% PD for EL Support -38.9% PD for SWD Support -33.1% Parents/Guardians: Career Prep -22.5% College Prep -10% Guidance -10% EL Support -22.5% SWD Support -10% Mental Health -10% Partners: Overall +9.1% Academics +15% Enrichment -14.4% EL Support -8.5% SWD Support -16.2% Advising for College/Career -8.5% Mental Health (Yes + Somewhat) -14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	6B - Suspension and Expulsion Rate	.2% of students suspended (2022-23) 0% of students expelled (2022-23) (DataQuest)	.1% of students suspended (2023-24) 0% of students expelled (2023-24)		.2% of students suspended 0% of students expelled	-.1% of students suspended 0% of students expelled
1.6	5A - ADA Percentage	75% ADA (2023-24)	75% ADA (2024-25)		80% ADA	0% 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)	11.7% Approaching Prepared (2023-24) 9.8% Prepared (2023-24)		50% Approaching Prepared 25% Prepared	+11.7% Approaching Prepared (2023-24) +9.8% Prepared (2023-24)
1.8	6C - Student Climate/Equity Survey	All Students, Scoring from 1-5, Available disaggregation: Basic Needs	All Students, Scoring from 1-5, Available disaggregation: Basic Needs		All Students, Scoring from 1-5, Available disaggregation: Basic Needs	All Students, Scoring from 1-5, Available disaggregation: Basic Needs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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, Black4.15, 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 (2023-24)	All 4.42, Female 4.59, Male 4.36, Hispanic 4.49, Black 4.57, White 4.32, EL 4.50 Belonging All 4.11, Female 4.26, Male 4.05, Hispanic 4.17, Black 4.23, White 4.05, EL 4.21 Self Efficacy All 4.23, Female 4.28, Male 4.22, Hispanic 4.26, Black 4.44, White 4.21, EL 4.34 Rigor All 3.98, Female 4.04, Male 3.96, Hispanic 4.01, Black 4.16, White 4.00, EL 3.99 Hope All 4.33,Female 4.38, Male 4.30, Hispanic 4.33, Black 4.63, White 4.30, EL 4.44 (2024-25)		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, Black4.15, 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	All +0.12 Female +0.43, Male +0.02, Hispanic +0.21, Black +0.1, White -0.1, EL +0.25 Belonging All +0.06, Female +0.25, Male -0.02, Hispanic +0.01, Black +0.1, White +.05, EL +0.09 Self Efficacy All -0.11, Female -0.01, Male -0.14, Hispanic -0.04, Black -0.13, White -0.03, EL 0 Rigor All -0.03, Female +0.09, Male -0.07, Hispanic 0, Black +0.01, White -0.05, EL -0.02 Hope All -0.05,Female 0, Male -0.08, Hispanic -.05, Black +0.01, White -0.1, EL +0.03

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	8B - DOR referral rate	0 % Percentage of eligible students referred to DOR DOR apps/UPP ADA (2023-24)	37.2% of eligible students referred to DOR (2024-25)		85% of eligible students referred to DOR	+37.2% of eligible students referred to DOR
1.10	4D - EL Progress Indicator	17.5% of all EL students making progress towards English language proficiency (2022-23) 23.9% of all EL students progress at least one ELPI level or maintain ELPI level 4 (2022-23) 0% of LTEL students making progress towards English language proficiency (Data not reported until 2023-24) 100% of students given Initial ELPAC who are enrolled for greater than accumulative 30 days (2022-23) 82.8% ELPAC Summative Participation (2022-23)	32.6% of all EL students making progress towards English language proficiency (2023-24) 34.5% of all EL students progress at least one ELPI level or maintain ELPI level 4 (2023-24) 35% of LTEL students making progress towards English language proficiency (2023-24) % of students given Initial ELPAC who are enrolled for greater than accumulative 30 days (2023-24)		40% of all EL students making progress towards English language proficiency 40% of all EL students progress at least one ELPI level or maintain ELPI level 4 40% of LTEL students making progress towards English language proficiency 100% of students given Initial ELPAC who are enrolled for greater than accumulative 30 days 95% ELPAC Summative Participation	+15.1% of all EL students making progress towards English language proficiency +10.6% of all EL students progress at least one ELPI level or maintain ELPI level 4 +35% of LTEL students making progress towards English language proficiency 100% of students given Initial ELPAC who are enrolled for greater than accumulative 30 days +9.9% ELPAC Summative Participation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			92.1% ELPAC Summative Participation (2023-24)			
1.11	8C - Students earning the State Seal of Civic Engagement	6 students earn State Seal of Civic Engagement (2023-24)	9 students earn State Seal of Civic Engagement (2024-25)		30 students earn State Seal of Civic Engagement	+3 students earn State Seal of Civic Engagement
1.12	8C - Percentage of students receiving industry-aligned certifications (i.e. ServeSafe, OSHA 10, HAZWPR)(CCC Certs/CCC ADA	0% of students tracked receiving industry-aligned certifications (2023-24)	27.4% of students tracked receiving at least one industry-aligned certifications 14.7% receiving more than one industry-aligned certification (CCC program data only in 2024-25)		25% of students receiving industry-aligned certifications	+27.4% of students tracked receiving at least one industry-aligned certifications +14.7% receiving more than one industry-aligned certification (CCC program data only in 2024-25)
1.13	5B - High School Dropout Rate (may include students who graduated but were outside of the 4-5 Year Cohort)	33.5% Dropout Rate (2022-23) (DataQuest)	48.5% Dropout Rate (2023-24) (DataQuest)		33.5% Dropout Rate (may include students who graduated but were outside of the 4-5 Year Cohort) (DataQuest)	+15% Dropout Rate
1.14	5C - Chronic Absenteeism - Earle Jamieson site only	Data not reported until 2023-2024	Data not reported (too few students). (2023-24)		TBD	N/A
1.15	8D - Internal Attrition Rate	31.3% Attrition (2023-24)	24.5% Attrition (2024-25)		27% Attrition	-6.8% Attrition

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 (2024-25)		100% of students have access to standards-aligned course materials	0

Goal Analysis [2024-25]

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.

The goal was not changed, however some of the actions were updated in minor ways as a result of the analysis. Wording to address numeracy development was added throughout actions related to student achievement. Action 1.2. #7 was moved to Action 1.6 for 2025-26.

Summaries of Overall Implementation by Action
1.1 Academic Programs:
To ensure equitable access to core academics and targeted interventions, JMCS maintained or expanded staffing and digital resources, prioritizing teacher access and academic support for all students. Interventions included tutoring and instruction in remedial math, reading recovery, and English language development across multiple learning formats—virtual, hybrid, small-group, and 1:1. The school adopted or developed curriculum tailored to foundational skill-building in ELA and math and provided professional development to ensure effective implementation. Core academic offerings were further strengthened by expanding both digital and print curricula with a focus on rigor, engagement, and cultural relevance. A dedicated PD Coordinator supported this effort by leading instructional development in core subjects, ethnic studies, and targeted literacy and numeracy supports.

1.2 Guidance Counseling and College/Career Readiness:
To address the diverse academic, emotional, and career preparation needs of underserved student populations, JMCS expanded its counseling team by hiring three full-time Academic and Employability Counselors and maintaining or adding TOSA positions to support student progress toward college and career goals. The school deepened its commitment to workforce readiness through the expansion of CTE pathways, dual enrollment opportunities, and internships. Student leadership and civic engagement programs were broadened to foster agency and voice, while access to A-G coursework was increased to ensure college eligibility for historically underserved groups.

1.3 Conference and Community Schools Services:
JMCS strengthened its whole-child, community-based approach by expanding its annual conference to include professional development for partner agency staff in 2024, continued that practice in 2025. Workshops emphasized PD in trauma-informed care, culturally relevant pedagogy, EL language acquisition, academic support, and soft skills training. The Community Resource Director broadened efforts to identify site-level needs, including mental health screening and coordination of services between JMCS and agency partners. Additionally,

Community Schools Coordinators expanded EL advisory services and connected Socio-economically Disadvantaged students with localized community supports, enhancing wraparound services and promoting equity in access to essential resources.

1.4 Partner & Family Engagement and Outreach Initiatives:
To strengthen collaboration with families, community members, and partner agencies, JMCS expanded its outreach and engagement efforts. Professional development was provided to ensure staff supporting Students with Disabilities are well-versed in behavior regulation and self-monitoring techniques, creating systems of support that are restorative, and engaging with families and parents as partners in the educational progress of their children. The school increased opportunities for community involvement through inclusive, site-based events like food drives, fundraisers, and social gatherings. Communication efforts were enhanced through regular digital and print updates, newsletters, and meetings, creating more opportunities for families and stakeholders to provide input. A full-time Outreach and Marketing Director was added to coordinate and elevate these efforts across the network.

1.5 Equitable Access and Barrier Removal to Resources and Opportunities:
To address non-academic barriers that impact student engagement and success, JMCS expanded access to essential services such as food assistance, transportation, housing support, and community referrals. These supports were designed to meet basic needs and improve student retention. The school also broadened access to academic resources, ensuring all students—especially those with disabilities—could participate fully in career pathways, hands-on and project-based learning, enrichment activities, and engaging in meaningful social-emotional growth.

1.6 Enhance Literacy & Language Development Support:
JMCS strengthened literacy and language development for English Learners (ELs) by maintaining or increasing specialized staff to deliver tailored ELD instruction that meets diverse proficiency levels, including support for newcomers and long-term ELs. Language enrichment programs such as bilingual instruction and tutoring have been implemented to boost fluency beyond the classroom. Certificated staff provided peer coaching on Universal Design for Learning (UDL) strategies to improve literacy acquisition, while professional development ensured teaching teams were equipped to address literacy challenges for ELs and other underserved student groups. There are plans to expand opportunities for literacy, and language acquisition through language labs, books clubs, and perhaps conversational practice groups. In 2025-26 a focus on numeracy will be incorporated to this action, which will align with the state's upcoming requirement that students complete a course in Financial Literacy.

1.7 Culturally Responsive Curriculum and Materials:
JMCS advanced equity by developing and implementing curriculum and enrichment materials that authentically reflect the diverse cultural backgrounds of English Learners, with a focus on Hispanic students. Professional development at the annual conference equipped JMCS and partner agency staff to integrate multicultural literature, authentic texts, and multimedia resources, fostering student engagement and cultural pride through instruction that honors identity and heritage.

1.8 English Learner Family and Community Engagement:
JMCS enhanced support for English Learner (EL) families by assigning a Community School Coordinator to address EL family connection and outreach. These efforts include outreach and parent engagement efforts tailored to their needs, which will expand in 2025-26 to include a variety of events and opportunities for EL families to engage with JMCS. Planning for collaboration with community organizations and cultural centers with the intent of expanding resource networks for EL students and families will also be a focus in 2025-26.

1.9 Professional Development for Educators - English Learner Specific:
JMCS committed to ongoing professional development for teachers, administrators, partner agency, and support staff, focusing on effective instructional strategies, assessment methods, and language acquisition theories tailored for English Learners. Training emphasized culturally responsive teaching, awareness of linguistic diversity, and inclusive practices that honor and leverage the cultural and linguistic strengths of EL students to create affirming learning environments.

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 not any material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Most actions have been reasonably effective as evidenced by qualitative and quantitative data collected around each action.

1.1 Academic Programs:
In the 2024–25 school year, JMCS successfully maintained and expanded academic programming to ensure student access to instructional materials and support. Remediation curricula in ELA and Math were fully adopted, with training provided to all teachers, though expanded training opportunities are still needed to deepen implementation. A comprehensive range of digital and paper-based curricula was developed, supported by new course outlines and an accessible curriculum website, effectively aiding teacher use. Professional development through multiple in-service days and the “Better Together” conference offered targeted training on direct instruction, Universal Design for Learning (UDL) strategies, and Ethnic Studies curriculum pilot programs, effectively advancing teacher capacity and alignment with school goals.

1.2 Guidance Counseling and College/Career Readiness:
JMCS’s counseling team has effectively expanded mental health support through comprehensive services, collaborative Student Resource Teams, and partnerships with external agencies, leading to better identification and response to student needs across academic, emotional, and career areas. Maintaining and increasing counseling and support staff has ensured consistent guidance and progress monitoring toward career readiness and college preparation.

The expansion of CTE pathways and internships, along with emerging dual enrollment opportunities, has been effective by successfully increased student engagement and workforce preparedness, particularly for underserved populations. Civic engagement programs like the State Seal of Civic Engagement and the Student Leadership Program have also been effective and grown in participation and quality, fostering meaningful student voice and leadership. Finally, JMCS’s expansion and support of A-G course offerings have proved effective and enhanced college readiness and academic rigor for all students.

1.3 Conference and Community Schools Services:

Feedback from the 2nd Annual “Better Together” conference reflected the success and effectiveness for participants, which resulted in enhancing collaboration between JMCS staff and partner agencies, boosting cultural competency, trauma-informed practices, and instructional effectiveness.

Expansion efforts included piloting a mental health screening tool and increasing counseling sessions, has been effective by improving early identification of student needs and strengthened support services through partner collaboration. The EL Advisory effectively expanded EL services across all sites by actively engaging EL families for feedback, updating the EL handbook, and JCMS will continue fine-tuning programming and effectiveness through upcoming workshops designed to further equip teachers with resources to support English Learners effectively.

1.4 Partner & Family Engagement and Outreach Initiatives:
Staff professional development has been effective and strengthened the creation and implementation of IEPs, school discipline practices, and social-emotional learning integration, with funding secured for continued training through the Neuro-Sequential Model for Education. Data evidence shows that SWD are supported and engaged and have improved gains in academic progress. Feedback shows family engagement efforts, including bilingual events and translated materials, have been effective and fostered authentic communication and community connection, though opportunities remain to deepen outreach. Regular newsletters and the introduction of PowerSchool Messenger have been effective and improved communication with staff, families, and partners, addressing past gaps in keeping everyone informed. The addition of a full-time Marketing and Outreach Director has been effective in enhanced branded outreach and social media presence, contributing to greater community engagement and laying groundwork for future enrollment growth.

1.5 Equitable Access and Barrier Removal to Resources and Opportunities:
JMCS has been effective and data show we have made progress in removing barriers to student success by developing effective systems for identifying and addressing basic needs. Students who requested support during enrollment were successfully connected to resources such as transportation, housing assistance, and counseling through coordinated efforts by Community School Coordinators, case managers, and counselors. These efforts have improved student participation and engagement, with anecdotal evidence suggesting positive outcomes; work is ongoing to identify the best measures for tracking this impact.

Staff participation in Communities of Practice for Social-Emotional Learning (SEL), Universal Design for Learning (UDL), and ed-tech conferences has been effective and led to increased capacity for supporting students in inclusive and responsive ways. Additionally, the Community Schools team has significantly expanded enrichment events focused on science, art, culture, teambuilding, and student wellbeing. These activities have been highly effective, as reflected in strong student feedback and a promising trend toward reduced attrition.

1.6 Enhance Literacy & Language Development Support:
JMCS has demonstrated effective retention of key instructional staff, particularly bilingual personnel, which has contributed significantly to improved outcomes for English Learners (ELs), including gains in academic performance, graduation rates, and English language progress. Efforts to expand targeted literacy and language development efforts have been effective, with plans to scale up research-based instructional strategies and piloted curriculum being implemented more broadly, especially at sites with high EL populations. Strategic partnerships, such as with Chartwell and UCSF Dyslexia Center, have been effective and strengthened JMCS’s approach to addressing literacy, with promising early data showing gains in grade-level equivalency for ELA. Peer coaching on UDL best practices has also been effective and has grown through collaboration with Curriculum Leads, enhancing curriculum access and scaffolding for diverse learners. Feedback from surveys show

effectiveness; instructional planning is now increasingly informed by assessments of student learning and teacher support needs, creating a culture of intentional instructional design. Targeted professional development—such as training in the Wilson Reading System—has been effective and equipped staff with tools to better address literacy needs across student groups, notably ELs, students with disabilities, socio-economically disadvantaged youth, and foster/homeless students. These combined efforts reflect effectiveness and clear, meaningful progress toward literacy and language development goals.

1.7 Culturally Responsive Curriculum and Materials:
JMCS has been very effective and data shows we have made significant progress in developing culturally and linguistically sustaining instructional practices that affect student skills and improve outcomes.

Professional development efforts have been effective in advancing JMCS's commitment to culturally affirming instruction. The annual three-day "Better Together" conference included interactive workshops led by the UC Davis History and Social Science Project on integrating Ethnic Studies into teaching. Feedback provided evidence that these sessions increased staff understanding of the importance of student identity, cultural heritage, and inclusive curriculum design. Teachers accessed authentic multicultural texts, previewed new Ethnic Studies curriculum materials, and provided feedback instrumental in shaping implementation. The high number of staff voluntarily participating in the curriculum pilot, and their contributions to resource development, are evidence of effectiveness that underscores the program's impact and growing momentum. Overall, these actions have effectively advanced JMCS's goal of embedding Ethnic Studies as both a subject area and a guiding cultural framework across its instructional programs.

1.8 English Learner Family and Community Engagement:
JMCS has made important strides in strengthening support systems for English Learner (EL) students and their families. In spring 2025, a TOSA was assigned as the EL Program Advisor, significantly accelerating the implementation of targeted academic programming across all sites. This role led to the development of a comprehensive EL needs assessment, updates to the EL Manual for teachers, and the refinement of progress monitoring tools—all of which have contributed to more consistent, effective support for EL students and families.

In addition and as an effective strategy, JMCS has partnered with community-based organizations to provide critical resources and support for immigrant and EL families. Bilingual outreach materials outlining civil rights and local support systems were shared with families, reinforcing JMCS's commitment to fostering an inclusive and welcoming school culture. The use of bilingual staff and translated print materials has been effective and further strengthened meaningful communication with families.

While JMCS has made progress in site-based family engagement, especially at one larger site with a higher EL population, this remains an area for continued growth. Workshops on topics such as immigration rights and access to health services have been well-received, and the school is working to expand these opportunities more broadly. This action is in its early stages, but its initial implementation has been effective and demonstrated promising potential for deeper community partnerships and more responsive support for EL families moving forward.

1.9 Professional Development for Educators - English Learner Specific:
JMCS has taken intentional steps and effectively made progress to strengthen culturally responsive practices that support English Learners (EL) through both targeted training and inclusive instructional strategies. In June 2025, JMCS EL Advisor will participate in professional

development focused on newcomer education, including attendance at a specialized conference. These learning opportunities are paired with the development of new instructional resources and teaching tools to support staff working with EL students.

The effectiveness of the impact of these efforts is evident in improved student outcomes, including growth in English acquisition and skill development. This progress suggests that collaboration among staff has led to more effective pedagogy for adult language learners, the use of engaging and research-based curriculum, and improved systems for monitoring progress. JMCS instituted assessment tools that will assist in determining language levels of incoming students who have aged out of ELPAC, and in 2024-25 the data has provided insights into progress for this group, which is a significant subset of our EL population

Foundational Ethnic Studies training has also played a key role in the effectiveness of supporting EL students. Professional development workshops have emphasized culturally responsive and reflective teaching strategies that uplift all students while being particularly relevant for EL learners. A highlight of this effort was an all-staff “culture box” activity, in which participants reflected on their cultural identities and how these influence their teaching. This exercise resonated deeply with staff and is now being incorporated into the Ethnic Studies curriculum to help students—emphasizing ELs—explore and affirm their cultural backgrounds.

Additionally, workshops on restorative practices, including the use of restorative circles to open class sessions, have supported effective inclusive classroom environments. Teacher feedback across multiple sites affirms that these approaches are effective in helping students feel seen, valued, and safe—key conditions for academic and language growth. Overall, these actions have been highly effective in advancing the school’s goals of equity, access, and belonging for EL students.

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.

There have not been any significant changes to the goal, metrics, targeted outcomes or actions as a result of reflections conducted through data review and focus groups. Trends in the data, both qualitative and quantitative show that actions are being implemented with a high degree of effectiveness and with fidelity to the overall goal.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Programs	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	$751,730	Yes

Action #	Title	Description	Total Funds	Contributing
		in remedial math, reading recovery, ESL or ELD in self-paced virtual, hybrid model, small group settings or 1:1. 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. 3. Expansion of digital- and paper-based curriculum in all core subjects and CTE course materials, with a focus on rigor, engagement and cultural relevance. 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.		
1.2	Guidance Counseling and College/Career Readiness	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 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. 3. Expansion of CTE pathways, including opportunities for dual enrollment, internships with industry sector partners, and other activities to promote workforce readiness. 4.Expansion of Student Leadership and Civic Engagement program. 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.		Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.3	Conference and Community Schools Services	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. 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. 3. Community Schools Coordinators - expansion of EL Advisory and community services for Socio-Economically Disadvantaged students.		Yes
1.4	Partner & Family Engagement and Outreach Initiatives	1. 1. Expansion for professional development for educational partner staff that ensures proper adherence to laws and best practices for supporting Students with Disabilities as well as for EL students, Socio-economically Disadvantaged students, Hispanic students, Foster and Homeless Youth. 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. 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.	$238,327	Yes

Action #	Title	Description	Total Funds	Contributing
		4. 1.0 FTE Outreach & marketing director.		
1.5	Equitable Access and Barrier Removal to Resources and Opportunities	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. 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 and field trips that expose students to art, science and culture, instructional technology and assistive technology for students with disabilities, and PD targeted for the use of technology and materials appropriate for SWD as well as all students. 3. Summer School expansion for Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth.	$520,688	Yes
1.6	Enhance Skills in Numeracy, Literacy & Language Development Support	1. Increase staffing, or retain current staff in lieu of reductions, to provide targeted math and English language development (ELD) instruction tailored to the language proficiency levels and learning needs of EL students, including newcomers and long-term English Learners, as well as Socio-economically Disadvantaged students, Hispanic students, Students with Disabilities, Foster and Homeless Youth. 2. Expansion of numeracy, language and literacy enrichment programs and materials, including during summer, such as language and math tutoring, targeted literacy interventions, language labs, and conversational practice groups, to supplement classroom instruction and promote language fluency.	$274,643	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Expansion of services by certificated instructional staff to provide peer coaching on UDL best practices promoting literacy and language acquisition. 4. Expansion of professional development to enhance teaching and instructional support staff knowledge and skill in addressing student skill in numeracy and literacy deficiencies across all core subjects for EL students, Socio-economically Disadvantaged students, Hispanic students, Students with Disabilities, as well as Foster and Homeless Youth		
1.7	Culturally Responsive Curriculum and Materials	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. 2. Expand professional development for JMCS staff and Partner agency staff during annual conference or through other workshops or conferences, 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.	$74,038	Yes
1.8	English Learner Family and Community Engagement	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. 2. Collaborate with community organizations, cultural centers, and language support agencies to provide additional resources and support networks for EL students and their families. 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	$114,038	Yes

Action #	Title	Description	Total Funds	Contributing
		events that promotes appreciation and wonder about diverse customs and heritage		
1.9	Professional Development for Educators - English Learner Specific	1. Offer ongoing professional development opportunities for teachers, administrators, partner agency and support staff on effective instructional strategies, assessment practices, SEL strategies and materials, and language acquisition theories for EL students. 2. Provide training on culturally responsive teaching practices, ethnic studies, linguistic diversity awareness, ethnic studies, and strategies for creating inclusive learning environments that value and affirm the linguistic and cultural assets of EL students.	$20,000	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 proposed 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. JMCS will continue with Goal 2 actions in 2025-26, striving to meet the needs of students through responsive, intentional programming and well-prepared and supported educators.

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 school facilities in good repair		100% of students have access to school facilities in good repair	0%
2.2	6A - Student Equity Survey (disaggregated by available reporting groups)	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 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, Black4.15, 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	All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.42, Female 4.59, Male 4.36, Hispanic 4.49, Black 4.57, White 4.32, EL 4.50 Belonging All 4.11, Female 4.26, Male 4.05, Hispanic 4.17, Black 4.23, White 4.05, EL 4.21 Self Efficacy All 4.23, Female 4.28, Male 4.22, Hispanic 4.26, Black 4.44, White 4.21, EL 4.34 Rigor All 3.98, Female 4.04, Male 3.96, Hispanic 4.01, Black 4.16, White 4.00, EL 3.99 Hope		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 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, Black4.15, White 4.05, EL 4.01 Hope	All Students, Scoring from 1-5, Available disaggregation: Basic Needs All +0.12 Female +0.43, Male +0.02, Hispanic +0.21, Black +0.1, White -0.1, EL +0.25 Belonging All +0.06, Female +0.25, Male -0.02, Hispanic +0.01, Black +0.1, White +.05, EL +0.09 Self Efficacy All -0.11, Female -0.01, Male -0.14, Hispanic -0.04, Black -0.13, White -0.03, EL 0 Rigor All -0.03, Female +0.09, Male -0.07, Hispanic 0, Black +0.01, White -0.05, EL -0.02 Hope

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All 4.33,Female 4.38, Male 4.30, Hispanic 4.33, Black 4.63, White 4.30, EL 4.44 (2024-25)		All 4.38,Female 4.38, Male 4.38, Hispanic 4.38, Black 4.62, White 4.40, EL 4.41	All -0.05,Female 0, Male -0.08, Hispanic -.05, Black +0.01, White -0.1, EL +0.03
2.3	3A - Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners	Staff: 87.3% score 4 or 5 on a scale of 1-5 on satisfied with employment at JMCS (2023-24) Students: 67.9% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24) Parents: 90% score 4 or 5 on a scale of 1-5 rating their child's experience at JMCS (2023-24) Partners: 74.3% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24) NOTE: This survey was adjusted in 2024-25 to capture data specific to goals & actions in 2024-27 LCAP. Percentage	Students: Overall 85.8% Career Prep 70.6% College Prep 66.9% Safety 88.7% Enrichment Activity 91.9% (2024-25) Staff: Employment 88.5% Safety 100% Academics 69.2% Advising for College/Career 73.1% Mental Health 75% PD for Academics 75% PD for EL Support 46.1% PD for SWD Support 51.9% (2024-25) Parents/Guardians:		85% of respondents rate JMCS services 4 or 5 on a scale from 1-5.	Students: Overall +0.8% Career Prep -14.4% College Prep -18.1% Safety +3.7% Enrichment Activity +6.9% Staff: Employment +3.5% Safety +15% Academics -15.8% Advising for College/Career -11.9% Mental Health -10% PD for Academics -10% PD for EL Support -38.9% PD for SWD Support -33.1% Parents/Guardians:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of respondents rating JMCS services 4 or 5 on a scale from 1-5.	Career Prep 62.5% College Prep 75% Guidance 75% EL Support 62.5% SWD Support 62.5% Mental Health (Yes + Somewhat) 75% (2024-25) Partners: Overall 94.1% Academics 100% Enrichment 70.6% EL Support 76.5% SWD Support 68.8% Advising for College/Career 76.5% Mental Health (Yes + Somewhat) 71% (2024-25)			Career Prep - 22.5% College Prep - 10% Guidance -10% EL Support -22.5% SWD Support - 10% Mental Health - 10% Partners: Overall +9.1% Academics +15% Enrichment -14.4% EL Support -8.5% SWD Support - 16.2% Advising for College/Career - 8.5% Mental Health (Yes + Somewhat) -14%
2.4	5A - Dashboard Graduation Rate Indicator (4/5 Year Cohort and 1-Year Alternative) (disaggregated by required reporting groups)	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% (2022-23)	4/5 Year Cohort: 32% Graduation Rate Schoolwide By Group: Hispanic 31.4% EL 30.9% LTEL 34.7% SED 32% Foster Not reported SWD 36.4% Homeless 28.6%		4/5 Year Cohort: 31% Graduation Rate Schoolwide By Group: Hispanic 31% EL 23% LTEL 35% SED 30% Foster 19% SWD 19% Homeless 31%	4/5 Year Cohort: +3.4% Graduation Rate Schoolwide By Group: Hispanic +3.7% EL +10% LTEL +34.7% SED +3% Foster Not reported SWD +21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% (2022-23)	(2023-24) DASS 1 Year Cohort: 78.9% Graduation Rate Schoolwide By Group: Hispanic 80.1% EL 87.1% LTEL 86.7 SED 79.3% Foster - Not reported SWD - 81.8% Homeless 69.4% (2023-24)		DASS 1 Year Cohort: 75% Graduation Rate Schoolwide By Group: Hispanic 70% EL 91% LTEL 91% SED 72% Foster - Not reported SWD 57% Homeless 70%	Homeless +1.1% DASS 1 Year Cohort: +8.9% Graduation Rate Schoolwide By Group: Hispanic +14.5% EL -1.1% LTEL +86.7 SED +10.7% Foster - Not reported SWD +27.6% Homeless +2.7%
2.5	4A - Career and College Indicator	0% of students "Prepared" or Approaching Prepared". (2022-23)	11.7% Approaching Prepared (2023-24) 9.8% Prepared (2023-24)		50% Approaching Prepared 25% Prepared	+11.7% Approaching Prepared (2023-24) +9.8% Prepared
2.6	8A - Local measures of academic growth (i.e. Renaissance STAR or other growth measure) (disaggregated by required reporting groups)	STAR All students ELA GLE Growth .5 By Student Group: Hispanic .5 EL .3 SED .5 Foster .4 SWD .4 Homeless .4 (2023-24)	STAR All students ELA GLE Growth .8 By Student Group: Hispanic .7 EL .6 SED .8 Foster .5 SWD .7 Homeless .6 (2024-25)		STAR All students ELA GLE Growth .6 By Student Group: Hispanic .7 EL .4 SED .7 Foster .4 SWD .4 Homeless .4 All students Math GLE Growth .8	STAR All students ELA GLE Growth .+3 By Student Group: Hispanic +.2 EL +.3 SED +.3 Foster +.1 SWD +.3 Homeless +.2 All students Math GLE Growth +.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students Math GLE Growth .7 By Student Group: Hispanic .8 EL .3 SED .7 Foster .7 SWD .5 Homeless .7 (2023-24)	All students Math GLE Growth .8 By Student Group: Hispanic .8 EL .7 SED .8 Foster .1 SWD .9 Homeless .8		By Student Group: Hispanic .9 EL .3 SED .9 Foster .7 SWD .5 Homeless .7	By Student Group: Hispanic 0 EL +.4 SED +.1 Foster -.6 SWD +.4 Homeless +.1
2.7	4B - EL Reclassification Rate	0% of students reclassified FEP (2020-21) 0% of LTEL Reclassified FEP (2023-24)	***Data not provided by CDE***		3% of students reclassified FEP 3% of LTEL reclassified FEP	***Data not provided by CDE***
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: 47.8% Students advance one or more skill levels 43.7% students maintain level		CASAS 60% Students advance skill level 50% students maintain level	CASAS: +47.8% Students advance one or more skill levels +43.7% students maintain level
2.9	1B -Teacher Assignment Monitoring Outcomes	Total FTE: 34.1 Clear 59.7% Out of Field 29.7% Intern 0 Ineffective 0 Incomplete 2.3% Unknown 8.3% (2021-22)	Total FTE: 32.5 Clear 60.5% Out of Field 24.2% Intern 0 Ineffective 10% Incomplete 5.4% Unknown 0% (2022-23)		Appropriately assigned and fully credentialed or properly permitted teachers.	Total FTE: -1.6 Clear +0.8% Out of Field -5.5% Intern 0 Ineffective +10% Incomplete +3.1% Unknown -8.3%

Goal Analysis [2024-25]

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.

There were no updates or any substantive differences in planned actions and actual implementation.

2.1 Student Attendance, Wellbeing and Progress Tracking
JMCS has prioritized student attendance, mental health, and progress tracking by expanding staffing for daily attendance outreach and socio-emotional support, implementing student progress monitoring tools, and enhancing access to mental health assessments through both in-house and contracted providers. Climate and equity surveys, along with disaggregated data reviews, ensure gaps in academic performance and college/career readiness are identified and addressed across student groups.

2.2 Teacher Professional Preparation and Credentialing
JMCS ensures all teachers hold valid CTC credentials and are equipped to meet both academic and social-emotional needs through robust onboarding and targeted professional development, with an emphasis on culturally responsive practices for serving Socioeconomically Disadvantaged, Hispanic, EL, Students with Disabilities, Foster, and Homeless Youth.

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 was 22% less expended on Goal 2 than noted between Budgeted Expenditures and Estimated Actual Expenditures in the 2024-25 LCAP due to items in the Budgeted Expenditures being shifted to other funding sources not noted in LCAP. The actions still occurred.

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

Most actions have been reasonably effective as evidenced by qualitative and quantitative data collected around each action.

2.1 Student Attendance, Wellbeing and Progress Tracking
This action has been effective in the support of JMCS students' attendance, well-being and progress monitoring.
JMCS employed one full time staff person and others worked hourly or part time to do outreach to students and families that had contiguous or frequent absences from programming. This communication was effective in identifying barriers, and will continue to be refined so that the desired outcome of reducing absenteeism is measurable by an increase in ADA %.

Five counselors were hired to serve students across the spectrum of JMCS school sites. Counselors provided behavioral health support in group and individual settings, administered mental health screening assessments, developed a framework for crisis intervention, and supported students with disabilities to apply to Department of Rehabilitation.

PowerSchool was updated to include features that track student progress, this action will see more effectiveness in the coming school year as the use of the tool is more fully utilized.

JMCS continues to rely on the student climate survey for rich data around programming that are indicators of barrier removal and "closing the gap". This is effective because it is direct student input, and JMCS student leaders, teachers and leadership refer to the feedback for schoolwide planning and actions. JMCS staff has effectively monitored JMCS student achievement as reported on the CA Dashboard, reviewing data and seeking areas of improvement to inform school actions to address gaps.

2.2 Teacher Professional Preparation and Credentialing
JMCS effectively provides PD for teachers in a variety of strategies to meet the needs of our students. JMCS has initiated restorative practices creating communities that our students and families report is safe for learning and exploring their goals. Teachers who come to work at JMCS are appropriately credentialed or permitted for their assignment, and candidates are screened during the interview process for their ability to address both academics and social-emotional growth of Socio-economically Disadvantaged students, which are 95% of all JMCS students, as well as Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth.

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.

There are not any significant changes to the planned goal, metrics, target outcomes, or actions for the coming year for Goal 2.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Academic Achievement, Attendance, Wellbeing, and Progress Tracking	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.	$426,262	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	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. 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.	$7,500	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,475,576	$320,347

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.387%	0.000%	$0.00	43.387%

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	**Action:** Academic Programs **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.	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
	Scope: LEA-wide		Career and College Indicator. 5. English Learner Progress Indicator.
1.3	**Action:** Conference and Community Schools Services **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. **Scope:** LEA-wide	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.	1. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners. 2. Internal Attrition Rate 3. ADA
1.4	**Action:** Partner & Family Engagement and Outreach Initiatives **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).	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,	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.

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	families and partners up-to-date on JMCS events, activities and opportunities as well as policies, calendars, and operational functions.	
1.5	**Action:** Equitable Access and Barrier Removal to Resources and Opportunities **Need:** Food, transportation, housing, driver's training, adult mentors and coaches. **Scope:** LEA-wide	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, field trips for enrichment, expansion of career pathway programming and completion, improve attrition through engagement. In addition, students need access to well-trained staff focused on supporting their academic and education goals and aspirations; this much-needed support by caring adults in the school setting is key to barrier removal for all students.	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.
2.2	**Action:** Teacher Professional Preparation and Credentialing **Need:** Properly prepared and appropriately credentialed or permitted teaching and instructional staff. Orientation and training on	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,	1. Internal Attrition Rate 2. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners. 3. Student Climate Survey. 4. Academic Performance

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
	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. **Scope:** LEA-wide	MTSS, PBIS, and trauma-informed care, as well as research-aligned instructional practices to meet student academic needs.	Indicator. 5. Career and College Indicator. 6. Graduation Rate Indicator (1 Year Alternative and "traditional" 4/5 Year Cohort).

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	**Action:** Guidance Counseling and College/Career Readiness **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, megatronics, 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,	Socio-economically Disadvantaged students, which are 95% 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.	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).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and critical thinking skills, expanding their academic horizons and fostering a love of learning. **Scope:** Limited to Unduplicated Student Group(s)		
1.6	**Action:** Enhance Skills in Numeracy, Literacy & Language Development Support **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. **Scope:** Limited to Unduplicated Student Group(s)	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	**Action:** Culturally Responsive Curriculum and Materials **Need:** Limited curriculum and instructional strategies that fully engage EL students, limited culturally relevant materials for majority of EL students (Spanish/Latino/Hispanic). **Scope:** Limited to Unduplicated Student Group(s)	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			reclassified. 5.Career & College Indicator.
1.8	**Action:** English Learner Family and Community Engagement **Need:** Establish partnerships with community organizations centered on Hispanic/Latino Spanish-speaking families to enhance parent engagement and involvement in students' education. **Scope:** Limited to Unduplicated Student Group(s)	Fostering a supportive and inclusive school environment that celebrates the cultural diversity of Hispanic/Latino Spanish-speaking students and promotes their academic and social-emotional well-being.	1.Program satisfaction surveys (support services, enrichment opportunities) from Students, Parents and staff. 2. School climate survey EL responses. 3. STAR scores for ELA. 4. Career & College Indicator.
1.9	**Action:** Professional Development for Educators - English Learner Specific **Need:** Teacher training on EL services and pedagogy to support English Language Acquisition. **Scope:** Limited to Unduplicated Student Group(s)	By providing professional development for teachers on effective strategies for teaching EL students and promoting language acquisition.	1.Program satisfaction surveys (support services, enrichment opportunities) from Students, Parents and staff. 2. School climate survey EL responses. 3.Career & College Indicator.
2.1	**Action:** Student Academic Achievement, Attendance, Wellbeing, and Progress Tracking **Need:** Improve the school stability rate and student retention in the program, with particular emphasis on outreach and monitoring of	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	1. Internal Attrition Rate 2. Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners. 3. Student Climate Survey. 4. Academic Performance

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	student groups where the internal attrition rate rate is high for non-graduating students. Improve student academic performance, student readiness for college and/or career, and graduation rate. Mental health screening and guidance counseling, targeted student wellness strategies including MTSS. **Scope:** Limited to Unduplicated Student Group(s)	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 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.	Indicator. 5. Career and College Indicator. 6. Graduation Rate (1 Year Alternative and "traditional" 4/5 Year).

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 alloted 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 2025-26 year to maintain or increase 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 instructional assistants in 2025-26.

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

2025-26 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	$5,705,738	$2,475,576	43.387%	0.000%	43.387%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,031,246	$1,395,980	$0.00	$0.00	$2,427,226	$2,069,076	$358,150

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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$696,080	$55,650	$751,730				$751,730	
1	1.2	Guidance Counseling and College/Career Readiness	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income										27.7%
1	1.3	Conference and Community Schools Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income										11.2%
1	1.4	Partner & Family Engagement and Outreach Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$193,327	$45,000		$238,327.			$238,327	
1	1.5	Equitable Access and Barrier Removal to Resources and Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$417,188	$103,500		$520,688			$520,688	
1	1.6	Enhance Skills in Numeracy, Literacy & Language Development Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$234,643.	$40,000	$165,478	$109,165			$274,643	
1	1.7	Culturally Responsive Curriculum and Materials	English Learners	Yes	Limited to Unduplicated Student	English Learners			$65,538	$8,500		$74,038			$74,038	

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			$64,038	$50,000	$114,038				$114,038	
1	1.9	Professional Development for Educators - English Learner Specific	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners				$20,000		$20,000			$20,000.	
2	2.1	Student Academic Achievement, Attendance, Wellbeing, and Progress Tracking	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$394,262	$32,000		$426,262			$426,262	
2	2.2	Teacher Professional Preparation and Credentialing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$4,000	$3,500		$7,500			$7,500	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,705,738	$2,475,576	43.387%	0.000%	43.387%	$1,031,246	38.9%	56.9 %	**Total:**	$1,031,246
								LEA-wide Total:	$751,730
								Limited Total:	$279,516
								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		$751,730	
1	**1.2**	Guidance Counseling and College/Career Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			27.7%
1	**1.3**	Conference and Community Schools Services	Yes	LEA-wide	English Learners Foster Youth Low Income			11.2%
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 Skills in Numeracy, Literacy & Language Development Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$165,478	

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		$114,038	
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			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,036,057.00	$3,844,872

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**	Academic Programs	Yes	$548,546	$593,421
1	**1.2**	Guidance Counseling and College/Career Readiness	Yes	$1,710,043	$1,614,664
1	**1.3**	Conference and Community Schools Services	Yes	$531,530	$63,7668
1	**1.4**	Partner & Family Engagement and Outreach Initiatives	Yes	$188,183	$186,356
1	**1.5**	Equitable Access and Barrier Removal to Resources and Opportunities	Yes	$335,090	$332,994
1	**1.6**	Enhance Literacy & Language Development Support	Yes	$171,775	$132,390
1	**1.7**	Culturally Responsive Curriculum, Instruction and Enrichment for EL Students	Yes	$97,635	$63,292
1	**1.8**	English Learner Family and Community Engagement	Yes	$111,864	$62,180
1	**1.9**	Professional Development for Educators - English Learner Specific	Yes	$59,500	$3,970
2	**2.1**	Student Academic Achievement, Attendance, Wellbeing, and Progress Tracking	Yes	$216,891	$181,850
2	**2.2**	Teacher Professional Preparation and Credentialing	Yes	$65,000	$36,087

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2024-25 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)
$2,433,808	$1,759,484	$1,592,540.00	$166,944	39.5%	39.8%	0.240%

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	Academic Programs	Yes	$548,546	$593,421		
1	1.2	Guidance Counseling and College/Career Readiness	Yes			30.18%	28.5%
1	1.3	Conference and Community Schools Services	Yes			9.38%	11.3%
1	1.4	Partner & Family Engagement and Outreach Initiatives	Yes	$188,183	$186,356		
1	1.5	Equitable Access and Barrier Removal to Resources and Opportunities	Yes	$335,090	$332,994		
1	1.6	Enhance Literacy & Language Development Support	Yes	$136,775	$132,390		
1	1.7	Culturally Responsive Curriculum, Instruction and Enrichment for EL Students	Yes	$97,635	$63,292		
1	1.8	English Learner Family and Community Engagement	Yes	$111,864	$62,180		
1	1.9	Professional Development for Educators - English Learner Specific	Yes	$59,500	$3970		
2	2.1	Student Academic Achievement, Attendance, Wellbeing, and Progress Tracking	Yes	$216,891	$181,850		
2	2.2	Teacher Professional Preparation and Credentialing	Yes	$65,000	$36,087		

2024-25 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)
$5,602,753	$2,433,808	0	43.440%	$1,592,540	39.8%	68.2%	$0.00	0.000%

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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).

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