Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of San Diego 850 Hampshire Road, Suite R Thousand Oaks, CA 91361 Website: https://www.compasscharters.org	J.J. Lewis, Superintendent & CEO	jlewis@compasscharters.org (855) 937-4227

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

Compass Charter Schools of San Diego (Compass) is a free, nonclassroom-based, public charter school which is directly funded by the State of California and the federal government. Compass provides 21st century online and home study learning programs authorized by Mountain Empire USD for scholars (students) in grades TK-12 who reside in Los Angeles county and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

The academic program provides choices for families who enroll. The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher (ST) supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access if they cannot attend the live session. In our Options Learning Program, the learning coach (parent or guardian) is the primary instructor for their scholars and commits to providing a well-rounded education for their child. The ST is there to guide the learning coach with curricular options, order requests, and academic guidance. In both programs, each scholar is assigned a ST who helps provide support to the scholar and learning coach on their educational journey. The ST is there to provide as much or as little support as needed to support scholars and as the family's go-to person for all the scholars' educational needs. The enrollment is currently 832 scholars across grades TK through 12. Similar to the authorizing district, as of Census Day 2020 we serve 46.6% Socioeconomically Disadvantaged, 10.2% homeless, 0% foster youth, 5.04% English Learners,11.4% Students with Disabilities.

The mission of Compass is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. Our vision is to create a collaborative virtual learning community, which inspires scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches, teachers, staff

and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC). Scholars will attend school primarily from home, supervised by a learning coach, following a Personalized Learning Plan (PLP) that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated STs.

According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a ST but usually does not take classes with other scholars every day. The scholar works independently. Scholars who participate in independent study take the same courses as scholars in traditional public schools. Some reasons why scholars choose Independent study programs are because:

● benefits scholars who have health issues

● scholars who are parenting,

● scholars qualified as gifted and/or talented,

● scholars may require more time in certain subjects,

● scholar activities such as acting, dancing, and athletics require time during the normal school day,

● scholars who are working,

● scholars in need of an educational program with flexibility,

● scholars who find regular classroom settings do not meet their needs, or

● scholars seeking to learn in a secure and safe environment.

Independent study is a viable option for many because it offers scholars the freedom to explore various subjects, free from the confines of a classroom. Additionally, the self-paced learning environment allows scholars to go as quickly or slowly as they need to for standard mastery. In the Online Learning Program, the state-standard aligned curriculum is provided through texts and online platforms, and progress is supervised by both the credentialed course instructor and the Assistant Superintendent and Chief Academic Officer. In the Options Learning Program, families use instructional funds and choose their curriculum(s) from our approved vendor list, with support and progress supervised by both the credentialed ST and the Assistant Superintendent and Chief Academic Officer.

It is important to note that many high school scholars whose families choose an independent study charter school because the scholar was not successful in comprehensive high schools. This is important because many of the scholars in the high school program will come to us deficient in credits required to graduate, so we will make high school courses and credit recovery an option for all scholars who are deficient in credits. This continues to be an area of focus for Compass as we transition to the 2021-24 Local Control Accountability Plan.

Reflections: Successes

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

Based on the 2019 California School Dashboard, Compass Charter Schools of San Diego (Compass) has demonstrated success in the following areas:

Chronic Absenteeism Indicator – Compass has decreased the schoolwide chronic absenteeism rate by 0.9% which resulted in the rating of "green" with only 4% of scholars in a pattern of irregular attendance. We attribute this positive trend to our focus on increasing the number of touchpoints with families to ensure our scholars are maintaining regular engagement with our online learning platforms;

Suspension Rate – We have maintained a 0% suspension rate for all years of reporting on the CA Dashboard as our program of distance learning allows scholars to be self-directed learners who value education.

Reflections: Identified Need

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

According to the CA School Dashboard enrollment demographics for 2019, Compass Charter Schools of San Diego (Compass) has a statistically significant number of scholars in the Socioeconomically Disadvantaged student group. As such, there are five indicators on the Dashboard which are in need of increased attention

(NOTE: Data suppression of African-American, Asian, English Learners, Foster Youth, Homeless, 2+ Races, Pacific Islander, Students with Disabilities)

Graduation – Although Compass graduation rates increased by 3.8%, our graduation rate was 46.7% which resulted in the rating of "red": All data suppressed for color gauges for these groups – Hispanic 41.7% (increased 8.3%), SED 40% graduated (declined 2.9%), White 50% graduated (declined 3.9%)

College/Career – The percentage of scholars considered prepared for college/career was 7%, a decline of 4.1% which resulted in the rating of "red". All student group gauges suppressed: Hispanic 8.7% prepared (maintained -0.4%), Socioeconomically Disadvantaged 6.9% prepared (declined 5.1%) White 8.3% prepared. It is important to note, although our rating is red for College/Career, Compass' concurrent enrollment increased from 4.3% in the 2019-2020 school year to 11.5% in the 2020-21 school year.

English/Language Arts – Compass scored 48.6 points below standard school wide, a decline of 26.4 points, which resulted in the rating of "orange". All student group gauges suppressed: Socioeconomically Disadvantaged scholar group rated at 50.7 points below, a decline of 12.2 points, resulting in an "orange" rating. Our White scholar group rated at 29.6 points below, a decline of 6.3 points, resulting in an "orange" rating. Our Hispanic scholar group rated at 70 points below, a decline of 44.7 points, resulting in an "orange" rating. Gauges suppressed for following groups 2+ Races 53.8 below (declined 50.9 points), Students with Disabilities 94.9 below (declined 17.1 points), English Learners 136.7 below, English Only 39.3 below (declined 19.3 points).

Mathematics – Compass scored 98.8 points below standard school wide, a decline of 27.2 points, which resulted in the rating of "red". All student group gauges suppressed: Our Hispanic scholar group scored 116.7 points below standard, a decline of 14.1 points, resulting in a "red" rating. Our Socioeconomically Disadvantaged scholar group scored 104.7 points below standard, a decline of .05 points, resulting in a "red" rating. Our White scholar group scored 77.9 points below standard, maintaining 2 points, resulting in a "orange" rating. Gauges suppressed for following groups: English Learners 156.6 below standard, 2+ Races 111.1 below, a decline of 28.9 points, Students with Disabilities 155.9 below standard, maintaining 2.7 points, and English Only 91.9 below, a decline of 3.1 points. With that being said, it is important to note scholars identified through the Multi-Tier System of Supports (MTSS) who needed additional support and interventions based on results of internal assessments and work completion were provided access to weekly online tutoring sessions to address specific skill gaps. By providing these additional tutoring services to our scholars, we have seen a significant increase in their assessment performance. Of those scholars attending tutoring sessions 14% performed at or above grade level on their mid-year reading diagnostic assessment (as opposed to 10% at the beginning of the year). 13% of scholars attending math tutoring sessions scored at or above grade level on their mid-year math diagnostic assessment (as opposed to 6% at the beginning of the year).

English Learner Progress Indicator – 33.3% making progress towards English language proficiency. In order to address this, Compass provided Lexia, a research-based, targeted English Language Development (ELD) online curriculum which resulted in measurable growth among this scholar group. This growth has been measured with participation in the Lexia curriculum, completion of lessons within this online curriculum, and final grades from semester 1. Overall, TK-5 scholars moved from 35% working at above grade level material in September 2020 to 51% working at or above grade level in February 2021. Similarly, scholars in grades 6-12 showed growth in performing at intermediate/advanced levels from September to February in all three domains. Word Study improved by 35%, Grammar by 12%, and Reading Comprehension by 16%. For Compass, the percentage of scholars who attended at least one or more live EL support sessions were 58.3% for grades TK-5 and 55.6% for grades 6-12. Of those scholars who attended the EL support sessions from October 2020 to January 2021, these scholars received a final semester grade of 'C'/3 or higher: 75% for TK-5 grades and 82.4% for scholars in 6-12 grades. With the proven efficacy of live EL support sessions, the need for additional learning opportunities and modalities for EL scholars through live sessions was an identified challenge. Therefore, the EL Support Coordinator will implement Listenwise literacy and language support. Listenwise offers standards-aligned podcast lessons with scaffolding built in for English Learners. The scaffolded lessons focus on building academic vocabulary, reading comprehension, and writing.

LCAP Highlights

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

As the Local Control and Accountability Plan (LCAP) is a three-year plan that is designed and meant to provide full transparency at the local level and encourage valuable input from all stakeholders in the community, Compass Charter Schools of San Diego (Compass) engaged all stakeholders (see "Stakeholder Engagement" for more information) to develop a streamlined, three-year plan aligned to the California Eight State Priorities.

Based on the feedback from our stakeholders, Compass developed the following LCAP goals for the 2021-24 academic years:

1. Increase scholar academic achievement in core academic subjects.

2. Increase scholar and parent engagement/involvement.

3. Increase college and career readiness for scholars.

4. Ensure that at-promise scholars are making progress toward earning a high school diploma.

Compass also ensured to include actions in response to the lessons learned from the COVID-19 pandemic and the lingering impacts from the on-going pandemic challenges such as social-emotional/well being and pupil learning loss.

Comprehensive Support and Improvement

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

Schools Identified

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

Compass Charter Schools of San Diego was identified for CSI Graduation on January 31, 2020. The graduation rate for 2019 was 46.7% which was a decline of 3.8%..

Support for Identified Schools

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

Compass Charter Schools of San Diego (Compass) was identified for Comprehensive Support and Improvement (CSI) on January 31, 2020 due to the following school indicators: Red level for all student group in Graduation (46.7%, a 3.8% increase), College/Career (7% prepared, a 4.1% decline) and Math (98.8% Below Standards, a 7.2 points decline). And Orange level for English/Language Arts (48.6 Points Below, a 26.1 point decline). Finally, our English Learner Progress at 33.3% making progress towards English language proficiency. Although our

school indicators may show our progress has declined in the previous year, we remain steadfast in our devotion and commitment to our scholars' success. As a result of this commitment, this year we have implemented a school-wide Wildly Important Goal (WIG): by focusing on scholar engagement, 100% of our eligible scholars will graduate by the end of the 2020-21 school year. Through this school-wide WIG, all departments have developed their own aligned WIG that will guide the goals of our Supervising Teachers (STs) and Professional Learning Communities (PLCs) data collection. Lead and lag measures will determine the development and data reporting for this WIG. This WIG data, at the department level, will be shared bimonthly to provide a compelling scoreboard to indicate the lead and lag measures. The overall Compass' WIG goal will be shared with Compass staff on a monthly basis during the Compass Deep Dive, and each team will have direct access to their scoreboard to monitor goal achievement. The WIG progress share outs during the Compass Deep Dive have been very successful, as all Compass staff take accountability and personal responsibility for the goal progress. All staff are invested in getting each lead measure to "the green" and out of the red zone, and there is an element of competition and pride as a result of moving out of the red. To further involve the stakeholders in the implementation and progress of the WIG, the goal will provide the focus for all collaborative ideation and work completed in staff committees, divisions and departments, the Parent Advisory Council (PAC), and the Scholar Leadership Council (SLC).

As a non-classroom-based public charter school, Compass seeks to provide opportunities for learning coaches (parents) to be meaningfully engaged in their scholar's educational journey and provide input on areas to improve the experience of scholars in alignment with the goals of the approved charter petition. Equally important is to maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners. Compass continuously engages all stakeholders in their evidence planning and decision-making processes. For example, Compass holds various Leadership Team meetings to review data for initial planning. Survey results are discussed as a team and taken into account for planning for the next school year, during Strengths Weakness Opportunities Threats (SWOT) meetings with the Superintendent. The SWOT meetings were highly effective, as each member of the leadership team provided ideas on increasing academic achievement, while ensuring we were implementing stakeholder feedback.Town Halls are held monthly in which updates are presented and questions by staff are answered by our Superintendent. Leadership councils led by scholars, learning coaches and staff examine data, propose initiatives, and receive feedback. Compass also utilizes planning surveys of scholars, learning coaches and staff. The engagement of both scholars and learning coaches is essential to the success of our community.

It is through this process of stakeholder engagement that Compass completed an in-depth needs assessment and analyzed the data to gauge the effectiveness of our evidence-based interventions and practices. This needs assessment was conducted to better understand the performance data, assess the effectiveness of the interventions in place, and determine additional needs to be addressed along with how resources may be reallocated to improve scholar performance. Through the use of the Annual Planning Survey, Parent/Town Hall Meetings, PAC, and SLC, input was provided on both statewide and internal assessment data, through Edgenuity and Istation. The feedback from these meetings and the survey included the following: (1) increased course offerings, (2) engagement opportunities through community service and scholar-led clubs, (3) college preparedness testing. Feedback from the staff included (1) regular data review at monthly staff meetings, (2) regular roundtable discussions on school/scholar needs, and (3) regular involvement in discussions with the PAC to review the CSI Plan.

Additionally, stakeholders are regularly surveyed or polled to help identify resource inequities. We have the PAC, SLC, and a Staff Advisory Committee (SAC) who meet regularly and collect, then share, information regarding resource inequity concerns as part of their function.

Recent resource inequities identified were that more documents need to be translated into Spanish for our English Learner (EL) population. As a result, an internal Translation Committee was formed to identify, track, and translate relevant documents. As resource inequities are identified and reported to these councils and to the Leadership Team, committees and/or task forces are formed or the tasks are assigned to the appropriate individuals to address. Actions taken are then shared with staff through our Superintendent's Weekly Update and actions pertaining to families are shared in communications from the school, which currently uses ParentSquare as the platform for such communication. Staff and families are made aware via such communications and via the Employee Handbook and Scholar Handbook, respectively, as to whom to report any resource inequities. As for our evidence-based interventions and practices, Compass will continue with the implementation of our tutoring program under the MTSS framework. Scholars are identified as needing tier 2 and tier 3 interventions based on diagnostic assessments. This diagnostic assessment uses a bank of questions that are skill-based which is determined through grade-level skill mastery. These questions and the scholar's grade level determine which questions should be answered correctly to show skill mastery. Those questions that are not answered correctly show a skill gap and contribute to the determination of the tier level and interventions needed. From these assessments, skill gaps will be identified and an Individual Learning Path (ILP) curriculum will be assigned based on those gaps. The completion of this curriculum, which will be used to fill learning gaps specific to reading and math, will be monitored by the tutors under the MTSS framework and Supervising Teachers. Also, through our Positive Behavior Interventions and Support (PBIS) model, scholars who show engagement and improvement through this curriculum will be recognized with rewards. The incentives through our PBIS model have contributed to scholar growth and academic achievement, as well as improvement to our school-wide recognition program.

By providing these additional tutoring services to our scholars, we have seen a significant increase in their assessment performance. Of those scholars attending tutoring sessions 14% performed at or above grade level on their mid-year reading diagnostic assessment (as opposed to 10% at the beginning of the year). 13% of scholars attending math tutoring sessions scored at or above grade level on their mid-year math diagnostic assessment (as opposed to 6% at the beginning of the year). An identified challenge that continues with this action is the participation rate and attendance of identified scholars needing Tier 2 and 3 support in tutoring sessions. 15% of invited scholars needing Tiered support attended K-12 math sessions and 14% of invited scholars attended K-12 LEA sessions during the months of October through March. Compass will continue to collaborate and discuss strategies that will increase participation and engagement in tutoring sessions. Further, Compass re-evaluated scholars qualifying for MTSS based on the mid-year diagnostic assessment, which was conducted the week of February 2nd. A revision plan included offering weekly study hall sessions for scholars in need of support on completing class assignments and maintaining passing status. By providing Lexia, a research-based, targeted English Language Development (ELD) online curriculum which resulted in measurable growth among this scholar group. This growth has been measured with participation in the Lexia curriculum, completion of lessons within this online curriculum, and final grades from semester 1. Overall, TK-5 scholars moved from 35% working at above grade level material in September 2020 to 51% working at or above grade level in February 2021. Similarly, scholars in grades 6-12 showed growth in performing at intermediate/advanced levels from September to February in all three domains. Word Study improved by 35%, Grammar by 12%, and Reading Comprehension by 16%. For Compass, the percentage of scholars who attended at least one or more live EL support sessions were 58.3% for grades TK-5 and 55.6% for grades 6-12. Of those scholars who attended the EL support sessions from October 2020 to January 2021, these scholars received a final semester grade of 'C'/3 or higher: 75% for TK-5 grades and 82.4% for scholars in 6-12 grades. With the proven efficacy of live EL support sessions, the need for additional learning opportunities and modalities for EL scholars through live sessions was an identified challenge. Therefore, the EL Support Coordinator will implement Listenwise literacy and language support. Listenwise offers standards-aligned podcast lessons with scaffolding built in for English Learners. The scaffolded lessons focus on building academic vocabulary, reading comprehension, and writing.

Based on these results, Compass will implement a consistent system of internal assessment for benchmarking, provide additional professional development to increase the capacity of staff to respond to scholar academic and social-emotional needs, expansion of the MTSS, and data-aligned review of instructional resources in both the core and supplemental instruction. Compass will modify the previous Local Control Accountability Plan (LCAP) goals, actions, and metrics slightly while maintaining a rigorous academic program, high-quality professional development, and increasing scholar achievement of targeted populations. Additionally, Compass has added a new goal to focus on the unique needs of scholars who need additional year(s) of study to successfully complete the academic program and earn a diploma.

Monitoring and Evaluating Effectiveness

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

Compass Charter Schools of San Diego (Compass) will monitor the implementation of the CSI plan to support scholars and school-wide improvement by partnering with Altitude Learning. Through monthly meetings, the Compass Leadership Team and the Altitude Learning Team will build capacity in the instructional systems through continuous improvement, incorporate a holistic and integrated approach, apply technical and adaptive methods to attain immediate and transformational change, focus on collaboration and solution building, and utilizing innovation to drive equity and access for all scholars. Compass plans to monitor the effectiveness of the plan in numerous ways. First, we will continue to include all stakeholders in the monitoring process by holding various Leadership Team meetings to review data collected thus far, monthly Town Halls to provide updates and allow time for questions to be asked by staff and answered by our Superintendent. We will also continue to hold monthly leadership council meetings led by our scholars, learning coaches (parents) and staff to examine data, propose initiatives, and receive feedback. Second, the teams will utilize the systems created to review what the scholars are doing, what the supervising teachers (STs) are doing, how the scholars and STs are interacting with each other and with the core content, and what the instructional content looks like. The teams will review work completion during learning periods, feedback provided to scholars, quarterly benchmarks, attendance rates, and personalized learning plans. The Leadership Team will implement specific reporting systems to collect these specific data points to monitor scholar growth and progress. As strengths are identified through these reporting systems and Professional Learning Communities (PLCs), the PLC teams will reflect on the factors that are making progress possible. PLCs have been highly effective this year, as each team discusses strategies and best practices to support scholar achievement. The leadership team provides talking points and ideas to keep the team on task, however, the PLC facilitators are empowered to run each meeting. Roles also changed biweekly whereby members are empowered to develop their leadership skills by becoming facilitators of their group. As a result, each PLC member is learning from each other in order to improve their instructional practices. Furthermore, the representatives from the PLCs teams share their big ideas with the larger team so that professional learning continually occurs. The effectiveness of PLCs is evidenced by our scholar achievement, as 83% of Compass scholars received a C or better in their classes during semester 1. More importantly, as a direct result of the collaboration in PLCs, 84% of Compass scholars are eligible to graduate this year, an increase of 68% from September to May. As areas of opportunity for growth are identified, the PLC teams will reflect and evaluate the evidence-based strategies implemented to effectively promote academic growth and progress. Through the continued evaluation of these strategies, those which are not effectively showing scholars growth will be discontinued or replaced with evidence-based strategies and/or interventions. Compass has a comprehensive Multi-Tiered System of Supports (MTSS) framework, supported by the Advancement Via Individual Determination (AVID) mindset, whereby scholars needing Tier 2 or Tier 3 support are invited to tutoring sessions to address math and reading skill gaps whereby tutors use supplemental curriculum through Istation and Edgenuity to address scholar needs. Scholars qualify for Tier 2 and 3 supports based on

data gathered through diagnostic assessments and observations by the instructional staff and learning coaches. These can include regularly scheduled grade level subject specific synchronous learning labs or specialized workshops offered to support a range of skills necessary for scholar success. Tier 1 includes all core instruction held in various subjects for all grade levels. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed. The effectiveness is determined by course progress and improvement on supplemental assessments and benchmark data. And lastly, scholars will complete the diagnostic assessment three times a year to show growth. After each diagnostic assessment, scholars will be assigned to a specific ILP tutoring group and will complete the ILP curriculum to close skill gaps in reading and math. This data will be shared through a compelling scoreboard so all STs can recognize growth. The STS will monitor scholars' completion of these assignments, tutoring attendance in reading and math, curriculum completion, and growth through data analysis of each assessment. The Assessment Coordinator will collect and disseminate the data from each diagnostic assessment to the ST, Scholar Success Coordinator, and tutors. Tutors under the MTSS framework will provide targeted, 30-minute synchronous sessions that target specific skill gaps, as indicated in the diagnostic assessment and ILP supplemental curriculum to provide additional support and instruction to address needs. The LEA will monitor the effectiveness and implementation of this program by collecting specific data at-risk scholars determined through diagnostic assessment tier identification and academic progress to meet standards and close skill gaps from the supervising teachers bi-monthly. Likewise, the LEA will collect and share data collected from the scholar success coordinator that will show scholar growth through diagnostic assessments, ILP course completion, and tutoring participation. This data will be also shared with all of the staff through a compelling scoreboard.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Leadership Team Meeting (March 9 - 11, 2021). During this leadership meeting, the leadership team was asked to review the goals they had previously set for the LCAPs and everyone attending the meeting, representing various divisions and departments of the organization, had input on adjusting goals and actions. The leadership team also began planning for professional and staff development for all staff to address the needs outlined in the LCAPs. During division breakout times, the Academic Division discussed the results of a staff needs survey in terms of professional development needed to support staff in serving scholars and meeting the goals of the LCAPs.

Parent Advisory Council (March 19, 2021). During this month's meeting, we discussed the parent survey results. There was an awareness that learning labs and virtual workshops are having an increase in engagement for both scholars and learning coaches (parents or guardian). The Parent Advisory Council will be reflecting on the survey results and bringing suggestions to their May meeting for consideration for inclusion into the LCAP goals and actions.

Board of Directors Meeting (March 28, 2021). During this Board of Directors meeting, the results of the Parent Survey, Scholar Survey, and 2021-22 Planning Survey were shared with the Board. The Board will use the results of these various surveys as they prepare for the Public Hearing on Sunday, May 23.

Scholar Leadership Council (April 13, 2021). During this month's meeting, we discussed communication and the scholar survey results. Based on feedback from the survey and the council, Compass leadership and staff will review communication to scholars, including the content and layout of the Monday Morning Update (MMU). We will be looking toward new content and reminders of content, considering formatting to address grade-level and/or grade-span. We also discussed the need to review the promotion of the Scholar Leadership Council, both to scholars as well as staff. This includes more staff awareness, which will be shared via weekly cabinet notes where there is access to meeting minutes. We may also consider having staff promote the council during Learning Labs. As far as the Scholar Survey, the consensus included adding opportunities for proposed solutions in future surveys to help drive stakeholder input. These ideas were taken into consideration while drafting the LCAP goals and actions.

Leadership Team Meeting (May 11 - 13, 2021). During this leadership meeting, the exact actions and measures were reviewed line by line with the leadership team and every team member had the opportunity to provide feedback on the LCAP goals, actions, and measures. There was also a focus on engagement goals and how to achieve those goals. This was discussed more in depth during division breakout meetings by the Academic Leadership team.

Scholar Leadership Council (May 11, 2021). During this month's meeting, the members finalized their recommendations for the 2021-22 school year and presented them to the Superintendent. They also reviewed the draft 2021-24 LCAP goals and actions, and provided their support for all four goals and their associated actions.

Parent Advisory Council (May 21, 2021). During this meeting, we reviewed the goals, actions, and metrics within the LCAPs. A member of the council raised questions on retention numbers and how it relates to action item 3.3b and how the numbers looked compared to recent years.

Board of Directors Public Hearing (May 23, 2021). During this Board of Directors Public Hearing, we reviewed and discussed the goals and actions set for the LCAPs. Board members inquired about the process for getting into the actions and for reaching the goals established in the LCAPs. They also reviewed the vetting process for selecting the best metrics for each goal. The Board members in attendance provided positive feedback for our goal to implement AVID strategies across the board for all scholars, and acknowledged the huge potential benefits of having the option for dual enrollment for both our Compass Scholars who are at-promise and/or on regular paths to obtaining a high school diploma. And finally, they provided more positive feedback for our focus on Social-Emotional Well-being and it's paramount importance when it comes to our at-promise scholars.

Board of Directors Meeting (June 27, 2021). Final Local Control and Accountability Plan approval.

A summary of the feedback provided by specific stakeholder groups.

Scholar Feedback: The feedback provided by our scholar group indicated a desire for focus to be aimed at improving how we communicate with scholars. Because of this feedback we will be revising the content and layout for our Monday Morning Updates (MMU) and ensuring the content, layout, and design address grade-level and/or grade-span. ANother key feedback point was the promotion of the Scholar Leadership Council (SLC), because of this we are developing A Year in Review document to showcase highlights of the year and to promote the SLC.

Parent Feedback: The feedback provided by our Learning Coaches (parents or guardians) was a general awareness that learning labs and virtual workshops are having an increase in engagement for both scholars and learning coaches.

Staff Feedback: The feedback provided by our staff members was the general need for Professional Development to support our scholars and address needs outlined in the LCAP.

Board of Directors Feedback: The feedback provided by our Board of Directors was all positive for our goal to implement AVID strategies across the board for all scholars, and acknowledged the huge potential benefits of having the option for dual enrollment for both our Compass Scholars who are at-promise and/or on regular paths to obtaining a high school diploma. And finally, they provided more positive feedback for our focus on Social-Emotional Well-being and it's paramount importance when it comes to our at-promise scholars.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The feedback provided by our stakeholders indicated we did not need to change anything within the LCAP. Instead the feedback provided was full of affirmations and confirmed we are headed in the exact direction we need to be on.

Goals and Actions

Goal 1

Goal #	Description
1	Increase scholar academic achievement in core academic subjects.

An explanation of why the LEA has developed this goal.

To ensure all scholars have access to rigorous curricula to prepare them for the demands of state standards, as well as a system of assessment to monitor progress and inform instruction and the implementation of responsive interventions to meet each scholar's needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
● Maintain ample Standards-aligned curricula and resources	● Standards-aligned: ● 5 of 5 subjects				Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED, EL, Latino) ● SBAC ELA - Grades 3-8, 11 (Meet/Exceed) ● SBAC Math - Grades 3-8, 11 (Meet/Exceed) ● CAST- (Meet/Exceed)	Compass Grades 3-8, 11 Scholars (2019) Schoolwide ● SBAC ELA (3-8) 28% ● SBAC ELA (11) 42% ● SBAC Math (3-8) 11% ● SBAC Math (11) 15% ● CAST 30% SED ● SBAC ELA (3-8) 25% ● SBAC ELA (11) 42% ● SBAC Math (3-8) 9% ● SBAC Math (11) 0% ● CAST 15% EL				SBAC Grades 3-8, 11 Scholars Schoolwide ● SBAC ELA (3-8) 39% ● SBAC ELA (11) 49% ● SBAC Math (3-8) 27% ● SBAC Math (11) 21% ● CAST 37% SED ● SBAC ELA (3-8) 37% ● SBAC ELA (11) 50% ● SBAC Math (3-8) 22% ● SBAC Math (11) 12% ● CAST 27% EL ● SBAC ELA (3-8) 18% ● SBAC ELA (11) 18%

	● SBAC ELA - 6% ● SBAC Math - 3% ● CAST 3% Latino ● SBAC ELA (3-8) 28% ● SBAC ELA (11) 23% ● SBAC Math (3-8) 9% ● SBAC Math (11) 7% ● CAST 18%				● SBAC Math (3-8) 11% ● SBAC Math (11) 11% ● CAST 18% Latino ● SBAC ELA (3-8) 40% ● SBAC ELA (11) 41% ● SBAC Math (3-8) 22% ● SBAC- Math (11) 22% ● CAST 30%
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments Grades 3-8 Grade 11	Spring Internal ELA Assessment Grades 3-8 ● "At/Above Grade-level"- Establish school wide baseline in Spring 2021 ● Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 Grade 11 ● "At/Above Grade-level"- Establish school wide baseline in Spring 2021 ● Demonstrated growth over previous year- Establish school wide baseline in Spring 2021				Spring Internal ELA Assessment Grades 3-8 ● "At/Above Grade-level"- TBD once baseline is established ● Demonstrated growth over previous year- TBD once baseline is established Grade 11 ● "At/Above Grade-level"- TBD once baseline is established ● Demonstrated growth over previous year- TBD once baseline is established
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments	Spring Internal Math Assessment Grades 3-8 ● "At/Above Grade-level"- Establish				Spring Internal Math Assessment Grades 3-8 ● "At/Above Grade-level"- TBD once

Grades 3-8 Grade 11	school wide baseline in Spring 2021 ● Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 Grade 11 ● "At/Above Grade-level"- Establish school wide baseline in Spring 2021 ● Demonstrated growth over previous year- Establish school wide baseline in Spring 2021				baseline is established ● Demonstrated growth over previous year- TBD once baseline is established Grade 11 ● "At/Above Grade-level"- TBD once baseline is established ● Demonstrated growth over previous year- TBD once baseline is established
EL Reclassification Rate	● EL Reclassification Rate (2019) ● 33%				● EL Reclassification Rate >25%
● ELs demonstrating progress as measured by ELPAC	● "Low" 33.3% ELs demonstrating progress as measured by ELPAC				● "Medium" 45 to 54% ELs demonstrating progress as measured by ELPI

Actions

Action #	Title	Description	Total Funds	Contributing
1.1a	Basic Services - Teachers	All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.	$4,278,097	No
1.1b	Basic Services - Common Core Curriculum	All scholars will have access to core curriculum including which is Common Core-aligned	$ 2,684,366	No
1.1c	Basic Services - AVID	All teachers will utilize AVID instructional strategies.	$ 56,150	No

1.1d	Basic Services - Summer Academic Access	All scholars have access to supplemental curriculum over the summer. Expenditure included in fund allocation 3.1	$0	No
1.2a	Multi-tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through Multi-Tier System of Supports (MTSS) with a focus on Positive Behavior Interventions and Supports (PBIS) and Social Emotional Learning (SEL).	$ 100,000	No
1.2b	Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tier System of Supports (MTSS), with a focus on Response to Intervention (RtI). Scholars who are identified as needing Tier 2 and Tier 3 levels of support will have access to tutoring services.	$200,000	No
1.3a	Staff Development - Onboarding	All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department.	$ 0.00	No
1.3b	Staff -Development - Professional Development	All staff will have access to professional development through conferences and workshops.	$114,125	No
1.3c	Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program.	$11,870	No
1.3d	Staff Development - AVID Training	All staff will receive training on the AVID program through a combination of in-house and external AVID-specific opportunities.	$ 5,000	No
1.4a	Orientation - Scholar and Learning Coach	All scholars and learning coaches will receive an orientation at the start of the academic year, which will include strategies to be successful in our program as well as resources to support their educational journey.	$ 0.00	No
1.4b	Scholar Demonstration of Learning	All scholars will be invited to showcase their learning, once per semester, as part of their attendance.	$ 0.00	No
1.5a	Supports for Unduplicated Scholars - Learning Coach	Compass will provide additional opportunities to showcase specialized supports for all scholars who are identified as part of a special population.	$ 0.00	Yes
1.5b	Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Leadership will continuously monitor and evaluate our scholar populations and research and pilot additional ways to support scholar learning.	$ 0.00	Yes
1.6a	Targeted Intervention - English Learners	The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language acquisition/proficiency and academic achievement.	$ 35,115	Yes
1.6b	Targeted Intervention - Students with Disabilities	The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and Mathematics.	$ 46,070	Yes

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
2	Increase scholar and parent engagement/involvement.

An explanation of why the LEA has developed this goal.

The engagement of both scholars and parents is essential to the success of our community. Compass Charter Schools of San Diego (Compass) seeks to provide opportunities for parents to be meaningfully engaged in their scholar's educational journey and provide input on areas to improve the experience of students in alignment with the goals of the approved charter petition. Equally important is to maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 4.64%				Chronic Absenteeism (CA Dashboard) <4%
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) Track A - 95.43% Track S - 88.68%				Attendance Rates (P2 Reporting) NEED TARGET
Suspension Rate	Suspension Rate 0%				Suspension Rate 0%
Decrease the Cohort Dropout Rate	Cohort Dropout Rate 23%				Cohort Dropout Rate 15%
Number of scholar clubs	Scholar clubs Maintain 14 clubs				Scholar clubs Maintain 14 clubs
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year				Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year				Scholar Leadership Council Meetings: 7 per year

Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%				Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey ● Scholars ● Parents ● Staff	Participation in Annual Satisfaction/LCAP Survey ● Scholars ● Parents ● Staff				Participation in Annual Satisfaction/LCAP Survey ● Scholars ● Parents ● Staff

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for Learning Coaches.	$ 0.00	No
2.1b	Learning Coach Ambassador	Compass will pilot a Learning Coach Ambassador Program with Learning Coach Academy graduates.	$ 0.00	No
2.2a	Scholar Celebrations	Compass will provide end-of-year celebrations. Expenditure included in fund allocation 2.3	$ 0.00	No
2.2b	Scholar Recognition	Compass will provide scholar awards in categories such as: Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards, and Perfect Attendance. Expenditure included in fund allocation 2.3	$ 0.00	No
2.2c	Parent Recognition	Compass will provide parent awards in two categories: Learning Coach Academy Certificates and Learning Coach of the Year.	$ 500	No
2.3	Extracurricular/Enrichment	Compass will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, virtual scholar workshops and scholar-led clubs which will include the National Honor Society (NHS).	$ 83,149	No
2.4	School Communication	Compass will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, phone calls, emails and scheduling activities.	$ 0.00	No

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	Increase college and career readiness for scholars

An explanation of why the LEA has developed this goal.

Compass Charter Schools of San Diego (Compass) scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, ALL scholars must receive a high quality program which provides them with the requisite skills for success after graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	Graduation Rate (2019 CA Dashboard): 46.7%				Graduation Rate (CA Dashboard): 65%
Graduates A-G Course Completion(UC/CSU eligibility)	2019-2020 13.3%				30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 4.3%				20% of scholars will have enrolled into at least one concurrent course
Scholars "Prepared" for College/Career (CA Dashboard)	(2018-19 Dashboard) 7% Prepared				15% College Career Indicator "Prepared"

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Summer School	Compass will offer Summer School for scholars wishing to earn extra credits in online classrooms.	$22,825	No

3.2	Scholar 4-year Post-Secondary Planning	Compass will review and revise the scholar 4-year academic planning process.	$ 0.00	No
3.2a	A-G Coursework	Compass will ensure all scholars have access to a-g approved courses, either through a preferred curriculum provider or through internally developed courses.	$ 172,690	No
3.2c	Dual Enrollment	Compass will research and explore a partnership with a University to incorporate dual enrollment in the 4-year plan for all high school scholars. Expenditure included in allocation 3.2a	$ 0.00	No
3.2d	Service Learning	Compass will research and develop a service learning course, to be part of the 2022-23 course catalog. Expenditure included in allocation 3.2a	$ 0.00	No
3.3a	Recognized ASCA Model Program (RAMP)	Compass will engage in research and development of RAMP in 2021-22, and implement the ASCA model program and apply to become a RAMP School in the 2022-23 school year.	$ 0.00	No
3.3b	Family College Awareness/Preparation	Compass will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	$33,555	No

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

Goal #	Description
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.

An explanation of why the LEA has developed this goal.

Compass Charter Schools of San Diego (Compass) offers a unique model for addressing the current needs of scholars/families. This goal has been added to allow for continuous monitoring of our scholars who entered the Compass programs at various levels of high school with credit deficits and will enable our staff to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline. Compass Charter schools will monitor scholars identified as at-promise (including current scholars and late entrants) to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 47% of participation in ACOP for at-promise scholars				60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 6.7%				0% 5th Year Cohort

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	At- Promise Interventions/Supports	Leadership will evaluate the at-promise population in order to research and pilot systems of support for our scholars.	$0.00	Yes
4.2	Summer School	Compass will offer Summer School for at-promise scholars. Expenditure included in fund allocation 1.1d	$ 22,829	Yes
4.3	Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.	$ 0.00	Yes
4.4	Social-Emotional/Well Being	Compass will develop and provide social-emotional/well-being practices that reinforce inclusivity, self-help development, and reinforce connections based on scholar interests.	$ 0.00	Yes
4.5	Staff -Development - Professional Development	All staff will have access to professional development through conferences and workshops. Expenditure included in fund allocation 1.3b	$ 0.00	No

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.12%	$1,023,804

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The needs of English Learners (EL) were considered first by implementing a new online curriculum through Lexia, which focuses on English language development and on increasing student performance in ELA. The purpose of this new curriculum is to support EL scholars in developing academic language that will support them in all subject areas and lead to an improvement in their ELPAC Summative scores. EL scholars will also have an opportunity to attend live virtual support sessions to provide additional instruction in English language development. Lastly, all EL scholars are offered a computer through our Computer Loan program and Internet Reimbursement program to access curriculum.

Low-income and foster youth students' needs were considered first by increasing our identification methods and training with various staff members from our Registration Department and Principals. In addition, we continually offered our Computer Loan program and Internet Reimbursement program. Tutors were made available to scholars who have been identified as needing specific intervention through MTSS. These actions were effective because we saw an increase in our total End of Year count of homeless students as well as providing technology needs in order to ensure equity in accessing curriculum

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

Low-income and foster youth students continue to receive individualized instruction. Identification has been key to providing academic support as well as counseling support as needed. Supervising Teachers (ST), counselors, and coordinators collaborate with families to offer the support needed to help scholars achieve academic success. In addition, we have added community resources to our website. Additional McKinney Vento training for essential staff would continue to help increase identification from enrollment to supervising teachers and/ or counselors. A mental health professional for scholars could be impactful in improving a scholar's academic achievement by addressing the scholar's social-emotional health. Wraparound services are essential to low income and foster youth students in order to identify, develop, and implement appropriate interventions. In addition, hotspots and laptops are extremely important in order to ensure equitable access to

curriculum. It would be beneficial to be able to offer hotspots to our EL, low-income, foster youth population rather than only our internet reimbursement program in order to increase access therefore improving the services for these students.

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.