

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

San Juan Choices Charter School

Contact Name
and Title

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Email and
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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 motivated faculty educates a diverse population of students, with the great majority being at some level of academic risk ("at-risk" students.) Choices students attend small classes and/or meet with a faculty member in a one-on-one setting for one to six hours each week. 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, and 2014 for five-year terms. 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 difficulty; 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 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. Thanks 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 test data to identify what students have learned and to re-teach to fill the identified gaps in knowledge. Teachers 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 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 variety of elective courses, offered both online and in the classroom setting, offer students 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 non-existent. 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 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, access to standardized college-entry exams and internship/job opportunities, a supportive staff, and individualized counseling, all designed to prepare students for post-graduation academic and/or professional pursuits. 100%

of 2017 graduates stated that they would recommend the program to other students. 36% of the graduates stated that they would not have graduated from high school if they had not attended CCS.

LCAP HIGHLIGHTS

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

At Choices Charter School, Socioeconomically Disadvantaged Students, English Learners, and Foster Youth benefit from enhanced:

- tutoring services,
- college & career planning support,
- school community features,
- technology resources,
- support for students with anxiety, and
- other miscellaneous support services

that are funded by the LCFF and are explained in further detail in the *LCAP Goals, Actions, & Services*.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

2017-18 data is not yet available, and sample sizes are sometimes so small for English Learner and Foster Youth subgroups that disaggregated data is not published. Significant swings in data for small student subgroups from year to year is common. Based on available data from 2016-17 and previous years:

- **2014-17 Graduation Rates**- absence of significant achievement gap for disadvantaged student populations. In years 2014 through 2017, the Graduation Rates for the student subgroups are about equal to or exceed the Graduation Rate for All Students, indicating that all populations are being served equitably.
 - **Socioeconomically Disadvantaged Students'** ("SDS") Graduation Rate has risen since the LCAP baseline year of 2012 from 50% to 53%, a net gain of 3% points. In Fall 2017, All Students and SDS had a Yellow rating on the LCFF Evaluation Rubric, showing equity in this area.
 - **English Learners'** Graduation Rate has risen since the LCAP baseline year of 2012 from 43% to 55%, representing a net gain of 12% points.
- **2017 SBA Student Performance**-
 - The percentage of students who Met or Exceeded Standard on the **SBA ELA** increased from
 - 28% in 2016 to 31% in 2017 for **SDS**.

GREATEST PROGRESS

(continued from previous page)

- The percentage of students who Met or Exceeded Standard on the **SBA Math** increased from
 - 10% in 2016 to 12% in 2017 for **All Students**, and
 - 4% in 2016 to 8% in 2017 for **SDS**.
- **2017 SBA Achievement Gaps**- Shrinking and nonexistent achievement gaps for SDS and English Learners in relation to All Students on the 2017 SBA in both ELA and Math.
 - The percentage of **SDS** who Met or Exceeded Standard on the **SBA ELA** lagged behind the percentage for All Students by 13% points in 2016, but only by 8% points in 2017, narrowing the achievement gap between the two student groups.
 - **English Learners'** ELA proficiency far exceeded that of All Students on the 2016 **SBA ELA**, with 16% points more students who Met or Exceeded Standard. In 2017, this lead fell to 11% points ahead of All Students, still demonstrating a significant area of strength.
 - The percentage of **SDS** who Met or Exceeded Standard on the **SBA Math** lagged behind the percentage for All Students by 6% points in 2016; this number dropped to 4% points in 2017.
- **Student Anxiety**- 2016-17 baseline survey data shows that
 - 54% of **Students with Disabilities** and
 - 58% of **all returning students** (Fall 2017) report that they feel less Anxiety than before they enrolled at Choices.
- **2015-16 Suspension Rate**- is 0%, or Blue, on the Fall 2017 LCFF Evaluation Rubric, for
 - **All Students**,
 - **SDS**, and
 - **Students with Disabilities**.

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.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

2017-18 data is not yet available, and sample sizes are sometimes so small for English Learner and Foster Youth subgroups that disaggregated data is not published. Significant swings in data for small student subgroups from year to year is common. Based on available data from 2016-17 and previous years:

- **2017 SBA Student Performance-**
 - The percentage of students who Met or Exceeded Standard on the **SBA ELA** dropped from
 - 41% in 2016 to 39% in 2017 for **All Students**, and from
 - 57% in 2016 to 50% in 2017 for **English Learners**.
 - The percentage of students who Met or Exceeded Standard on the **SBA Math** dropped from
 - 6% in 2016 to 0% in 2017 for **English Learners**.
 - ELA (3-8) and Math (3-8) have an Orange rating on the Fall 2017 LCFF Evaluation Rubric for All Students.
- **2017 SBA Achievement Gaps-**
 - The percentage of **English Learners** who Met or Exceeded Standard on the **SBA Math** lagged behind the percentage for All Students by 4% points in 2016; this number grew to 12% points in 2017.
- **College Readiness-** The Fall 2017 LCFF Evaluation Rubric shows Low ratings for College Readiness for both
 - **All Students** and
 - **SDS**.

Because CCS's program often attracts students who are credit-deficient and missing basic skills, and many of those students return to their previous schools once they have "stabilized" academically at Choices, Graduation Rates and SBA scores tend not to accurately reflect the strengths of the school's program. CCS strives to promote academic rigor through its Common Core, INACOL-approved GradPoint curriculum and highly-qualified faculty. Tutoring is available to all students, Monday through Friday and during some school breaks, to support student learning. In 2017, Choices launched its Summer School program, as a means of further supporting students who need to make up credits for timely graduation.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

For all state indicators on the Fall 2017 California School Dashboard LCFF Evaluation Rubrics, all subgroups received the same performance levels as All Students, demonstrating the equitable learning environment at Choices. Given the data that is currently available, CCS is primarily concerned about performance of All Students and all subgroups on the ELA and Math SBA, which remain in the Low and Very Low performance categories, and will continue to watch as multi-year trends develop.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The most significant expenditure areas on the 2018-19 LCAP involve training faculty, providing direct intervention and support, tutoring services, procuring updated technology resources, and enhancing the sense of school community through the addition of elective courses, field trips, and extra-curricular activities, clubs, and events.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 2,099,237
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 195,149

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General and grant funds were used to purchase additional technology for students to enable access to resources that are not available to them. This allowed Choices to use identified LCFF supplemental funds in other areas to provide additional support for our target students. Additionally, lower than expected supplemental funds resulted in more general fund resources being used to support students who are members of target groups.

\$ 2,963,430	Total Projected LCFF Revenues for LCAP Year
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Goal 1

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

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).

Focus 2: Provide school-based structures and services which supply early intervention for and prevention of learning difficulties.

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Students will achieve or exceed standard in Critical Thinking, Communication & Collaboration, Creativity, and Commitment (CCS Graduation Outcomes)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 56% Graduation Rate for Socioeconomically Disadvantaged Students in 2017-18
- 58% Graduation Rate for English Learners in 2017-18

- Increase Overall CELDT Performance Level of each English Learner tested at CCS in both current and previous school years by at least one Performance Level.

ACTUAL

- Graduation Rate data for 2017-18 is not yet available. However, we know that Socioeconomically Disadvantaged Students' ("SDS") Graduation Rate has risen since the LCAP baseline year of 2012 from 50% to 53% in 2017, a net gain of 3% points. And, English Learners' Graduation Rate has risen since the LCAP baseline year of 2012 from 43% to 55% in 2017, representing a net gain of 12% points. Gains in the Graduation Rates for both student subgroups suggest that LCAP services have been helpful in supporting these students' needs.

- In 2016-17, there was only one English Learner who tested at CCS in both 2016-17 and 2015-16. This student remained at the same CELDT Performance Level in 2016-17 as in the previous year. His Domain scores remained the same year-to-year, except for a one-level drop in Listening. He was the one English Learner out of six enrolled at CCS in 2016-17 who did NOT enroll in an elective or participate in extra-curricular school events, the primary LCAP-funded activities aimed at supporting language development for English Learners. Due to an extremely small sample size of one student who did not partake in

- SBA ELA- Achievement Gap between Socioeconomically Disadvantaged Students and All Students in Percentage that Met or Exceeded Standard: 12% points or less in 2017-18
- SBA ELA- Achievement Gap between English Learners and All Students in Percentage that Met or Exceeded Standard: 0% or greater (no achievement gap) in 2017-18
- SBA Math- Achievement Gap between Socioeconomically Disadvantaged Students and All Students in Percentage that Met or Exceeded Standard: -5% points or less in 2017-18
- SBA Math- Achievement Gap between English Learners and All Students in Percentage that Met or Exceeded Standard: -3% points or less in 2017-18

LCAP-funded support services, the 2016-17 data is inconclusive. In 2017-18, the CELDT was phased out and replaced by the ELPAC, the new standardized English language proficiency assessment. The CELDT performance indicator will be discontinued in 2018-19 and may eventually be replaced with measurable outcomes related to the new ELPAC assessment.

- 2017-18 SBA data is not yet available. However, in 2016-17, in comparison to 2015-16 SBA Baseline Data: Achievement gaps for Socioeconomically Disadvantaged Students dropped in both ELA and Math. The achievement gap between All Students and English Learners is nonexistent on the SBA ELA (English Learners have outscored All Students for two consecutive years), but grew by 8% points on the SBA Math. This data suggests that 2016-17 LCAP services effectively supported Socioeconomically Disadvantaged Students and English Learners to succeed in nearly all categories. 2016-17 SBA data met all 2017-18 Expected Annual Measurable Outcomes in the area of Achievement Gaps, except in the area of English Learners on the SBA Math.

CCS's small subgroup sample sizes tend to cause significant swings in statistics from year to year. Multi-year comparisons will help to identify general trends in student performance.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Tutoring:

- Continue existing tutoring services. (+25 Tutor hours per week estimated)
- Consider providing additional Math tutoring in Middle School, based on need, site capacity, and tutor availability. +4 Tutor hours a week
- Continue +5 Assistant Director hours a week to develop and implement a system of assigning students to specific tutoring locations and monitoring student

ACTUAL

More tutoring hours were offered than originally planned. Services primarily targeted Students with Disabilities and other at-risk students.

The Assistant Director consistently communicated to parents that students may only be on campus when attending class or working on homework. Students lingering in common areas were redirected to locations where they would be able to complete homework independently or with help from a tutor. Individual students were

activity	typically directed to locations on campus where they had been successful in the past.
BUDGETED \$24,220.00	ESTIMATED ACTUAL \$30,209.00

Expenditures

Action **2**

<p>PLANNED College & Career Planning Support</p> <ul style="list-style-type: none"> • Provide students and families with two College & Career presentations per year. +5 Counselor hours per year • Develop and post a four-year approach-to-college timeline on the school website. +5 Counselor hours per year. • Advertise and provide counseling support by appointment for help with college research and applications. +20 Counselor hours per year 	<p>ACTUAL</p> <p>Two College & Career Family Nights were offered in 2017-18.</p> <p>The digital presentation from the College & Career Family Nights, which outlines a four-year approach to college, is available on the school website.</p> <p>In Fall 2017, CCS advertised Counseling appointments for seniors needing assistance with college research and applications.</p> <p>Plan for future curriculum/development expenditures.</p>
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Actions/Services

BUDGETED \$1,412.00	ESTIMATED ACTUAL \$21,425.30
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Expenditures

Action **3**

<p>PLANNED Community Enhancements:</p> <ul style="list-style-type: none"> • Continue to encourage English Learners to enroll in electives and to participate in extra-curricular activities. • Continue to add at least one elective per year. + 2 Faculty hours per week 	<p>ACTUAL</p> <p>English Learners were encouraged to enroll in electives and extra-curricular activities, as planned.</p> <p>Electives: Robotics, Creative Writing, Introduction to Business,</p>
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Actions/Services

<ul style="list-style-type: none"> • Continue to add at least one extra-curricular activity each year. +2 Staff hours per week • Provide at least two field trip experiences: 6th grade and 8th grade (possibly 11th grade). + 40 Faculty hours per year • Consider hiring a part-time Recreation Director to support in planning and executing extracurricular activities. +5 Recreation Director hours per week 	<p>Medical Office Management, and Consumer Math were added in 2017-18.</p> <p>In 2017-18, extra-curricular Activities added: School Dance, Dance Club, Gay Straight Alliance Club.</p> <p>2017-18 Field Trips: 8th and 11th grade students attended Field Trips at 916 Ink, a local creative writing studio.</p> <p>A Recreation Director was not hired. Extra-curricular activities and clubs were managed by existing faculty members.</p>
<p>BUDGETED \$2,071.00</p>	<p>ESTIMATED ACTUAL \$3,421.00</p>

Expenditures

Action **4**

<p>PLANNED Technology Resources:</p> <ul style="list-style-type: none"> • Continue to upgrade technology as needed. • Advertise low-cost internet to families in need. • Provide laptops on loan for students without computers at home. 	<p>ACTUAL</p> <p>Purchase of one Chromebook cart to support laptop loan program. Laptop refurbishing. Software upgrades.</p> <p>Families were informed of local provider internet discounts for students who qualify for Free & Reduced Lunch within the district. No direct payment for services was made but this will be researched for the future.</p> <p>Laptops were loaned to students in need.</p>
<p>BUDGETED \$13,500</p>	<p>ESTIMATED ACTUAL \$0.00</p>

Actions/Services

Expenditures

Action

5

Actions/Services

Expenditures

<p>PLANNED Miscellaneous Support:</p> <ul style="list-style-type: none"> • Continue to track student data that supports program modifications to target student needs. +40 Self-Study Coordinator hours per year • Provide annual training of staff and administration on SBA administration. + 25 Faculty hours per year • Continue to provide intervention services for students who struggle academically and/or socially. + Full-time Community Outreach Representative, + 18 Counselor hours per week, +9 Assistant Director hours per week 	<p>ACTUAL</p> <p>Data has been carefully tracked and stored in a central online location; each data type is reviewed at least once annually to identify student needs.</p> <p>Training on the administration of the SBA was provided in April 2018.</p> <p>Attendance and academic status of students was reviewed by staff weekly, and interventional measures were consistently taken to swiftly support struggling students. Due to an efficient new online system that allows teachers to log ongoing details of their own interventions with students in a centrally accessible location, fewer formal interventions were needed in 2017-18 than in previous years.</p> <p>Adjust salaries to support increase in Special Education student population.</p>
<p>BUDGETED \$158,717</p>	<p>ESTIMATED ACTUAL \$146,238</p>

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 2017-18 LCAP Planned Actions/ Services were added to the WASC School Wide Action Plan where relevant to goals therein and implemented in a timely fashion, as possible.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Because most data that corresponds to the current school year is not yet available, it is difficult to measure the overall effectiveness of LCAP Actions/ Services that were implemented this school year. 2012-2017 Graduation Data suggests that Socioeconomically Disadvantaged Students and English Learners have been well-served by LCAP services in the past. 2016-17 CELDT data is inconclusive with respect to the effectiveness of LCAP services, but LCAP services (specifically elective courses and extra-curricular activities) have been utilized by most English Learners. 2016-17 SBA data shows a shrinking achievement gap between "All Students" and Socioeconomically Disadvantaged Students in both ELA and Math, again suggesting that LCAP services have effectively served students in this subgroup. English Learners outperformed All Students on the SBA ELA for the second year in a row; however, the achievement gap between English Learners and All Students grew on the SBA Math in 2017. English Learners comprise a very small student subgroup, and data for this group is highly sensitive to the scores of just one or two individuals, which can cause relatively significant swings in aggregate data from year to year. Multi-year data will be tracked in an effort to identify growth trends.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- More tutoring was provided to Students with Disabilities and other at-risk students, accounting for additional expenditures in Action 1.
- In Action 2, \$20,000 was reserved to cover future curriculum/ development expenses, significantly expanding on budgeted expenditures for this category.
- In Action 3, several new electives and extracurricular activities were added in 2017-18, in excess of what was originally planned.
- A College & Career Readiness Grant was used to pay for the technology detailed in Action 4.
- Fewer formal interventions were needed than were estimated. At the same time, Special Education salaries were increased to serve a growing population of Students with Disabilities, which brought the estimated actual expenditures to nearly what was originally budgeted for Action 5.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

- The Goal 1 Expected Annual Measurable Outcome related to student performance on the CELDT will be removed in 2018-19 and may be eventually replaced with an outcome associated with student performance on the new ELPAC.
- In Goal 1, Action 3, a Recreation Director was not hired in 2017-18, and a plan to do so will be discontinued in 2018-19 and 2019-20.

Goal 2

Goal 2: Foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well-being for each student.

Focus 1: Expand health and social/emotional support services and interventions to students and their families.

Focus 2: Increase the voice of parents and students to ensure feedback loops on key initiatives and issues.

Focus 3: Improve the collaborative culture throughout the school among staff, students, families, and community

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Students will achieve or exceed standard in Critical Thinking, Communication & Collaboration, Creativity, and Commitment (CCS Graduation Outcomes)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Develop and pilot a process to identify, support, and track academic progress of Students with Disabilities who struggle with Anxiety. (Determine Expected Annual Measurable Outcomes to be used for LCAP 2017-18.)

ACTUAL

- Through the use of Individualized Education Plans, program modifications, and the Special Education Attitude Survey, CCS piloted a process to identify, support, and track the academic progress of Students with Disabilities who struggle with Anxiety.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

Identify, Support, and Track Progress of Students:

- Implement process to identify, support, and track academic progress of Students with Disabilities who struggle with Anxiety.
- Develop and pilot a process to identify, support, and track

ACTUAL

Because student privacy must be respected as a priority, CCS has not identified specific students who struggle with Anxiety. However, the administration of anonymous surveys has allowed for the collection of group data regarding the percentage of new students who enroll, at least

Expenditures

academic progress of all CCS students who struggle with Anxiety.	in part, due to Anxiety, and the percentage of both Students with Disabilities and All Returning Students who report that their Anxiety levels are lower since enrolling at Choices. In 2017-18, through frequent staff discussion, the faculty has become more aware of the issue and has worked to be sensitive and supportive of students who are struggling. In August 2018, a leading Anxiety specialist will train the staff on understanding Anxiety and supporting students who are trying to overcome it.
BUDGETED \$1000.00	ESTIMATED ACTUAL \$1000.00

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Anxiety data for Students with Disabilities and All Returning Students was collected in 2017. After writing the 2017-18 LCAP, the staff realized that there would still be time to collect data that pertained to 2016-17 for All Returning Students by adding a question to the Student School Satisfaction Survey, which was administered at Fall 2017 Orientation. This baseline data was therefore collected a year ahead of schedule. Preliminary growth data for both Students with Disabilities and All Returning Students will now be collected in 2018. The staff is aware of the growing percentage of CCS students who struggle with Anxiety (27% of new students in Fall 2017, as self-reported on a New Student Survey). A sensitive and respectful school culture and program flexibility support students as they seek to overcome their Anxiety. In August 2018, a well-renown Anxiety specialist from The Anxiety Treatment Center in Sacramento will train the staff about Anxiety and what can be done to support students struggling with it.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Baseline data was collected in 2017; growth will be assessed with 2018 data and beyond. Initial data is encouraging. In 2017, 54% of surveyed Students with Disabilities reported that they felt less anxiety since enrolling at Choices, and 58% of all surveyed returning students reported that they felt less anxiety since enrolling at Choices. Because Anxiety is personal to many students, and self-reporting of Anxiety on the New Student Survey is anonymous, all students within the targeted groups were surveyed about Anxiety (not just those who have reported that they struggle with it).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Baseline Expected Annual Measurable Outcomes for this goal will be changed in 2018-19 to read:

- Special Education Attitude Survey: 54% of students surveyed in 2017 who report that they feel less anxiety *since enrolling at Choices*
- Student School Satisfaction Survey: 58% of students (all returning students in Fall 2017) surveyed in 2017 who report that they feel less anxiety *since enrolling at Choices*

And, because baseline data for both Students with Disabilities and All Returning Students was collected in 2017, preliminary growth data will now be collected beginning in 2018, which represents a year ahead of the original schedule for All Returning Students.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

At the meetings listed below, school stakeholders reviewed the following types of data (most recent available) and recommended services to support Socioeconomically Disadvantaged Students, English Learners, and Foster Youth:

- Enrollment of Socioeconomically Disadvantaged Students, English Learners, and Foster Youth Students as a percentage of total student population in 2015-16, 2016-17, and 2017-18.
- Graduation Rates for All Students, Socioeconomically Disadvantaged Students, and English Learners in 2015, 2016, and 2017
- 2015, 2016 & 2017 SBA Data: Percentage of students who met or exceeded standards in ELA and Math for All Students, Socioeconomically Disadvantaged Students, and English Learners. Achievement gaps between disadvantaged student populations and All Students was examined for each year and compared.
- CELDT results for 2014-15, 2015-16, and 2016-17.
- Baseline Anxiety data from 2017: Percentage of Students with Disabilities and All Returning Students who reported the same or less Anxiety since enrolling at Choices. The percentage of New Students in Fall 2017 who reported "social/ other anxiety" as a primary reason for enrolling at Choices.

Advisory Council Meeting 4/18/18 Recommendations:

- Continue tutoring.
- Add more services, such as transportation (bus tickets).
- Continue field trips, such as visiting the Capitol, college tours, or Sly Park next year.
- Add more student TAs to classes to support fellow students.

Staff Meeting 4/27/18 Recommendations:

- On-campus Speaker Series.
- Advertise teacher support hours.
- Anxiety training.
- Formalize and consistently implement intervention process.
- Full-time one-on-one Math tutoring for Math students with lowest skills.
- Field trip manager.
- Parent Mentor program.
- Training on Poverty Culture.

- PE teacher to expand intramurals program.
- Partner with other schools for field trips.
- Track self-identified students with Anxiety.
- Hire Librarian/ Tutor.
- Hire Recreation Director.
- Designate single Interventionist.
- Develop CTE Pathway.
- Expand field trips to all grades.
- Parent Curriculum.
- Transportation assistance through partnerships with Uber and/or Lyft.

Leadership Team Meeting 5/2/18 Recommendations:

- On-campus Speaker Series.
- Advertise teacher support hours.
- Anxiety training.
- Formalize and consistently implement intervention process.
- Full-time one-on-one Math tutoring for Math students with lowest skills.
- Field trip manager.
- Parent Mentor program.
- Training on Poverty Culture.
- PE teacher to expand intramurals program.

Family Focus Group Meeting 5/16/18 Recommendations:

- Combine events calendar with GradPoint calendar and use pop-ups to announce new events as they are added.
- More free snacks on campus.
- Add electives: German, Japanese, more instruments (flute, clarinet, etc...), Home Economics/ Career Readiness Program (that includes keeping a budget, completing tax returns, renting an apartment, insurance needs, CAID process...).
- Offer intramurals more than once per week.
- Web portal training for families.
- Recruit/ oversee parent volunteers to support greater flow of students on campus.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Director and Self-Study Coordinator 5/17/18 Discussion:

Based on the suggestions made by representatives of all school stakeholder groups, the Director and Self-Study Coordinator identified the following actions/ services to be considered for implementation with the use of LCFF funds in 2018-19:

- Continue tutoring. (Tutoring)
- Field trips, according to existing plan. (Community Enhancements)
- Professional Development on Poverty Culture. (Miscellaneous Support)
- PE teacher to expand intramurals program/ Offer intramurals more than once per week. (Community Enhancements)
- Hire Librarian/ Tutor. (Tutoring)
- Develop CTE Pathway. (College & Career Planning Support)

Goals, Actions, & Services

Strategic Planning Details and Accountability

- New
- Modified
- Unchanged

Goal 1

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

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).

Focus 2: Provide school-based structures and services which supply early intervention for and prevention of learning difficulties.

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Students will achieve or exceed standard in Critical Thinking, Communication & Collaboration, Creativity, and Commitment (CCS Graduation Outcomes)

Identified Need

- **Encourage growth in academic achievement for all students through continuation/ expansion of complimentary tutoring services.**
 - Continuation or expansion of tutoring services, as an effective way to encourage academic achievement, was recommended by all school stakeholder groups in 2017 and by CCS's Advisory Council, Staff, and Leadership Team in 2018.
 - In 2018, CCS will seek to hire a Librarian who will also be able to provide tutoring services to students, increasing tutoring availability on campus again in 2018-19.
- **Encourage growth in academic achievement and greater rates of graduation by ensuring that all CCS Students and their families are provided with college and career planning support.**
 - College and Career Readiness for all students was a high priority in 2017 school stakeholder meetings. Although none of the stakeholder groups specifically mentioned

continuation or expansion of college and career planning support in 2018 meetings about LCAP services, the CCS Staff continues to believe that all students must be given equitable access to post-secondary opportunities, and therefore, outreach and education in this area is critical.

- Efforts to provide college and career guidance in 2013-14 (monthly Naviance training offered to families), 2014-15 (individual counseling that prioritized meetings with Socioeconomically Disadvantaged Students), and 2015-16 (inclusion of Naviance assignments in Career Exploration elective) were limited in reach and effectiveness. In 2016-17, a Career Fair and one College & Career Family Night reached more students with valuable information than in previous years. In 2017-18, two College & Career Family Nights were a continued success. The well-attended on-campus Career Fair is scheduled to return to campus in 2018-19. Also in 2018-19, a new CTE Pathway in Business will debut at Choices, offering an additional avenue to students as they seek to become College & Career Ready.

- **Build student motivation, social skills, and speaking skills by encouraging students to enroll/participate in a growing number of available electives and extra-curricular activities and by otherwise enhancing the school facility and sense of campus community.**

- Expansion of elective course offerings, extra-curricular activities, and/or field trip opportunities was discussed as an essential way to engage students in school at each of the stakeholder meetings in both 2017 and 2018.
- In 2018, most stakeholder groups specifically mentioned interest in expanding intramural sports to more than one day per week and the need to hire an individual to manage the growing program.

- **Provide all students with the technology resources required for successful participation in the academic program.**

- In 2017, both the Advisory Council and the Staff requested that LCAP funds be used in part to support updates and purchases of technology.
- Supplemental funds have been extremely helpful in meeting CCS's growing technology needs associated with new online curriculum, new online standardized testing, and a growing student population, many of whom require the use of school computers to complete their work.
- In 2014-15, 2015-16, and 2016-17, student laptops purchased with LCFF funds have been used daily for class instruction, tutoring, independent student homework completion, and standardized assessment administration. In 2016-17 and 2017-18, many laptops were loaned to students lacking technology resources at home.
- Continued use of LCFF funds to support these technology needs is essential to the

school's ability to serve all students equitably.

- **Provide miscellaneous support services that ensure that all student subgroups are served equitably.**
 - The CCS Staff and Leadership Team requested training on working with students in poverty, a growing percentage of the CCS student population and the largest student subgroup supported with LCFF funds.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate of Socioeconomically Disadvantaged Students	53%*	56%	59%	62%
Graduation Rate of English Learners	55%*	58%	61%	64%
CELDT Performance Levels of English Learners	Varies by student	Increase Overall CELDT Performance Level of each English Learner tested at CCS in both current and previous school years by at least one Performance Level.	CELDT data no longer tracked	CELDT data no longer tracked
SBA ELA – Achievement Gap between Socioeconomically Disadvantaged Students and “All Students” in Percentage that Met or Exceeded Standard	-13% points**	-12% points	-11% points	-10% points
SBA ELA – Achievement Gap between English Learners and “All Students” in Percentage that Met or Exceeded Standard	+16% points**	0% points or greater (no achievement gap)	0% points or greater (no achievement gap)	0% points or greater (no achievement gap)
SBA Math – Achievement Gap between Socioeconomically Disadvantaged Students and “All Students” in Percentage that Met or Exceeded Standard	-6% points**	-5% points	-4% points	-3% points
SBA Math – Achievement Gap between English Learners and “All Students” in Percentage	-4% points**	-3% points	-2% points	-1% points

that Met or Exceeded Standard

*2014-15 Graduation Rate Data, **2015-16 SBA Data

PLANNED ACTIONS / SERVICES

Action **1** Tutoring

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Continue existing tutoring services. (+25 Tutor hours per week estimated) Consider providing additional Math tutoring in Middle School, based on need, site capacity, and tutor availability. +4 Tutor hours a week Continue +5 Assistant Director hours a week to develop and implement a system of assigning students to specific tutoring locations and monitoring student activity. 	<ul style="list-style-type: none"> Continue existing tutoring services. (+25 Tutor hours per week estimated) Consider providing additional Math tutoring in Middle School, based on need, site capacity, and tutor availability. +4 Tutor hours a week Continue +5 Assistant Director hours a week to implement a system of assigning students to specific tutoring locations and monitoring student activity. Hire Librarian/ Tutor. +15 Tutor hours per week 	<ul style="list-style-type: none"> Continue existing tutoring services. (+25 Tutor hours per week estimated) Consider providing additional Math tutoring in Middle School, based on need, site capacity, and tutor availability. +4 Tutor hours a week Continue +5 Assistant Director hours a week to implement a system of assigning students to specific tutoring locations and monitoring student activity. Librarian/ Tutor. +15 Tutor hours per week

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$24,220.00	Amount	\$28,238.00	Amount	\$28,238.00
Source	Supplemental and general funds	Source	Supplemental and general funds	Source	Supplemental and general funds
Budget Reference	09.8.0.1247.0308.4752.3110.130.308	Budget Reference	09.8.0.1247.0308.4752.3110.130.308	Budget Reference	09.8.0.1247.0308.4752.3110.130.308

Action 2 College & Career Planning Support

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Provide students and families with two College & Career presentations per year. +5 Counselor hours per year Develop and post a four-year approach-to-college timeline on the school website. +5 Counselor hours per year. Advertise and provide counseling support by 	<ul style="list-style-type: none"> Provide students and families with two College & Career presentations per year. +5 Counselor hours per year Maintain a four-year approach-to-college timeline on the school website. +2 Counselor hours per year. Advertise and provide counseling support by 	<ul style="list-style-type: none"> Provide students and families with two College & Career presentations per year. +5 Counselor hours per year Maintain a four-year approach-to-college timeline on the school website. +2 Counselor hours per year. Advertise and provide counseling support by

appointment for help with college research and applications. +20 Counselor hours per year

appointment for help with college research and applications. +20 Counselor hours per year

- Career Fair. +80 Staff hours per year
- Develop CTE Pathway +2 Faculty hours per week

appointment for help with college research and applications. +20 Counselor hours per year

- Develop CTE Pathway +4 Faculty hours per week

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,412.00	Amount: \$5,705.76	Amount: \$7,646.52
Source: Supplemental funds	Source: Supplemental funds	Source: Supplemental funds
Budget Reference: 09.8.0.1247.0308.4752.3110.130.308	Budget Reference: 09.8.0.1247.0308.4752.3110.130.308	Budget Reference: 09.8.0.1247.0308.4752.3110.130.308

Action **3** Community Enhancements

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Continue to encourage English Learners to enroll in electives and to participate in extra-curricular activities. Continue to add at least one elective per year. + 2 Faculty hours per week Continue to add at least one extra-curricular activity each year. +2 Staff hours per week Provide at least two field trip experiences: 6th grade and 8th grade (possibly 11th grade). + 40 Faculty hours per year Consider hiring a part-time Recreation Director to support in planning and executing extra-curricular activities. +5 Recreation Director hours per week 	<ul style="list-style-type: none"> Continue to encourage English Learners to enroll in electives and to participate in extra-curricular activities. Continue to add at least one elective per year. + 2 Faculty hours per week Continue to add at least one extra-curricular activity each year. +2 Staff hours per week Provide at least three field trip experiences: 6th, 7th, and 8th grade (possibly 11th grade). + 60 Faculty hours per year Expand Intramurals Program. +5 PE Teacher hours per week. 	<ul style="list-style-type: none"> Continue to encourage English Learners to enroll in electives and to participate in extra-curricular activities. Continue to add at least one elective per year. + 2 Faculty hours per week Continue to add at least one extra-curricular activity each year. +2 Staff hours per week Provide at least four field trip experiences: 6th, 7th, 8th, and 9th grade (possibly 11th grade). + 80 Faculty hours per year Expand Intramurals Program. +5 PE Teacher hours per week.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,071.00	Amount: \$2,671.00	Amount: \$3,271.00
Source: Supplemental funds	Source: Supplemental funds	Source: Supplemental funds
Budget Reference: 09.8.0.1247.0308.4752.3110.130.308	Budget Reference: 09.8.0.1247.0308.4752.3110.130.308	Budget Reference: 09.8.0.1247.0308.4752.3110.130.308

Action **4** Technology Resources

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Continue to upgrade technology as needed. Advertise low-cost internet to families in need. Provide laptops on loan for students without computers at home. 	<ul style="list-style-type: none"> Continue to upgrade technology as needed. Advertise low-cost internet to families in need. Provide laptops on loan for students without computers at home. 	<ul style="list-style-type: none"> Continue to upgrade technology as needed. Advertise low-cost internet to families in need. Provide laptops on loan for students without computers at home.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$13,500	Amount: \$13,500	Amount: \$13,500
Source: Supplemental and grant funds	Source: Supplemental and grant funds	Source: Supplemental and grant funds
Budget Reference: 09.8.0.8590.7338.0000.0000.130.308	Budget Reference: 09.8.0.8590.7338.0000.0000.130.308	Budget Reference: 09.8.0.8590.7338.0000.0000.130.308

Action **5** Miscellaneous Support

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Continue to track student data that supports program modifications to target student needs. +40 Self-Study Coordinator hours per year Provide annual training of staff and administration on SBA administration. + 25 Faculty hours per year Continue to provide intervention services for students who struggle academically and/or socially. + Full-time Community Outreach Representative, + 18 Counselor hours per week, +9 Assistant Director hours per week 	<ul style="list-style-type: none"> Continue to track student data that supports program modifications to target student needs. +40 Self-Study Coordinator hours per year Provide annual training of staff and administration on SBA administration. + 25 Faculty hours per year Continue to provide intervention services for students who struggle academically and/or socially. + Full-time Community Outreach Representative, + 18 Counselor hours per week, +9 Assistant Director hours per week Professional Development on Poverty Culture + 3 Consultant hours per year, +75 Staff hours per year 	<ul style="list-style-type: none"> Continue to track student data that supports program modifications to target student needs. +40 Self-Study Coordinator hours per year Provide annual training of staff and administration on SBA administration. + 25 Faculty hours per year Continue to provide intervention services for students who struggle academically and/or socially. + Full-time Community Outreach Representative, + 18 Counselor hours per week, +9 Assistant Director hours per week

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount \$158,717</p>	<p>Amount \$104,690</p>	<p>Amount \$104,690</p>
<p>Source Supplemental funds</p>	<p>Source Supplemental funds</p>	<p>Source Supplemental funds</p>
<p>Budget Reference 09.8.0.1247.0308.4752.3110.130.308 09.8.0.1147.0308.3150.1000.130.308 09.8.0.1347.0308.3150.1000.130.308</p>	<p>Budget Reference 09.8.0.1247.0308.4752.3110.130.308 09.8.0.1147.0308.3150.1000.130.308 09.8.0.1347.0308.3150.1000.130.308</p>	<p>Budget Reference 09.8.0.1247.0308.4752.3110.130.308 09.8.0.1147.0308.3150.1000.130.308 09.8.0.1347.0308.3150.1000.130.308</p>

New

Modified

Unchanged

Goal 2

Goal 2: Foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well-being for each student.

Focus 1: Expand health and social/emotional support services and interventions to students and their families.

Focus 2: Increase the voice of parents and students to ensure feedback loops on key initiatives and issues.

Focus 3: Improve the collaborative culture throughout the school among staff, students, families, and community

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Students will achieve or exceed standard in Critical Thinking, Communication & Collaboration, Creativity, and Commitment (CCS Graduation Outcomes)

Identified Need

The CCS Staff seeks to learn how to effectively work with a growing population of students struggling with Anxiety.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Special Education Attitude Survey	% of students surveyed in 2017 who reported that they felt less anxiety since enrolling at Choices (54%)	At least one percentage point more than the 2017 Baseline	At least two percentage points more than the 2017 Baseline	At least three percentage points more than the 2017 Baseline
Student School Satisfaction Survey	% of students (all returning students in Fall 2017) surveyed in 2017 who reported that they felt less anxiety since enrolling at Choices (58%)	At least one percentage point more than the 2017 Baseline	At least one percentage point more than the 2017 Baseline	At least two percentage points more than the 2017 Baseline

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1** Identify, Support, and Track Progress of Students with Anxiety

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Implement process to identify, support, and track academic progress of Students with Disabilities who struggle with Anxiety. Develop and pilot a process to identify, support, and track academic progress of all CCS students who struggle with Anxiety. 	<ul style="list-style-type: none"> Implement process to identify, support, and track academic progress of Students with Disabilities who struggle with Anxiety. Implement process to identify, support, and track academic progress of all CCS students who struggle with Anxiety. 	<ul style="list-style-type: none"> Implement process to identify, support, and track academic progress of Students with Disabilities who struggle with Anxiety. Implement process to identify, support, and track academic progress of all CCS students who struggle with Anxiety.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,000.00	Amount	\$1,000.00	Amount	\$1,000.00
Source	General and Special Education funds	Source	General and Special Education funds	Source	General and Special Education funds
Budget Reference	09.8.0.1147.0308.3150.1000.130.308 09.8.0.8311.6500.5779.0000.130.308	Budget Reference	09.8.0.1147.0308.3150.1000.130.308 09.8.0.8311.6500.5779.0000.130.308	Budget Reference	09.8.0.1147.0308.3150.1000.130.308 09.8.0.8311.6500.5779.0000.130.308

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$255,982

Percentage to Increase or Improve Services:

31.17%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Fall 2017 % of CCS Students in Targeted Student Subgroups:

Socioeconomically Disadvantaged Students	57%
English Learners	1%
Foster Youth	1%

2018-19 Actions/ Services:

Tutoring: Additional tutoring targets 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.

College & Career Planning Support: An on-campus Career Fair brings college recruiters and employers to students who may not be prepared to seek out these connections, whether limited by lack of knowledge, transportation, parental support, language ability, or other factors. On-campus College & Career Presentations are offered to students and their families in the evenings, in an effort to include all families, including those who work during school hours. The *Career Exploration* elective introduces students to the SJUSD online Naviance program, which is accessible for use 24 hours a day, from any location with internet access. College & Career information on the CCS website brings resources into the family home. An on-campus counselor supports students and families with college research and assistance with applications at no additional charge. A new Career Technical Education (CTE) Pathway in Business debuts in Fall 2018.

Community Enhancements: Each year, CCS expands its elective and extra-curricular offerings, in an effort to more effectively engage all students in school. English Learners, in particular, are encouraged to enroll in elective courses and participate in extra-curricular activities, as a means of improving their English

Language skills through peer interaction. In order to further engage students, in 2018-19, CCS will continue to offer grade-level field trips, expanding to include at least three grades. Field trips will be designed to expose students, particularly those who are disadvantaged, to new experiences. The intramural sports program, which encourages student participation in a variety of sports and games on campus, will be expanded to more than once per week in 2018-19.

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 2018-19, CCS will continue to refer families in need to a provider that offers discounted internet service rates to families who qualify for Free & Reduced Lunch services. 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.

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. Student intervention services assist students who struggle academically and/or socially. In 2018-19, the CCS Staff will participate in professional development centered on working with students in poverty.

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 will be formally trained by an Anxiety specialist.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?