

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: I-2

MEETING DATE: 06/13/2023

SUBJECT: San Juan Choices Charter School Local Control and Accountability Plan (LCAP)

DEPARTMENT: Admissions and Family Services

For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:

The superintendent is recommending that the board hold a public hearing regarding revisions to the San Juan Choices Charter School 2021-2024 LCAP.

Action anticipated: June 27, 2023.

RATIONALE/BACKGROUND:

The LCAP includes eight state priority areas: Implementation of Common Core State Standards (CCSS) and English Language Development Standards (ELD), Student Achievement, Student Engagement, School Climate, Parental Involvement, Course Access, Basic Services, and Other Student Outcomes. The State of California requires extensive community and stakeholder input in the creation of the plan prior to bringing it forward to the Board of Education for action. Additionally, the state requires that a review of the State Accountability Dashboard be included as one source of data that informs the revised plan. This year's 2021-2024 LCAP includes the 2020-21 LCAP Annual Update. The three-year LCAP must be board approved prior to the adoption of next year's budget.

ATTACHMENT(S):

A: Presentation

B: 2021-2024 Local Control and Accountability Plan

CHOICES CHARTER SCHOOL COMMITTEE ACTION/COMMENT:

Staff: 04/20/2023

Advisory Council: 04/26/2023

Family Focus Group: 05/2/2023

Leadership Team: 5/11/2023

Director and Self-Study Coordinator: 05/19/2023

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

(Unrestricted Base, Supplemental, other restricted, etc.)

Current Year Only ☐ On-going ☐

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY: Brian T. Ginter, Director, Admissions and Family Services

APPROVED BY: Debra Calvin, Ed.D., Associate Superintendent, Educational Services *DC*
Melissa Bassanelli, Superintendent of Schools *MB*

Local Control and Accountability Plan (LCAP) 2023-2024 Annual Update

Presented to the Board of Education
June 13, 2023



Engaging Educational Partners

Choices promotes community engagement through collaboration with the following educational partners:

- School staff
- Advisory council (consisting of teachers, parents, students, school administration, classified employees, and community members)
- Family focus group
- School leadership team



Engaging Educational Partners

Feedback from all school stakeholders contributed to the creation of the 2023-24 LCAP. The following schedule of communications outlines the process:

School staff:

4/20/23 meeting

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2021-24 LCAP. Staff collaborated in WASC Focus Groups and provided feedback from each group via an online survey.

Advisory council:

4/26/23 meeting

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2021-24 LCAP. Feedback collected via an online survey following the meeting.

Family focus group:

Email sent to families on 5/2/23

- Feedback provided individually, via an online survey.

School Leadership Team:

5/11/23 Meeting

- Reviewed feedback from all educational partners. Provided additional emphasis on actions of particular urgency. Identified the most important areas of need via an online survey following the meeting.

Director and Self-Study Coordinator:

5/19/23 Meeting

- Reviewed summary of most frequently recommended actions and decided upon specific plans for inclusion of actions in the 2023-24 LCAP.



Successes

Timely graduation / graduation rate

- Graduation rates: consistent annual growth & equity amongst student groups.
- 2022 Graduation Rate = 78% for *both* All Students & Socioeconomically Disadvantaged Students (SDS).

Academic Proficiency / CAASPP Scores

- Most rates of proficiency in ELA, Math, & Science for All Students & SDS have been greater than those of the State of CA in 2021 & 2022.
- Achievement gaps between SDS and All Students are either nonexistent or smaller than those of the State of CA in almost every instance in 2021 & 2022.
- Most CAASPP rates of proficiency for All Students & SDS are higher in 2022 than in 2019; CCS students continued to grow academically through, and transitioning out of, COVID-19.



Successes

College & Career Readiness / Graduate Statistics

- In 2022: 34% of graduates stated that they would not have graduated from high school without enrolling at Choices.
- In 2022: 57% of graduates planned to attend college or trade school in the coming year.
- College/Career Indicator (“CCI”) on the rise for both All Students & SDS. (In 2020: All Students = 18% and SDS = 13%).

Improved student anxiety levels/student feedback

- In 2022: 34% of students reported “social/other anxiety” as a primary reason for enrolling.
- In 2022: 88% of All Students & 100% of Students with Disabilities reported that their anxiety levels had either stabilized or dropped since enrolling at Choices.

Identified Needs

Math Proficiency / CAASPP

- 2022 CAASPP rates of Math proficiency lag behind the state: (All Students: 15% vs. 33%, SDS: 6% vs. 21%).
- Exploring remediation methods, including learning modules, to target specific deficiencies.

College & career readiness/College Career Indicator (CCI)

- Though on the rise, the CCI at Choices is significantly lower than that of the State of California (In 2020: All Students 18% vs. 46%, SDS 13% vs. 38%).
- CCI rates for All Students & SDS are expected to increase significantly in the coming years with a school culture shift to focus more on long-term goals through the revised CCS Graduation Outcomes and expansion of college/career course availability, activities, and support.

Goals

Goal #1:

Improve and support student learning to *close achievement gaps* and ensure all students graduate college and career ready

Goal #2:

Foster a respectful, collaborative, and reflective school culture that ensures academic success and *social/emotional well-being* of each student

Actions

Tutoring

- Available on campus or via Zoom
- Focus on skill-building and math
- Extensive support for Students with Disabilities from Resource Specialists

College & Career Planning Support

- College resources available to students at home via school website
- Counselor provides workshops, classroom visits, one-on-one assistance with college applications
- Annual College & Career Week
- Field trips to local colleges and universities, college fairs, & Sacramento Speaker Series
- Breadth of college and career readiness course options (A-G, Dual Enrollment, CTE, AP, World Languages, Electives)

Actions

Community Enhancements

- Rewards systems acknowledge student success and growth
- Addition of at least one elective course per year
- Addition of at least one extracurricular activity each year
- English Learners enroll in ELD course and classroom-based electives
- Middle School classroom field trips
- Virtual reality science labs
- Clothes closet / hygiene supplies

Technology Resources

- Technology upgrades
- Chromebooks on loan
- Low-cost internet and Wi-fi hotspots
- Tech support

Actions

Miscellaneous Support

- Student data analysis
- Professional development
- Intervention services
- Parent education
- Diagnostic, formative, and summative assessment
- Supportive outreach to new families

Identify, Support, and Track Progress of Students with Anxiety

- New student survey
- Student school satisfaction survey
- Students with disabilities attitude survey

Mental Health Support for Students

- Vigilant outreach
- Counseling & tutoring
- Referrals to community agencies

Notable Changes to Actions in 2023

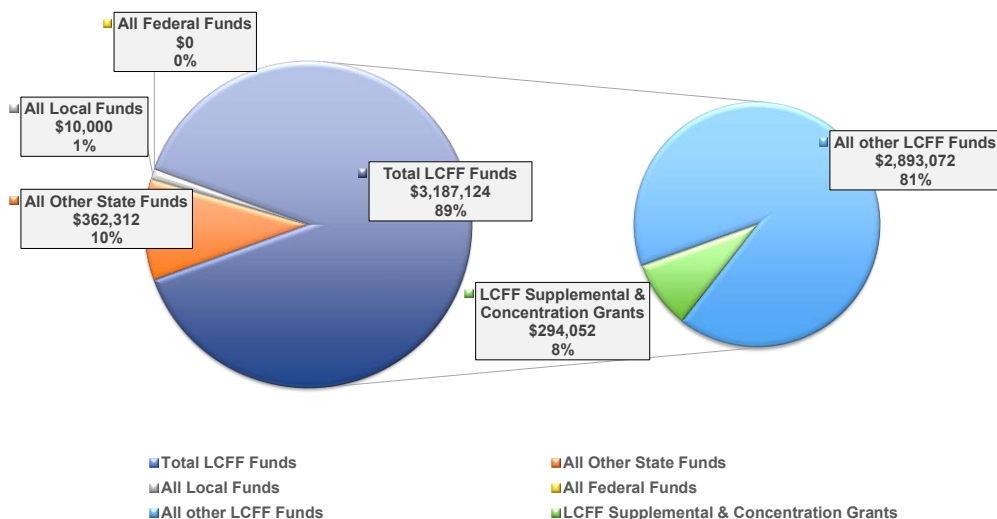
- Improvement of the school tutoring scheduling and communication system
- Expansion of College & Career Week
- Advisory teachers follow new student intervention process
- Addition of college workshops to include scholarship information and to support needs of Students with Disabilities
- Expansion of field trips schedule to include college visits
- Creation of common messaging to utilize in supporting parents with curriculum technology
- Expansion of rewards system that acknowledges student success and growth



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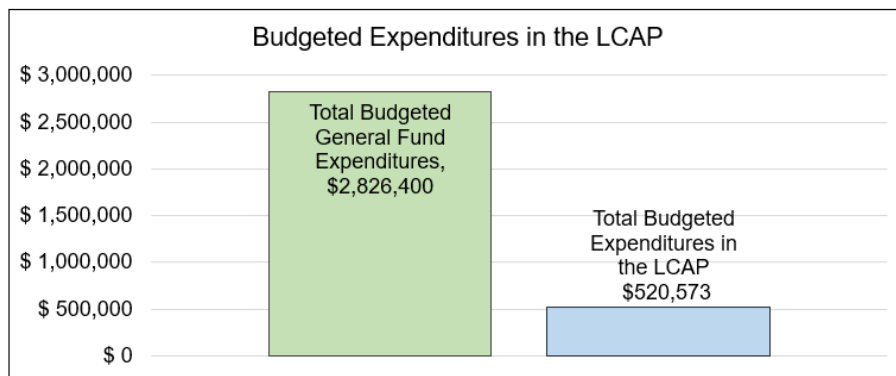
2023-24 Budget Overview: Revenue

Projected Revenue by Fund Source



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2023-24 Budget Overview: Expenditures

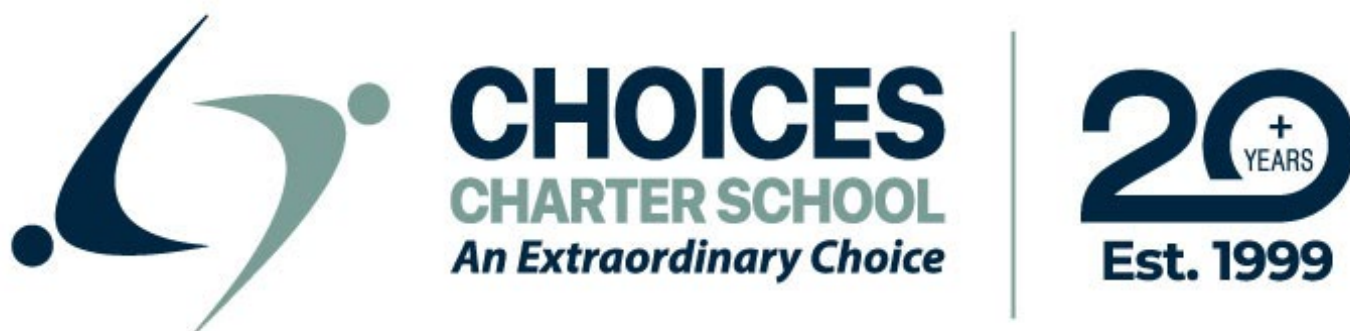


This chart provides a quick summary of how much San Juan Choices Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

Questions



School Year
2023-2024



San Juan Choices Charter School 2021-2024 Local Control Accountability Plan

To be presented to the Board of Education for a Public Hearing
June 13, 2023

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Juan Choices Charter School

CDS Code: 34674473430758

School Year: 2023-24

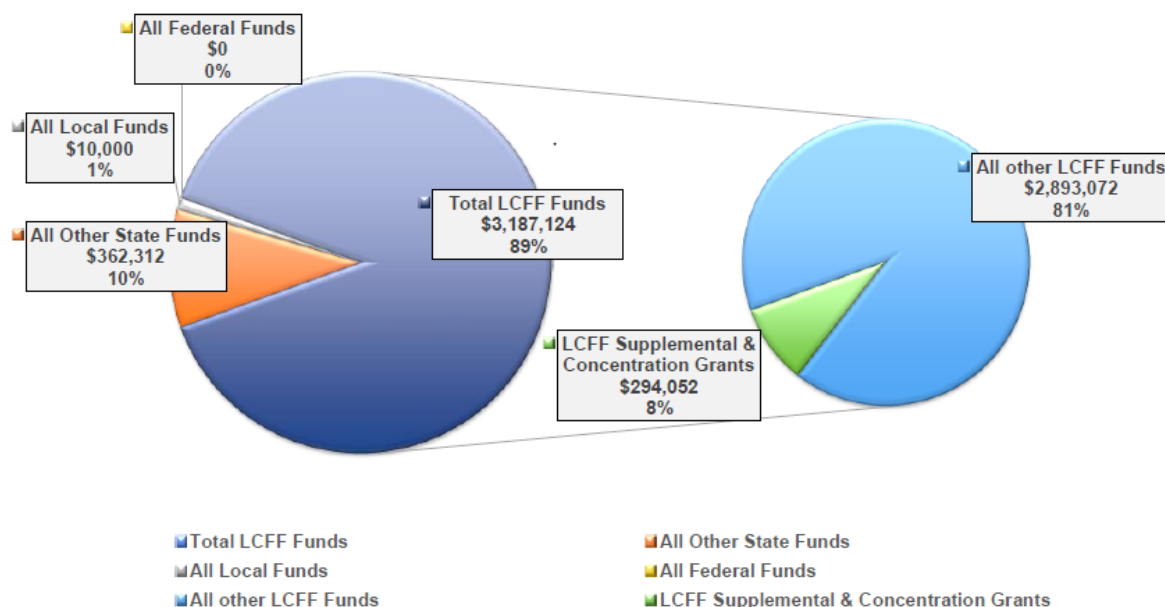
LEA contact information: Brent Givens, Director, (916) 979-8378, brent.givens@sanjuan.edu

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

Projected Revenue by Fund Source

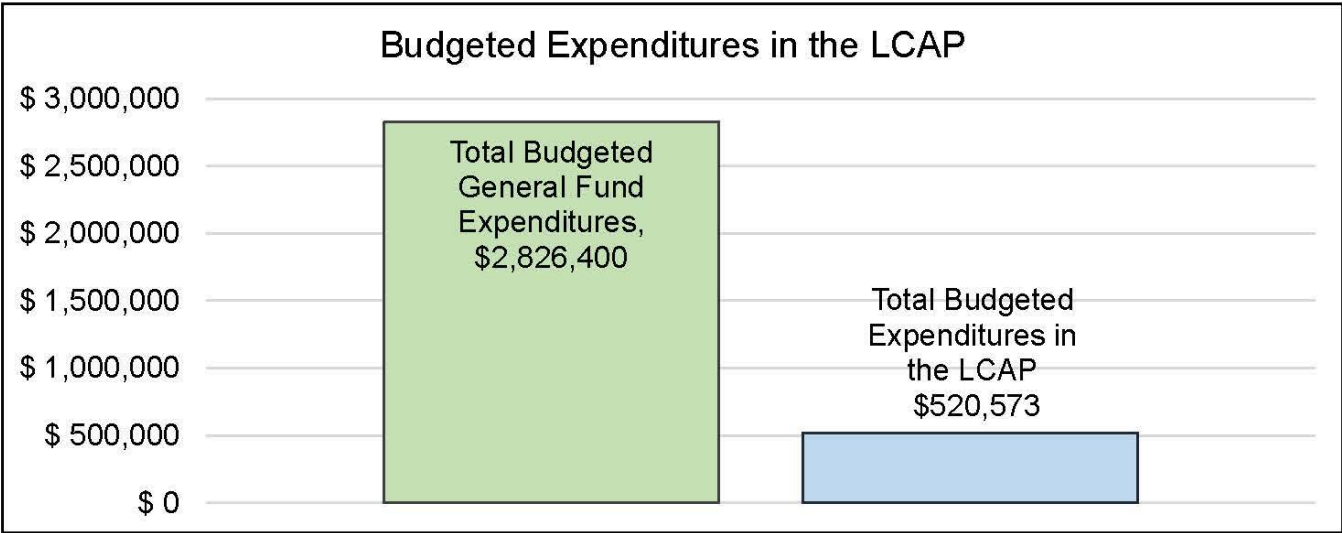


This chart shows the total general purpose revenue San Juan Choices Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Juan Choices Charter School is \$3,560,825.00, of which \$3,188,513.00 is Local Control Funding Formula (LCFF), \$362,312.00 is other state funds, \$10,000.00 is local funds, and \$0.00 is federal funds. Of the \$3,188,513.00 in LCFF Funds, \$295,441.00 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 San Juan Choices Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Juan Choices Charter School plans to spend \$2,826,400.00 for the 2023-24 school year. Of that amount, \$520,573.39 is tied to actions/services in the LCAP and \$2,305,826.61 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

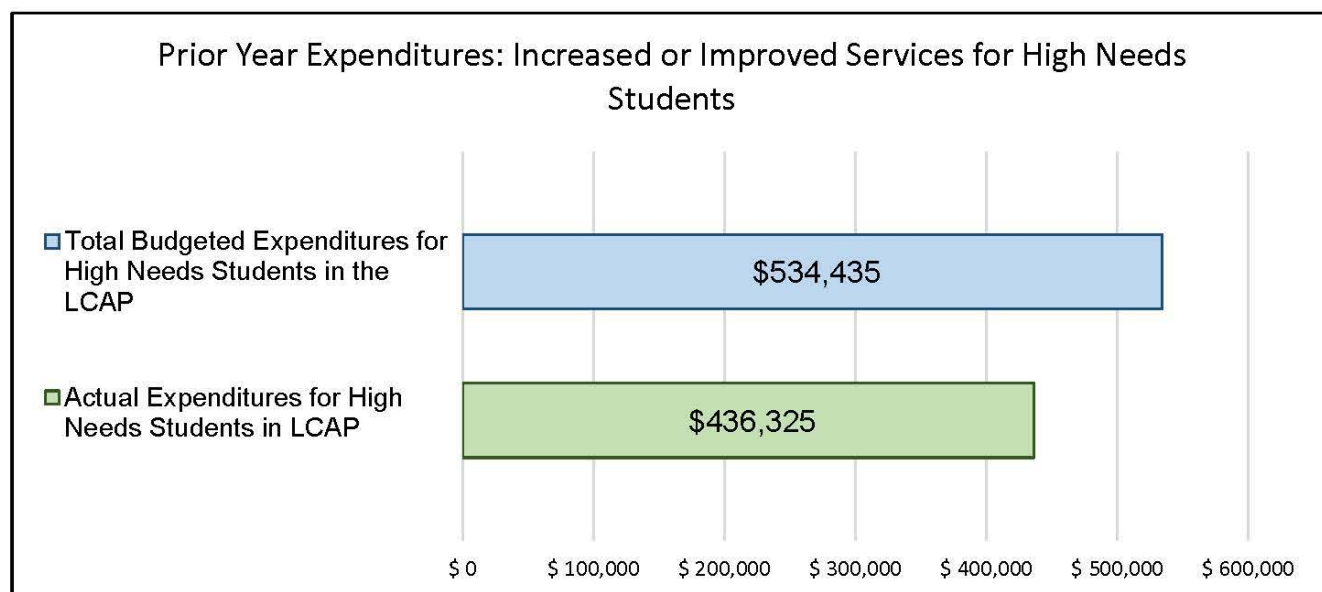
Unrestricted operational costs such as personnel, facility lease costs, utilities, property and liability insurance, contribution to SJUSD for central services, and technology purchased with restricted grant funds.

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

In 2023-24, San Juan Choices Charter School is projecting it will receive \$295,441.00 based on the enrollment of foster youth, English learner, and low-income students. San Juan Choices Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. San Juan Choices Charter School plans to spend \$520,573.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, San Juan Choices Charter School's LCAP budgeted \$534,435.00 for planned actions to increase or improve services for high needs students. San Juan Choices Charter School actually spent \$436,325.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$98,110.00 had the following impact on San Juan Choices Charter School's ability to increase or improve services for high needs students:

In 2022-23, we had fewer expenditures than planned in the areas of college & career presentations, a career fair, on-campus speakers, virtual science labs, parent training, vertical teaming, and iReady administration were somewhat offset by greater expenditures than planned in tutoring, the College & Career Week, extracurricular activities, field trips, and school program analysis. Estimated actual expenditures were lower than planned expenditures but remained well above 2022-23 LCFF requirements.

2023-24 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
San Juan Choices Charter School	Brent Givens, Director	brent.givens@sanjuan.edu; 916-979-8378

Plan Summary 2022-23

General Information

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

Choices Charter School (“CCS” or “Choices”) is a 6-12 Independent Study School that involves parents/guardians as partners in the education of their children. A highly qualified and dedicated faculty educates a diverse population of students, with the great majority being at some level of academic risk (“at-risk” students). Choices students typically attend small classes and/or meet with a faculty member in a one-on-one setting for one to six hours each week. Class attendance is not generally required, however; attendance is based on the completion of assigned work. Students accomplish much of their learning through assignments that are completed independently, most of which are available online, under the supervision of parents/guardians, while they are at home. Founded in 1999, the school’s charter was renewed in 2004, 2009, 2014, and 2019 for five-year terms. A two-year extension on all charters was granted due to the COVID-19 pandemic; Choices’ charter will be eligible for renewal in 2026. CCS is accredited by the Western Association of Schools and Colleges (WASC).

Within the Charter Schools Act, the “at-risk” student is defined as “a pupil who, because of physical, emotional, socioeconomic, or cultural factors, is less likely to succeed in a conventional educational environment.” The expression “at-risk,” when referring to CCS students, encompasses a wide range of academic challenges; some students are simply not reaching their greatest academic potential in the traditional school format, while others are failing and/or at risk of dropping out of school altogether. CCS serves at-risk students with the belief that *all* students, given the appropriate conditions and tools, can succeed and be educated, contributing members of society. CCS is committed to providing students and parents with educational alternatives not readily available in the traditional public school environment.

The primary goal of CCS is to offer personalized educational alternatives organized around how students learn best. Due to small class sizes and one-on-one instruction, CCS students and faculty members work together in a meaningful way to address individual students’ needs and to work effectively with students’ learning styles and strengths. CCS teachers utilize subject-specific diagnostic, formative, and summative assessment data to identify what students have learned and to re-teach to fill the identified gaps in knowledge. Teachers often customize curriculum and instruction to fit the needs of the individual, while encouraging all students to utilize and build upon their strengths, in order to meet grade-level standards and progress toward graduation. Teachers engage students in the learning process by providing relevant and memorable online and classroom learning experiences that involve collaborative conversation among classmates as they seek solutions to academic prompts/problems. Honors and Advanced Placement courses are offered to students who qualify for more challenging academic course work. Remedial courses and modified assignments provide extra help in target areas for students who struggle. A-G coursework, dual

enrollment at community colleges, a Career Technical Education (“CTE”) Pathway in Business & Finance, and two World Language tracks that lead to biliteracy support students as they become college and career ready. A variety of elective courses - offered both online and in the classroom setting – provide students with the opportunity to earn credits while exploring individual interests and developing life skills. CCS’s personalized educational environment builds students’ confidence, interpersonal skills, commitment to school, and engagement in learning, which leads to the accomplishment of high academic standards.

One of CCS’s greatest strengths in educating students lies with the program and faculty’s ability to rehabilitate learners who have lost both confidence in themselves as students and motivation to excel academically. CCS students typically re-engage in their education while at Choices, thanks to the guidance and encouragement of faculty members who meet them where they are and help them to experience incremental academic successes that build confidence and promote a sense of pride in their accomplishments. Students feel they are both seen and respected at CCS and thrive both academically and socially in a safe environment where student misbehavior and bullying are virtually nonexistent. CCS students come to feel empowered and optimistic about education and about their ability to reach academic goals and make positive changes in their lives.

Once students find success with their academics at CCS, they are supported in their decision to remain at Choices for the duration of their middle school and/or high school careers or to return to the traditional school environment. The CCS Staff facilitates students’ return to traditional schools if and when they are ready. This has a negative effect on test scores and data but shows that CCS’s highest priority is to help students to get back on track with their education. Students who remain at Choices are provided a breadth of courses, field trips and extracurricular opportunities, a supportive staff, and individualized counseling, all designed to prepare students for post-secondary academic and/or professional pursuits. One hundred percent of 2022 graduates stated that they would recommend the program to other students. Thirty-four percent of the graduates stated that they would not have graduated from high school if they had not attended CCS. Fifty-seven percent of those graduates planned to attend college or trade school in the coming year.

Reflections: Successes

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

Though 2023 data is not yet available, Choices Charter School is extremely proud of its students’ progress in academic achievement, college and career readiness, and emotional well-being, which is demonstrated by data from 2022 and previous recent years. Due to small sample sizes, to protect the privacy of individual students, data results for *English Learners (6%)* and *Foster Youth (1%)* are typically not reported publicly; most data highlighted here focuses on the successes of *All Students* and *Socioeconomically Disadvantaged Students (46%)*.

Thanks to the staff’s dedication to continuous program improvement, combined with a seamless transition to COVID-19 Distance Learning, supported by standards-based online curriculum, online instruction, and augmented outreach to families, Choices has made notable recent progress in the following areas, in spite of unprecedented challenging circumstances:

- **Graduation Rate:** The Graduation Rates of *All Students* and *Socioeconomically Disadvantaged Students* grew in 2020, 2021, and 2022. The Graduation Rates of each group have remained nearly equal or equal (2022) to one another, demonstrating equity of the Choices

Charter program. Approximately one-third of 2022 graduates stated that they would not have graduated from high school had they not enrolled at Choices, and more than half of them planned to immediately enroll in colleges or trade schools.

- CAASPP (ELA SBA, Math SBA, and Science CAST):** In 2021, disadvantaged student subgroups exceeded the proficiency of *All Students* in almost all categories. Rates of proficiency fell in all subjects, for all student groups, in 2022. Disadvantaged student subgroups lagged behind *All Students* in ELA and Math. However, “Ever-EL” *English Learners* lagged by very little in both subjects. In Science, *Socioeconomically Disadvantaged Students* outperformed *All Students*, while “Ever-EL” *English Learners* performed less well. SBA and CAST performance and achievement gaps between *All Students* and disadvantaged student subgroups have fluctuated over time. Due to small sample sizes, statistics often change significantly from year to year. Multiple years of data are studied to identify trends. Significant gains in proficiency by all student groups in 2021 seemed to suggest that the modified, shorter SBA exams given in 2021 were less challenging than the standard version that was administered in 2019. However, State of California data shows that students of all subgroups experienced declines in performance, on average, across the state in 2021. In fact, Choices students not only improved in 2021; they significantly outperformed the state proficiency rates in nearly all categories. Choices students may have fared better than most students in the state, due to consistency in curriculum and instruction and dedicated outreach to families throughout 2020 and 2021. Whereas traditional schools often struggled to adjust to distance learning conditions, Choices was able to transition nearly seamlessly. Most rates of proficiency dropped between 2021 and 2022 for both Choices and the State of California. However, in most cases, Choices students in all student groups have outperformed state averages in both years.
- College Career Indicator:** The College Career Indicator (“CCI”) of Choices graduates has grown steadily in recent years. The CCI for both *All Students* and *Socioeconomically Disadvantaged Students* grew in 2020. Thanks to a growing focus on Choices’ college and career readiness opportunities, such as A-G courses, dual enrollment at community colleges, a Career Technical Education Pathway in Business & Finance, and two World Language tracks that lead to biliteracy, more Choices students are considered “Prepared” for college and career each year.
- Student Anxiety Levels (School Satisfaction Survey):** While the percentage of new students reporting that “social/other anxiety” was a primary reason for enrolling at Choices grew significantly in 2021 and remained nearly equal to this elevated level in 2022, the percentage of students who reported feeling the same or less anxiety since enrolling at Choices remains very strong. Choices is often a refuge for students experiencing anxiety, and the vast majority of students stabilize or improve in CCS’s safe, caring, and flexible program.

Choices Charter School’s small, personalized learning program, which is flexible in meeting the various needs of individual students, is particularly effective at supporting *all* students in an equitable fashion. LCFF funding that allows for supplemental services that target the needs of disadvantaged student populations is helpful in achieving this equity. LCAP support services such as tutoring, college & career planning support, community enhancements, technology resources, and accommodations for mental health challenges will continue to meet a variety of important student needs.

Reflections: Identified Needs

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

- Chronic Absenteeism** grew significantly for *All Students* and *Socioeconomically Disadvantaged Students* between 2019 and 2021 (no data available in 2020). This was concerning to the CCS staff; however, less consistent completion of homework during distance learning likely contributed to absences that were initially recorded when homework was late but ultimately completed for academic credit. Because the rise in Chronic Absenteeism did not coincide with a drop in CAASPP scores, the concern about this metric was limited. Though Chronic Absenteeism at Choices remains elevated in 2022, this is also true for students throughout the state; 2022 Chronic Absenteeism metrics for *All Students*, *Socioeconomically Disadvantaged Students*, and *English Learners* at Choices began to drop in 2022 and were lower than the corresponding figures for the State of California. This metric remains a concern and will be tracked carefully for expected stabilization in 2023 and beyond.

Choices is very pleased with the growth and equity reflected in its Graduation Rate, CAASPP scores, College Career Indicator, and encouraging mental health data. However, data that lags behind corresponding state averages continues to point to areas of need. In 2022, the Graduation Rates of *All Students* and *Socioeconomically Disadvantaged Students* were lower than corresponding state averages, as were the percentage of *All Students*, *Socioeconomically Disadvantaged Students*, and “Ever-EL” *English Learners* who met or exceeded standard on the CAASPP SBA Math. “Ever-EL” *English Learners* at Choices scored at or above standard on the CAASPP Science CAST less frequently than “Ever-EL” *English Learners* across the state. The California State average College Career Indicator is also significantly higher for *All Students* and *Socioeconomically Disadvantaged Students* than it is at Choices. The recent changes in Chronic Absenteeism Rates, which have increased at Choices, have moved in tandem with those of the state but to a slightly less dramatic extent.

Building Choices’ students’ **Math proficiency** and **college and career readiness** are primary areas of focus at Choices, based on student data. LCAP funds will continue to target these areas of need where Choices expects to continue to experience incremental growth.

LCAP Highlights

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

At Choices Charter School, *Socioeconomically Disadvantaged Students*, *English Learners*, and *Foster Youth* benefit from programs and resources that are funded by the LCFF and are explained in further detail in the LCAP Goals, Actions, and Services.

- Tutoring Services
- College & Career Planning Support
- School Community Features
- Technology Resources
- Support for Students with Anxiety
- Mental Health Support
- Miscellaneous Support Services

Comprehensive Support and Improvement

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

Schools Identified

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

Choices Charter School is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Feedback from all school stakeholders contributed to the creation of the 2023-24 LCAP. The following schedule of communications outlines the process that took place:

Staff:

4/20/23 Meeting

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2021-24 LCAP. Staff collaborated in WASC Focus Groups and provided feedback from each group via an online survey.

Advisory Council:

4/26/23 Meeting

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2021-24 LCAP. Feedback collected via an online survey following the meeting.

Family Focus Group:

Email sent to families on 5/2/23

- Feedback provided individually, via an online survey.

Leadership Team:

5/11/23 Meeting

- Reviewed feedback from all educational partners. Provided additional emphasis on actions of particular urgency. Identified the most important areas of need via an online survey following the meeting.

Director and Self-Study Coordinator:

5/19/23 Meeting

- Reviewed summary of most frequently recommended actions and decided upon specific plans for inclusion of actions in the 2023-24 LCAP.

A summary of the feedback provided by specific educational partners.

Actions Recommended by Educational Partners:

- Tutoring Services (Staff, Leadership Team)
 - The development of a tutoring system that assigns tutoring for specific subjects to specific times and locations. Clear communication and advertisement of tutoring available to students. (Staff)
 - Peer tutoring. (tutors can earn Teacher Assistant credits) (Staff)
 - Tutor dedicated to assisting English Learners. (Staff)
 - Tutoring on Zoom for English Learners. (Leadership Team)
- College & Career Planning Support (Staff, Family Focus Group)
 - Resume college tours and incorporate visits to the Disabilities Services and Programs for Students (DSPS) and Financial Aid offices. (Staff)
 - Scholarship Workshops (Staff)
 - Special Education Department can apply on behalf of their students through the Department of Rehabilitation (DOR) for employment/independence assistance after high school (504, IEP, or suspected disability students are eligible, ages 16-21) (Staff)
 - Information about trade schools in the area and how to enroll into these programs (Family Focus Group)
- School Community Features (Staff, Advisory Council, Family Focus Group, Leadership Team)
 - Increase ELD class from one to two times per week: one class for speaking practice and the other for reading and writing. (Staff)
 - Cafe Nights on campus: students may come to campus on scheduled evenings to work on homework independently or to seek help from tutors. (Staff)
 - Students who score low on a Math diagnostic test at enrollment are enrolled in a Math remediation class. (Staff)
 - Enhance individualized interactions with the students and accessibility to adults who can assist them in navigating the services that are offered. (Advisory Council)
 - Continue with the positive reinforcement that Choices has always shared with their students. Positive reinforcement may not be something they receive outside of their school environment. (Advisory Council)
 - Allow each child to learn in their own space and time (Family Focus Group)
 - Widespread celebration of growth when students complete learning modules or are "caught" excelling at random points throughout the year. Prizes awarded. (Leadership Team)
 - In lieu of adding more class time for English Learners, dedicate staff time to the development of interactive assignments using H5P. (Leadership Team)

- Technology Resources (None)
 - No recommendations
- Support for Students with Anxiety (Staff)
 - Strategically schedule one-on-one meetings between teachers and students with anxiety when most students are not on campus. (Staff)
- Mental Health Support (Family Focus Group)
 - More courses to manage children with high anxiety or depression (Family Focus Group)
- Miscellaneous Support Services (Family Focus Group, Leadership Team)
 - Parent group counseling (Family Focus Group)
 - More effective marketing, sharing of information to the public so that more parents can know about the program and how it helps students to achieve and thrive. Need for families of elementary school students to know about the Choices option. (Family Focus Group)
 - Adopt a common language and approach when offering technology (PLP) support to parents. i.e. offer a Zoom meeting to walk through access to the Parent Portal. Include common language in Advisory Teacher letters to new families and to correspondence from Community Outreach Worker who aids in families' transition to Choices. (Leadership Team)

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

The following changes have been made to the 2023-24 LCAP with the guidance of specific input from educational partners:

Goal 1:

Discontinued/Removed:

- Prepare for an on-campus Career Fair in Fall 2022. +5 Community Liaison hours per week
- Provide students and families with three College & Career presentations per year. Focus on University, Trade School, and Community College applications. Promote events via automated phone message, ParentSquare email, and class announcements by Faculty. +30 Counselor hours per year
- SJUSD Food Services to provide breakfast during standardized testing (*cost of meals*)

Modified:

- EL Coordinator oversees English Learner support and teaches an ELD course (pilot new curriculum in 2022-23). +10 Faculty hours per week + cost of curriculum [Change to *EL Coordinator oversees English Learner support and teaches two ELD courses (Learning Tree curriculum) - one for middle school and one for high school (5 Faculty hours per week + cost of curriculum)*]
- Continue +5 Assistant Director hours a week to implement a system of assigning students to specific tutoring locations and monitoring student activity. [Change to *Creation and maintenance of online tutoring schedule where students reserve one-on-one tutoring sessions in specific subject areas with specific faculty members. (10 Director hours per year + 2 Community Outreach Worker hours per week + 10 Faculty hours per week)*]
- Tutor prioritizing Students with Disabilities (providing on-site and online tutoring). +15 Tutor hours per week [Change to *Special Education Resource Specialist / Teacher provides hands-on tutoring to Students with Disabilities (15 Resource Specialist hours per week)*]
- Maintain a four-year approach-to-college timeline on the school website. +2 Counselor hours per year [Change to *Build and maintain a highly visible College/Career page with helpful information/links on the new school website (10 Counselor hours per year)*]
- Develop a second CTE Pathway in Public Services/ Public Safety +4 Faculty hours per week [Change to *Develop a second CTE Pathway in Public Services/ Public Safety or Arts, Media, & Entertainment. (4 Faculty hours per week)*]
- Host on-campus speakers who will share information about their professions and the entrance requirements in their fields. Posters about guest speakers to be featured around the school. +40 Counselor hours per year [Change to *Host on-campus speakers who will share information about their professions and the entrance requirements in their fields. Posters about guest speakers to be featured around the school. (40 Community Liaison hours per year)*]
- Provide at least four field trip experiences: 6th, 7th, 8th, and 9th grade (possibly 11th grade). +80 Faculty hours per year [Change to *Provide at least one grade-specific field trip each year in grades 6, 7, & 8. (30 Faculty hours per year)*]
- Annual College & Career Week involving college/career assignments, lunchtime presentations, celebratory event, prize raffle. +40

Counselor hours per year, +15 Faculty hours per year, +10 Administration hours per year, + cost of prizes, decorations, and food [Change to *Annual College & Career Week involving college/career assignments, lunchtime presentations, two college/scholarship information nights for families, celebratory event, prize raffle. (20 Self-Study Coordinator hours per year + 20 Counselor hours per year + 60 Faculty hours per year + 20 Administrative Assistant hours per year + cost of prizes, decorations, and food)*]

- Provide annual training of staff and administration on SBA administration. +25 Faculty hours per year [Change to *Provide annual training of staff and administration on CAASPP administration (25 Faculty hours per year)*]
- Continue to provide intervention services for students who struggle academically and/or socially. Advisory Teachers implement a new official intervention process at the close of each log period. (+Full-time Community Liaison, + 18 Counselor hours per week, +9 Assistant Director hours per week, + 40 Faculty hours per week) [Change to *Continue to provide intervention services for students who struggle academically and/or socially. Advisory Teachers implement a new official intervention process at the close of each log period. (18 Community Liaison hours per week + 18 Counselor hours per week +9 Assistant Director hours per week + 40 Faculty hours per week)*]
- Formative Assessment with iReady in English and Math 3X per year +120 Faculty hours per year [Change to *Diagnostic and Formative Assessment with iReady in English and Math 2X per year (80 Faculty hours per year)*]
- A New Families Liaison will reach out to new families shortly after enrollment (and 2-3 times during the first month) on behalf of the administration and will facilitate a smooth transition to the independent study model. Advisory Teachers also send an introductory letter, introducing themselves as a main point of contact and welcoming questions. +20 Assistant Director hours per week. [Change to *A New Families Liaison will reach out to new families shortly after enrollment (and 2-3 times during the first month) on behalf of the administration and will facilitate a smooth transition to the independent study model. Advisory Teachers also send an introductory letter, introducing themselves as a main point of contact and welcoming questions. (20 Community Outreach Worker hours per week + 5 Faculty hours per week)*]

Added:

- Clothes closet and hygiene supplies provided on campus (*1 Resource Specialist hour per week + cost of supplies purchased once a year*)
- Transition to College & Career Workshop for Students with Disabilities (*5 Counselor hours per year*)
- Provide at least ten off-campus graduation- and college/career-oriented field trips available to high school students each year. This includes, but is not limited to, Sacramento Speaker Series events, the SJUSD College Fair, CSU Sacramento College Fair, college visits (American River College, CSU Sacramento, UC Davis), and Grad Night. Field trips to colleges/universities include visits to the Disabilities Services and Programs for Students (DSPS) and Financial Aid offices when possible. (*60 Faculty hours per year + 60 Counselor hours per year*)
- Build an email message template and demonstration video that teachers and Community Outreach Worker can use to teach parents how to use PLP effectively. (*5 Director hours + 5 Assistant Director hours +5 Community Liaison hours per year*)
- Create and implement rewards systems to acknowledge students' academic progress, as well as to celebrate growth and strong character, throughout the school year (*1 Director hour per week + 1 Administrative Assistant hour per week + 3 Faculty hours per week*)

Goal 2:**Discontinued/Removed:**

- None

Modified:

- Action 2 Title: Expanded Mental Health Support to Support Students' Return to In-Person Learning [Change to *Mental Health Support for Students*]
- Vigilant outreach to students who are struggling academically or emotionally. Counselor and Community Liaison to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. +20 Counselor hours per week [Change to *Vigilant outreach to students who are struggling academically or emotionally. Counselor to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. (20 Counselor hours per week)*]

Added:

- None

Goals and Actions

Goal 1

Goal #	Description
1	<p>Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.</p> <p>Focus 1: Provide professional development and support for quality first instruction leading to increased student learning (research based instructional practices which acknowledge and respect cultural and economic diversity).</p> <p>Focus 2: Provide school-based structures and services which supply early intervention for and prevention of learning difficulties.</p> <p>Focus 3: Provide academic support structures and services which increase rates of students graduating on time and college and career ready Focus 4: Provide engaging and relevant classes and activities on campuses.</p> <p>State Priorities:</p> <ol style="list-style-type: none"> 1. Basic (Conditions of Learning) 2. Implementation of State Standards (Conditions of Learning) 3. Parent Involvement (Engagement) 4. Student Achievement (Pupil Outcomes) 5. Student Engagement (Engagement) 6. School Climate (Engagement) 7. Course Access (Conditions of Learning) 8. Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Choices Charter School LCAP Goals were chosen to align with the San Juan Unified School District's LCAP Goals and in an effort to close all achievement gaps between student subgroups, ensuring an equitable educational environment for all. Students in disadvantaged student subgroups at Choices have often lagged behind the performance of *All Students* in the past; however, LCAP services have been and continue to be effective at meeting needs of students in a variety of situations, and data currently points to a highly equitable learning environment at CCS.

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (Five-Year Cohort Graduation Rate on CDE Dataquest) of <i>Socioeconomically Disadvantaged Students</i> (Growth of at least 1% point per year)	75% in 2020	76%	78%		78%
Graduation Rate (Five-Year Cohort Graduation Rate on CDE Dataquest) of <i>English Learners</i> (No data/ Insufficient Sample Size. Goal is 76% or no achievement gap once sample size is large enough to track.)	No data available for this student subgroup in 2021 due to insignificant sample size.	No data available for this student subgroup in 2021 due to insignificant sample size.	No data available for this student subgroup in 2022 due to insignificant sample size.		76%
SBA ELA- Achievement Gap between <i>Socioeconomically Disadvantaged Students</i> and <i>All Students</i> in Percentage that Met or Exceeded Standard (Reduction in gap by at least 1% point per year)	-6% points in 2019 (6% points <i>below</i> performance of All Students) No data available in 2020.	+7% points (7% points <i>above</i> performance of All Students)	-9% points (9% points <i>below</i> performance of All Students)		-3% points (3% points <i>below</i> performance of All Students, or better)

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
SBA ELA- Achievement Gap between <i>English Learners</i> and <i>All Students</i> in Percentage that Met or Exceeded Standard Data type redefined as “Ever-EL” in 2022, in order to have a large enough sample size to track progress on public reports.	-2% points in 2019 (2% points <i>below</i> performance of All Students) No data available in 2020.	+19% points (19% points <i>above</i> performance of All Students)	-1% points (1% point <i>below</i> performance of All Students)		0% points (no achievement gap from All Students, or better)
SBA Math- Achievement Gap between <i>Socioeconomically Disadvantaged Students</i> and <i>All Students</i> in Percentage that Met or Exceeded Standard (Reduction in gap by at least 1% point per year)	-8% points in 2019 (8% points <i>below</i> performance of All Students) No data available in 2020.	+11% points (11% points <i>above</i> performance of All Students)	-9% points (9% points <i>below</i> performance of All Students)		-5% points (5% points <i>below</i> performance of All Students, or better)

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
SBA Math- Achievement Gap between <i>English Learners</i> and <i>All Students</i> in Percentage that Met or Exceeded Standard Data type redefined as “Ever-EL” in 2022, in order to have a large enough sample size to track progress on public reports.	+3% points in 2019 (3% points <i>above</i> performance of All Students) No data available in 2020.	+9% points (9% points <i>above</i> performance of All Students)	-3% points (3% points <i>below</i> performance of All Students)		0% points (no achievement gap from All Students, or better)
College Career Indicator Achievement Gap between <i>Socioeconomically Disadvantaged Students</i> and <i>All Students</i> in Percentage that are College/Career Ready on the California School Dashboard/ Dashboard Additional Report (Reduction in gap by at least 1% point per year)	-5% points in 2020 (5% points <i>below</i> performance of All Students)	No data published for this metric in 2021.	No data published for this metric in 2022.		-2% points (2% points <i>below</i> performance of All Students, or better)

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
College Career Indicator Achievement Gap between <i>English Learners</i> in Percentage that are College/Career Ready on the California School Dashboard/ Dashboard Additional Report (No data/ Insufficient Sample Size. Goal is no achievement gap once sample size is large enough to track.)	No data available for this student subgroup in 2019 or 2020 due to insignificant sample size.	No data published for this metric in 2021.	No data published for this metric in 2022.		0% points (no achievement gap from All Students, or better)
Chronic Absenteeism- Achievement Gap between <i>Socioeconomically Disadvantaged Students</i> and <i>All Students</i> in Percentage of Chronic Absenteeism in grades 6-8 per CDE DataQuest (For this metric, trending <i>above</i> All Students is an undesirable direction.) (Reduction in gap by at least 1% point per year)	+4% points in 2019 (4% points <i>above</i> performance of All Students.) No data published in 2020.	+7% points (7% points <i>above</i> performance for All Students.)	+6% points (6% points <i>above</i> performance for All Students.)		-2% points (2% points <i>below</i> performance of All Students, or better)

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
<p>Chronic Absenteeism- Achievement Gap between <i>English Learners</i> and <i>All Students</i> in Percentage of Chronic Absenteeism in grades 6-8 per CDE Dataquest</p> <p>(For this metric, trending <i>above</i> All Students is an undesirable direction.)</p> <p>(No data/Insufficient Sample Size. Goal is no achievement gap once sample size is large enough to track.)</p>	<p>No data available for this student subgroup in 2019 due to insignificant sample size.</p> <p>No data published in 2020.</p>	No data available for this student subgroup in 2021 due to insignificant sample size.	No data available for this student subgroup in 2022 due to insignificant sample size.		0% points (no achievement gap from All Students, or better)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tutoring	<ul style="list-style-type: none"> Continue existing tutoring services. Include a Zoom tutoring option. Focus on skill-building. <i>(25 Tutor hours per week)</i> Continue providing additional Math tutoring in Middle School, based on need, site capacity, and tutor availability. <i>(4 Faculty hours per week)</i> Creation and maintenance of online tutoring schedule where students reserve one-on-one tutoring sessions in specific subject areas with specific faculty members <i>(10 Director hours per year + 2 Community Outreach Worker hours per week + 10 Faculty hours per week)</i> Special Education Resource Specialist / Teacher provides hands-on tutoring to Students with Disabilities. <i>(15 Resource Specialist hours per week)</i> 	\$107,353.70	Y

2	College & Career Planning Support	<ul style="list-style-type: none"> ● Build and maintain a highly visible College/Career page with helpful information/links on the new school website. <i>(10 Counselor hours per year)</i> ● Advertise and provide counseling support by appointment for help with college research and applications. <i>(20 Counselor hours per year)</i> ● Develop a second CTE Pathway in Public Services/ Public Safety or Arts, Media, & Entertainment. <i>(4 Faculty hours per week)</i> ● Develop and begin implementation of a seven-year program to promote college/career readiness at each high school grade level. <i>(40 Counselor hours per year)</i> ● Host on-campus speakers who will share information about their professions and the entrance requirements in their fields. Posters about guest speakers to be featured around the school. <i>(40 Community Liaison hours per year)</i> ● Annual College & Career Week involving college/career assignments, lunchtime presentations, two college/scholarship information nights for families, celebratory event, prize raffle. <i>(20 Self-Study Coordinator hours per year + 20 Counselor hours per year + 60 Faculty hours per year + 20 Administrative Assistant hours per year, + cost of prizes, decorations, and food)</i> ● Provide at least ten off-campus graduation- and college/career-oriented field trips available to high school students each year. This includes, but is not limited to, Sacramento Speaker Series events, the SJUSD College Fair, CSU Sacramento College Fair, college visits (American River College, CSU Sacramento, UC Davis), and Grad Night. Field trips to colleges/universities include visits to the Disabilities Services and Programs for Students (DSPS) and Financial Aid offices when possible. <i>(60 Faculty hours per year + 60 Counselor hours per year)</i> ● Transition to College & Career Workshop for Students with Disabilities <i>(5 Counselor hours per year)</i> 	\$22,549.55	Y
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Action #	Title	Description	Total Funds	Contributing
3	Community Enhancements	<ul style="list-style-type: none"> Continue to encourage <i>English Learners</i> to enroll in on-campus electives and to participate in extracurricular activities. Addition of at least one new elective course each year. In 2023-24: expansion of Middle School electives to include French 1, Spanish 1, and Culinary Arts. New high school electives if resources allow: Coding, 3D Art (Sculpture) (10 Faculty hours per week) Continue to add at least one extra-curricular activity each year. In 2023-24: Yearbook Club (2 Faculty hours per week) Provide at least one grade-specific field trip each year in grades 6, 7 & 8. (30 Faculty hours per year) EL Coordinator oversees <i>English Learner</i> support and teaches two ELD courses (Learning Tree curriculum) - one for middle school and one for high school. (5 Faculty hours per week + cost of curriculum) Virtual Reality Science (Biology, Chemistry, Physics) Labs (2 Faculty hours per week + cost of curriculum) Clothes closet and hygiene supplies provided on campus. (1 Resource Specialist hour per week + cost of supplies purchased once a year) Create and implement rewards systems to acknowledge students' academic progress, as well as to celebrate growth and strong character, throughout the school year (1 Director hour per week + 1 Administrative Assistant hour per week + 3 Faculty hours per week) 	\$53,941.80	Y

Action #	Title	Description	Total Funds	Contributing
4	Technology Resources	<ul style="list-style-type: none"> ● Continue to upgrade technology as needed. <i>(cost of new technology)</i> ● Advertise low-cost internet to families in need. ● Provide Wi-fi hotspots for students in need. ● Provide laptops on loan for students without computers at home. ● Staff/Families tech/curriculum support. <i>(10 Assistant Director hours per week + 10 Community Liaison hours per week)</i> 	\$56,902.00	Y

5	Miscellaneous Support	<ul style="list-style-type: none"> • Continue to track student data that supports program modifications to target student needs. <i>(40 Self-Study Coordinator hours per year)</i> • Provide annual training of staff and administration on CAASPP administration. <i>(25 Faculty hours per year)</i> • Continue to provide intervention services for students who struggle academically and/or socially. Advisory Teachers implement a new official intervention process at the close of each log period. <i>(18 Community Liaison hours per week + 18 Counselor hours per week + 9 Assistant Director hours per week + 40 Faculty hours per week)</i> • Develop and provide additional parent training on online curriculum systems during the student registration process. <i>(5 Assistant Director hours per week)</i> • Provide four in-person, evening training sessions for parents: use of School Pathways, PLP, and best practices for supporting an independent study student. <i>(40 Director hours per year)</i> • Vertical Teaming in Departments (Professional Development) once per month. <i>(25 Faculty hours per month)</i> • Diagnostic and Formative Assessment with iReady in English and Math 2X per year <i>(80 Faculty hours per year)</i> • A New Families Liaison will reach out to new families shortly after enrollment (and 2-3 times during the first month) on behalf of the administration and will facilitate a smooth transition to the independent study model. Advisory Teachers also send an introductory letter, introducing themselves as a main point of contact and welcoming questions. <i>(20 Community Outreach Worker hours per week + 5 Faculty hours per week)</i> • Build an email message template and demonstration video that teachers and Community Outreach Worker can use to teach parents how to use PLP effectively. <i>(5 Director hours</i> 	\$231,718.25	Y
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Action #	Title	Description	Total Funds	Contributing
		+ 5 Assistant Director hours + 5 Community Liaison hours per year)		

Goal Analysis for 2022-23

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

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

Actions/Services Not Implemented as Planned:

Due to evolving resources and perspectives, the following planned LCAP services were offered in a different format or paused in 2022-23:

Tutoring:

- Tutor prioritizing Students with Disabilities (providing on-site and online tutoring). +15 Tutor hours per week
 - Instead of hiring a tutor to work with Students with Disabilities, one part-time Resource Specialist / Teacher expanded to full time, and a second full-time Resource Specialist / Teacher was hired. Each individual spent many hours each week providing individualized instruction and support to Students with Disabilities.

College & Career Planning Support:

- Provide students and families with three College & Career presentations per year. Focus on University, Trade School, and Community College applications. Promote events via automated phone message, ParentSquare email, and class announcements by Faculty. +30 Counselor hours per year
 - One College & Career Family Night was offered in the fall, during the new College & Career Week. The presentation covered university, community college, and trade school paths. This presentation will be expanded to two presentations during the College & Career Week in 2023 and will include extensive information about scholarships. In 2022-23, a College & Career presentation tailored to students with IEPs was offered to Students with Disabilities, and this will be repeated in 2023-24, as well.
- Prepare for an on-campus Career Fair in Fall 2022. +5 Community Liaison hours per week
 - Due to resource restrictions and the belief that there are more efficient ways to provide college/career-oriented experiences to students, the Career Fair has been suspended. In 2022-23, the College & Career Week was expanded to include guest speakers, and the Counselor organized trips to the SJUSD College Fair and the CSUS College Fair.
- Host on-campus speakers who will share information about their professions and the entrance requirements in their fields. Posters about guest speakers to be featured around the school. +40 Counselor hours per year

- Speakers did not come to campus throughout the year, but two speakers did present to students during College & Career Week. More speakers will be invited to speak to students throughout the school year in 2023-24.

Community Enhancements:

- Continue to add at least one extra-curricular activity each year. +2 Staff hours per week
 - In 2022-23, several new activities have taken place. With the return of Intramurals, students meet together weekly to play games and sports. A Podcasting Club meets weekly and produces Choices Chatter. Each organization involves occasional trips off campus.
- Provide at least four field trip experiences: 6th, 7th, 8th, and 9th grade (possibly 11th grade). +80 Faculty hours per year
 - Many field trips were offered to students in 2022-23, but they were not necessarily specific to grade levels. One field trip for 6th graders (to the CSUS Planetarium) was offered, while other field trips, such as the SJUSD College Fair, the CSUS College Fair, the Sacramento Speaker Series, and Grad Night were made available to all high school students. In 2023-24, more field trips will be made available to both middle and high school students.
- Virtual Reality Science (Biology, Chemistry, Physics) Labs (+2 Faculty hours per week + cost of curriculum)
 - Virtual Reality Science Labs were paused for one year but will be made available to students in 2023-24.

Miscellaneous Support:

- Provide four in-person, evening training sessions for parents: use of School Pathways, PLP, and best practices for supporting an independent study student. +40 Director hours per year
 - Parent training sessions were paused for one year but will be made available again in 2023-24.
- Vertical Teaming in Departments (Professional Development) once per month. +25 Faculty hours per month
 - Due to an upcoming WASC accreditation visit, most professional development time in 2022-23 has been used to analyze data, re-evaluate the Choices program, and document findings in WASC Focus Groups. A return to working more in departments will occur in 2023-24.
- Continue to provide intervention services for students who struggle academically and/or socially. Advisory Teachers implement a new official intervention process at the close of each log period. (+Full-time Community Liaison, + 18 Counselor hours per week, +9 Assistant Director hours per week, + 40 Faculty hours per week)
 - Intervention services were offered, but a formal process occurring at the close of each log period was not implemented by Advisory Teachers. This will remain in the plan to be implemented in 2023-24.
- Formative Assessment with iReady in English and Math 3X per year +120 Faculty hours per year
 - iReady diagnostic and formative assessments were administered twice in 2022-23 and will be administered twice in 2023-24, as well.

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.

In 2022-23, funds assigned to actions/services that were not ultimately implemented as planned were diverted to the new implementations of the actions/services or to other activities that addressed the needs of disadvantaged student subgroups. Fewer expenditures than planned in the areas of college & career presentations, a career fair, on-campus speakers, virtual science labs, parent training, vertical teaming, and iReady administration were somewhat offset by greater expenditures than planned in tutoring, the College & Career Week, extracurricular activities, field trips, and school program analysis. Estimated actual expenditures were lower than planned expenditures but remained well above 2022-23 LCFF requirements.

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

No data is yet available for the 2022-23 school year. However, given that most of the actions/services that Choices provided in 2022-23 are the same or very similar to those provided in recent previous years, data from 2019-2022 provides some direction in evaluating the effectiveness of CCS's efforts to provide student services in an equitable manner. Some data types have been unavailable in recent years, and data for *English Learners* and *Foster Youth* are often not published due to insufficient sample sizes. However, the data that is available is largely positive:

Graduation Rate: The Graduation Rates of *All Students* and *Socioeconomically Disadvantaged Students* grew in 2020, 2021, and 2022. The Graduation Rates of each group have remained nearly equal or equal (2022) to one another, demonstrating equity of the Choices Charter program. Approximately one-third of 2022 graduates stated that they would not have graduated from high school had they not enrolled at Choices, and more than half of them planned to immediately enroll in colleges or trade schools.

CAASPP (ELA SBA, Math SBA, and Science CAST): In 2021, disadvantaged student subgroups exceeded the proficiency of *All Students* in almost all categories. Rates of proficiency fell in all subjects, for all student groups, in 2022. Disadvantaged student subgroups lagged behind *All Students* in ELA and Math. However, "Ever-EL" *English Learners* lagged by very little in both subjects. In Science, *Socioeconomically Disadvantaged Students* outperformed *All Students*, while "Ever-EL" *English Learners* performed less well. SBA and CAST performance and achievement gaps between *All Students* and disadvantaged student subgroups have fluctuated over time. Due to small sample sizes, statistics often change significantly from year to year. Multiple years of data are studied to identify trends. Significant gains in proficiency by all student groups in 2021 seemed to suggest that the modified, shorter SBA exams given in 2021 were less challenging than the standard version that was administered in 2019. However, State of California data shows that students of all subgroups experienced declines in performance, on average, across the state in 2021. In fact, Choices students not only improved in 2021; they significantly outperformed the state proficiency rates in nearly all categories. Choices students may have fared better than most students in the state, due to consistency in curriculum and instruction and dedicated outreach to families throughout 2020 and 2021. Whereas traditional schools often struggled to adjust to distance learning conditions, Choices was able to transition nearly seamlessly. Most rates of proficiency dropped between 2021 and 2022 for both Choices and the State of California. However, in most cases, Choices students in all student groups have outperformed state averages in both years.

College Career Indicator: The College Career Indicator (“CCI”) of Choices graduates has grown steadily in recent years. The CCI for both *All Students* and *Socioeconomically Disadvantaged Students* grew in 2020. Thanks to a growing focus on Choices’ college and career readiness opportunities, such as A-G courses, co-enrollment at community colleges, a Career Technical Education Pathway in Business & Finance, and two World Language tracks that lead to biliteracy, more Choices students are considered “Prepared” for college and career each year.

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

In addition to the changes made to the LCAP for 2023-24 that were based on input from all educational partners, the following changes to Goal 1 have been made based specifically on reflection of prior practice:

- The Career Fair has been suspended and has been replaced with field trips to the SJUSD College Fair and the CSUS College Fair.
- College & Career presentations for families will take place during College & Career Week instead of being offered throughout the school year.
- The cost of providing breakfast and lunch to students during standardized testing will be eliminated from the LCAP, as all breakfast and lunch for all students throughout the school year is now free.
- A College/Career page will be more prominently featured on the new school website to debut in 2023-24.
- Field trips will be grade-specific in grades 6-8, but high school field trips will be available to all high school students, and most will be focused on college and career exploration.
- iReady will be administered only twice per year (Diagnostic Assessment at the beginning of Fall Semester and Formative Assessment at the beginning of the Spring Semester). The third assessment will be Summative with the spring CAASPP exams.
- The Counselor debuted a College & Career Workshop for Students with Disabilities in 2022-23, which was successful and will be repeated in 2023-24.

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.

Goal 2

Goal #	Description
2	<p>Foster a respectful, collaborative, and reflective school culture that ensures academic success and social/emotional well-being of each student.</p> <p>Focus 1: Expand health and social/emotional support services and interventions to students and their families.</p> <p>Focus 2: Increase the voice of parents and students to ensure feedback loops on key initiatives and issues.</p> <p>Focus 3: Improve the collaborative culture throughout the school among staff, students, families, and community.</p> <p>State Priorities:</p> <ul style="list-style-type: none"> 5. Student Engagement (Engagement) 6. School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Choices Charter School LCAP Goals were chosen to align with the San Juan Unified School District's LCAP Goals and in an effort to close all achievement gaps between student subgroups, ensuring an equitable educational environment for all. In 2022, 34% of new students reported that "social/other anxiety" was a primary reason for enrolling at Choices. School surveys show that roughly half of both *All Students* and *Students with Disabilities* feel less anxious once enrolled at Choices, suggesting equitable experiences across various students subgroups. An overwhelming majority of students report that they feel safe at Choices. Choices recognizes that students learn best when they feel safe and well and that the program's ability to meet these needs is a hallmark of its success. CCS seeks to continue to support students' social/emotional needs in an equitable fashion, ensuring equal access to education for all.

Measuring and Reporting Results

Metric	Baseline (2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities Attitude Survey Percentage of <i>Students with Disabilities</i> surveyed at the end of each school year who reported that they felt less anxiety since enrolling at Choices (Growth of at least 1% point per year)	64%	Survey not administered in 2021.	43%		67% (or more)
Student School Satisfaction Survey Percentage of <i>All Students</i> returning in fall, each year, who reported that they felt less anxiety since enrolling at Choices (Growth of at least 1% point per year)	58%	43%	53%		61% (or more)

Metric	Baseline (2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
Student School Satisfaction Survey Percentage of <i>All Students</i> returning in fall, each year, who reported that they felt safe on campus the previous year (Maintain figure at 90% or higher)	96%	100%	100%		90% (or more)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Identify, Support, and Track Progress of Students with Anxiety	<ul style="list-style-type: none"> Identify, support, and track academic progress of <i>Students with Disabilities</i> who struggle with anxiety. (5 Self-Study Coordinator hours per year + 5 Resource Specialist hours per year) Identify, support, and track academic progress of <i>All Students</i> who struggle with anxiety. (8 Self-Study Coordinator hours per year) 	\$1,173.59	Y
2	Mental Health Support for Students	<ul style="list-style-type: none"> Vigilant outreach to students who are struggling academically or emotionally. Counselor to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. (20 Counselor hours per week) 	\$46,935.00	Y

Goal Analysis for 2022-23

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

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

Actions/Services Not Implemented:

All planned actions/services were implemented for Goal 2 in 2022-23.

Actions/Services Added to the LCAP & Implemented:

No new actions/services were added to this goal in 2022-23.

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

There were no material differences between planned and actual services for Goal 2 in 2022-23.

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

Student Anxiety Levels (School Satisfaction Survey): While the percentage of new students reporting that “social/other anxiety” was a primary reason for enrolling at Choices grew significantly in 2021 (to 37%) and remained nearly equal to this elevated level in 2022 (34%), the percentage of students who reported feeling the same or less anxiety since enrolling at Choices remained strong (88% in 2022). Choices is often a refuge for students experiencing anxiety, and the vast majority of students stabilize or improve in CCS’s safe, caring, and flexible program.

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

Because students have been permitted to attend on-campus classes and activities for two school years, following the COVID-19 campus closure in 2020-21, the Goal 2, Action 2 title has been modified from *Expanded Mental Health Support to Support Students’ Return to In-Person Learning* to *Mental Health Support for Students*. Because the Community Liaison does not provide counseling support and most often is not the individual to refer students to tutoring services or to counseling services through SJUSD or local community colleges, the Community Liaison has been removed from the Goal 2, Action 2 Description.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$295,441	0

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
9.27%	0%	\$0.00	9.27%

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

Required Descriptions

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

2023-24 Actions/ Services:

Tutoring: Tutoring is available for all students but targets, in particular, needs of students who do not receive help at home, who have special learning needs/disabilities, and/or who require additional assistance with English Language Acquisition. 2023-24 tutoring services will include tutoring via Zoom, serving students from a distance when they have transportation difficulties or other responsibilities in the home that prevent them from leaving. An emphasis on skill-building will guide tutoring sessions. Math tutoring will be prioritized in Middle School to address existing deficiencies in skills and to prevent deficiencies from developing. Tutoring hours will be communicated to the entire school community online; students will be able to sign up to meet tutors or teachers for assistance at specific times, for specific subjects, as needed. This includes the availability of tutoring to meet the needs of English Learners who are enrolled in an English Learner Development course. Students with IEPs receive regular homework assistance from Resource Specialists on campus or via Zoom.

College & Career Planning Support: Choices' college and career planning support is available to all students but serves perhaps most importantly the students whose parents are not equipped with the resources or experience to effectively guide their students in the approach to their post-secondary college and career pursuits. These services are also especially important for Students with Disabilities who face additional obstacles in pursuing post-secondary educational opportunities and need specialized information and assistance. All services are offered to students with these needs in mind. College & Career presentations will be offered to students and their families in the evenings during College & Career Week, in an effort to reach all families, including those who work during school hours. Presentations will include information about applying for scholarships so that no student will feel that college is financially inaccessible. College & Career information on the CCS website brings resources into the family home. An on-campus Counselor supports students and families on an individual basis with college research and assistance with applications at no additional charge. Students will be guided toward college and career readiness at each grade level, 6-12, with projects tailored to specific age groups incorporated into English courses. All other classroom-based courses offer students at least one college/career-oriented assignment per year that requires students to consider post-secondary pursuits that align with the given subject matter of the course. On-campus speakers, field trips, and the Sacramento Speaker Series will introduce students to various professions that may be new to them, sparking interests and engaging them in their education. Students will attend the SJUSD College Fair and the CSUS College Fair. College visits will include American River College, CSU Sacramento, and UC Davis. While on college campuses, when possible, students will visit the Disabilities Services and Programs for Students (DSPS) and Financial Aid offices. An annual College & Career Week brings long-term planning into focus with college & career-oriented campus decorations, celebrations, presentations, and prize giveaways. A College & Career Workshop for Students with Disabilities provides information tailored to students who need special services in their post-secondary educational pursuits. Choices offers several academic pathways to college and career readiness. A Career Technical Education (CTE) Pathway in Business & Finance debuted in Fall 2018. A second CTE Pathway in Public Services/ Public Safety or Arts, Media, & Entertainment will debut in coming years. A-G, Advanced Placement, and World Language courses support students in becoming college and career ready. The Choices Charter School Graduation Outcomes center on the process of setting goals, adjusting goals as needed, persevering through challenges, and ultimately, accomplishing objectives.

Community Enhancements: Each year, CCS expands its elective and extracurricular offerings, in an effort to more effectively engage all students in school. English Learners, in particular, are encouraged to enroll in classroom-based elective courses and participate in extracurricular activities, as a means of improving their English Language skills through peer interaction. An EL Coordinator guides formal intervention for English Learners and teaches an ELD course. In order to further engage students, in 2023-24, CCS will continue to offer field trips that are designed to expose students, particularly those who are disadvantaged, to new experiences. New Virtual Reality labs will also provide a new dimension for exploring information and ideas. All electives, extracurricular events, and field trips are offered, free of charge, and are designed to reach students where they are through direct experience. Choices seeks to engage students in their education in a safe learning environment where they are supported with basic needs and guidance. On campus, students in need are supported through a clothes closet and free hygiene supplies, and all students may enjoy breakfast and lunch at school at no cost.. Because positive reinforcement is a powerful motivator, Choices seeks to expand its set of rewards systems that regularly and frequently acknowledge academic progress, growth, and character in 2023-24.

Technology Resources: Annual technology upgrades support student learning in the classroom and in the computer lab and allow for the administration of computerized exams. In 2023-24, CCS will continue to refer families in need to a provider that offers discounted internet service rates to qualifying families. Laptops will also be available for loan; the supply of computers available for this purpose will grow each year

as new models are purchased for testing and classroom use. Wi-fi hotspots will be provided where necessary. Technical support will be available to both students and staff, both on campus and at home. Every effort will be made to ensure that technology and support is available to students, regardless of financial need or language barrier.

Miscellaneous Support: At CCS, students in targeted subgroup populations are supported through thoughtful course enrollment, academic counseling, and formal interventions when students are struggling. Student data is collected and analyzed on a regular basis; changes in curriculum, instruction, or program format are made to address areas of need. The CCS Staff is trained on administration of standardized exams to ensure that students are afforded a comfortable testing environment that can be tailored, in some cases, to students' individual needs. SJUSD Food Services provides students with free breakfast and lunch throughout the school year. Student intervention services assist students who struggle academically and/or socially. In 2023-24, additional resources will be devoted to supporting parents as they support their students, through more extensive training during the registration process and in the evenings throughout the year. Advisory Teachers check in with new families shortly after students begin school, introducing themselves as a main contact for the family. A New Families Liaison also connects with families throughout their first month of enrollment to facilitate a smooth transition to the independent study model. Faculty members will meet in departments each month to optimize consistency within subject areas and to ensure that standards are adequately addressed at each grade level. Diagnostic and Formative Assessment with iReady will allow teachers of English and Math to determine individual students' strengths and areas of need and to gauge academic growth throughout the year, reteaching concepts when deemed necessary.

Identify, Support, and Track Progress of Students with Anxiety: Because many of CCS's students with anxiety have Individualized Education Plans, CCS developed and piloted a system of identifying, supporting, and tracking the progress of students with anxiety in the *Students with Disabilities* subgroup first. In 2017-18, this process was expanded into the general student population in an effort to more effectively reach all students who are struggling. In August 2018, the CCS Staff was formally trained by an anxiety specialist. The CCS program is well-suited to welcome students with anxiety, thanks to the flexible nature of the independent study model and the knowledgeable and compassionate staff. The CCS staff seeks to continue to increase the percentage of students who report that their anxiety levels are lower since enrolling at Choices through compassion and flexibility.

Mental Health Support for Students: The CCS Staff is committed to conducting vigilant outreach to students who are struggling academically or emotionally. The Counselor assists students with referrals to free tutoring, free counseling, or referrals to SJUSD or other community counseling services, as needed.

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

Percentage of Students in Targeted Subgroups (2022):

Socioeconomically Disadvantaged Students: 46%

English Learners: 6%

Foster Youth: 1%

At Choices, students in disadvantaged student subgroups comprise roughly half of total school enrollment. All LCAP services are designed to support *All Students* but are targeted in particular to serve those who may have fewer opportunities due to disabilities, financial challenges, language barriers, and/or familial instability. CCS seeks to make academic content, instruction, school community, mental health support, and college & career services accessible to all students in an equitable fashion.

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.

NA: Choices Charter School does not qualify for additional concentration grant add-on funding.

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	1:54	NA
Staff-to-student ratio of certificated staff providing direct services to students	1:15.57	NA

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 451,859	\$ 55,538	\$ 521	\$ 1	520,574	\$ 520,574	\$ 0

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Tutoring	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 93,183	\$ 1,406	\$ 107	\$ 0	\$ 107,354
1	2	College & Career Planning Support	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 19,573	\$ 2,954	\$ 23	\$ 0	\$ 22,550
1	3	Community Enhancements	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 46,822	\$ 7,066	\$ 54	\$ 1	\$ 53,942
1	4	Technology Resources	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 49,391	\$ 7,454	\$ 57	\$ 0	\$ 56,902
1	5	Miscellaneous Support	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 201,131	\$ 30,355	\$ 232	\$ 0	\$ 231,718
2	1	Identify, Support, and Track Progress of Students with Anxiety	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 1,019	\$ 154	\$ 1	\$ 0	\$ 1,174
2	2	Mental Health Support for Students	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 40,740	\$ 6,148	\$ 47	\$ 0	\$ 46,935

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,188,513	\$ 295,441	9.27%	0.00%	9.27%	\$ 451,859	0.00%	14.17%	Total:	\$ 451,859
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 451,859

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	Tutoring	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 93,183	0.00%
1	2	College & Career Planning Support	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 19,573	0.00%
1	3	Community Enhancements	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 46,822	0.00%
1	4	Technology Resources	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 49,391	0.00%
1	5	Miscellaneous Support	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 201,131	0.00%
2	1	Identify, Support, and Track Progress of Students with Anxiety	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 1,019	0.00%
2	2	Mental Health Support for Students	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 40,740	0.00%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 534,434.73	\$ 436,324.96

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	Tutoring	Yes	\$ 106,879	\$ 117,767
1	2	College & Career Planning Support	Yes	\$ 26,904	\$ 19,232
1	3	Community Enhancements	Yes	\$ 72,383	\$ 67,383
1	4	Technology Resources	Yes	\$ 32,234	\$ 32,234
1	5	Miscellaneous Support	Yes	\$ 262,598	\$ 166,272
2	1	Identify, Support, and Track Progress of Students with Anxiety	Yes	\$ 821	\$ 821
2	2	Expanded Mental Health Support to Support Students' Return to In-Person Learning	Yes	\$ 32,616	\$ 32,616

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 295,441	\$ 534,435	\$ 436,325	\$ 98,110	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Tutoring	Yes	\$ 106,879	\$ 117,767	0.00%	0.00%
1	2	College & Career Planning Support	Yes	\$ 26,904	\$ 19,232	0.00%	0.00%
1	3	Community Enhancements	Yes	\$ 72,383	\$ 67,383	0.00%	0.00%
1	4	Technology Resources	Yes	\$ 32,234	\$ 32,234	0.00%	0.00%
1	5	Miscellaneous Support	Yes	\$ 262,598	\$ 166,272	0.00%	0.00%
2	1	Identify, Support, and Track Progress of Students with Anxiety	Yes	\$ 821	\$ 821	0.00%	0.00%
2	2	Mental Health Support for Students	Yes	\$ 32,616	\$ 32,616	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,188,513	\$ 295,441	0.00%	9.27%	\$ 436,325	0.00%	13.68%	\$0.00 - No Carryover	0.00% - No Carryover

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 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]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

LCFF Carryover Table

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