



Compass Charter Schools

Virtual Public Hearing

Date and Time

Monday June 24, 2019 at 5:00 PM PDT

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2657 Victoria Circle, Alpine CA, 91901
702 East Blue Ridge Road, Fresno, CA 93720
13 Sunrise, Irvine, CA 92603
3580 Wilshire Blvd., Suite 1130, Los Angeles, CA 90010
2653 Taft Lane, Palmdale, CA 93551

Please join the meeting from your computer, tablet or smartphone:

<https://compasscharters.adobeconnect.com/bod/>

For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
Opening Items			
A. Call the Meeting to Order		John Vargas	1 m
B. Record Attendance and Guests		Miguel Aguilar	1 m
C. Approval of the June 24, 2019 Public Hearing Agenda	Vote	John Vargas	1 m

	Purpose	Presenter	Time
II. Public Comment			5:03 PM
External Relations			
A. Public Comment	FYI	John Vargas	5 m
<p>Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card and submit it to Miguel Aguilar, Executive Assistant to the Superintendent. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board’s jurisdiction and have three (3) minutes each to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.</p> <p>The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board’s ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.</p>			
III. Public Hearing			5:08 PM
A. Local Control Accountability Plan (LCAP) Presentation	Discuss	J.J. Lewis	10 m
<ul style="list-style-type: none"> • Compass Charter Schools of Los Angeles • Compass Charter Schools of San Diego • Compass Charter Schools of Yolo 			
B. 2019-20 Annual Budget Presentation	Discuss	J.J. Lewis	10 m
<ul style="list-style-type: none"> • Compass Charter Schools of Los Angeles • Compass Charter Schools of San Diego 			

	Purpose	Presenter	Time
• Compass Charter Schools of Yolo			

IV. Closing Items **5:28 PM**

A. Upcoming Meetings	FYI	J.J. Lewis	1 m
Board of Directors Annual Meeting			

Monday, June 25 at 5:30 pm (if Closed Session is needed); 6 pm for Open Session

- Approve 2019-20 LCAPs
- Approve FY20 Operating Budget
- Approve 2019-20 CDE Consolidated Applications
- Election of Officers
- Review 9th Grade Math Placement Policy Final Report

B. Adjourn Meeting	FYI	John Vargas	1 m
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Coversheet

Approval of the June 24, 2019 Public Hearing Agenda

Section: I. Opening Items
Item: C. Approval of the June 24, 2019 Public Hearing Agenda
Purpose: Vote
Submitted by: J.J. Lewis

RECOMMENDATION:

A motion to approve the June 24, 2019 Public Hearing Agenda.

Coversheet

Local Control Accountability Plan (LCAP) Presentation

Section: III. Public Hearing
Item: A. Local Control Accountability Plan (LCAP) Presentation
Purpose: Discuss
Submitted by: J.J. Lewis
Related Material: B 2019-20 Planning Survey Results Comparison.pdf
C 2019-20 Planning Survey Results Comments.pdf
D 19-20 LCAP CCS of Los Angeles.pdf
G 19-20 LCAP CCS of San Diego.pdf
A 2019-20 Planning Survey Results.pdf
F Compass Los Angeles-CCSLA-Federal Addendum 19-20 Final.pdf
E CCS LA Budget Overview for Parents 19-20.pdf
L Compass Yolo-CCSY-Federal Addendum 19-20 Final.pdf
H CCS SD Budget Overview for Parents 19-20.pdf
I Compass San Diego-CCSSD-Federal Addendum 19-20 Final.pdf
K CCS Yolo Budget Overview for Parents 19-20.pdf
J 19-20 LCAP CCS of Yolo.pdf

BACKGROUND:

Compass Charter Schools involved all of our stakeholders to plan our Local Control Accountability Plans (LCAPs). The first opportunity for feedback was through our 2019-20 Planning Survey, which was administered through Google Forms and sent to our scholars, learning coaches, staff, board and authorizers. The survey was open for a month. The second opportunity for feedback was two-fold with our LCAP Planning Team, which consists of our directors, assistant superintendents and Superintendent & CEO. They also spent a day at our Central Office discussing 2018-19 year results, reviewing survey data and planning the 2019-20 year. We are asking for feedback on our draft 2019-20 Local Control Accountability Plans by the community during this Public Hearing.

RECOMMENDATION:

N/A - For Discussion Only



COMPASS

CHARTER SCHOOLS

2019- 20 Planning Survey Results Comparison

(855) 937- 4227

CompassCharters.org



Our Mission and Vision

MISSION STATEMENT

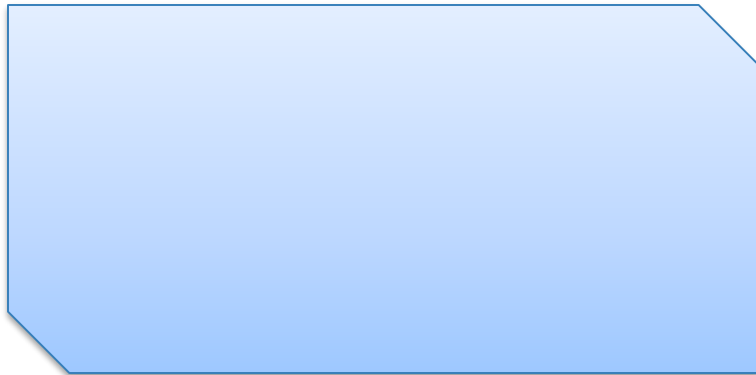
Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring 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.



Key



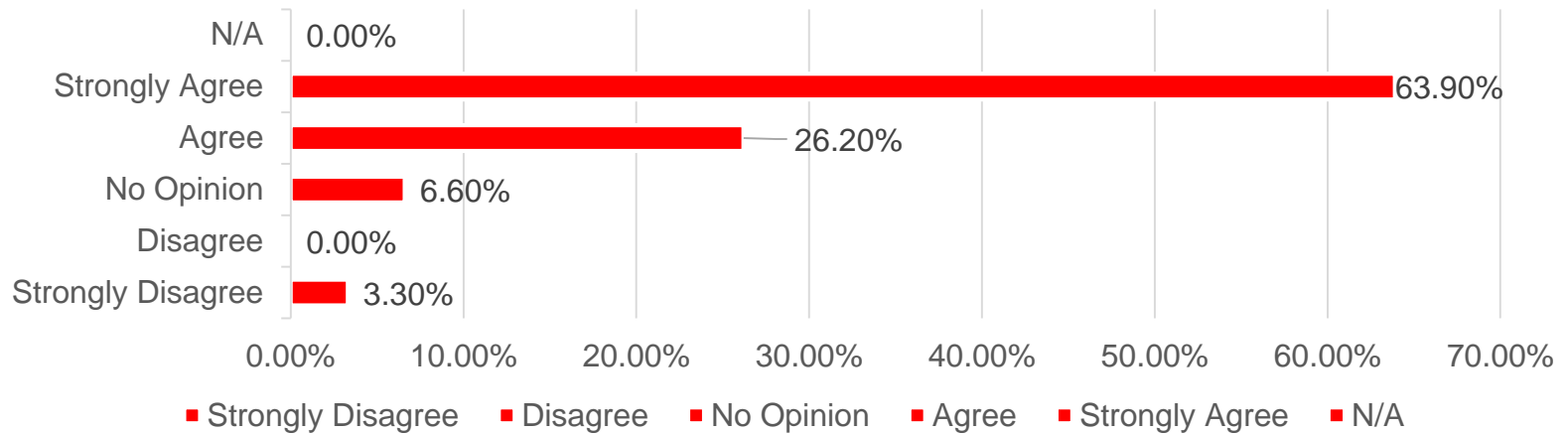
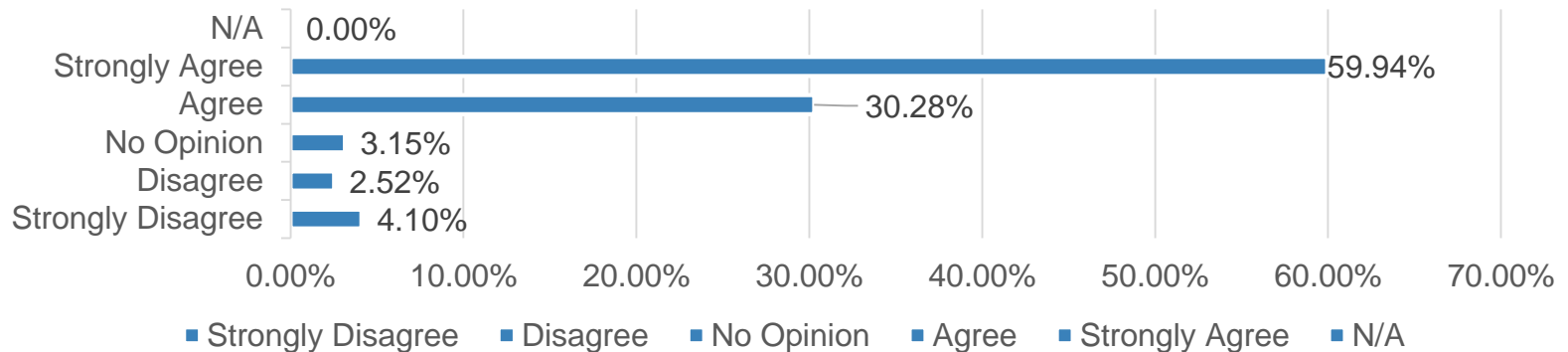
2017-18 Results



2018-19 Results

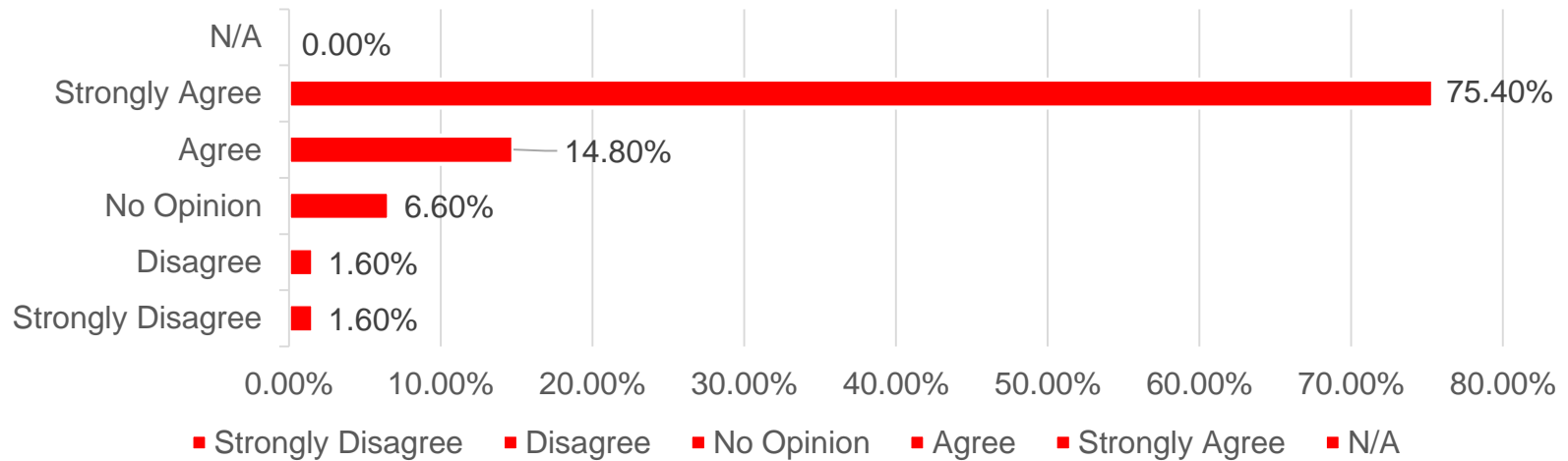
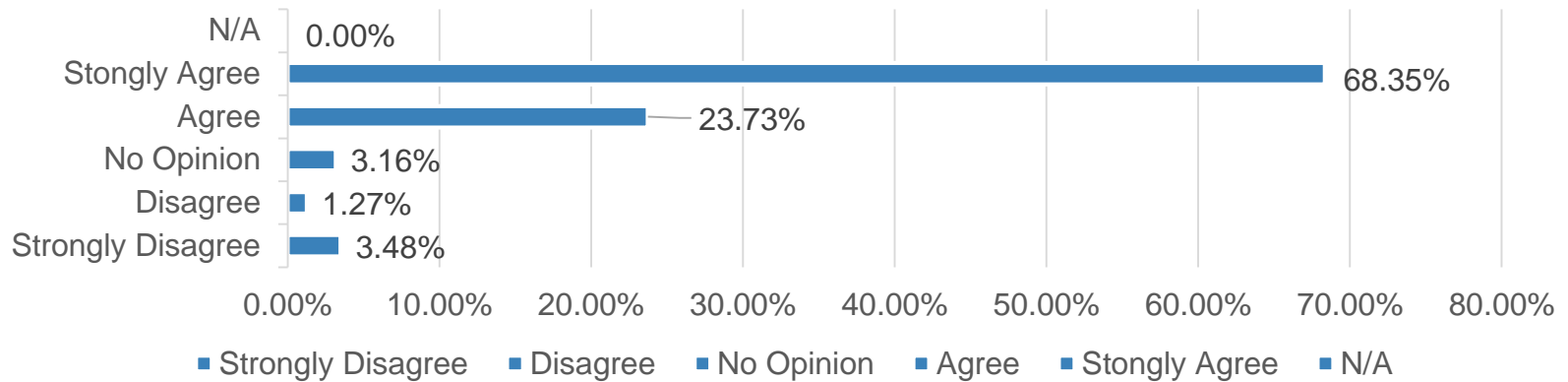


I am satisfied with the overall program offered at CCS.



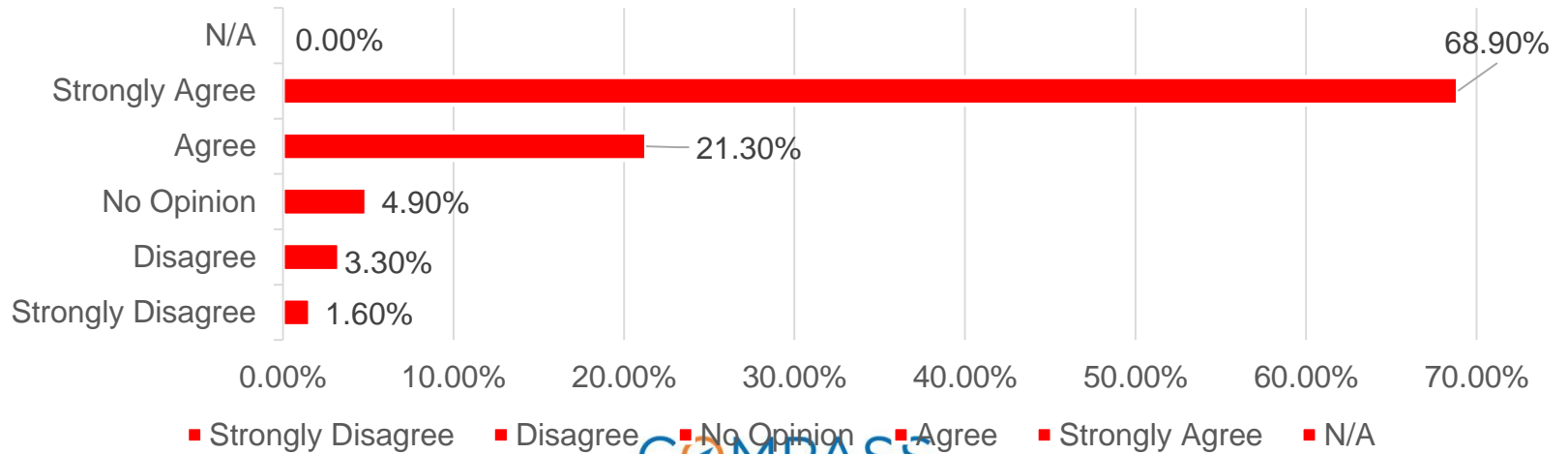
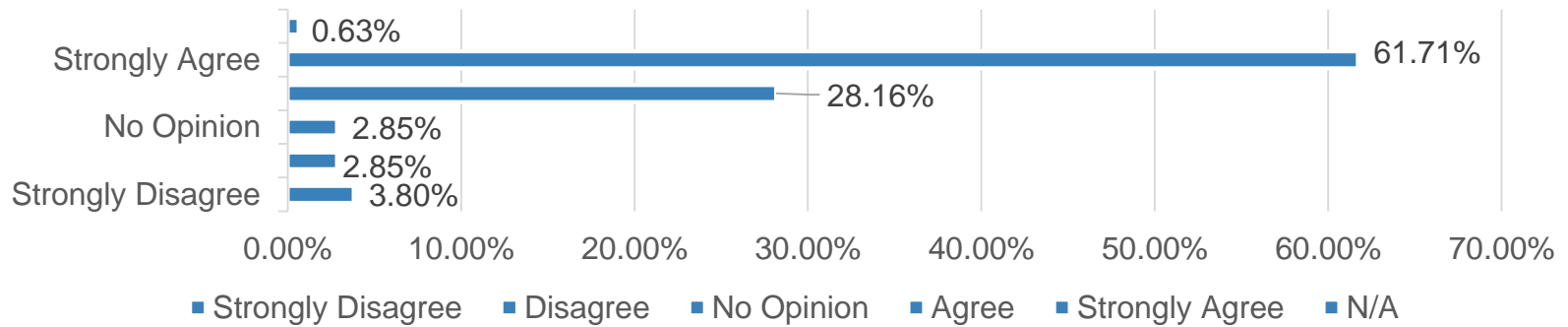


CCS is Committed to the Success of Each Scholar



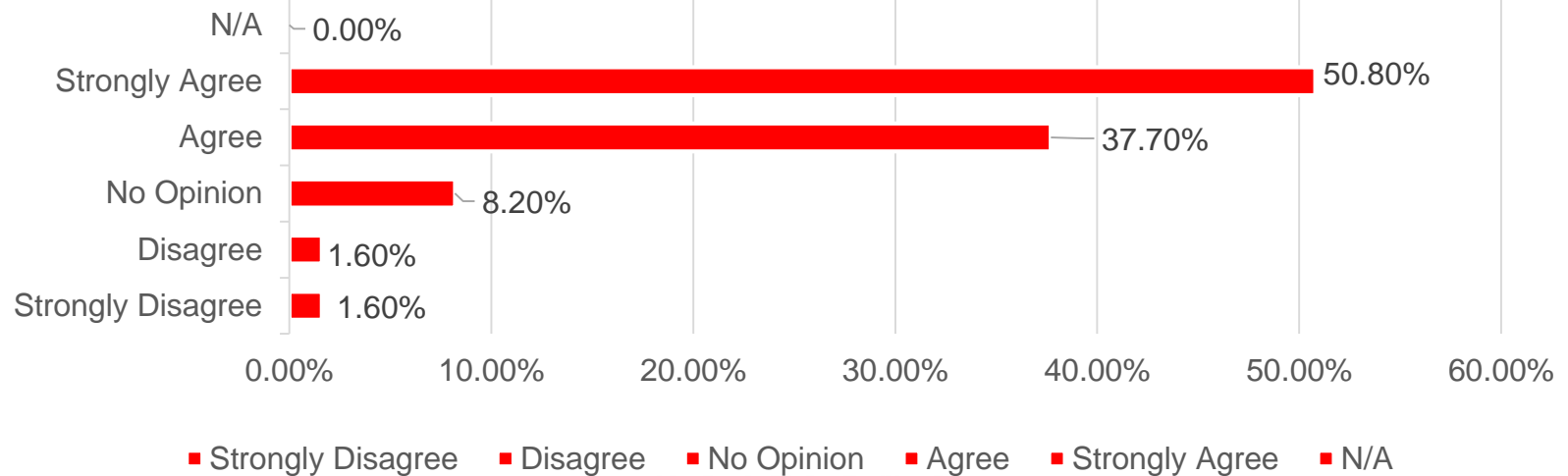
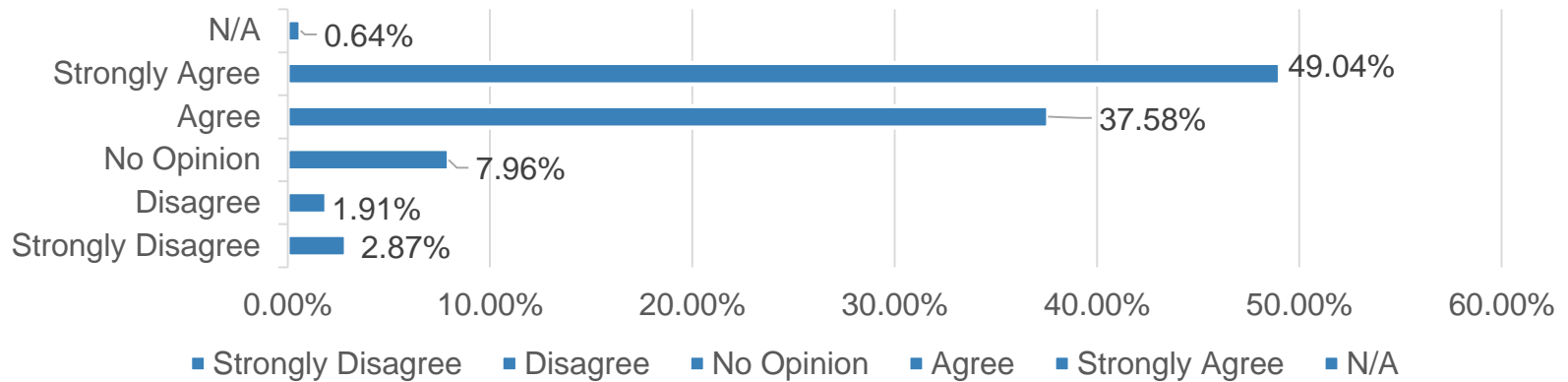


Satisfied with the communication between staff and family.



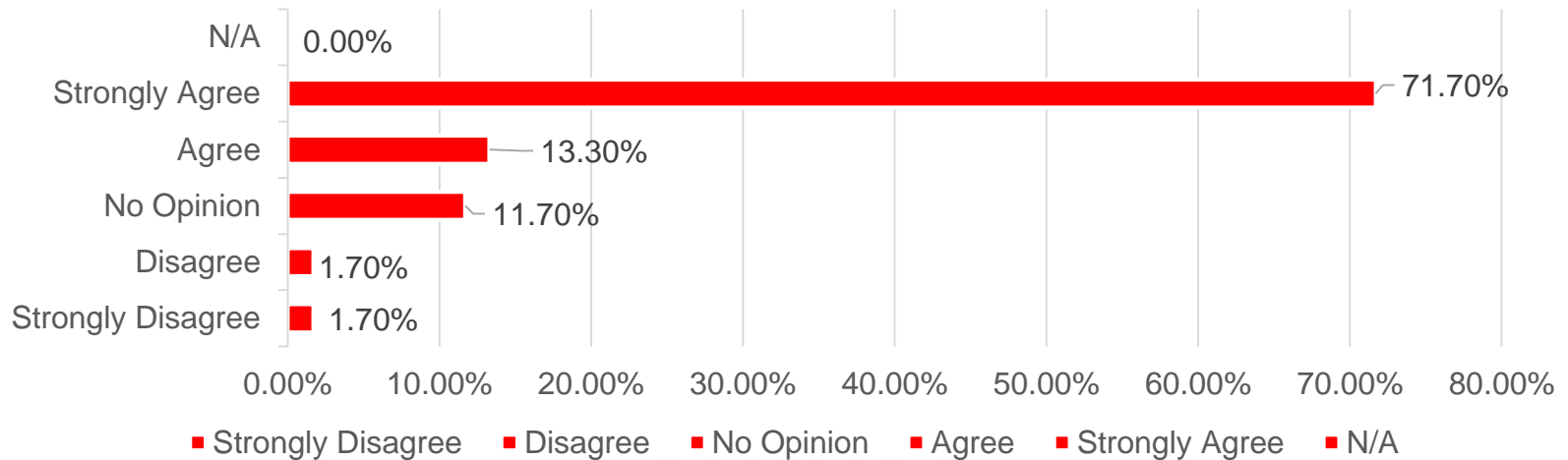
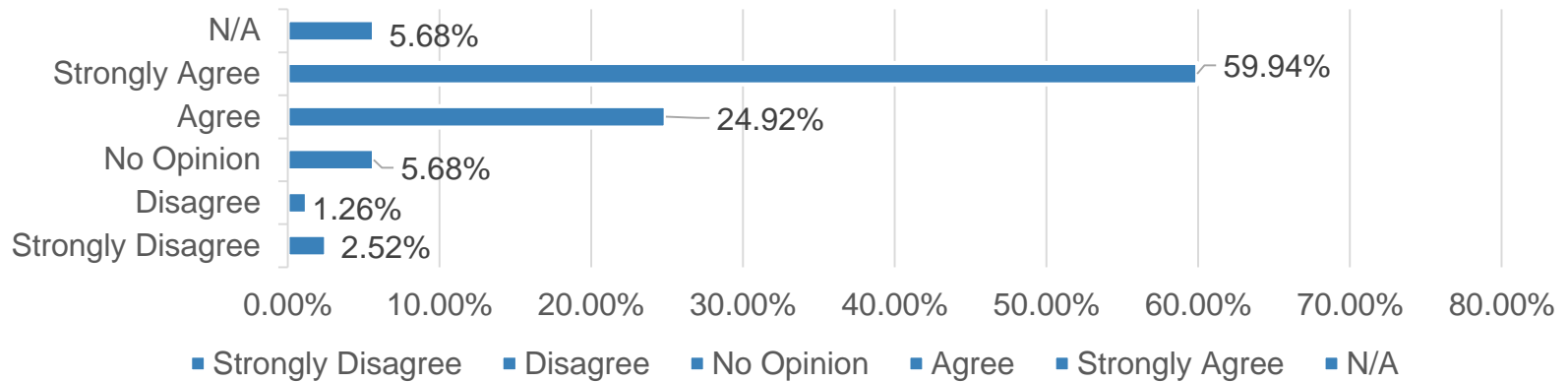


Scholars are prepared for their future success.



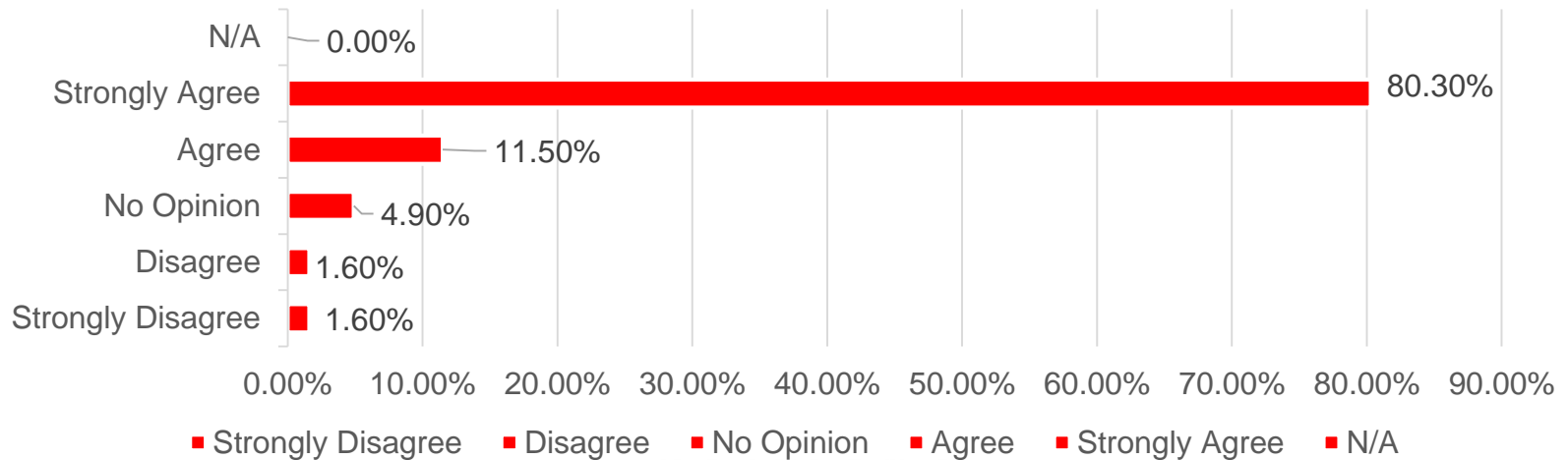
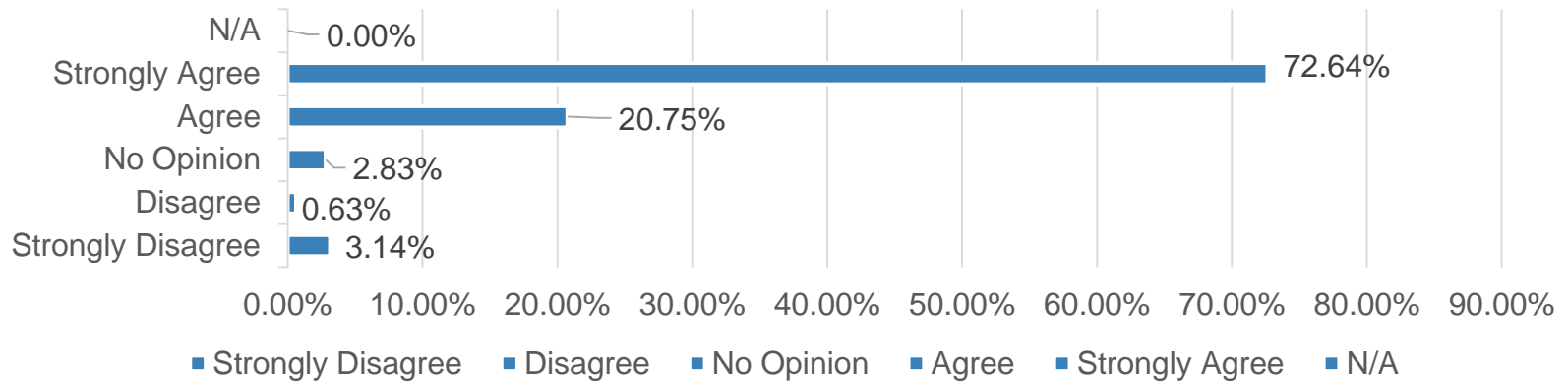


Teachers are highly qualified in the fields they teach.



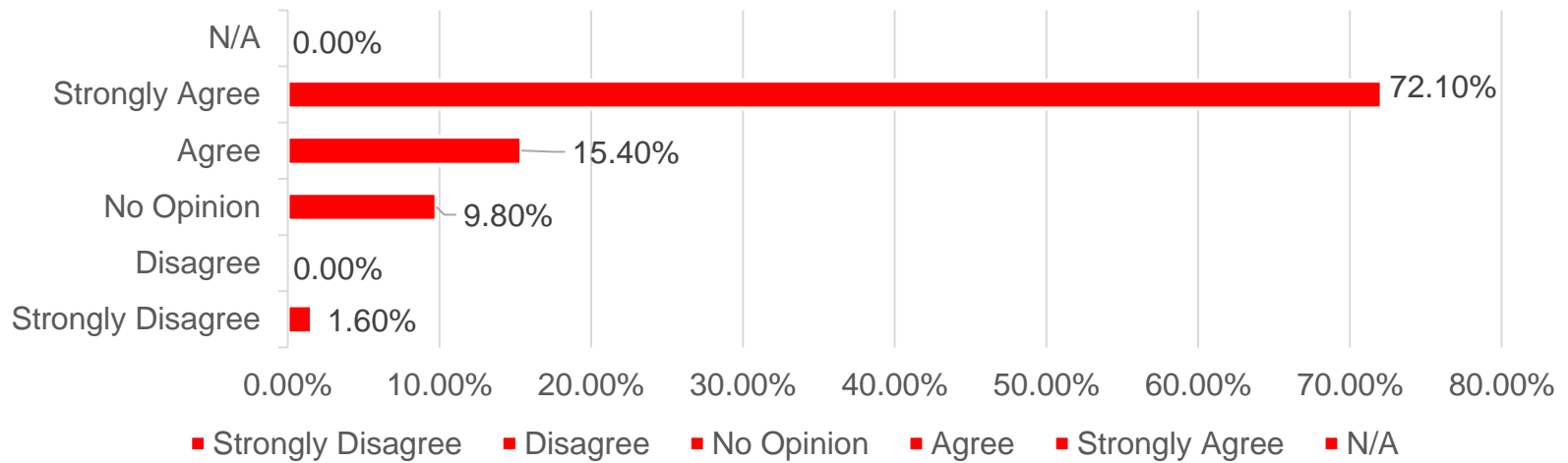
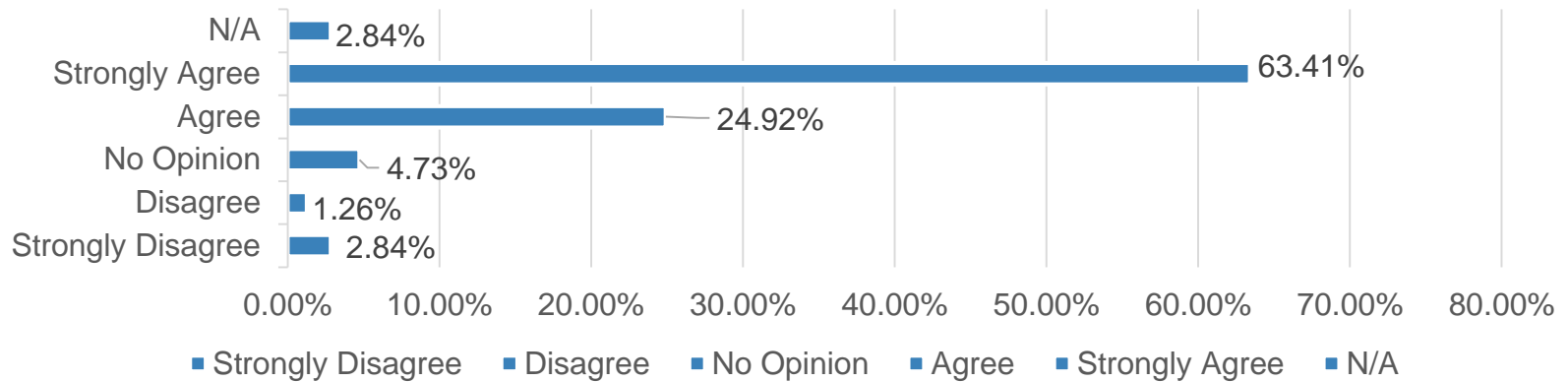


Staff members are helpful and respectful.





Teachers are responsive to scholar needs.





Questions?



Contact:

J.J. Lewis | Superintendent & CEO

(818) 824-6233

jlewis@compasscharters.org

[@lewis1jj](#)





2019-20 Planning Survey

Results Comments

I/we will be returning because ...
I love the school program, and working with a dedicated family of educators.
I enjoy student teaching and the working with my colleagues.
Love the scholars I work with
I love this school and the people I get to work with, both families and Compass staff.
I love my job, my families, and the people I work with
I love the Options program at Compass. I like being able to choose the curriculum my children use.
Our culture promotes growth and learning, we are positive and always looking for ways to improve.
the flexibility
I truly enjoy the options program. The flexibility of being able to take our learning experience every and anywhere without having to worry about getting to class on time and racing the clock to pick up your child is amazing. The connection and attention you can give to your child as their instructor is priceless. Through homeschooling you can learn so much more and if there are areas that your child struggles in, it's easy to focus on their strengths and weaknesses. Most importantly you always know what your child is working on and can be sure that they are truly understanding each lesson taught. I will always recommend Compass Charter schools to anyone that is considering online/homeschool because I am so pleased with the experience that I have had thus far.
I love learning and this helps me learn much more.
I feel my scholars are achieving and succeeding more thanks to being at Compass
I want to be part of turning around academic achievement for our scholars
the program is working well for us.
We love CCS & everything they offer my scholar.
I have found no reason to not and so far CCS has been a reliable school for me to commit my education to.
Classes are smaller and theres more interaction between students teachers and parents.
our scholars are learning far more this year than in prior homeschooling years.
We love CCS!!! Everyone, from teachers, to administrative staff, to the top, are always responsive to our needs!
I love this school!
My scholar likes going to the OCLC
It is a good fit for our family. Both scholars like it and academic growth. We like being able to choose the materials and frequent field trips that include hands-on project

based learning.
I LOVE the teachers here.
My child does better online learning than going to a school.
We love the curriculum flexibility we have with Compass.
I love Compass and is the best option for my needs.
The curriculum is strong and the teachers are amazing and dedicated
I like Compass
Had a successful year!
I love working with CCS families and helping scholars succeed.
I like homeschooling
We love Compass and our EF
Of our dedicated staff that I get to collaborate with daily to support scholars.
I love working for Compass and being part of an important educational experience for scholars!
I love Compass!
Love CCS
I love CCS!!!
It's the best school ever!
it's a very positive environment, I am proud to work at CCS. My administrators and my colleagues are uplifting and supportive.
I love my job!
I love my job and our Compass family.
i want to help CCS be successful
My children demonstrated growth in the Options program. It serves their needs.
Hopefully it'll be my daughters last year
I focus better without others around I love this school plus I have severe allergies
There is no other place I would rather be :)
I love the people I work with and the families I support.
I love working with scholars and families and Compass is an excellent place to work that values their employees.
Positive atmosphere, great program availability
Funding
Cause I really like the school and the staff members and teachers.
We have had such a positive experience with CCS and their staff
We love the Navigator program
I have seen my child turn from a reluctant scholar, who hated reading, to a child who is enthusiastic about learning, and even suggesting things we can learn about together.
I am currently satisfied with the overall program CCS has to offer and find no reason in not returning.
We are very happy with this program.
I like curriculum and classes with teachers
We have a great EF and the funds allow us to buy curriculum of choice and activities
I love compass
I love what we do at CCS

We are satisfied with the teachers and school.
My sons achievements and success is in part to the current school environment which has nurtured his specific needs and has enabled him to become a better student.
This is my school, I take a lot or pride in the work we do and the programs we are developing. I am looking forward to continuing to contribute to advance the school's mission and vision.
I am making a difference in my scholar's academic goals and I enjoy working at Compass. I will love to continue supporting scholars who find Compass Charters School as their option to continue achieving their educational goals.
Compass has been a reliable and a great school.
provides the opportunity for me to spread the word about customized education.

I/we will NOT be returning because ...
I am returning.
Fresno did not renew for Compass
We are going to list our home for sale soon and will be moving out of state within this next year, will most likely happen during the school year.

Do you have any other feedback on either the 2018-19 year or feedback for the upcoming 2019-20 year that you would like to share with staff?
Scholar engagement can be challenging at times, but it is a huge priority because we need our scholars to take ownership of their learning.
I believe as Options continues to grow there needs to be someone in a 'vice principal' or assistant role or something. There are too many scholars and employees for Kristy to have to handle alone. Another thought...not sure if it would be better financially or not, but thought it might be, is to give employees a phone stipend to use their own phones rather than company phones.
there needs to be more expectations and requirements placed on our families in order to improve scholar achievement.
Thank you for making our homechooling experience possible. Its been great having the guidance needed to get started. I was so worried about doing it alone. I am truly thankful to have found Compass for my children's education.
This has been AWESOME. I did K12 3 years ago and this is much better.
I would like to see more options for curriculum in the online program other than k12
I'm very verbal, I feel that I've been heard, there is no need to add additional feedback here.
It would be nice to have more flexibility with funds and a system where I have access to my balance.
Can you offer more high school courses and more competent high school teachers
Work on the special Ed department!
Scholars with exceptional needs should be just as important if not more important as the state testing percentage.
Thank you for giving my son a new love for learning!
Faster processing time for material orders. And field trip information should be more detailed; defined start/end times, meeting place, list a learning objective.

Yes, I think teachers should answer their students questions on the same day, not days later.
Please shadow more teachers on LLs, maybe as a surprise, because a lot do not record and post when they could and a lot of them have tech issues with their labs. Most seem to ignore kids in labs and focus on the same people which is not very fair.
Flexibility of Option Program enabled the scholar to focus on the core subjects and enrichment classes instead of busy work as in traditional schools
I continue to think about ways to engage parents for more participation as I see it as the biggest challenge at Compass effecting every part of our program for scholar participation daily to testing.
I feel that it may be worth sharing with CCS staff that change is a good thing! It's important for staff to embrace change (no matter how small or large) with a positive outlook. Change is the only way we can improve and get better each year and during the year. It's about taking on new projects with a "can do" attitude and looking for solutions rather than dwelling on challenges. It's important to be open minded, to accept constructive criticism, and to be open to new ideas and solutions so that we can continue to meet our scholars' needs!
High school benchmarks were tedious to access. Enrollments took a long time.
Thank you to everyone in the Business Services Division- HR, Finance, IT, Operations, Assessment, Attendance, Enrollment, and Records! You all have been a joy to work with and I hope we continue to collaborate and learn from each other next year!
We are thankful for a successful first year in the Options program!
I love my EF Lindsey Chalco Paz!! She is amazing and I will miss her input and support!!!
it's taken my son 12 years to get the proper assessment for his learning difficulties but finally he got it here at CCS
Thanks in advance for all your support, I love my school and staff
Spanish class should primarily be vocabulary 1st year. Unless you are a Spanish speaking family, I can see why the kids are lost. Poor curriculum set up.
With the Options team growing at a rapid rate, we really need more help with additional EF's and in the vendor dept. I hope that next year we can bring on more vendor coordinators in addition to hiring/moving over more EF's.
Scholar social get together would be helpful for some families.
Not really
Thank your having great understanding and helpful teachers. They have provided guidance and help when my scholar and I needed it. This may not be related but I do feel that the K12 science curriculum for 5th grade was a tad advanced for this level. My husband (who is a biology major) and I did have to help out a lot for a few units, even helping during tests.
I would like to respectfully request that there might be some field trips or get togethers with Compass scholars up by nothern Los Angeles area/San Fernando Valley, please.
I would like to see more communication between parents and teachers
Make sure vendors are paid in a timely fashion. Our gymnastics gym is not going to be accepting any charter funds in the fall because of difficulty receiving payments. I don't know if it was compass specifically or not.
Thanks for always improving the offerings in curriculum. Love the materials and the technology offered!! Always so much to select from for field trips. Teachers are so nice. Coffee with Principal such a treat. The only thing missing is a playground!
Not at this time.
-Compass library/ activity center in San Diego would be great
-field trips - seem mostly geared towards getting us in for cheap - I'd love more of a community e.g. group tour/ activity
-Compass group (on website/ social media) where I can see who else is in my area
-more clarity/ discussion on what can/ cannot be bought with funds (e.g. why not toner, but only ink - i have a laser printer and we print a lot; there are some subscriptions that

are a whole year - but we can't we get those in the middle of the year which is a problem for scholars that joined mid-year)
- more clarity on what is consumable - the reason is that if a charter is not renewed we have to give back non-consumables even if we still need them
revert the austerity measures the school took three years ago when we were dealing with low enrollment. It seems as though the school is in a great place and it's time to return to the benefits that were offered before.
My feedback is to continue achieving to making a difference in our scholars lives.
It's corny but true, let's work together more than we work apart because we are ALL IN THIS TOGETHER.

--LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-2020

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Compass Charter School of Los Angeles	J.J. Lewis Superintendent and CEO	jlewis@compasscharters.org 818-824-6233

2019-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Compass Charter Schools (CCS) of Los Angeles provides two program options for families. The Online Option is a virtual independent study public charter school program serving scholars (students) who reside in Los Angeles County and its adjacent counties. The Options Option is a virtual, home-school public charter school program that facilitates the families in providing instructional support, guidance and oversight to homeschools. The mission of CCS 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, inspiring 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 (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC). CCS serves nearly 500 scholars whose families have determined that a virtual independent study charter school best suits their scholars and families' needs. Our scholar population consists of 63% socioeconomically disadvantaged (SED), 3% homeless, 1.9% English Learners (ELs), 0.4% foster youth, and 9.1% students with disabilities (SWD). The Charter School does experience quite a bit of scholar mobility based on the nature of a virtual school. In addition, the school has been growing each year by approximately 32.21% per year over the past several years.

Scholars attend school primarily from home, supervised by a learning coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a teacher 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 regular classes. Some reasons why scholars choose Independent study programs are because:

- it is designed to help scholars who have health problems,
- they are parents,
- they are gifted,
- they require more time in certain subjects,
- activities such as acting, dancing, and athletics require time during the normal school day,
- they are working,
- they are looking for flexibility,
- they find that regular classroom settings do not meet their needs, or
- with the growing number of violent episodes on school campuses, they are looking for a 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 platform, and progress is supervised by both the credentialed course instructor and the Director of Online Learning. 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 educational facilitator and the Director of Options Learning.

It is important to note that many high school scholars whose families choose an independent study charter school is because the scholar was not successful in comprehensive high schools. This is important because many of the scholars in our high school program come to us deficient of credits required to graduate, so we make high school course and credit recovery an option for all scholars who are deficient of credits. This is definitely an area of focus for CCS of Los Angeles because it has impacted our graduation rate. The good news is that the strategies that we have put in place to support high school scholars is paying off by doubling our graduation rate in only one year!

LCAP Highlights

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

Compass Charter Schools continues to evolve and grow, focused on its singular purpose - to support scholars on their educational journey. Our 2019-20 LCAP continues to focus on two critical areas: increasing scholar academic achievement and increasing scholar and parent engagement. In addition, two goals have been added to increase scholar achievement and engagement in special populations and to increase scholar college and career readiness.

The goal of increasing scholar academic achievement is a challenge in the independent study school, but we increased the percent of scholars who met or exceeded standard mastery by 0.77% on the 2018 SBAC Math. We feel confident that the SBAC scores for 2019 will show improvement in both English Language Arts (ELA) and Mathematics (Math).

The evidence is overwhelming that we are making progress to the goal of increasing scholar and parent engagement. We are proud of the work we have done to improve Chronic Absenteeism by 1.3%. We have increased the Graduation rate by 25.7%. Though graduation rate is still a concern for us as the total rate is only 51.7%, we celebrate that we are making progress. We are proud that our Suspension rate is 0%. The EL progress indicates that 69.2% are at a level of 3 or 4. We believe these improvements can be attributed to the dedication of the teachers, learning coaches (parents),

the Scholar Success Coordinator and the Directors of Online Learning and Options Learning. Additionally, we believe that by increasing scholar and parent engagement, we have seen growth in parent participation through round tables and town hall meetings, Coach's Corner webinars and increased communication in English and Spanish on activities, supports and resources parents can use at home.

Review of Performance

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

Greatest Progress

CCS of Los Angeles has continued to focus on scholar and parent engagement. As a result of this work, the chronic absenteeism has decreased by 1.3%, the graduation rate has increased by 25.7%, and suspension rate is 0%. The EL progress indicates that 69.2% of EL scholars are at a level 3 or 4. Moreover, parent engagement has increased as evidenced by nearly 50% of parents completing the annual survey and over 25 parents attending the survey planning meeting. CCS has provided in person science labs and career-technical education courses, among other offerings.

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

Greatest Needs

CCS of Los Angeles continues to focus on increasing scholar achievement. The 2018 SBAC ELA scores decreased to 37.35% of scholars scoring met or exceed on standard mastery from 44.83% in 2017 or in the orange (2) level in 2018. The 2018 SBAC Math scores increased slightly to 18.13% of scholars scoring met or exceed standard mastery from 17.36% in 2017 or in the yellow (3) level for 2018. The Charter School is still performing below the County of Los Angeles which achieved 48.93% met or exceeded standard mastery on the SBAC ELA in 2018 and 37.46% met or exceeded standard mastery on the SBAC Math in 2018. Additionally, though the Charter School has made significant gains in the percent of Seniors graduating up from 26% in 2017 to 51.7% in 2018. This is powerful because the percent of Seniors graduating doubled in one year!

We will focus our resources on continuing the progress that is being made on scholar and parent engagement to include continuing to decrease chronic absenteeism, increasing achievement, increasing graduation rate, and maintaining suspension rate.

In order to increase scholar academic achievement in ELA and Math, the CCS of Los Angeles will continue to develop the Personalized Learning Plans for scholars working with the Learning Coaches

and teachers, to develop the four year high school plans with the Counselors, to implement a strong Response to Intervention (RtI) curriculum following the Multi-Tier Systems of Supports (MTSS) Framework, to utilize the StrongMind's online curriculum with fidelity for our online scholars, to provide Support Sessions for scholars to provide additional interventions especially in English Language Arts and Mathematics to ensure that the skill gaps are filled and achievement increases, to utilize Thinking Storm for additional individual and small group support, to ensure scholars attend virtual tutoring sessions, to increase Learning Lab participation for online learners, and to support scholars with the Scholar Success Coordinators, the Director of Online Learning, and the Director of Options Learning.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The performance gaps are the graduation rate at a level of red (1) which is the reason why CCS of Los Angeles has been identified for Comprehensive Support and Improvement (CSI).

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.

CCS of Los Angeles has been identified for CSI for the graduation rate being under 67% for an average of two years. Though CCS of Los Angeles has made significant improvement in the graduation rate by increasing the rate by 25.7%, we know that we have to continue increasing the graduation rate.

Support for Identified Schools

Describe how the LEA supported 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.

CCS of Los Angeles completed an in-depth needs assessment and analyzed our evidence-based interventions. CCS of Los Angeles worked with all stakeholder groups. CCS involved the parents in the needs assessment in the following ways: sent out a planning survey to better understand the areas of need, met with parents on the CSI status and discussed the needs and interventions at a Parent Town Hall Meeting, and the Parent Advisory Council provided input on the needs assessment and reviewed internal (assessments, enrollment, attendance, course completion) and external (SBAC, ELPAC, Graduation Rate) data. The feedback identified the need for more course offerings, field trips, and opportunities for scholar engagement including community service projects, scholar clubs and test preparation workshops. CCS involved the staff in the needs assessments in the

following ways: discussion at monthly staff meetings, completion of planning survey, round table discussions, and the School Advisory Council helped to develop the CSI Plan. The Charter School reviewed the evidence-based interventions used in the prior year, and reviewed other evidence-based interventions for 2019-20. The staff was provided an overview of the program, a log-in to test the usability of the program, the research conducted on the effectiveness of the program and references from other schools using the evidence-based intervention. Based on the needs assessment and evidence-based interventions, the Charter School will be examining internal and benchmark assessments, additional professional development to strengthen the educational program, enhancing the MTSS Program, determining the most effective supplemental resources. The Charter School will continue with previous goals and actions to include providing academically rigorous core content, engaging scholars and learning coaches in the learning process, providing high-quality professional development to teachers and staff, increasing achievement for scholars representing special populations, and increasing college and career readiness.

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.

CCS of Los Angeles will monitor and evaluate the implementation of effectiveness of the CSI plan to support scholar and Charter School improvement by working with the California Collaborative for Educational Excellence (CCEE). Through bi-monthly meetings, the CCS of Los Angeles Team and the CCEE 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. The teams will review what the scholars are doing, what the teachers are doing, how the scholars and teachers 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. As strengths are identified, the teams will reflect on the factors that are making the progress possible. As areas of opportunity are identified, the teams will reflect on the strategies that need to continue with fidelity, to modify or add interventions that are not achieving the needed progress or discontinuing or replacing strategies that are not supporting the scholars and teachers to meet the goals.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Increase academic achievement at Compass Charter Schools of Los Angeles.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 6, 7, 8

Annual Measurable Outcomes

Expected

Actual

<p>2016-17 Baseline - SBAC ELA at 44.83% 2017-18 – Increase the percent of scholars who score met or exceeds standard mastery by 3% to 47.8%.</p>	<p>2017-18 - SBAC ELA at 37.35%</p> <table border="1"> <tbody> <tr> <td>All Students</td> <td>37.35%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>26.73%</td> </tr> <tr> <td>Students with Disabilities</td> <td>10%</td> </tr> <tr> <td>Black or African American</td> <td>26.92%</td> </tr> <tr> <td>Latino</td> <td>27.87%</td> </tr> <tr> <td>White</td> <td>50.85%</td> </tr> <tr> <td>Two or More Races</td> <td>45.45%</td> </tr> </tbody> </table>	All Students	37.35%	Economically Disadvantaged	26.73%	Students with Disabilities	10%	Black or African American	26.92%	Latino	27.87%	White	50.85%	Two or More Races	45.45%
All Students	37.35%														
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Latino	27.87%														
White	50.85%														
Two or More Races	45.45%														
<p>2016-17 Baseline – SBAC Math at 17.36% 2017-18 – Increase the percent of scholars who score met or exceeds standard mastery by 3% to 20.36%.</p>	<p>2017-18 – SBAC Math at 18.13%</p> <table border="1"> <tbody> <tr> <td>All Students</td> <td>18.13%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>15.79%</td> </tr> <tr> <td>Students with Disabilities</td> <td>10.52%</td> </tr> </tbody> </table>	All Students	18.13%	Economically Disadvantaged	15.79%	Students with Disabilities	10.52%								
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Expected	Actual								
	<table border="1"> <tr> <td data-bbox="1073 185 1562 233">Black or African American</td> <td data-bbox="1562 185 1999 233">16.67%</td> </tr> <tr> <td data-bbox="1073 233 1562 282">Latino</td> <td data-bbox="1562 233 1999 282">6.9%</td> </tr> <tr> <td data-bbox="1073 282 1562 331">White</td> <td data-bbox="1562 282 1999 331">25.42%</td> </tr> <tr> <td data-bbox="1073 331 1562 380">Two or More Races</td> <td data-bbox="1562 331 1999 380">36.36%</td> </tr> </table>	Black or African American	16.67%	Latino	6.9%	White	25.42%	Two or More Races	36.36%
Black or African American	16.67%								
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White	25.42%								
Two or More Races	36.36%								
2017-18 – Set Baseline for CAST	2018-19 – Set Baseline for CAST, Scores Unavailable until 2019								
2018-19 - Set Baseline for Istation ELA Assessments	2018-19 – Percent of scholars at or above grade level on Istation ELA assessments at (Data not available at this time)								
2018-19 – Set Baseline for Istation Math Assessments	2018-19 – Percent of scholars at or above grade level on Istation Math assessments at (Data not available at this time)								
2017-18 Baseline – Honor Roll at 43% 2018-19 – Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 3% to 46%	2018-19 – Percent of scholars on the Honor Roll at (Data not available at this time)								
2017-18 –Baseline for EL Reclassification Rate at 0% 2018-19 – Maintain or increase EL Reclassification Rate	2018-19 – Reclassification Rate at (Data not available at this time)								
2017-18 – Baseline – Seniors eligible for graduation at 78% 2018-19 – Increase the percent of Seniors eligible for graduation by 3% to 81%	2018-19 – 70% of Seniors eligible for graduation								
2017-18 – Baseline – Attendance Rate at 93.57% 2018-19 – Increase Attendance Rate to 97%	2018-19 – Attendance Rate at 95.07% for P2								

Actions / Services

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

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 1.1 - Communication Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year</p>	<p>CCS of Los Angeles has been working with teachers through professional development sessions to provide scholars with timely, specific feedback within 72 hours of work submission. StrongMind digital curriculum and education platform completes much of the grading, but the teachers need to continue to provide meaningful feedback to scholars. Teachers conduct parent/teacher conferences at allotted times throughout the school year. The parents benefit from these discussions and the information shared about their child's progress.</p>	<p>Teachers' Salaries \$1,445,714 (1100)</p>	<p>Teachers' Salaries \$1,712,602 (1100)</p>

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 1.2 - Response to Intervention Teachers and coordinators will use the results from the Istation or Galileo Diagnostic Test to provide additional and targeted</p>	<p>Teachers and coordinators utilized the Istation or Galileo Diagnostic Assessment Results for ELA and Math three times per year. They aggregated the data by teacher/class, English Learners, Foster Youth, Socioeconomically Disadvantaged and by significant ethnicities: Black or African American, Latino, White and Two or More Races.</p> <p>The Personalized Learning Plans were then revised to ensure the scholars are</p>	<p>Certificated Supervisors and Administrator Salaries \$161,312 (1300)</p>	<p>Certificated Supervisors and Administrator Salaries \$211,953 (1300)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
supports to scholars per their i-Ready results.	receiving additional interventions and targeted supports based on the Istation or Galileo results.		

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 1.3 - Professional Development Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a</p>	<p>Teachers received monthly professional development sessions to ensure strong implementation of the new StrongMind curriculum. Scholars and learning coaches received training and supports on using the StrongMind curriculum and resources included in the curriculum.</p> <p>Teachers received professional development sessions on how to identify scholar supports and how to utilize intervention strategies through the online platform, during Learning Labs and during support sessions.</p> <p>Teachers received professional development sessions on how to analyze and utilize data from Istation or Galileo assessments, SBAC, the Learning Management System (LMS) to drive instruction and intervention.</p> <p>The goal of building a data-driven culture is still a priority so that all scholars, especially significant subgroups, have their educational needs met.</p> <p>Professional Development sessions were mapped out throughout the school year</p>	<p>Travel and Conferences \$21,563 (5200)</p> <p>Training and Development Expenses \$50,000 (5210)</p>	<p>Travel and Conferences \$25,590 (5200)</p> <p>Training and Development Expenses \$34,272 (5210)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>timeline from the beginning of the year and continually assessed throughout the school year.</p>	<p>and topics were added as the needs arose.</p>		

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All HS Students, HS English Learners, HS Foster Youth, HS Socioeconomically Disadvantaged</p> <p>Action 1.4 - Educational Planning Scholars will receive individualized planning from Counseling Services in meeting A-G requirements. CCS will be implementing AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as California College Guidance Initiative (CCGI) and concurrent enrollment options for high school scholars.</p>	<p>High School scholars received individualized planning services by the Counselors who create and update a four-year graduation plan for each scholar, discussed and agreed to by the parents. Each four-year plan is updated annually and includes meeting A-G requirements. Additionally, the four-year plan includes opportunities for scholars to recover deficient credits. The four-year plans include additional classes to make up the classes for which a scholar is deficient. This has improved the graduation rate. CCS has also implemented Advancement Via Individual Determination (AVID) to increase college and career readiness and to implement multiple modalities to ensure that scholars learn the strategies to compete in the academic arena.</p> <p>Several scholars also have the opportunity for Concurrent Enrollment at a Community College to earn college credits and college course experience.</p>	<p>Certificated Pupil Support Salaries \$263,579 (1200)</p>	<p>Certificated Pupil Support Salaries \$242,653 (1200)</p>

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 1.5 - Attendance Rates CCS will collect data to set a baseline for attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also set a baseline for course completion rates in grades 9-12 as a way to work towards improvement in future years.</p>	<p>CCS collected data to determine the baseline for Average Daily Attendance (ADA). The overall ADA was 95.07% at P2. The goal is grades K-5, 97%, grades 6-8, 96%, and grades 9-12, 95%. The purpose of monitoring ADA is to ensure that scholars attend school regularly which means that scholars complete at least two assignments per week per course. This increases graduation rate and decreases dropout rates.</p> <p>CCS collected data to determine the baseline for course completion which was 59% (Semester 1). In grades 9-12, the course completion was 62% (Semester 2) which is certainly improving the graduation rate.</p>	<p>\$0</p>	<p>\$0</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Each of the action items for this goal is showing improvement in SBAC Math (data not available at this time). The implementation of the new curriculum, StrongMind in this case, often shows a decrease in achievement during the first year. The 2019 SBAC scores are bound to show improvement. Some of the action items for this goal that witnesses a decrease were SBAC ELA (data not available at this time). The overall implementation was is developing, but the complete implementation with fidelity will continue as an action.

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

While SBAC and other state testing data is not yet available, CCS uses internal assessments to include Istation, LMS, grades and course completion to track scholar progress. On Istation assessments, the results show that scholars at CCS are on track showing (Data not available at this time) in ELA and (Data not available at this time) in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

The CCS team feels we need to better define the actions and services that support this goal. The actions and services, as well as the Budgeted Expenditures, will be better defined in our 2019-20 Goals. Please refer to the 2019-20 Goals with Actions and Services to review these changes.

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of Los Angeles.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Annual Measurable Outcomes

Expected	Actual
2017-18 – Baseline – Attendance Rate at 93.57% 2018-19 – Increase Attendance Rate to 97%	2018-19 – Attendance Rate at 95.07% for P2
2018-19 - Increase the number of Scholar Clubs to 17	2018-19 – The number of scholar clubs is 18
2018-19 - Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors	2018-19 – The Parent Advisory Council met five times and shared feedback at each Board of Directors meeting.
2018-19 - Scholar Leadership Council will meet at least quarterly and share feedback with the Board of Directors	2018-19 – The Scholar Leadership Council met seven times and shared feedback at each Board of Directors meeting.
2017-18 – Baseline – 66% 2018-19 – Increase participation in Parent/Teacher Conferences by 4% to 70%	2018-19 – The percent of parents who participated in Parent/Teacher Conferences was 71%.
2017-18 - Baseline – 20% of Parents Participated in Satisfaction Survey 2018-19 – Increase percent of scholars and parents who participate in Satisfaction Survey to 50%	2018-19 – The percent of scholars and parents who participated in Satisfaction Survey was (Data not available at this time).

Actions / Services

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

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 2.1 – Extracurricular Activities There will be a variety of extracurricular activities offered throughout the school year including community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. Scholars will be invited to attend informational workshops, and provided test prep resources throughout the year.</p>	<p>CCS offered a variety of extracurricular activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. CCS facilitated one to two field trips per month (Museums, Science Halls and other academically related study trips). Scholars are invited to attend informational workshops focused on study skills, college planning and other events focused on scholar success. Scholars are also provided test prep resources throughout the year which will undoubtedly increase engagement with peers and teachers.</p>	<p>Student Transportation \$35,781 (5811)</p>	<p>Student Transportation \$32,623 (5811)</p>

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 2.2 – Social Enrichment Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).</p>	<p>Scholars enjoyed the opportunity to participate in social enrichment activities this year. Compass scholars enjoy participating clubs that are aligned to their interests and/or academic course of study. Several scholars belonged to more than one club. Field trips allowed scholars and parents not only to have a shared experience, but most importantly, especially for an independent study Charter School. The scholars appreciated making friends and seeing old friends while participating in an</p>	<p>\$0</p>	<p>\$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	educationally enriching activities like clubs and field trips.		

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 2.3 – Scholar Recognition Graduating seniors and 8th grade scholars will be recognized at Graduation and Promotion Ceremonies, respectively. There, scholars will be given awards recognizing academic and social success. CCS will recognize one High School, Middle School, Elementary School, and Options scholar monthly as “Scholar of the Month.” CCS will also recognize one High School, Middle School, Elementary School, and Options scholar at the end of the year as “Firebird of the Year.” CCS will also recognize one High School, Middle School, Elementary School, and Options Learning Coach at the end of the year as “Learning Coach of the Year.”</p>	<p>CCS has made a concerted effort to recognize scholars and Learning Coaches. Every month, a scholar in each grade span and program was recognized as “Scholar of the Month.” At the end of the year, CCS recognized a scholar in each grade span and program as “Firebird of the Year,” and CCS recognized one Learning Coach in each grade span and program as “Learning Coach of the Year.” In addition, the scholars who earned a 3.5 GPA or higher were also recognized by being placed on the Honor Roll.</p>	<p>\$0</p>	<p>\$0</p>

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All HS Students, HS English Learners, HS Foster Youth, HS Socioeconomically Disadvantaged</p> <p>Action 2.4 – Learning Coach Involvement</p> <p>Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a “Welcome Back Night” before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.</p>	<p>CCS worked diligently to involve Learning Coaches in the Charter School and in the education of their scholar(s). One key aspect was to have Learning Coaches serve on the Parent Advisory Council. The Parents appreciated the opportunity to provide meaningful feedback to CCS’s senior staff and the Board of Directors. The parents attended trainings on the StrongMind LMS which provided them strategies to improve their skills as a Learning Coach and improved their skills with the LMS and its resources.</p> <p>The Parents, Learning Coaches and Scholars were invited to a “Welcome Back Night” which provided the parents, learning coaches and scholars the opportunity to meet each other, collaborate, and most importantly, gave them information on how to use the LMS, meet the teachers, and hear about the events and opportunities to get involved.</p>	<p>\$0</p>	<p>\$0</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions and services increased scholar and parent involvement. The strengths of the actions and services included scholar engagement to include clubs, enrichment activities like field trips and the recognition program. Parents felt more connected to the Charter School through consistent communication provided by the school, the teachers, Counselors and administration as evidenced by feedback via the learning management system, email communication and virtual workshops. Parents also increased their participation in video conferences (staff) and virtual town halls (administration).

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

The effectiveness of the actions and services to achieve the goals has inspired the CCS team to strengthen and develop the scholar and learning coach recognition program, to increase enrichment activities to inspire more meaningful and personal connections to enhance the scholars' social emotional learning, and to increase Learning Coach involvement. The effectiveness of these actions include strengthened relationships between educational facilitator and learning coach/scholar evidenced through high levels of attendance, course completion, and engagement in extracurricular activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

The CCS team feels we need to better define the actions and services that support this goal. The actions and services, as well as the Budgeted Expenditures, will be better defined in our 2019-20 Goals. Please refer to the 2019-20 Goals with Actions and Services to review these changes.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

CCS provides regular opportunities for stakeholders to give input to the Charter School. For parents, these opportunities include, but are not limited to, our Parent Advisory Council, quarterly Parent Town Hall meetings, annual satisfaction survey, and monthly check-ins or conferences with learning coaches and teachers. For staff and teachers, opportunities include monthly meetings, professional development sessions, annual satisfaction survey and direct access to senior staff via telephone calls, emails and in-person meetings. The Board of Directors meet quarterly, and all stakeholders are informed of the agenda as per Brown Act. Moreover, stakeholders are welcome and invited to share their comments with the Board of Directors. During these regular opportunities for engagement, CCS encourages stakeholders to comment on the strengths they see in the Charter School and to comments on any areas of opportunity that the Charter School could focus on Operations, Governance, Fiscal or Educational Performance.

The Parent Advisory Council (PAC) meets regularly on the following on the third Friday of every other month, starting in November. During the first PAC meeting of the school year, on November 12, 2018, school leaders helped families understand the components of the 18-19 LCAP and to discuss how we could best use the LCFF funds to serve our scholars and improve services in alignment with the state priorities. In addition to sharing the state's goals, we shared information about services and resources currently offered by the school that align with those priorities and initial proposals for additional services and resources we could offer. The PAC also analyzed the annual state assessments to include SBAC and ELPAC. The formal engagement process with stakeholders began by administering our annual Planning Survey with our families in April 2019. The surveys were available in English and Spanish so all of our families could participate. XXX% of parents responded. Scholars at CCS were also consulted in regard to their perception on school safety and climate. Parents were also asked about school culture in the Planning Survey. Staff and teachers also engaged in the LCAP review process. In addition, the CCS Board of Directors also met in Spring of 2019 to discuss areas of growth and improvement at the school. CCS' Board of Directors met on June 24, 2019 to review and finalize CCS's LCAP.

Impact on LCAP and Annual Update

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

The consultations with stakeholders listed above resulted in clear suggestions for meaningful improvement for 2019-20. Another key factor which has impacted the work that CCS has done is the designation of Comprehensive Support and Improvement based on a low graduation rate for the last two years being less than 67%. CCS is working with CCEE and receiving support to develop actions and services that will increase the graduation rate as well as academic achievement and scholar and parent involvement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Increase scholar academic achievement as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: 1, 2, 3, 4, 5

Identified Need:

CCS of Los Angeles needs to increase the percent of scholars who meet or exceed standard mastery on the SBAC in ELA and especially in Mathematics overall and by significant subgroup as the majority of scholars are not meeting or exceeding standard mastery on the SBAC.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline 2018-19	2019-20
SBAC ELA (Met or Exceeded Standard) <ul style="list-style-type: none"> • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) 	Increase the percent of scholars who score met or exceed standards by 3% over 44.83%	Increase the percent of scholars who score met or exceeded met or exceed standards by 5% over 44.83%

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> Grades 6-8 (Options Program) Grade 11 (Online Program) Grade 11 (Options Program) 		
<p>SBAC Math (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> Grades 3-5 (Online Program) Grades 3-5 (Options Program) Grades 6-8 (Online Program) Grades 6-8 (Options Program) Grade 11 (Online Program) Grade 11 (Options Program) 	<p>Increase the percent of scholars who score met or exceed standards by 3% over 17.36%</p>	<p>Increase the percent of scholars who score met or exceed standards by 5% over 17.36%</p>
<p>CAST (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> Grade 5 (Online Program) Grade 5 (Options Program) LEA eligible Grades 10, 11 Or 12 (Online Program) LEA eligible Grades 10, 11 Or 12 (Options Program) 	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>
<p>Percent of scholars at or above grade level on Internal ELA assessments</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) Options Elementary School (grades TK-5) Online Middle School (grades 6-8) Options Middle School (grades 6-8) 	<p>Percent of scholars at or above grade level on Internal ELA assessments at (Data not available at this time)</p>	<p>Increase the percent of scholars who score at or above grade level on Internal ELA assessments by (Data not available at this time)</p>
<p>Percent of scholars at or above grade level on Internal Math assessments</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) 	<p>Percent of scholars at or above grade level on Internal Math assessments at (Data not available at this time)</p>	<p>Increase the percent of scholars who score at or above grade level on Internal Math assessments by (Data not available at this time)</p>

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) 		
<p>Percent of scholars eligible for Honor Roll</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 3% to 46%</p>	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 2% to 48%</p>
<p>Percent of scholars at or above grade level on Diagnostic ELA Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on Diagnostic ELA Assessment at (Data not available at this time)</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic ELA Assessment by (Data not available at this time)</p>
<p>Percent of scholars at or above grade level on Diagnostic Math Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on Diagnostic Math Assessment at (Data not available at this time)</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic Assessment Math (Data not available at this time)</p>

Metrics/Indicators	Baseline 2018-19	2019-20
Constructed Response Writing Prompt	N/A	50% of scholars will pass Constructed Response Writing Prompt
EL Reclassification Rate <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Increase the EL Reclassification Rate from 0% to 2%	Increase the EL Reclassification Rate from 0% to 4%
Percent of High School Seniors eligible for Graduation <ul style="list-style-type: none"> ● Online High School Seniors ● Options High School Seniors 	Increase the percent of Seniors eligible for graduation by 3% to 81%	Increase the percent of Seniors eligible for graduation by 1% to 82%
Attendance Rates <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Increase Attendance Rate to 97%	Increase Attendance Rate by 1.93% from 95.07% at P2

Planned Actions / Services

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

Action 1.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

All scholars will have all basic services to include 100% of teachers appropriately credentialed and assigned maintaining the 25:1 required ratio, 100% of core curriculum including ELD State Standards-aligned, 100% of scholars having sufficient materials to include technology support, virtual lab materials, learning lab materials, science kits, visual and performing arts materials, and an online library in a safe, orderly environment.

Budgeted Expenditures

Year	2019-20
Amount	\$3,591,663
Source	LCFF Base LCFF S&C Title I
Budget Reference	1100, 4100, 4200, 4410

Action 1.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

Identify scholars through Multi-Tier System of Supports (MTSS) who need additional support and interventions based on results of internal assessments and work completion and provide support sessions with the teacher, access to online support resources (such as ThinkingStorm) and tutoring. All teachers will complete deficiency notices for any grade 6-12 scholars who are receiving a grade of C or lower every quarter. Deficiency notices will be sent to the parent at the semester mid-point.

Budgeted Expenditures

Year	2019-20
Amount	81,206
Source	LCFF S&C Title I
Budget Reference	1200, 2100

Action 1.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

All staff, teachers and administrators will receive Professional Development sessions. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement.

Budgeted Expenditures

Year	2019-20
Amount	86,800
Source	LCFF Base Title II
Budget Reference	5200, 5210

Action 1.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning period will be implemented. The supervising teachers, educational facilitators, Scholar Services Technicians, counselors, educational facilitators and academic coordinators will hold scholars accountable by monitoring attendance, communicating with parents, sending warning letters, holding conferences, and having scholars and parents sign attendance contracts (as part of the Scholars Master Agreement). Scholars will be incentivized for attendance and participation. In the Online Program, 10% of grade will be based on attendance at Learning Labs. Extra Credit points will be given to scholars' next quiz, test or project for attending a study or tutoring session. In an effort to continuously improve attendance and participation in the Compass Options program, each Educational Facilitator will decide on a way to recognize those in their class that complete their activity logs and work samples by the date. Examples include a note of thanks, class message, recognition in the Compass Newsletter and/or class challenge.

Budgeted Expenditures

Year	2019-20
Amount	16,153
Source	LCFF Base
Budget Reference	2200, 2400

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Increase scholar retention and scholar and parent engagement and involvement as measured by local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Identified Need:

CCS of Los Angeles continues to recognize parents as partners in their child’s education especially in the virtual educational environment. The need to increase grade span (Elementary, Middle School and High School) retention ensures scholars benefit from a comprehensive educational experience. Also, increasing scholar and parent engagement and involvement is important to help scholars and parents feel supported, safe and comfortable and to increase student academic achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline 2018-19	2019-20
Attendance Rates <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) 	Increase Attendance Rate to 97%	Increase Attendance Rate by 1.93% from 95.07% at P2

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> ● Online High School (grades 9-12) ● Options High School (grades 9-12) 		
Number of scholar clubs	Increase the number of scholar clubs to 17	Maintain the number of scholar clubs at 17
Parent Advisory Council meeting minutes and Board Minutes	Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors	Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors
Scholar Leadership Council meeting minutes and Board Minutes	Scholar Leadership Council will meet at least quarterly and share feedback with the Board of Directors	Scholar Leadership Council will meet at least quarterly and share feedback with the Board of Directors
Participation in Parent/Teacher Conferences	Percent of parents who participated in Parent/Teacher Conferences at XXXX%	Increase participation in Parent/Teacher Conferences by 4%
Participation in Satisfaction/LCAP Survey	At least 50% of our scholars and parents will participate in our satisfaction survey opportunities	At least XX% of our scholars and parents will participate in our satisfaction survey opportunities
Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) is XXX%	Increase the percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) by XXX% from XXX%
Suspension Rate	Suspension Rate is 0%	Maintain Suspension Rate at 0%

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12) 		
Award Recognition Program	Provide awards and recognition to parents and scholars in three categories	Increase awards and recognition to parents and scholars in six categories

Planned Actions / Services

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

Action 2.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide a variety of opportunities for parent involvement which will include the completion of an annual satisfaction survey with LCAP input, serving on the Parent Advisory Council, attending Town Hall meetings, attending Board meetings, chaperoning field trips, attending Parent/Teacher Conference, participating in the Learning Coach Academy, serving as a Learning Coach Ambassador to new Learning Coaches, attending Options events and classes, facilitating community activities and initiatives, and participating in the Learning Coach Academy (topics may include attendance, onboarding, motivating your scholar, social emotional learning) which may be live or on demand. CCS will make accommodations for parents with disabilities, for parents who are linguistically diverse, parents of migrant scholars, parents who are socioeconomically disadvantaged, and parents of foster or homeless youth.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	
Budget Reference	No Additional Expense

Action 2.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will expand the Award Recognition Program to continue the awards of Scholar of the Month, Firebird of the Year, and Learning Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved Attendance by Learning Period, Perfect Attendance by the Year, Most Improved in Achievement, Excellent Participation in Learning Lab, Core Values (ARTIC) Awards given bi-monthly. Learning Coaches will also be recognized with awards to include Learning Coach Academy Certificates for Learning Coaches who have completed 10 Academy sessions and Excellent Parent Participation Awards for parents who participate in 20 hours per year of activities and events beyond instruction. Scholars will receive a prize like restaurant certificate, lottery for big prize, assignment pass. Parents will receive prizes like restaurant certificates or lottery for big prize. Prizes will be mailed or emailed. Finally, scholars will be recognized with Rites of Passage Ceremonies to include Kindergarten Celebration, 5th Grade Culmination, 8th Grade Promotion and HS Graduation.

Budgeted Expenditures

Year	2019-20
Amount	6,510
Source	LCFF Base
Budget Reference	5830

Action 2.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and the National Honor Society (HS). Scholars will be invited to attend informational workshops, transition meetings, activities and online counseling sessions starting in grade 4 focusing on social emotional learning provided by counselors.

Budgeted Expenditures

Year	2019-20
Amount	19,530
Source	LCFF Base
Budget Reference	5830

Action 2.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will continue to reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, applications, phone calls, emails and mail, scheduling activities, scheduling Options events and classes. The Engagement Committee will be responsible to outreach to families to increase engagement, organizing and posting events and handling field trip plans.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	
Budget Reference	No Additional Cost

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Increase academic achievement and engagement for scholars in special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: 1, 2, 3, 4

Identified Need:

CCS of Los Angeles has been serving scholars in special populations. The feedback from our stakeholders speaks to ensuring this is a specific goal to focus actions and services on the scholars. This will support the scholars and increase the academic achievement of scholars.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline 2018-19	2019-20
SBAC ELA (Met or Exceeded Standard) <ul style="list-style-type: none"> ● Grades 3-5 (Online Program) ● Grades 3-5 (Options Program) ● Grades 6-8 (Online Program) ● Grades 6-8 (Options Program) ● Grade 11 (Online Program) ● Grade 11 (Options Program) 	Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 3%	Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 2%

Metrics/Indicators	Baseline 2018-19	2019-20
<p>SBAC Math (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> ● Grades 3-5 (Online Program) ● Grades 3-5 (Options Program) ● Grades 6-8 (Online Program) ● Grades 6-8 (Options Program) ● Grade 11 (Online Program) ● Grade 11 (Options Program) 	<p>Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 3%</p>	<p>Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 2%</p>
<p>CAST (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> ● Grade 5 (Online Program) ● Grade 5 (Options Program) ● LEA eligible Grades 10, 11 Or 12 (Online Program) ● LEA eligible Grades 10, 11 Or 12 (Options Program) 	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>
<p>Percent of scholars at or above grade level on Internal ELA assessments</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) 	<p>Percent of scholars by subgroup at or above grade level on Internal ELA assessments at (Data not available at this time).</p>	<p>Increase the percent of scholars by subgroup who score at or above grade level on Internal ELA assessments by (Data not available at this time).</p>
<p>Percent of scholars at or above grade level on Internal Math assessments</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) 	<p>Percent of scholars by subgroup at or above grade level on Internal Math assessments at (Data not available at this time).</p>	<p>Increase the percent of scholars by subgroup who score at or above grade level on Internal Math assessments by (Data not available at this time).</p>

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> Options Middle School (grades 6-8) 		
<p>Percent of scholars eligible for Honor Roll</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) Options Elementary School (grades TK-5) Online Middle School (grades 6-8) Options Middle School (grades 6-8) Online High School (grades 9-12) Options High School (grades 9-12) 	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 3% to 46%</p>	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 2% to 48%</p>
<p>Percent of scholars at or above grade level on Diagnostic ELA Assessments</p> <ul style="list-style-type: none"> Online Middle School (grades 6-8) Options Middle School (grades 6-8) Online High School (grades 9-12) Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on ELA Diagnostic Assessment at (Data not available at this time).</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic ELA Assessments by (Data not available at this time).</p>
<p>Percent of scholars at or above grade level on Diagnostic Math Assessments</p> <ul style="list-style-type: none"> Online Middle School (grades 6-8) Options Middle School (grades 6-8) Online High School (grades 9-12) Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on Math Diagnostic Assessment at (Data not available at this time).</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic Math Assessments by (Data not available at this time).</p>
<p>EL Reclassification Rate</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) 	<p>Increase the EL Reclassification Rate from 0% to 2%</p>	<p>Increase the EL Reclassification Rate from 0% to 4%</p>

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 		
<p>Percent of High School Seniors eligible for Graduation</p> <ul style="list-style-type: none"> ● Online High School Seniors ● Options High School Seniors 	<p>Increase the percent of Seniors eligible for graduation by 3% to 81%</p>	<p>Increase the percent of Seniors eligible for graduation by 1% to 82%</p>
<p>Attendance Rates</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Increase Attendance Rate to 97%</p>	<p>Increase Attendance Rate by 1.93% from 95.07% at P2</p>
<p>Constructed Response Writing Prompt</p>	<p>N/A</p>	<p>50% of scholars will pass Constructed Response Writing Prompt</p>
<p>Policies, Procedures, and Training Log</p>	<p>N/A</p>	<p>Policies, Procedures, and Training Log</p>
<p>Resource Log</p>	<p>N/A</p>	<p>Resource Log</p>

Planned Actions / Services

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

Action 3.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities to provide full services to the scholars. Homeless and Foster Youth will be supported through the enrollment process to include transferring

2019-20 Actions/Services

credits, ensuring correct placement, and added supports in the PLP. All support positions for these special populations will be communicated and defined to families and included in the Scholar Handbook and website to include EL Coordinator, Homeless Youth Liaison, Foster Youth Liaison, SST Coordinator, and Scholar Success Coordinator to increase academic achievement, enhance educational experiences, and improve retention rates for these scholars.

Budgeted Expenditures

Year	2019-20
Amount	43,486
Source	LCFF S&C
Budget Reference	1200, 2200

Action 3.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to online MTSS programs like ThinkingStorm, provide computers and internet access for scholars who do not have access and are socioeconomically disadvantaged. CCS will provide additional interventions and supports for ELs to include ELD curriculum and program especially monitoring the progress of RFEP and transitioning LTELs to RFEP. CCS will provide additional interventions and supports for SWDs by working collaboratively with the Specialized Academic Instructors in collaboration with support staff and general education teachers.

Budgeted Expenditures

Year	2019-20
Amount	25,481
Source	LCFF S&C Title IV
Budget Reference	4430

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal-

Goal 4

Increase college and career readiness for scholars in high school as evidenced by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Identified Need:

CCS of Los Angeles understands the importance of graduates of the Charter School to be College and Career Ready. This is specifically important due to the CSI status based on graduation rate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline 2018-19	2019-20
Graduation Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline at end of 2018-19	Increase Graduation Rate by X% from X%
4 Year Cohort Graduation Rate <ul style="list-style-type: none"> Online High School Seniors enrolled in grades 9-12 Options High School Seniors enrolled in grades 9-12 	Determine Baseline at end of 2018-19	Increase 4-year Cohort Graduation Rate by X% from X%

Metrics/Indicators	Baseline 2018-19	2019-20
5 Year Cohort Graduation Rate <ul style="list-style-type: none"> Online High School Seniors enrolled in grades 9-12 + 5th year Options High School Seniors enrolled in grades 9-12 + 5th year 	Determine Baseline at end of 2018-19	Increase 5-year Cohort Graduation Rate by X% from X%
A-G Course Completion at end of Grade 12 <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline at end of 2018-19	Increase A-G Course Completion Rate by X% from X%
AP Passage (3 or Higher) Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline at end of 2019-20	Increase AP Passage (3 or higher) by X% from X%
CTE Course Enrollment and Passage Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline at end of 2018-19	Increase CTE Course Enrollment and Passage Rate by X% from X%
EAP Ready or Conditionally Ready Rates <ul style="list-style-type: none"> Online High School Juniors Options High School Juniors 	Determine Baseline at end of 2018-19	Increase EAP Ready Rate by X% from X%
College Acceptance Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline at end of 2018-19	Increase College Acceptance Rate by X% from X%
Drop Out Rate <ul style="list-style-type: none"> Online High School Options High School 	Determine Baseline at end of 2018-19	Decrease Drop Out Rate by X% from X%

Planned Actions / Services

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

Action 4.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide access and connections to college preparation exams beginning with the PSAT in grade 8, continuing in Grade 10 and Grade 11 for National Merit Scholars, the EAP, the SAT and ACT. CCS will provide SAT and ACT preparation courses.

Budgeted Expenditures

Year	2019-20
Amount	34,184
Source	LCFF Base
Budget Reference	4200, 5602, 5605

Action 4.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide each high school scholar with a 4-year plan developed with the counselor to incorporate A-G requirements, CTE courses, and Visual and Performing Arts courses based on post high school plan. For scholars who are credit deficient, the counselor will incorporate credit recovery in the plan with the time remaining. The Counselor will ensure that scholars are provided supports and interventions for any scholars who have a C- or lower or who are credit deficient.

Budgeted Expenditures

Year	2019-20
Amount	37,193
Source	LCFF Base
Budget Reference	1200

Action 4.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS 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 taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	Included in 4.2
Budget Reference	No Additional Cost

Action 4.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Los Angeles

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will support the AVID program for scholars accepted into the AVID program through tutoring, field trips, and use of AVID instructional strategies. CCS will increase access and participation for college visit field trips for all high school scholars.

Budgeted Expenditures

Year	2019-20
Amount	23,478
Source	LCFF Base
Budget Reference	1200, 5300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 693,476

12.02%

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

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

The various services described in the 2019-20 LCAP are intended to improve outcomes for all our scholars. The goals in the LCAP were set based on the overall Charter School goals, in alignment with the state priorities, and were developed with stakeholder input by identifying the most urgent needs of the scholars for the upcoming year. In addition, the school expects that approximately 60% of its scholar population will be considered "unduplicated pupils". The school is confident that by working toward the goals in the LCAP, scholar achievement will increase for unduplicated pupils as well as other groups of scholars.

The 2019-20 LCAP requires a minimum of 12.09% increased or improved services for unduplicated pupils. The 2019-20 LCAP is focused on the growth of scholars overall and by significant subgroups.

The increase in supplemental funds will be used during 2019-20 to:

1. Provide professional development to teachers, staff and administrators
2. Enhance the MTSS interventions
3. Incentivize attendance
4. Increase opportunities for parent involvement
5. Increase award recognition program for scholars and learning coaches
6. Continue engagement activities

7. Provide increased services to ELs

8. Focus on college and career readiness that will increase the percentage of scholars graduating with a-g requirements met.

The Charter School estimates that 60% of the scholars served will be considered unduplicated pupils. Services will be increased above the 12.09% minimum as follows:

1. Professional Development on PBIS, MTSS, SST, SEL and strategies for ELs and SWD and training of identification for foster youth and homeless youth
2. Learning Coach Academy development and expansion
3. Increase community outreach to parents especially homeless youth and foster youth
4. Clarify and communicate support positions that support ELs, FY, HY, and SWD
5. Continue implementation of the AVID program, expanding into additional grade levels
6. Increase college and career readiness with interventions, supports, monitoring and training

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must 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.

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

--LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-2020

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Compass Charter School of San Diego	J.J. Lewis Superintendent and CEO	jlewis@compasscharters.org 818-824-6233

2019-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Compass Charter Schools (CCS) of San Diego provides two program options for families. The Online Option is a virtual independent study public charter school program serving scholars (students) who reside in San Diego County and its adjacent counties. The Options Option is a virtual, home-school public charter school program that facilitates the families in providing instructional support, guidance and oversight to homeschools. The mission of CCS 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, inspiring 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 (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC). CCS serves nearly 400 scholars whose families have determined that a virtual independent study or homeschool charter school best suits their scholars and families' needs. Our scholar population consists of 42.2% socioeconomically disadvantaged (SED), 0.54% homeless, 2.8% English Learners (ELs), 0% foster youth, and 10.97% students with disabilities (SWD). The Charter School does experience quite a bit of scholar mobility based on the nature of a virtual school. In addition, the school has been growing each year by approximately 32.21% per year over the past several years.

Scholars attend school primarily from home, supervised by a learning coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a teacher 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 regular classes. Some reasons why scholars choose Independent study programs are because:

- it is designed to help scholars who have health problems,
- they are parents,
- they are gifted,
- they require more time in certain subjects,
- activities such as acting, dancing, and athletics require time during the normal school day,
- they are working,
- they are looking for flexibility,
- they find that regular classroom settings do not meet their needs, or
- with the growing number of violent episodes on school campuses, they are looking for a 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 platform, and progress is supervised by both the credentialed course instructor and the Director of Online Learning. 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 educational facilitator and the Director of Options Learning.

It is important to note that many high school scholars whose families choose an independent study charter school is because the scholar was not successful in comprehensive high schools. This is important because many of the scholars in our high school program come to us deficient of credits required to graduate, so we make high school course and credit recovery an option for all scholars who are deficient of credits. This is definitely an area of focus for CCS of San Diego because it has impacted our graduation rate. The good news is that the strategies that we have put in place to support high school scholars is paying off by increasing our graduation rate by 9% in only one year!

LCAP Highlights

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

Compass Charter Schools continues to evolve and grow, focused on its singular purpose - to support scholars on their educational journey. Our 2019-20 LCAP continues to focus on two critical areas: increasing scholar academic achievement and increasing scholar and parent engagement. In addition, two goals have been added to increase scholar achievement and engagement in special populations and to increase scholar college and career readiness.

The goal of increasing scholar academic achievement is a challenge in the independent study school, but we increased the percent of scholars who met or exceeded standard mastery by 8.28% on the 2018 SBAC ELA. We feel confident that the SBAC scores for 2019 will show improvement in both English Language Arts (ELA) and Mathematics (Math).

The evidence is overwhelming that we are making progress to the goal of increasing scholar and parent engagement. We are proud of the work we have done to improve Chronic Absenteeism by 1.3%. We have increased the Graduation rate by 9%. Though graduation rate is still a concern for us as the total rate is only 33.3%, we celebrate that we are making progress. We are proud that our Suspension rate is 0%. We believe these improvements can be attributed to the dedication of the teachers, learning coaches (parents), the Scholar Success Coordinator and the Directors of Online

Learning and Options Learning. Additionally, we believe that by increasing scholar and parent engagement, we have seen growth in parent participation through round tables and town hall meetings, Coach's Corner webinars and increased communication in English and Spanish on activities, supports and resources parents can use at home.

Review of Performance

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

Greatest Progress

CCS of San Diego has continued to focus on scholar and parent engagement. As a result of this work, the chronic absenteeism has decreased by 1.3%, the graduation rate has increased by 9%, and suspension rate is 0%. The EL progress indicates there are fewer than 11 students who are EL, so the data is not displayed for privacy reasons. Moreover, parent engagement has increased as evidenced by nearly 50% of parents completing the annual survey and over 25 parents attending the survey planning meeting. CCS has provided in person science labs and career-technical education courses, among other offerings.

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

Greatest Needs

CCS of San Diego continues to focus on increasing scholar achievement. The 2018 SBAC ELA scores increased to 46.31% of scholars scoring met or exceed on standard mastery from 38.03% in 2017 or in the orange (2) level in 2018. The 2018 SBAC Math scores decreased slightly to 14.79% of scholars scoring met or exceed standard mastery from 16.67% in 2017 or in the orange (2) level for 2018. The Charter School is still performing below the County of San Diego which achieved 56.25% met or exceeded standard mastery on the SBAC ELA in 2018 and 44.28% met or exceeded standard mastery on the SBAC Math in 2018. Additionally, though the Charter School has made significant gains in the percent of Seniors graduating up from 24.3% in 2017 to 33.3% in 2018. This is powerful because the percent of Seniors graduating increased in one year!

We will focus our resources on continuing the progress that is being made on scholar and parent engagement to include continuing to decrease chronic absenteeism, increasing achievement, increasing graduation rate, and maintaining suspension rate.

In order to increase scholar academic achievement in ELA and Math, the CCS of San Diego will continue to develop the Personalized Learning Plans for scholars working with the Learning Coaches

and teachers, to develop the four year high school plans with the Counselors, to implement a strong Response to Intervention (RtI) curriculum following the Multi-Tier Systems of Supports (MTSS) Framework, to utilize the StrongMind's online curriculum with fidelity for our online scholars, to provide Support Sessions for scholars to provide additional interventions especially in English Language Arts and Mathematics to ensure that the skill gaps are filled and achievement increases, to utilize Thinking Storm for additional individual and small group support, to ensure scholars attend virtual tutoring sessions, to increase Learning Lab participation for online learners, and to support scholars with the Scholar Success Coordinator, the Director of Online Learning, and the Director of Options Learning.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The performance gaps are the graduation rate at a level of red (1) which is the reason why CCS of San Diego has been identified for Comprehensive Support and Improvement (CSI).

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.

CCS of San Diego has been identified for CSI for the graduation rate being under 67% for an average of two years. Though CCS of San Diego has made significant improvement in the graduation rate by increasing the rate by 9%, we know that we have to continue increasing the graduation rate.

Support for Identified Schools

Describe how the LEA supported 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.

CCS of San Diego completed an in-depth needs assessment and analyzed our evidence-based interventions. CCS of San Diego worked with all stakeholder groups. CCS involved the parents in the needs assessment in the following ways: sent out a planning survey to better understand the areas of need, met with parents on the CSI status and discussed the needs and interventions at a Parent Town Hall Meeting, and the Parent Advisory Council provided input on the needs assessment and reviewed internal (assessments, enrollment, attendance, course completion) and external (SBAC, ELPAC, Graduation Rate) data. The feedback identified the need for more course offerings, field trips, and opportunities for scholar engagement including community service projects, scholar clubs and test preparation workshops. CCS involved the staff in the needs assessments in the following ways: discussion at monthly staff meetings, completion of planning survey, round table discussions,

and the School Advisory Council helped to develop the CSI Plan. The Charter School reviewed the evidence-based interventions used in the prior year, and reviewed other evidence-based interventions for 2019-20. The staff was provided an overview of the program, a log-in to test the usability of the program, the research conducted on the effectiveness of the program and references from other schools using the evidence-based intervention. Based on the needs assessment and evidence-based interventions, the Charter School will be examining internal and benchmark assessments, additional professional development to strengthen the educational program, enhancing the MTSS Program, determining the most effective supplemental resources. The Charter School will continue with previous goals and actions to include providing academically rigorous core content, engaging scholars and learning coaches in the learning process, providing high-quality professional development to teachers and staff, increasing achievement for scholars representing special populations, and increasing college and career readiness.

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.

CCS of San Diego will monitor and evaluate the implementation of effectiveness of the CSI plan to support scholar and Charter School improvement by working with the California Collaborative for Educational Excellence (CCEE). Through bi-monthly meetings, the CCS of San Diego Team and the CCEE 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. The teams will review what the scholars are doing, what the teachers are doing, how the scholars and teachers 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. As strengths are identified, the teams will reflect on the factors that are making the progress possible. As areas of opportunity are identified, the teams will reflect on the strategies that need to continue with fidelity, to modify or add interventions that are not achieving the needed progress or discontinuing or replacing strategies that are not supporting the scholars and teachers to meet the goals.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Increase academic achievement at Compass Charter Schools of San Diego.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 6, 7, 8

Annual Measurable Outcomes

Expected

Actual

<p>2016-17 Baseline - SBAC ELA at 38%</p> <p>2017-18 – Increase the percent of scholars who score met or exceeds standard mastery by 3% to 41%.</p>	<p>2017-18 - SBAC ELA at 46.31%</p> <table border="1"> <tbody> <tr> <td>All Students</td> <td>46.31%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>42.19%</td> </tr> <tr> <td>Students with Disabilities</td> <td>18.75%</td> </tr> <tr> <td>Latino</td> <td>50%</td> </tr> <tr> <td>White</td> <td>43.28%</td> </tr> <tr> <td>Two or More Races</td> <td>53.34%</td> </tr> </tbody> </table>	All Students	46.31%	Economically Disadvantaged	42.19%	Students with Disabilities	18.75%	Latino	50%	White	43.28%	Two or More Races	53.34%
All Students	46.31%												
Economically Disadvantaged	42.19%												
Students with Disabilities	18.75%												
Latino	50%												
White	43.28%												
Two or More Races	53.34%												
<p>2016-17 Baseline – SBAC Math at 17%</p> <p>2017-18 – Increase the percent of scholars who score met or exceeds standard mastery by 3% to 20%.</p>	<p>2017-18 – SBAC Math at 14.79%</p> <table border="1"> <tbody> <tr> <td>All Students</td> <td>14.79%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>13.12%</td> </tr> <tr> <td>Students with Disabilities</td> <td>0%</td> </tr> <tr> <td>Latino</td> <td>14.82%</td> </tr> </tbody> </table>	All Students	14.79%	Economically Disadvantaged	13.12%	Students with Disabilities	0%	Latino	14.82%				
All Students	14.79%												
Economically Disadvantaged	13.12%												
Students with Disabilities	0%												
Latino	14.82%												

Expected	Actual	
	White	15.87%
	Two or More Races	15.38%
2017-18 – Set Baseline for CAST	2018-19 – Set Baseline for CAST, Scores Unavailable until 2019	
2018-19 - Set Baseline for Istation ELA Assessments	2018-19 – Percent of scholars at or above grade level on Istation ELA assessments at (Data not available at this time)	
2018-19 – Set Baseline for Istation Math Assessments	2018-19 – Percent of scholars at or above grade level on Istation Math assessments at (Data not available at this time)	
2017-18 Baseline – Honor Roll at 43% 2018-19 – Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 3% to 46%	2018-19 – Percent of scholars on the Honor Roll at (Data not available at this time)	
2017-18 –Baseline for EL Reclassification Rate at 20% 2018-19 – Maintain or increase EL Reclassification Rate	2018-19 – Reclassification Rate at (Data not available at this time)	
2017-18 – Baseline – Seniors eligible for graduation at 83% 2018-19 – Increase the percent of Seniors eligible for graduation by 3% to 84%	2018-19 – 68% of Seniors eligible for graduation	
2017-18 – Baseline – Attendance Rate at 96.63% 2018-19 – Increase Attendance Rate to 97%	2018-19 – Attendance Rate at 97.18% for P2	

Actions / Services

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

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 1.1 - Communication Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year</p>	<p>CCS of San Diego has been working with teachers through professional development sessions to provide scholars with timely, specific feedback within 72 hours of work submission. StrongMind digital curriculum and education platform completes much of the grading, but the teachers need to continue to provide meaningful feedback to scholars. Teachers conduct parent/teacher conferences at allotted times throughout the school year. The parents benefit from these discussions and the information shared about their child's progress.</p>	<p>Teachers' Salaries \$1,445,714 (1100)</p>	<p>Teachers' Salaries \$1,709,091 (1100)</p>

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 1.2 - Response to Intervention Teachers and coordinators will use the results from the Istation or Galileo Diagnostic Test to provide additional and targeted</p>	<p>Teachers and coordinators utilized the Istation or Galileo Diagnostic Assessment Results for ELA and Math three times per year. They aggregated the data by teacher/class, English Learners, Foster Youth, Socioeconomically Disadvantaged and by significant ethnicities: Black or African American, Latino, White and Two or More Races.</p> <p>The Personalized Learning Plans were then revised to ensure the scholars are</p>	<p>Certificated Supervisors and Administrator Salaries \$161,312 (1300)</p>	<p>Certificated Supervisors and Administrator Salaries \$129,013 (1300)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
supports to scholars per their i-Ready results.	receiving additional interventions and targeted supports based on the Istation or Galileo results.		

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 1.3 - Professional Development Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a</p>	<p>Teachers received monthly professional development sessions to ensure strong implementation of the new StrongMind curriculum. Scholars and learning coaches received training and supports on using the StrongMind curriculum and resources included in the curriculum.</p> <p>Teachers received professional development sessions on how to identify scholar supports and how to utilize intervention strategies through the online platform, during Learning Labs and during support sessions.</p> <p>Teachers received professional development sessions on how to analyze and utilize data from Istation or Galileo assessments, SBAC, the Learning Management System (LMS) to drive instruction and intervention.</p> <p>The goal of building a data-driven culture is still a priority so that all scholars, especially significant subgroups, have their educational needs met.</p> <p>Professional Development sessions were mapped out throughout the school year</p>	<p>Travel and Conferences \$21,563 (5200)</p> <p>Training and Development Expenses \$50,000 (5210)</p>	<p>Travel and Conferences \$26,305 (5200)</p> <p>Training and Development Expenses \$33,696 (5210)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>timeline from the beginning of the year and continually assessed throughout the school year.</p>	<p>and topics were added as the needs arose.</p>		

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All HS Students, HS English Learners, HS Foster Youth, HS Socioeconomically Disadvantaged</p> <p>Action 1.4 - Educational Planning Scholars will receive individualized planning from Counseling Services in meeting A-G requirements. CCS will be implementing AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as California College Guidance Initiative (CCGI) and concurrent enrollment options for high school scholars.</p>	<p>High School scholars received individualized planning services by the Counselors who create and update a four-year graduation plan for each scholar, discussed and agreed to by the parents. Each four-year plan is updated annually and includes meeting A-G requirements. Additionally, the four-year plan includes opportunities for scholars to recover deficient credits. The four-year plans include additional classes to make up the classes for which a scholar is deficient. This has improved the graduation rate. CCS has also implemented Advancement Via Individual Determination (AVID) to increase college and career readiness and to implement multiple modalities to ensure that scholars learn the strategies to compete in the academic arena.</p> <p>Several scholars also have the opportunity for Concurrent Enrollment at a Community College to earn college credits and college course experience.</p>	<p>Certificated Pupil Support Salaries \$263,579 (1200)</p>	<p>Certificated Pupil Support Salaries \$242,155 (1200)</p>

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 1.5 - Attendance Rates CCS will collect data to set a baseline for attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also set a baseline for course completion rates in grades 9-12 as a way to work towards improvement in future years.</p>	<p>CCS collected data to determine the baseline for Average Daily Attendance (ADA). The overall ADA was 97.18% at P2. The goal is grades K-5, 97%, grades 6-8, 96%, and grades 9-12, 95%. The purpose of monitoring ADA is to ensure that scholars attend school regularly which means that scholars complete at least two assignments per week per course. This increases graduation rate and decreases dropout rates.</p> <p>CCS collected data to determine the baseline for course completion which was 59% (semester 1). In grades 9-12, the course completion was 62% (semester 2) which is certainly improving the graduation rate.</p>	<p>\$0</p>	<p>\$0</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Each of the action items for this goal is showing improvement in SBAC ELA. The implementation of the new curriculum, StrongMind in this case, often shows a decrease in achievement during the first year. The 2019 SBAC scores are bound to show improvement. Some of the action items for this goal that witnesses a decrease were SBAC Math. The overall implementation was is developing, but the complete implementation with fidelity will continue as an action.

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

While SBAC and other state testing data is not yet available, CCS uses internal assessments to include Istation, LMS, grades and course completion to track scholar progress. On Istation assessments, the results show that scholars at CCS are on track showing (Data not available at this time) in ELA and (Data not available at this time) in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

The CCS team feels we need to better define the actions and services that support this goal. The actions and services, as well as the Budgeted Expenditures, will be better defined in our 2019-20 Goals. Please refer to the 2019-20 Goals with Actions and Services to review these changes.

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of San Diego.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Annual Measurable Outcomes

Expected	Actual
2017-18 – Baseline – Attendance Rate at 96.63% 2018-19 – Increase Attendance Rate to 97%	2018-19 – Attendance Rate at 97.18% for P2
2018-19 - Increase the number of Scholar Clubs to 17	2018-19 – The number of scholar clubs is 18
2018-19 - Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors	2018-19 – The Parent Advisory Council met five times and shared feedback at each Board of Directors meeting.
2018-19 - Scholar Leadership Council will meet at least quarterly and share feedback with the Board of Directors	2018-19 – The Scholar Leadership Council met seven times shared feedback at each Board of Directors meeting.
2017-18 – Baseline – 66% 2018-19 – Increase participation in Parent/Teacher Conferences by 4% to 70%	2018-19 – The percent of parents who participated in Parent/Teacher Conferences was 71%.
2017-18 - Baseline – 50% of Parents Participated in Satisfaction Survey 2019-19 – Increase percent of scholars and parents who participate in Satisfaction Survey to 50%	2018-19 – The percent of scholars and parents who participated in Satisfaction Survey was (Data not available at this time).

Actions / Services

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

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 2.1 – Extracurricular Activities There will be a variety of extracurricular activities offered throughout the school year including community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. Scholars will be invited to attend informational workshops, and provided test prep resources throughout the year.</p>	<p>CCS offered a variety of extracurricular activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. CCS facilitated one to two field trips per month (Museums, Science Halls and other academically related study trips). Scholars are invited to attend informational workshops focused on study skills, college planning and other events focused on scholar success. Scholars are also provided test prep resources throughout the year which will undoubtedly increase engagement with peers and teachers.</p>	<p>Student Transportation \$35,781 (5811)</p>	<p>Student Transportation \$32,556 (5811)</p>

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 2.2 – Social Enrichment Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).</p>	<p>Scholars enjoyed the opportunity to participate in social enrichment activities this year. Compass scholars enjoy participating clubs that are aligned to their interests and/or academic course of study. Several scholars belonged to more than one club. Field trips allowed scholars and parents not only to have a shared experience, but most importantly, especially for an independent study Charter School. The scholars appreciated making friends and seeing old friends while participating in an</p>	<p>\$0</p>	<p>\$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	educationally enriching activities like clubs and field trips.		

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged</p> <p>Action 2.3 – Scholar Recognition Graduating seniors and 8th grade scholars will be recognized at Graduation and Promotion Ceremonies, respectively. There, scholars will be given awards recognizing academic and social success. CCS will recognize one High School, Middle School, Elementary School, and Options scholar monthly as “Scholar of the Month.” CCS will also recognize one High School, Middle School, Elementary School, and Options scholar at the end of the year as “Firebird of the Year.” CCS will also recognize one High School, Middle School, Elementary School, and Options Learning Coach at the end of the year as “Learning Coach of the Year.”</p>	<p>CCS has made a concerted effort to recognize scholars and Learning Coaches. Every month, a scholar in each grade span and program was recognized as “Scholar of the Month.” At the end of the year, CCS recognized a scholar in each grade span and program as “Firebird of the Year,” and CCS recognized one Learning Coach in each grade span and program as “Learning Coach of the Year.” In addition, the scholars who earned a 3.5 GPA or higher were also recognized by being placed on the Honor Roll.</p>	<p>\$0</p>	<p>\$0</p>

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students Served: All HS Students, HS English Learners, HS Foster Youth, HS Socioeconomically Disadvantaged</p> <p>Action 2.4 – Learning Coach Involvement</p> <p>Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a “Welcome Back Night” before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.</p>	<p>CCS worked diligently to involve Learning Coaches in the Charter School and in the education of their scholar(s). One key aspect was to have Learning Coaches serve on the Parent Advisory Council. The Parents appreciated the opportunity to provide meaningful feedback to CCS’s senior staff and the Board of Directors. The parents attended trainings on the StrongMind LMS which provided them strategies to improve their skills as a Learning Coach and improved their skills with the LMS and its resources.</p> <p>The Parents, Learning Coaches and Scholars were invited to a “Welcome Back Night” which provided the parents, learning coaches and scholars the opportunity to meet each other, collaborate, and most importantly, gave them information on how to use the LMS, meet the teachers, and hear about the events and opportunities to get involved.</p>	<p>\$0</p>	<p>\$0</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions and services increased scholar and parent involvement. The strengths of the actions and services included scholar engagement to include clubs, enrichment activities like field trips and the recognition program. Parents felt more connected to the Charter School through consistent communication provided by the school, the teachers, Counselors and administration as evidenced by feedback via the learning management system, email communication and virtual workshops. Parents also increased their participation in video conferences (staff) and virtual town halls (administration).

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

The effectiveness of the actions and services to achieve the goals has inspired the CCS team to strengthen and develop the scholar and learning coach recognition program, to increase enrichment activities to inspire more meaningful and personal connections to enhance the scholars' social emotional learning, and to increase Learning Coach involvement. The effectiveness of these actions include strengthened relationships between educational facilitator and learning coach/scholar evidenced through high levels of attendance, course completion, and engagement in extracurricular activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

The CCS team feels we need to better define the actions and services that support this goal. The actions and services, as well as the Budgeted Expenditures, will be better defined in our 2019-20 Goals. Please refer to the 2019-20 Goals with Actions and Services to review these changes.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

CCS provides regular opportunities for stakeholders to give input to the Charter School. For parents, these opportunities include, but are not limited to, our Parent Advisory Council, quarterly Parent Town Hall meetings, annual satisfaction survey, and monthly check-ins or conferences with learning coaches and teachers. For staff and teachers, opportunities include monthly meetings, professional development sessions, annual satisfaction survey and direct access to senior staff via telephone calls, emails and in-person meetings. The Board of Directors meet quarterly, and all stakeholders are informed of the agenda as per Brown Act. Moreover, stakeholders are welcome and invited to share their comments with the Board of Directors. During these regular opportunities for engagement, CCS encourages stakeholders to comment on the strengths they see in the Charter School and to comments on any areas of opportunity that the Charter School could focus on Operations, Governance, Fiscal or Educational Performance.

The Parent Advisory Council (PAC) meets regularly on the following on the third Friday of every other month, starting in November. During the first PAC meeting of the school year, on November 12, 2018, school leaders helped families understand the components of the 18-19 LCAP and to discuss how we could best use the LCFF funds to serve our scholars and improve services in alignment with the state priorities. In addition to sharing the state's goals, we shared information about services and resources currently offered by the school that align with those priorities and initial proposals for additional services and resources we could offer. The PAC also analyzed the annual state assessments to include SBAC and ELPAC. The formal engagement process with stakeholders began by administering our annual Planning Survey with our families in April 2019. The surveys were available in English and Spanish so all of our families could participate. XXX% of parents responded. Scholars at CCS were also consulted in regard to their perception on school safety and climate. Parents were also asked about school culture in the Planning Survey. Staff and teachers also engaged in the LCAP review process. In addition, the CCS Board of Directors also met in Spring of 2019 to discuss areas of growth and improvement at the school. CCS' Board of Directors met on June 24, 2019 to review and finalize CCS's LCAP.

Impact on LCAP and Annual Update

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

The consultations with stakeholders listed above resulted in clear suggestions for meaningful improvement for 2019-20. Another key factor which has impacted the work that CCS has done is the designation of Comprehensive Support and Improvement based on a low graduation rate for the last two years being less than 67%. CCS is working with CCEE and receiving support to develop actions and services that will increase the graduation rate as well as academic achievement and scholar and parent involvement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Increase scholar academic achievement as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8
 Local Priorities: 1, 2, 3, 4, 5

Identified Need:

CCS of San Diego needs to increase the percent of scholars who meet or exceed standard mastery on the SBAC in ELA and especially in Mathematics overall and by significant subgroup as the majority of scholars are not meeting or exceeding standard mastery on the SBAC.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline 2018-19	2019-20
SBAC ELA (Met or Exceeded Standard) <ul style="list-style-type: none"> • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) 	Increase the percent of scholars who score met or exceed standards by 3% over 38%	Increase the percent of scholars who score met or exceeded met or exceed standards by 5% over 38%

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> Grades 6-8 (Options Program) Grade 11 (Online Program) Grade 11 (Options Program) 		
<p>SBAC Math (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> Grades 3-5 (Online Program) Grades 3-5 (Options Program) Grades 6-8 (Online Program) Grades 6-8 (Options Program) Grade 11 (Online Program) Grade 11 (Options Program) 	<p>Increase the percent of scholars who score met or exceed standards by 3% over 17%</p>	<p>Increase the percent of scholars who score met or exceed standards by 5% over 17%</p>
<p>CAST (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> Grade 5 (Online Program) Grade 5 (Options Program) LEA eligible Grades 10, 11 Or 12 (Online Program) LEA eligible Grades 10, 11 Or 12 (Options Program) 	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>
<p>Percent of scholars at or above grade level on Internal ELA assessments</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) Options Elementary School (grades TK-5) Online Middle School (grades 6-8) Options Middle School (grades 6-8) 	<p>Percent of scholars at or above grade level on Internal ELA assessments at (Data not available at this time)</p>	<p>Increase the percent of scholars who score at or above grade level on Internal ELA assessments by (Data not available at this time)</p>
<p>Percent of scholars at or above grade level on Internal Math assessments</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) 	<p>Percent of scholars at or above grade level on Internal Math assessments at (Data not available at this time)</p>	<p>Increase the percent of scholars who score at or above grade level on Internal Math assessments by (Data not available at this time)</p>

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) 		
<p>Percent of scholars eligible for Honor Roll</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 3% to 46%</p>	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 2% to 48%</p>
<p>Percent of scholars at or above grade level on Diagnostic ELA Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on Diagnostic ELA Assessment at (Data not available at this time)</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic ELA Assessment by (Data not available at this time)</p>
<p>Percent of scholars at or above grade level on Diagnostic Math Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on Diagnostic Math Assessment at (Data not available at this time)</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic Assessment Math by (Data not available at this time)</p>

Metrics/Indicators	Baseline 2018-19	2019-20
Constructed Response Writing Prompt	N/A	50% of scholars will pass Constructed Response Writing Prompt
EL Reclassification Rate <ul style="list-style-type: none"> Online Elementary School (grades K-5) Options Elementary School (grades TK-5) Online Middle School (grades 6-8) Options Middle School (grades 6-8) Online High School (grades 9-12) Options High School (grades 9-12) 	Maintain or increase the EL Reclassification Rate of 20%	Maintain or increase the EL Reclassification Rate of 20%
Percent of High School Seniors eligible for Graduation <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Increase the percent of Seniors eligible for graduation by 3% to 86%	Increase the percent of Seniors eligible for graduation by 1% to 87%
Attendance Rates <ul style="list-style-type: none"> Online Elementary School (grades K-5) Options Elementary School (grades TK-5) Online Middle School (grades 6-8) Options Middle School (grades 6-8) Online High School (grades 9-12) Options High School (grades 9-12) 	Increase Attendance Rate to 97%	Maintain Attendance Rate over 97% (P2-97.18%)

Planned Actions / Services

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

Action 1.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

All scholars will have all basic services to include 100% of teachers appropriately credentialed and assigned maintaining the 25:1 required ratio, 100% of core curriculum including ELD State Standards-aligned, 100% of scholars having sufficient materials to include technology support, virtual lab materials, learning lab materials, science kits, visual and performing arts materials, and an online library in a safe, orderly environment.

Budgeted Expenditures

Year	2019-20
Amount	4,073,331
Source	LCFF Base LCFF S&C
Budget Reference	1100, 4100, 4200, 4410

Action 1.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

Identify scholars through Multi-Tier System of Supports (MTSS) who need additional support and interventions based on results of internal assessments and work completion and provide support sessions with the teacher, access to online support resources (such as ThinkingStorm) and tutoring. All teachers will complete deficiency notices for any grade 6-12 scholars who are receiving a grade of C or lower every quarter. Deficiency notices will be sent to the parent at the semester mid-point.

Budgeted Expenditures

Year	2019-20
Amount	92,096
Source	LCFF S&C Title I
Budget Reference	1200, 2100

Action 1.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

All staff, teachers and administrators will receive Professional Development sessions. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement.

Budgeted Expenditures

Year	2019-20
Amount	98,440
Source	LCFF Base Title II
Budget Reference	5200, 5210

Action 1.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning period will be implemented. The supervising teachers, educational facilitators, Scholar Services Technicians, counselors, educational facilitators and academic coordinators will hold scholars accountable by monitoring attendance, communicating with parents, sending warning letters, holding conferences, and having scholars and parents sign attendance contracts (as part of the Scholars Master Agreement). Scholars will be incentivized for attendance and participation. In the Online Program, 10% of grade will be based on attendance at Learning Labs. Extra Credit points will be given to scholars' next quiz, test or project for attending a study or tutoring session. In an effort to continuously improve attendance and participation in the Compass Options program, each Educational Facilitator will decide on a way to recognize those in their class that complete their activity logs and work samples by the date. Examples include a note of thanks, class message, recognition in the Compass Newsletter and/or class challenge.

Budgeted Expenditures

Year	2019-20
Amount	18,319
Source	LCFF Base
Budget Reference	2200, 2400

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Increase scholar retention and scholar and parent engagement and involvement as measured by local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Identified Need:

CCS of San Diego continues to recognize parents as partners in their child’s education especially in the virtual educational environment. The need to increase grade span (Elementary, Middle School and High School) retention ensures scholars benefit from a comprehensive educational experience. Also, increasing scholar and parent engagement and involvement is important to help scholars and parents feel supported, safe and comfortable and to increase student academic achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline 2018-19	2019-20
<p>Attendance Rates</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) 	<p>Increase Attendance Rate to 97%</p>	<p>Maintain Attendance Rate over 97% (P2-97.18%)</p>

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> ● Online High School (grades 9-12) ● Options High School (grades 9-12) 		
Number of scholar clubs	Increase the number of scholar clubs to 17	Maintain the number of scholar clubs at 17
Parent Advisory Council meeting minutes and Board Minutes	Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors	Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors
Scholar Leadership Council meeting minutes and Board Minutes	Scholar Leadership Council will meet at least quarterly and share feedback with the Board of Directors	Scholar Leadership Council will meet at least quarterly and share feedback with the Board of Directors
Participation in Parent/Teacher Conferences	Percent of parents who participated in Parent/Teacher Conferences at XXXX%	Increase participation in Parent/Teacher Conferences by 4%
Participation in Satisfaction/LCAP Survey	At least 50% of our scholars and parents will participate in our satisfaction survey opportunities	At least XX% of our scholars and parents will participate in our satisfaction survey opportunities
Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) is XXX%	Increase the percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) by XXX% from XXX%
Suspension Rate	Suspension Rate is 0%	Maintain Suspension Rate at 0%

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12) 		
Award Recognition Program	Provide awards and recognition to parents and scholars in three categories	Increase awards and recognition to parents and scholars in six categories

Planned Actions / Services

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

Action 2.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide a variety of opportunities for parent involvement which will include the completion of an annual satisfaction survey with LCAP input, serving on the Parent Advisory Council, attending Town Hall meetings, attending Board meetings, chaperoning field trips, attending Parent/Teacher Conference, participating in the Learning Coach Academy, serving as a Learning Coach Ambassador to new Learning Coaches, attending Options events and classes, facilitating community activities and initiatives, and participating in the Learning Coach Academy (topics may include attendance, onboarding, motivating your scholar, social emotional learning) which may be live or on demand. CCS will make accommodations for parents with disabilities, for parents who are linguistically diverse, parents of migrant scholars, parents who are socioeconomically disadvantaged, and parents of foster or homeless youth.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	
Budget Reference	No Additional Expense

Action 2.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will expand the Award Recognition Program to continue the awards of Scholar of the Month, Firebird of the Year, and Learning Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved Attendance by Learning Period, Perfect Attendance by the Year, Most Improved in Achievement, Excellent Participation in Learning Lab, Core Values (ARTIC) Awards given bi-monthly. Learning Coaches will also be recognized with awards to include Learning Coach Academy Certificates for Learning Coaches who have completed 10 Academy sessions and Excellent Parent Participation Awards for parents who participate in 20 hours per year of activities and events beyond instruction. Scholars will receive a prize like restaurant certificate, lottery for big prize, assignment pass. Parents will receive prizes like restaurant certificates or lottery for big prize. Prizes will be mailed or emailed. Finally, scholars will be recognized with Rites of Passage Ceremonies to include Kindergarten Celebration, 5th Grade Culmination, 8th Grade Promotion and HS Graduation.

Budgeted Expenditures

Year	2019-20
Amount	7,383
Source	LCFF Base
Budget Reference	5830

Action 2.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and the National Honor Society (HS). Scholars will be invited to attend informational workshops, transition meetings, activities and online counseling sessions starting in grade 4 focusing on social emotional learning provided by counselors.

Budgeted Expenditures

Year	2019-20
Amount	22,149
Source	LCFF Base
Budget Reference	5830

Action 2.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will continue to reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, applications, phone calls, emails and mail, scheduling activities, scheduling Options events and classes. The Engagement Committee will be responsible to outreach to families to increase engagement, organizing and posting events and handling field trip plans.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	
Budget Reference	No Additional Cost

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Increase academic achievement and engagement for scholars in special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: 1, 2, 3, 4

Identified Need:

CCS of San Diego has been serving scholars in special populations. The feedback from our stakeholders speaks to ensuring this is a specific goal to focus actions and services on the scholars. This will support the scholars and increase the academic achievement of scholars.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline 2018-19	2019-20
SBAC ELA (Met or Exceeded Standard) <ul style="list-style-type: none"> ● Grades 3-5 (Online Program) ● Grades 3-5 (Options Program) ● Grades 6-8 (Online Program) ● Grades 6-8 (Options Program) ● Grade 11 (Online Program) ● Grade 11 (Options Program) 	Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 3%	Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 2%

Metrics/Indicators	Baseline 2018-19	2019-20
<p>SBAC Math (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> ● Grades 3-5 (Online Program) ● Grades 3-5 (Options Program) ● Grades 6-8 (Online Program) ● Grades 6-8 (Options Program) ● Grade 11 (Online Program) ● Grade 11 (Options Program) 	<p>Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 3%</p>	<p>Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 2%</p>
<p>CAST (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> ● Grade 5 (Online Program) ● Grade 5 (Options Program) ● LEA eligible Grades 10, 11 Or 12 (Online Program) ● LEA eligible Grades 10, 11 Or 12 (Options Program) 	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>
<p>Percent of scholars at or above grade level on Internal ELA assessments</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) 	<p>Percent of scholars by subgroup at or above grade level on Internal ELA assessments at (Data not available at this time)</p>	<p>Increase the percent of scholars by subgroup who score at or above grade level on Internal ELA assessments by (Data not available at this time)</p>
<p>Percent of scholars at or above grade level on Internal Math assessments</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) 	<p>Percent of scholars by subgroup at or above grade level on Internal Math assessments at (Data not available at this time)</p>	<p>Increase the percent of scholars by subgroup who score at or above grade level on Internal Math assessments by (Data not available at this time)</p>

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> Options Middle School (grades 6-8) 		
<p>Percent of scholars eligible for Honor Roll</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) Options Elementary School (grades TK-5) Online Middle School (grades 6-8) Options Middle School (grades 6-8) Online High School (grades 9-12) Options High School (grades 9-12) 	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 3% to 46%</p>	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 2% to 48%</p>
<p>Percent of scholars at or above grade level on Diagnostic ELA Assessments</p> <ul style="list-style-type: none"> Online Middle School (grades 6-8) Options Middle School (grades 6-8) Online High School (grades 9-12) Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on ELA Diagnostic Assessment at (Data not available at this time)</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic ELA Assessments by (Data not available at this time)</p>
<p>Percent of scholars at or above grade level on Diagnostic Math Assessments</p> <ul style="list-style-type: none"> Online Middle School (grades 6-8) Options Middle School (grades 6-8) Online High School (grades 9-12) Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on Math Diagnostic Assessment at (Data not available at this time)</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic Math Assessments by (Data not available at this time)</p>
<p>EL Reclassification Rate</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) 	<p>Maintain or increase the EL Reclassification Rate at 20%</p>	<p>Maintain or increase the EL Reclassification Rate at 20%</p>

Metrics/Indicators	Baseline 2018-19	2019-20
<ul style="list-style-type: none"> ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 		
<p>Percent of High School Seniors eligible for Graduation</p> <ul style="list-style-type: none"> ● Online High School Seniors ● Options High School Seniors 	Increase the percent of Seniors eligible for graduation by 3% to 86%	Increase the percent of Seniors eligible for graduation by 1% to 87%
<p>Attendance Rates</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Increase Attendance Rate to 97%	Maintain Attendance Rate over 97% (P2-97.18%)
Constructed Response Writing Prompt	N/A	50% of scholars will pass Constructed Response Writing Prompt
Policies, Procedures, and Training Log	N/A	Policies, Procedures, and Training Log
Resource Log	N/A	Resource Log

Planned Actions / Services

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

Action 3.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities to provide full services to the scholars. Homeless and Foster Youth will be supported through the enrollment process to include transferring

2019-20 Actions/Services

credits, ensuring correct placement, and added supports in the PLP. All support positions for these special populations will be communicated and defined to families and included in the Scholar Handbook and website to include EL Coordinator, Homeless Youth Liaison, Foster Youth Liaison, SST Coordinator, and Scholar Success Coordinator to increase academic achievement, enhance educational experiences, and improve retention rates for these scholars.

Budgeted Expenditures

Year	2019-20
Amount	49,318
Source	LCFF S&C
Budget Reference	1200, 2200

Action 3.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to online MTSS curriculum like ThinkingStorm, provide computers and internet access for scholars who do not have access and are socioeconomically disadvantaged. CCS will provide additional interventions and supports for ELs to include ELD curriculum and program especially monitoring the progress of RFEP and transitioning LTELs to RFEP. CCS will provide additional interventions and supports for SWDs by working collaboratively with the Specialized Academic Instructors in collaboration with support staff and general education teachers.

Budgeted Expenditures

Year	2019-20
Amount	28,898
Source	LCFF S&C Title IV
Budget Reference	4430

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal-

Goal 4

Increase college and career readiness for scholars in high school as evidenced by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Identified Need:

CCS of San Diego understands the importance of graduates of the Charter School to be College and Career Ready. This is specifically important due to the CSI status based on graduation rate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline 2018-19	2019-20
Graduation Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline at end of 2018-19	Increase Graduation Rate by X% from X%
4 Year Cohort Graduation Rate <ul style="list-style-type: none"> Online High School Seniors enrolled in grades 9-12 Options High School Seniors enrolled in grades 9-12 	Determine Baseline at end of 2018-19	Increase 4-year Cohort Graduation Rate by X% from X%

Metrics/Indicators	Baseline 2018-19	2019-20
5 Year Cohort Graduation Rate <ul style="list-style-type: none"> Online High School Seniors enrolled in grades 9-12 + 5th year Options High School Seniors enrolled in grades 9-12 + 5th year 	Determine Baseline at end of 2018-19	Increase 5-year Cohort Graduation Rate by X% from X%
A-G Course Completion at end of Grade 12 <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline at end of 2018-19	Increase A-G Course Completion Rate by X% from X%
AP Passage (3 or Higher) Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline at end of 2019-20	Increase AP Passage (3 or higher) by X% from X%
CTE Course Enrollment and Passage Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline at end of 2018-19	Increase CTE Course Enrollment and Passage Rate by X% from X%
EAP Ready or Conditionally Ready Rates <ul style="list-style-type: none"> Online High School Juniors Options High School Juniors 	Determine Baseline at end of 2018-19	Increase EAP Ready Rate by X% from X%
College Acceptance Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline at end of 2018-19	Increase College Acceptance Rate by X% from X%
Drop Out Rate <ul style="list-style-type: none"> Online High School Options High School 	Determine Baseline at end of 2018-19	Decrease Drop Out Rate by X% from X%

Planned Actions / Services

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

Action 4.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide access and connections to college preparation exams beginning with the PSAT in grade 8, continuing in Grade 10 and Grade 11 for National Merit Scholars, the EAP, the SAT and ACT. CCS will provide SAT and ACT preparation courses.

Budgeted Expenditures

Year	2019-20
Amount	38,768
Source	LCFF Base
Budget Reference	4200, 5602, 5605

Action 4.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide each high school scholar with a 4-year plan developed with the counselor to incorporate A-G requirements, CTE courses, and Visual and Performing Arts courses based on post high school plan. For scholars who are credit deficient, the counselor will incorporate credit recovery in the plan with the time remaining. The Counselor will ensure that scholars are provided supports and interventions for any scholars who have a C- or lower or who are credit deficient.

Budgeted Expenditures

Year	2019-20
Amount	38,768
Source	LCFF Base
Budget Reference	1200

Action 4.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS 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 taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	Included in 4.2
Budget Reference	No Additional Cost

Action 4.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of San Diego

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will support the AVID program for scholars accepted into the AVID program through tutoring, field trips, and use of AVID instructional strategies. CCS will increase access and participation for college visit field trips for all high school scholars.

Budgeted Expenditures

Year	2019-20
Amount	26,422
Source	LCFF Base
Budget Reference	1200, 5300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 535,937

7.85%

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

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

The various services described in the 2019-20 LCAP are intended to improve outcomes for all our scholars. The goals in the LCAP were set based on the overall Charter School goals, in alignment with the state priorities, and were developed with stakeholder input by identifying the most urgent needs of the scholars for the upcoming year. In addition, the school expects that approximately 45% of its scholar population will be considered "unduplicated pupils". The school is confident that by working toward the goals in the LCAP, scholar achievement will increase for unduplicated pupils as well as other groups of scholars.

The 2019-20 LCAP requires a minimum of 7.85% increased or improved services for unduplicated pupils. The 2019-20 LCAP is focused on the growth of scholars overall and by significant subgroups.

The increase in supplemental funds will be used during 2019-20 to:

1. Provide professional development to teachers, staff and administrators
2. Enhance the MTSS interventions
3. Incentivize attendance
4. Increase opportunities for parent involvement
5. Increase award recognition program for scholars and learning coaches
6. Continue engagement activities

7. Provide increased services to ELs

8. Focus on college and career readiness that will increase the percentage of scholars graduating with a-g requirements met.

The Charter School estimates that 45% of the scholars served will be considered unduplicated pupils. Services will be increased above the 7.85% minimum as follows:

1. Professional Development on PBIS, MTSS, SST, SEL and strategies for ELs and SWD and training of identification for foster youth and homeless youth
2. Learning Coach Academy development and expansion
3. Increase community outreach to parents especially homeless youth and foster youth
4. Clarify and communicate support positions that support ELs, FY, HY, and SWD
5. Continue implementation of the AVID program, expanding into additional grade levels
6. Increase college and career readiness with interventions, supports, monitoring and training

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must 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.

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) “High school dropout rate” shall be calculated as follows:

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

(2) The total number of cohort members.

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019



COMPASS

CHARTER SCHOOLS

2019-20 Planning Survey Results

(855) 937- 4227

CompassCharters.org



Our Mission and Vision

MISSION STATEMENT

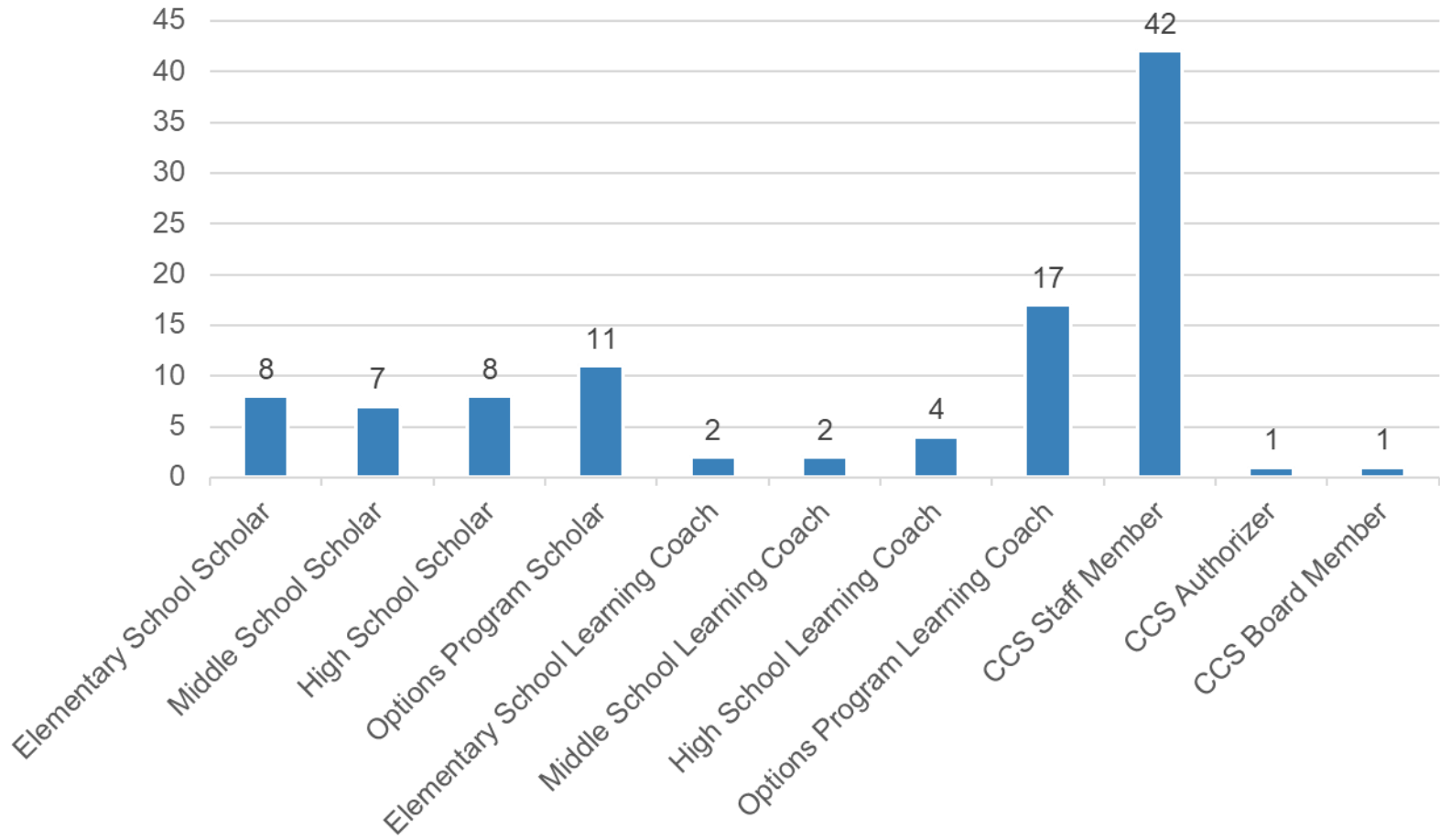
Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring 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.

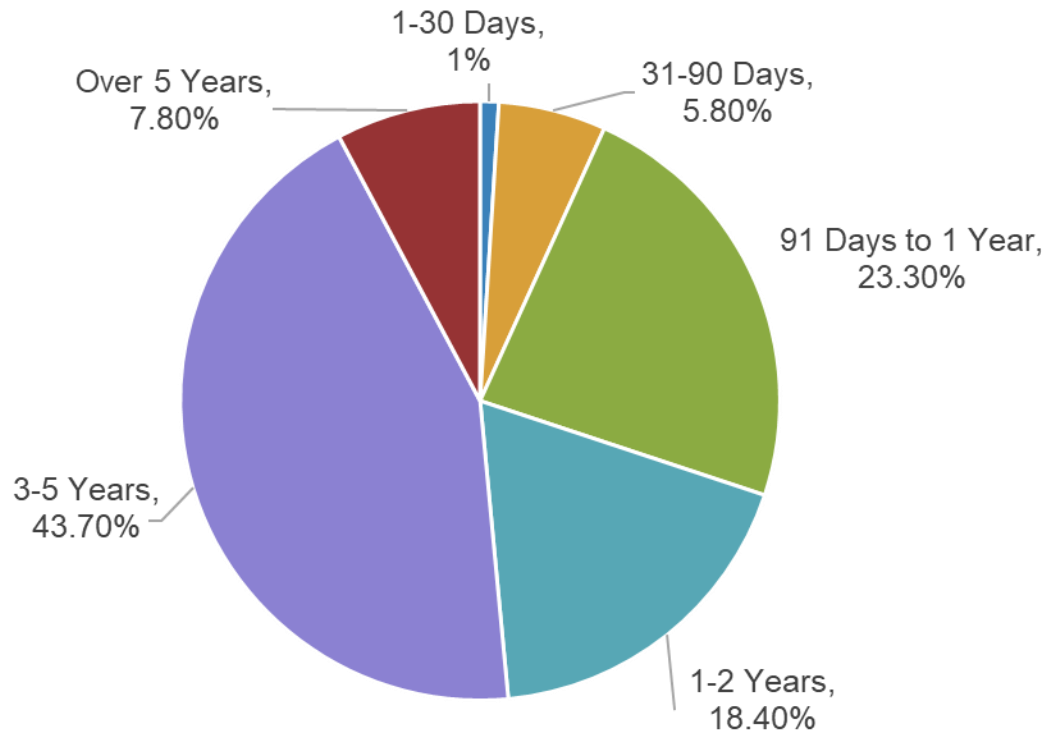


Demographics



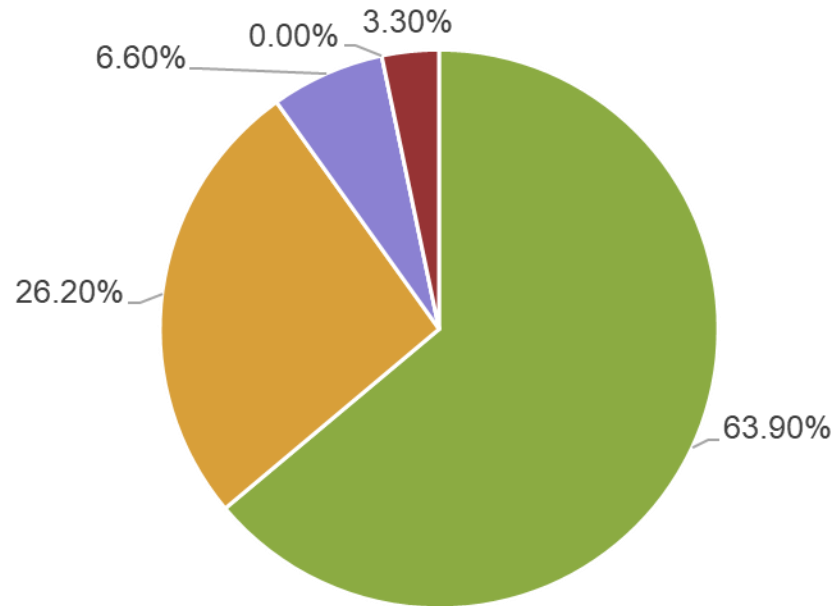


How long have you been part of the Compass Community





Satisfied with the Overall Program

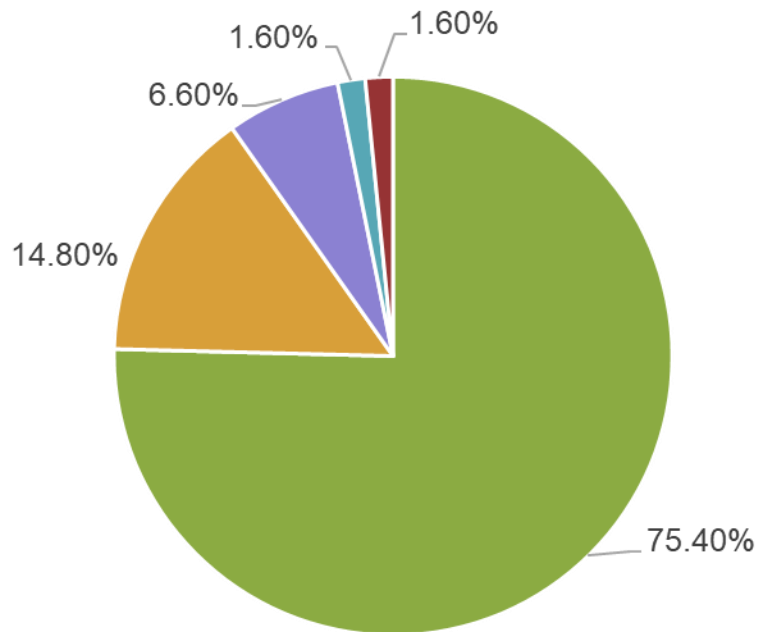


■ Strongly Agree ■ Agree ■ No Opinion ■ Disagree ■ Strongly Disagree





CCS is Committed to the Success of Each Scholar

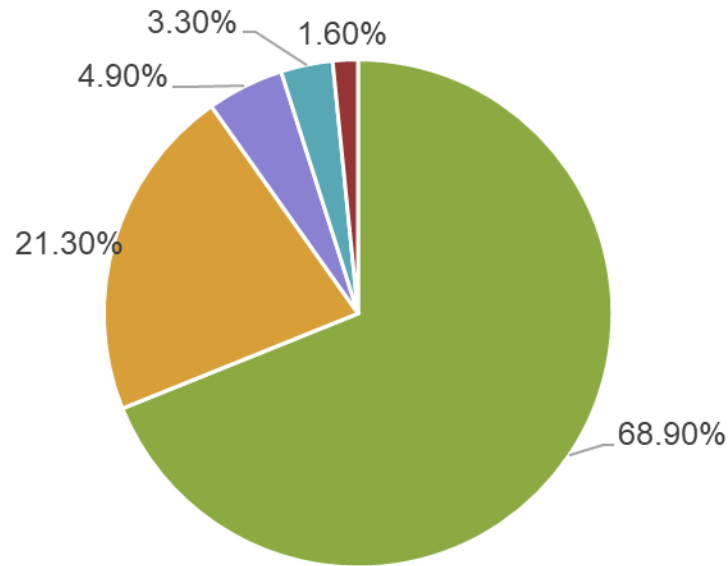


■ Strongly Agree ■ Agree ■ No Opinion ■ Disagree ■ Strongly Disagree





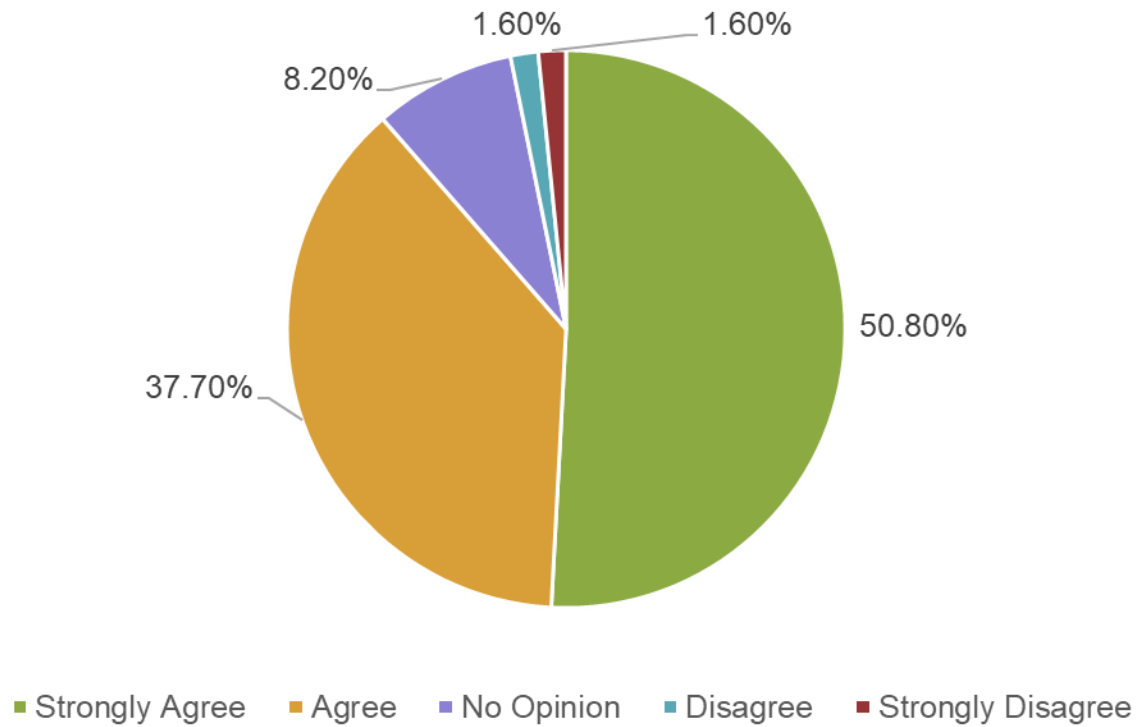
Satisfied with the Communication between Staff and Family



■ Strongly Agree ■ Agree ■ No Opinion ■ Disagree ■ Strongly Disagree

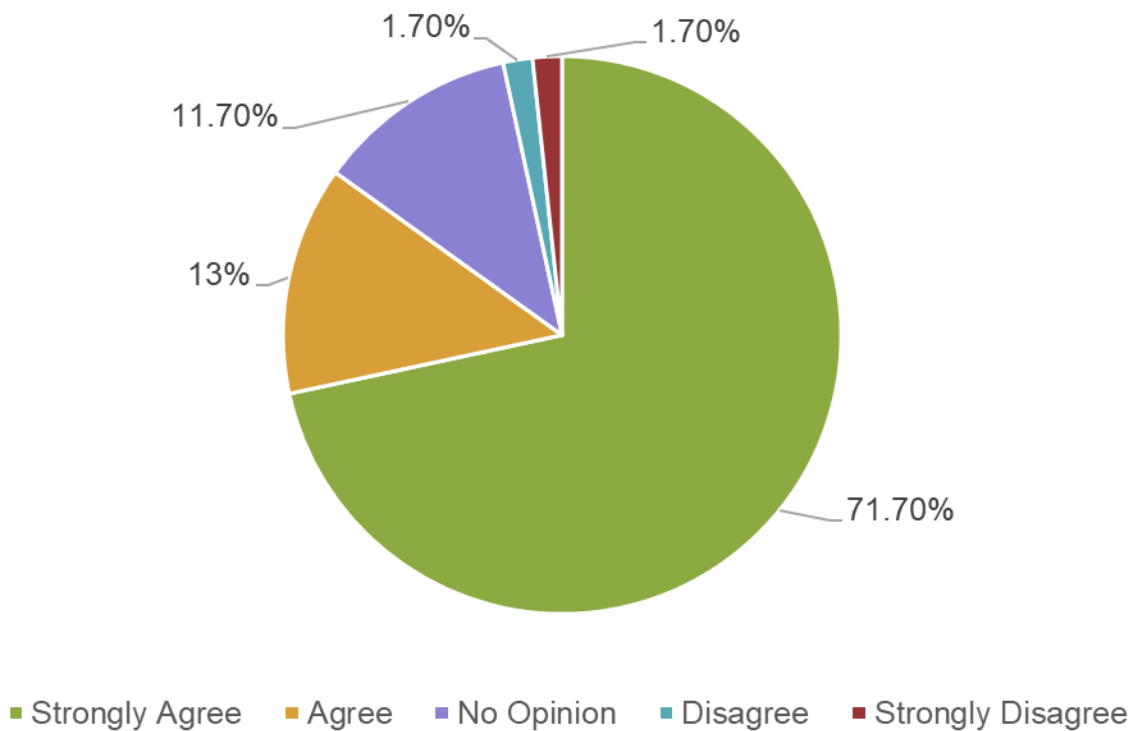


Scholars are Prepared for their Future Success



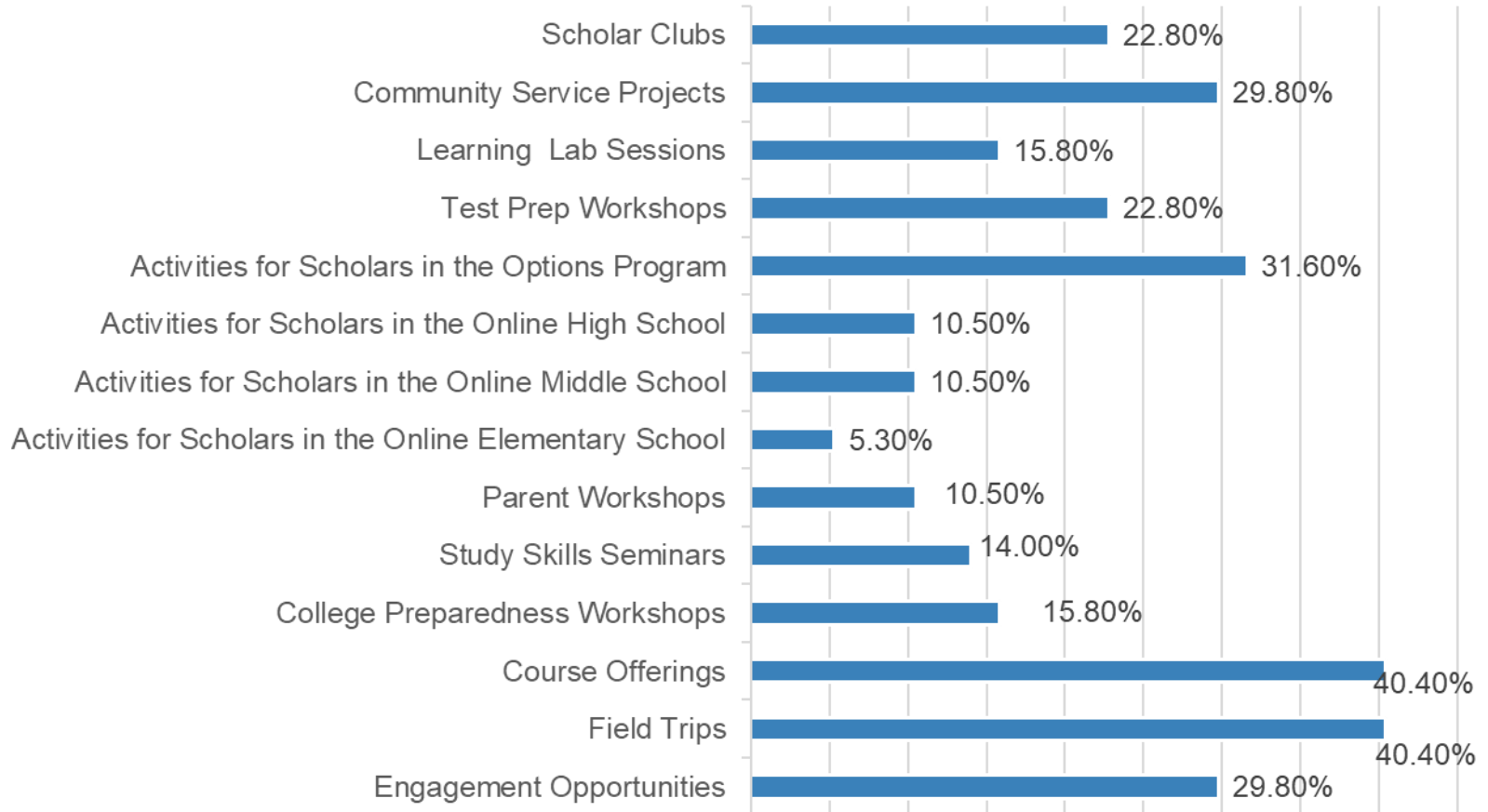


Teachers are Highly Qualified in the Fields they Teach



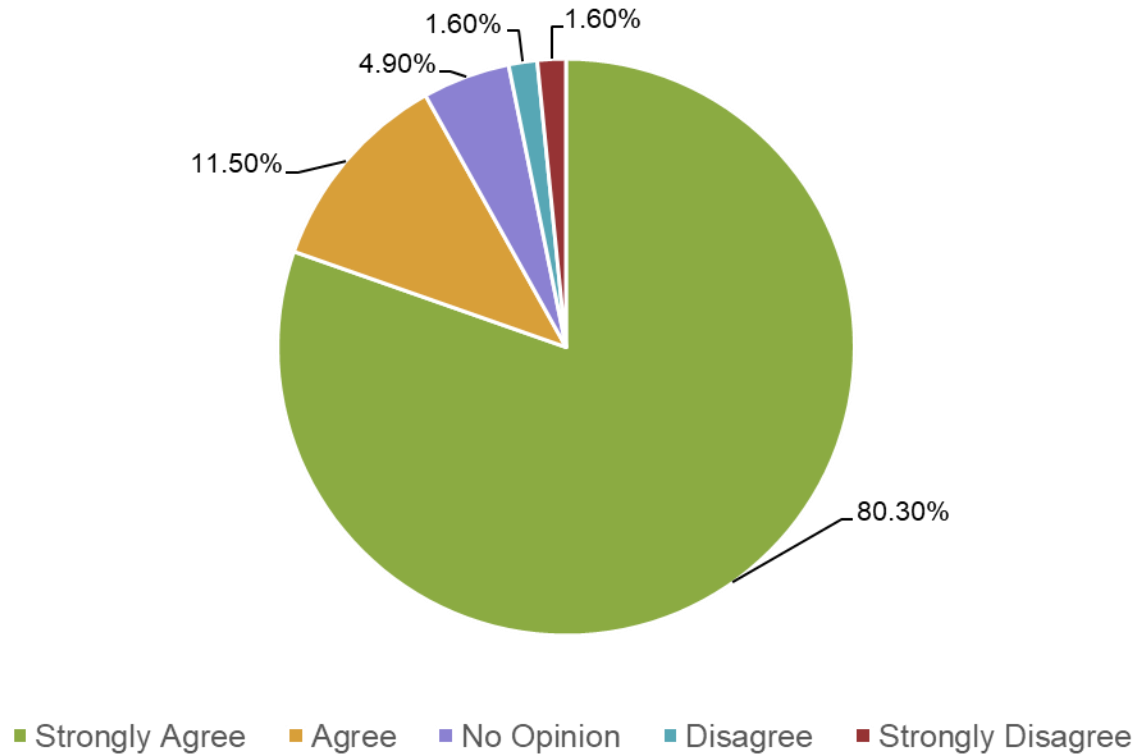


I would like to see more:



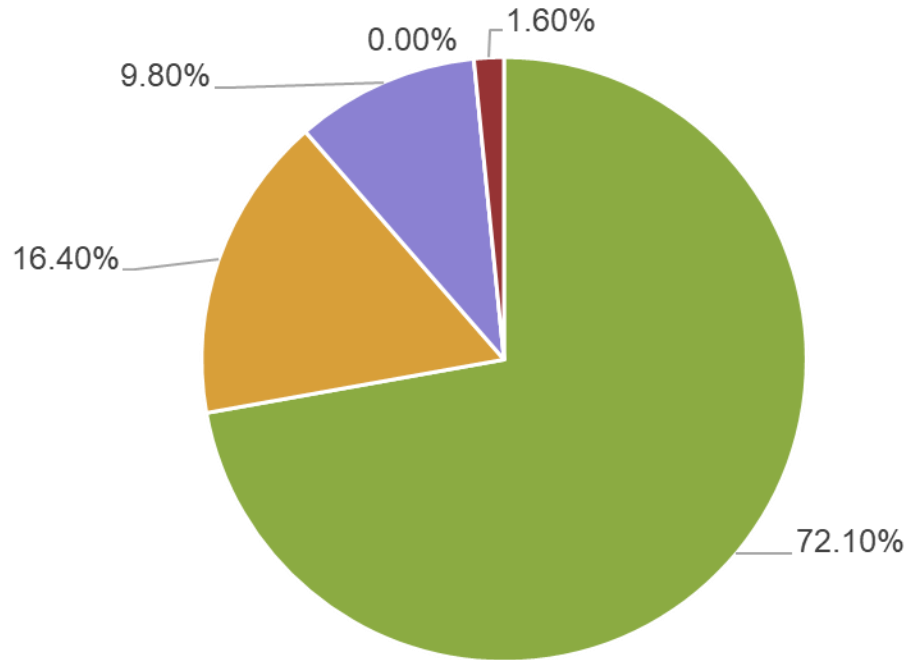


Staff Members are Helpful and Respectful





Teachers are Responsive to Scholar Needs

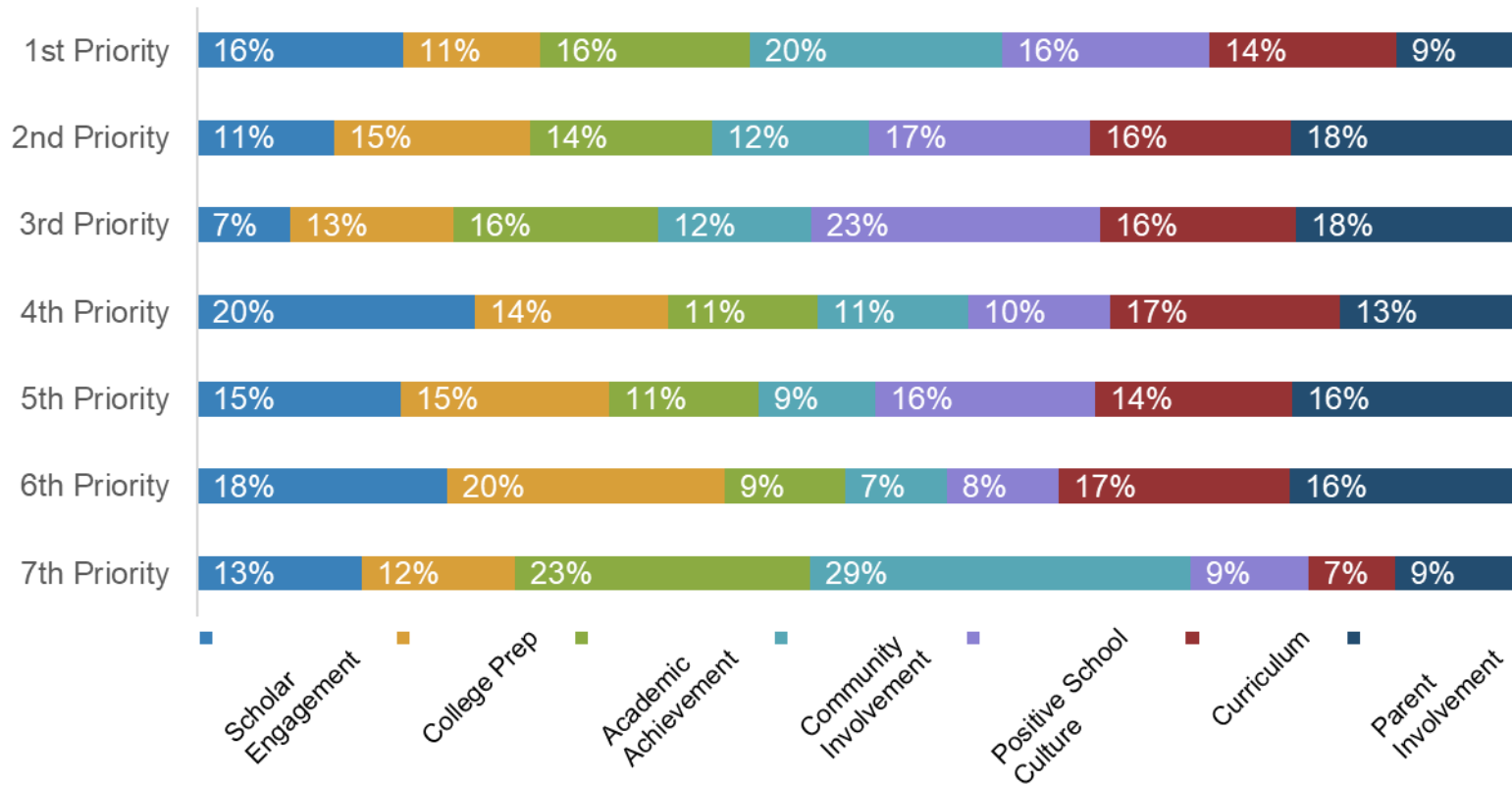


■ Strongly Agree ■ Agree ■ No Opinion ■ Disagree ■ Strongly Disagree



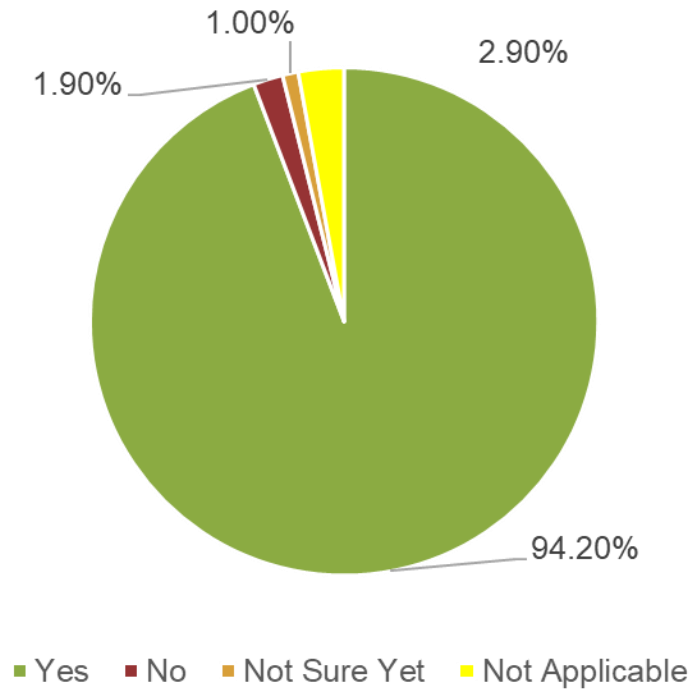


For the 2019-20 year, Compass Charter Schools priorities should be...



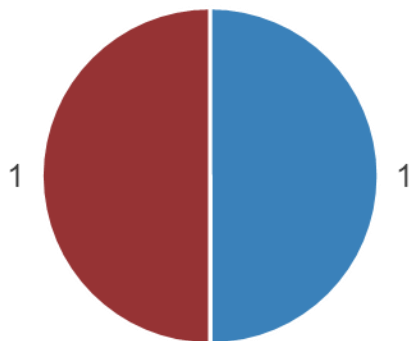


I/we will be returning to CCS for the 2019-20 year...





I/we will not be returning because ...



- We are moving out of state
- We are moving out of county served
- We are Transferring to a private school
- We are Transferring to a neighborhood school
- We are Transferring to another charter school
- No longer in area served (Fresno)



Questions?



Contact:

J.J. Lewis | Superintendent & CEO

(818) 824-6233

jlewis@compasscharters.org

[@lewis1jj](#)



Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Compass Charter Schools of Los Angeles

CDS code:

19753090135145

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved scholar groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved scholars.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of scholars in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The overarching goals for Compass Charter Schools of Los Angeles include the following: Students (Scholars) will increase academic achievement, increase scholar retention and scholar and parent engagement and involvement, increase academic achievement and engagement for scholars in special populations to include English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged scholars (SED), and Students with Disabilities (SWD), and increase college and career readiness for scholars in high school.

The major priority areas at Compass Charter Schools are personalization, blended learning, data-driven instruction, Multi-Tier System of Supports (MTSS), and teacher specialists. The personalized education model to the scholars includes virtual instruction and differentiated instruction for the scholars at their instructional level during Learning Labs. Differentiated instruction may include the scholars working with tutors, working on an adaptive online learning program like Galileo, Reflex Math, Freckle or others. The scholar population is comprised of socioeconomically disadvantaged (63%) and English Learners (1.9%). Compass Charter Schools of Los Angeles makes it a priority to develop major actions in the LCAP to support all scholars, but especially scholars who are socioeconomically disadvantaged and/or English Learners and/or Foster Youth (0.4%).

The major actions included in the LCAP for all scholars are to improve academic achievement, scholar and parent engagement and involvement, focus on scholars in special subgroups and increase college and career readiness.

The increased or improved services for socioeconomically disadvantaged scholars, foster youth and English Learners to improve proficiency include personalized learning plans, through the Learning Lab, access to MTSS strategies for support and interventions, tutoring by teachers and educational facilitators through support sessions and online through ThinkingStorm, Learning Lab materials, and Online Learning Programs. The increased or improved services to provide access to State Standards curriculum taught by appropriately assigned, highly qualified teachers include meaningful professional development, administration and analysis of internal and external assessments, and new teacher

coaching and support. All teachers will receive professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like Digital Learning and Advanced Placement. In order to increase and improve services includes scholar and parent engagement and involvement. One key aspect is to ensure attendance and incentivize attendance and participation which will increase retention of scholars in grade spans by supporting scholar and parent engagement. Parents will have the opportunity to attend the Learning Coach Academy, serving as a Learning Coach Ambassador, and attending council and Board meetings. The Charter School will make accommodations for parents of scholars in special populations so every parent can participate. Moreover, CCS will expand the Award Recognition Program to increase scholar and parent engagement. Extracurricular activities will include scholar clubs, workshops, transition meeting and online counseling sessions starting in grade 4 to support the social emotional well-being of scholars. Communication will continue to reach out to parents and scholars to increase engagement.

In order to increase actions and services to increase academic achievement and engagement for scholars in special populations including EL, SED, SWD, HY and FY, CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations which will increase academic achievement, meaningful educational experiences and improved retention rates for these scholars. Scholars in these special populations will immediately be provided with additional interventions and supports which include, MTSS curriculum, tutoring, computer access, monitoring EL and additional interventions for SWD.

To increase college and career readiness, the increased or improved services include access and connections to college preparation exams and preparation courses. Each high school scholar will have a 4-year plan that is individualized to each scholar including CTE courses, a-g courses and visual and performing arts courses. Every high school scholar has this 4-year plan, but the additional training provided to the counselors will enable them to develop a program suited for the needs of scholars in a special population. Trainings will be provided to scholars and parents on planning for college and career so that scholars and parents understand how to get into college or be prepared for a career. The AVID program will be enhanced to support the scholars who are in special populations especially scholars who are nearly meeting standard mastery, the first in the family to attend college, and those without rigorous academic support at home.

The activities supported with federal funds will supplement and enhance the Charter School's major goals and initiatives will be the professional development sessions on topics like MTSS, SEL, PBIS, writing, data analysis and communication with parents attendance and participation incentives, parent meetings, Learning Coach Academy, meaningful opportunities for involvement, awards recognition program, extracurricular and enrichment activities, including clubs, workshops, transition meetings, activities, and online counseling sessions on Social Emotional Learning, communication with scholars and parents with accommodations, MTSS Curriculum, Tutors (ThinkingStorm), computers and computer access, additional interventions and supports for EL, FY, HY, SED and SWD , college and college and career preparation and trainings, and the AVID program.

The decisions made about the use of supplemental federal funds are discussed at the school level through Parent Advisory Council. The council discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions take into account the needs of Compass Charter Schools based on scholar achievement

data to include SBAC, ELPAC, internal assessments, work completion and attendance and scholar demographic data to include the significant subgroups of Black or African American, Latino, White, Two or More Races, socioeconomically disadvantaged, scholars with disabilities, and English Learners. This scholar achievement data and scholar demographic data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all scholars, English Learners, foster youth, socioeconomically disadvantaged scholars and low-achieving scholars. The LCAP goals were designed for all scholars are to improve proficiency in key content areas of increasing academic achievement, increasing scholar retention and scholar and parent engagement and involvement, increasing academic achievement and engagement for scholars in special populations to include English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged scholars (SED), and Students with Disabilities (SWD), and increasing college and career readiness for scholars in high school.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our mission at Compass Charter Schools 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, inspiring 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 (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC). The mission is communicated throughout the LEA by including it on the Charter School's website, discussing it at staff meetings, parent meetings, and discussing it with scholars. The scholars know that they receive extra help from tutors, teachers who care about them, and their parents who are engaged at the school.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's mission and vision and the goals for all scholars are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The Parent Advisory Council will review and approve the LCAP prior to submission. During quarterly meetings, the Parent Advisory Council will receive quarterly benchmark data (internal assessments and attendance) for all scholars and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the scholars in their class. Students are provided with interventions, but no less than bi-monthly, the teachers will review the progress made by each individual scholar in the core curriculum as well as in intervention. If adequate progress is being made, the teachers will determine if the scholar should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the teachers may determine if the scholar should discontinue the intervention program for the next two months. If a scholar is not making adequate progress, the teachers may determine that the scholar needs a more intensive intervention, should be referred for a Scholar Study Team, or if there is another intervention which would improve the scholar's skills. Each parent will receive updated progress information about the academic growth of his/her child every eight weeks. The Superintendent will present the scholar achievement data quarterly for all subgroups and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The scholar group data drives decision-making about the use of state and federal sources because the scholars with the greatest need in addition to the scholars who are identified as at-risk are the scholars who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of scholar achievement data which determines the types of activities that should be provided to increase scholar achievement. The annual achievement results of scholar group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars. The Parent Advisory Council, teachers, staff and parents provide input on the core program, then

make decisions based on differentiated needs of the scholars based on scholar achievement data and scholar demographic data. This ensures that the activities are no duplicative, yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Scholar Handbook, reviewing and approving the LCAP at Parent Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review scholar achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district level funds. Professional Development is very important to ensure the basic program is enhanced by Title II funds. The needs of the scholars determine the needs of Professional Development. The leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize professional development activities. Title IV funds are to support scholar and academic enrichment, and is also discussed with the Parent Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the Parent Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor scholars' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all scholars;
- (B) identifying scholars who may be at risk for academic failure;
- (C) providing additional educational assistance to individual scholars the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for scholar learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove scholars from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the scholar groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide scholars in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income scholars and minority scholars being taught at higher rates than other scholars by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Coffee with Compass, quarterly Parent Town Halls, and the Parent Advisory Council. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with Parent Advisory Council. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, Accessing the Online Learning Tools, How to Prepare for Parent Conferences, Preparing for College and Career, and Social Emotional Learning. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each

scholar's individual goals and celebrations of academic achievements, academic growth, regular attendance, and scholar of the month at award recognitions.

The Charter School provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include completing Learning Coach Academy sessions, volunteering for events, chaperoning field trips and serving as parent leaders.

The Charter School integrates parent involvement as leaders by encouraging, but not requiring, Parent Partnership Hours. Parents can satisfy their Partnership Hours by participating in academic achievement (i.e. Learning Coach Academy, teacher conferences, serving on a committee or council), school community (i.e. attending community meetings, helping and attending special events, chaperoning field trips), and education advocacy (i.e. attending Parent Leadership meetings or school hearings). All information about parent workshops, programs, meetings and activities are posted on the Charter School's website, schoolwide emails and phone calls, newsletters and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant scholars so that they can actively participate in the school which includes home visits. The Charter School will focus on scholar learning, individual goals for the scholar and investing in families especially parents with disabilities and parents of migrant scholars. The process of addressing requests from parents of Title I scholars for additional supports includes a parent conference to review the supports currently being provided to the scholar, what additional supports are necessary to address the scholar's specific needs, and developing a plan to support the scholar if necessary. Parents also lead community activities and initiatives throughout the year.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of Los Angeles provides programs and services to the scholars including personalization, blended learning, data-driven instruction, Multi-Tier System of Supports (MTSS), and teacher specialists. The personalized education model to the scholars includes virtual instruction and differentiated instruction for the scholars at their instructional level during Learning Labs, support sessions and tutoring. Differentiated instruction may include the scholars working with tutors, working on an adaptive online learning program like Galileo, Reflex Math, Freckle or others. These schoolwide services support academically at-risk scholars by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, SBAC Math scores

and graduation rates. The importance of increasing these scores ensures that scholars are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for MTSS curriculum and tutors support scholars who are at risk of not meeting state. During the Learning Lab, scholars engage in collaborative activities guided by the teachers. The Charter School also hires Scholar Success Coordinators and an English Learner Support Coordinator to support and monitor the growth of scholars.

The Parent Advisory Council works diligently to review scholar achievement and make recommendations for services like online tutoring, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction during support sessions. The Parent Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of Los Angeles has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to enroll the scholar, obtain necessary immunizations or immunization records. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for scholars from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased scholar access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify scholar interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of Los Angeles supports transitions to include preschool to elementary school or home/daycare to elementary school, elementary school to middle school, middle school to high school, and high school to college or career. The scholars attend field trips and participate in experiential learning. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teacher. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts an Orientation, Transition Meetings, Parent Conferences, events and activities, and multiple events like Learning Coach Academy, Scholar Leadership Council, Parent Advisory Council and onboarding support.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented scholars; and
- (B) assist schools in developing effective school library programs to provide scholars an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of scholars returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating scholars.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of Los Angeles provides a strategic system of professional growth and improvement for new teachers, teachers, staff and administrators. For all teachers, activities include providing an intensive summer training for all teachers that emphasizes on foundational knowledge in culture and virtual and homeschool classroom. The Charter School provides training in effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Compass Charter Schools' program which is especially helpful for new teachers, including the use of data, instructional techniques, and the scope and sequence of curricula. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement. The professional development sessions are differentiated by subject, grade, program and focus on skill-building to maximize teacher time. Students benefit from this higher-level professional development that their teachers receive.

Compass Charter Schools builds leadership capacity of teachers, principals and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Administrators attend workshops like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, administrators attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data driven instruction, and providing meaningful professional development.

Compass Charter Schools dedicates time throughout the school year for staff professional development. The Director of Online Learning and the Director of Options Learning ensure participation by verifying sign-in, and most importantly, observing strategies during Learning Labs, analyzing data and determining that professional growth is occurring and improvements in teacher capacity and scholar achievement is realized. The Directors will make adjustments to the professional development sessions to ensure continuous improvement.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Compass Charter Schools of Los Angeles. Learning how to better utilize data enables teachers to improve instructional practices and better serve all scholars. The Charter School holds examines data a minimum of four times per year to review a variety of internal and external assessments to determine progress and areas of opportunities. These assessments include: cumulative assessments four times per year, internal assessments three times per year, attendance, graduation rate, and the annual SBAC and ELPAC assessments. During data analysis, the administrators help teachers analyze their scholars' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Leadership Team assesses the impact of these data analysis. Since data analysis is scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Director to teachers. Compass Charter Schools' teachers receive ongoing coaching and support from their Director. This helps teachers better instruct all scholars, including English learners and scholars with disabilities. Moreover, Compass Charter Schools has developed time for content and grade level collaboration including teachers and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. Other stakeholders are aware and supportive of this process and review the positive growth that this professional development model achieves. This process ensures that the uses of Title II funds are based on data-driven decisions which work in coordination with other funding and programs supporting scholars' academics, social-emotional wellness and personal success.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy scholars under Section 4108;

- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of Los Angeles developed this Federal Addendum in consultation with parent leaders during Parent Advisory Council meetings, teachers during professional development sessions, with scholars during Scholar Leadership Council meetings, and with the Leadership Team reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, scholars, staff and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Compass Charter Schools which allows the individual schools to collaborate on supports and resources needed.

Compass Charter Schools is committed to an engaging and supportive learning environment that supports academic achievement through social emotional learning and safety training. The Charter School follows a rigorous calendar of staff training, safety team meetings and professional development. In order to ensure that the scholars are safe and healthy, Compass Charter Schools has implemented powerful Positive Behavior Intervention and Supports (PBIS) supported by the counselors. The social emotional learning supports have been found to decrease suspension rates, prevent violence, and increase self-esteem and self-regulation. In addition, the Charter School has hired Scholar Success Coordinators to ensure the scholars get the support they need. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

The school incorporates homeschool and virtual platforms to provide the core curriculum and use additional online platforms to provide targeted instruction for the scholars. The benefit of using technology like this supports each scholar and his/her own level. It provides another format to ensure the core curriculum is differentiated in a way that support the scholars' interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow scholars to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools of Los Angeles

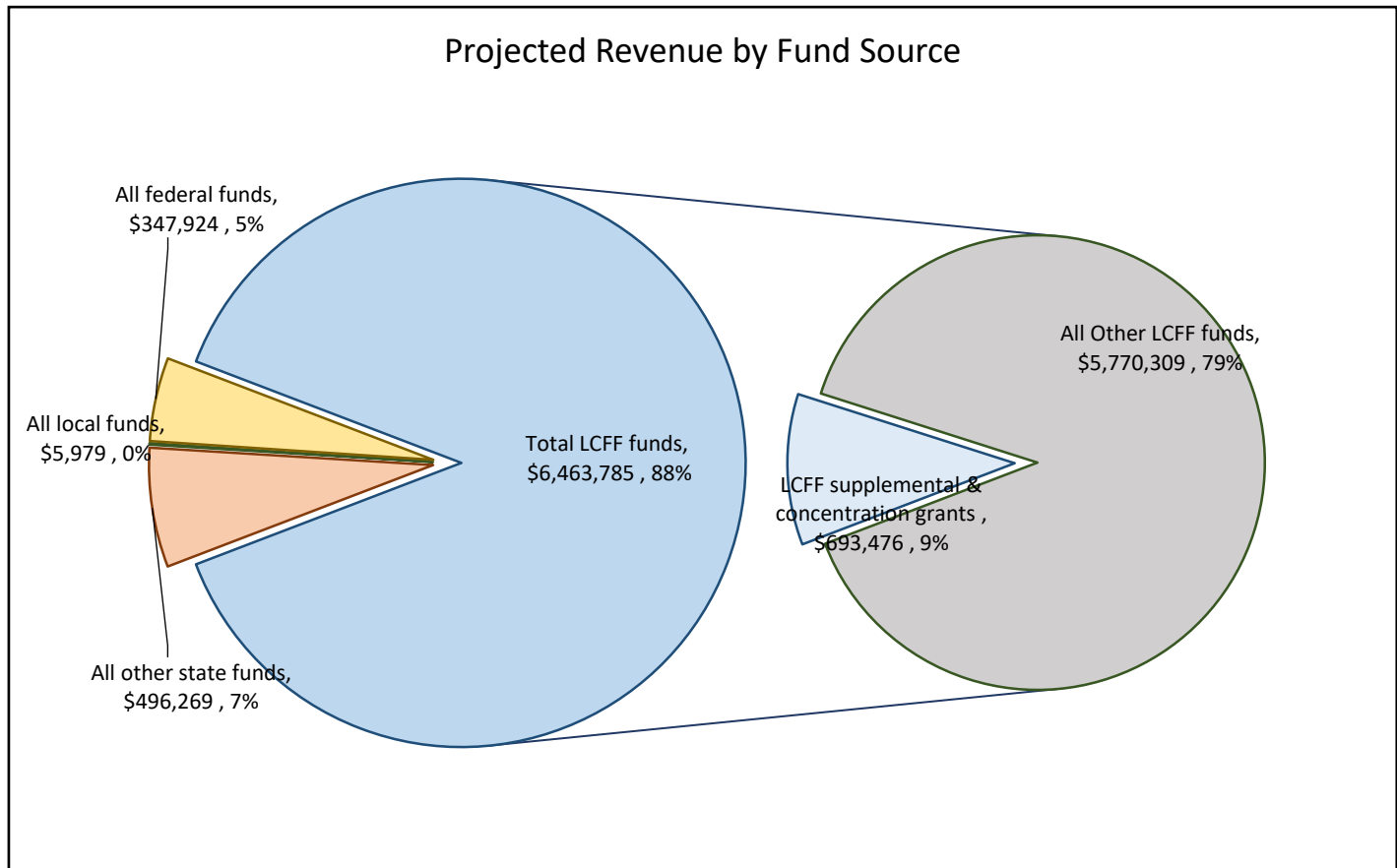
CDS Code: 19753090135145

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: J.J. Lewis, 818-824-6233, jlewis@compasscharters.org

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

Budget Overview for the 2019-20 LCAP Year

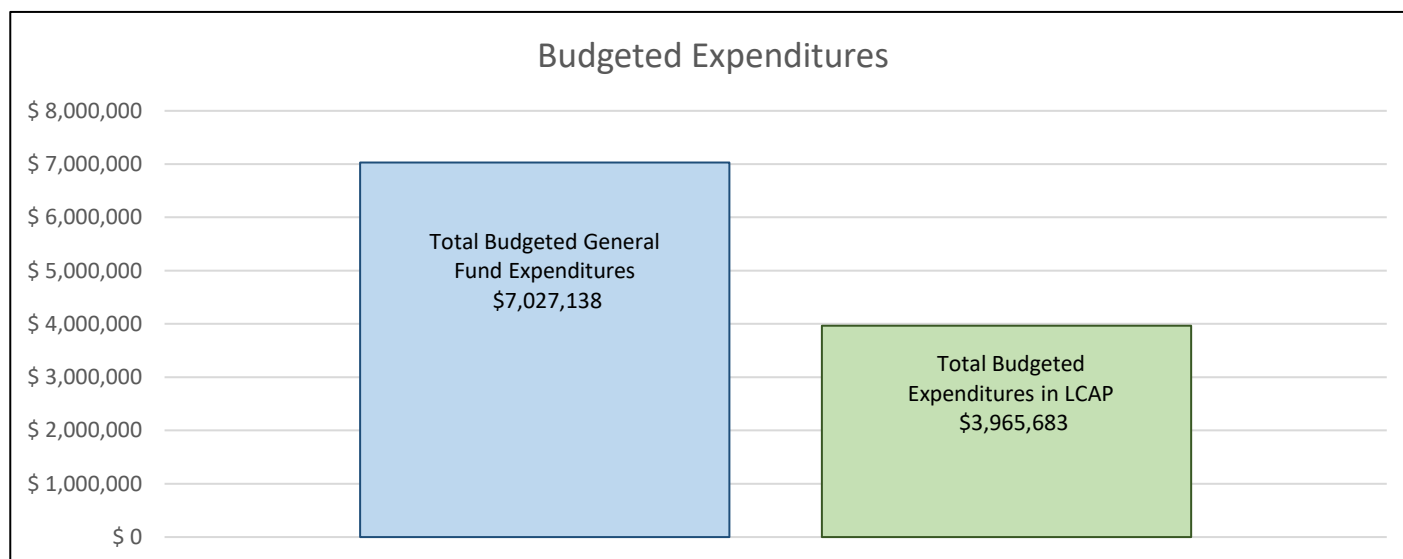


This chart shows the total general purpose revenue Compass Charter Schools of Los Angeles expects to receive in the coming year from all sources.

The total revenue projected for Compass Charter Schools of Los Angeles is \$7,313,957.00, of which \$6,463,785.00 is Local Control Funding Formula (LCFF), \$496,269.00 is other state funds, \$5,979.00 is local funds, and \$347,924.00 is federal funds. Of the \$6,463,785.00 in LCFF Funds, \$693,476.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Compass Charter Schools of Los Angeles plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Compass Charter Schools of Los Angeles plans to spend \$7,027,138.00 for the 2019-20 school year. Of that amount, \$3,965,683.00 is tied to actions/services in the LCAP and \$3,061,455.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

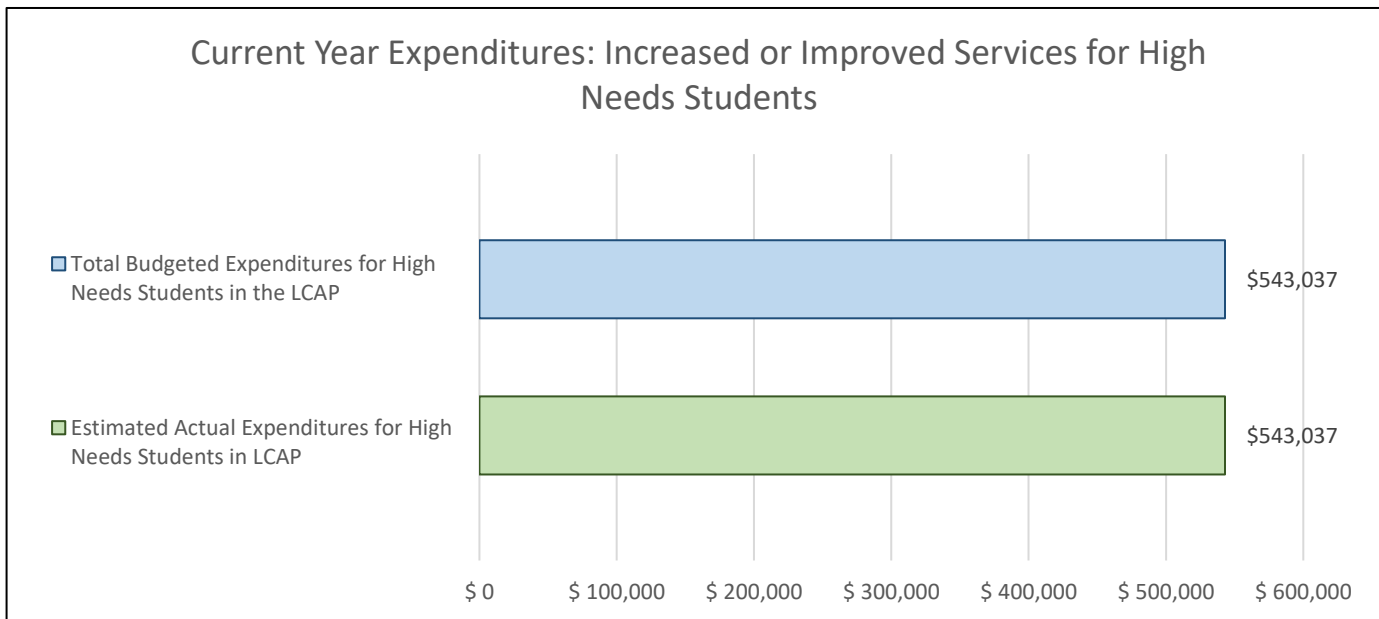
The General Fund Budget Expenditures for the LCAP Year 2019-20 not included in the LCAP include food and food supplies, noncapitalized equipment, insurance, utilities, other space rental, banking, payroll and legal fees, audit services, legal settlements, advertising, financial services, district oversight fees, and other miscellaneous fees.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Compass Charter Schools of Los Angeles is projecting it will receive \$693,476.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of Los Angeles must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Compass Charter Schools of Los Angeles plans to spend \$821,746.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Compass Charter Schools of Los Angeles budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Compass Charter Schools of Los Angeles estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Compass Charter Schools of Los Angeles's LCAP budgeted \$543,037.00 for planned actions to increase or improve services for high needs students. Compass Charter Schools of Los Angeles estimates that it will actually spend \$543,037.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Compass Charter Schools of Yolo

CDS code:

Pending

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved scholar groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved scholars.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of scholars in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The overarching goals for Compass Charter Schools of Yolo include the following: Students (Scholars) will increase academic achievement, increase scholar retention and scholar and parent engagement and involvement, increase academic achievement and engagement for scholars in special populations to include English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged scholars (SED), and Students with Disabilities (SWD), and increase college and career readiness for scholars in high school.

The major priority areas at Compass Charter Schools are personalization, blended learning, data-driven instruction, Multi-Tier System of Supports (MTSS), and teacher specialists. The personalized education model to the scholars includes virtual instruction and differentiated instruction for the scholars at their instructional level during Learning Labs. Differentiated instruction may include the scholars working with tutors, working on an adaptive online learning program like Galileo, Reflex Math, Freckle or others. The scholar population is anticipated to be comprised of socioeconomically disadvantaged (66.8%) and English Learners (32.9%), Compass Charter Schools of Yolo makes it a priority to develop major actions in the LCAP to support all scholars, but especially scholars who are socioeconomically disadvantaged and/or English Learners and/or Foster Youth (0.5%).

The major actions included in the LCAP for all scholars are to improve academic achievement, scholar and parent engagement and involvement, focus on scholars in special subgroups and increase college and career readiness.

The increased or improved services for socioeconomically disadvantaged scholars, foster youth and English Learners to improve proficiency include personalized learning plans, through the Learning Lab, access to MTSS strategies for support and interventions, tutoring by teachers and educational facilitators through support sessions and online through ThinkingStorm, Learning Lab materials, and Online Learning Programs. The increased or improved services to provide access to State Standards curriculum taught by appropriately assigned, highly qualified teachers include meaningful professional development, administration and analysis of internal and external assessments, and new teacher

coaching and support. All teachers will receive professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like Digital Learning and Advanced Placement. In order to increase and improve services includes scholar and parent engagement and involvement. One key aspect is to ensure attendance and incentivize attendance and participation which will increase retention of scholars in grade spans by supporting scholar and parent engagement. Parents will have the opportunity to attend the Learning Coach Academy, serving as a Learning Coach Ambassador, and attending council and Board meetings. The Charter School will make accommodations for parents of scholars in special populations so every parent can participate. Moreover, CCS will expand the Award Recognition Program to increase scholar and parent engagement. Extracurricular activities will include scholar clubs, workshops, transition meeting and online counseling sessions starting in grade 4 to support the social emotional well-being of scholars. Communication will continue to reach out to parents and scholars to increase engagement.

In order to increase actions and services to increase academic achievement and engagement for scholars in special populations including EL, SED, SWD, HY and FY, CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations which will increase academic achievement, meaningful educational experiences and improved retention rates for these scholars. Scholars in these special populations will immediately be provided with additional interventions and supports which include, MTSS curriculum, tutoring, computer access, monitoring EL and additional interventions for SWD.

To increase college and career readiness, the increased or improved services include access and connections to college preparation exams and preparation courses. Each high school scholar will have a 4-year plan that is individualized to each scholar including CTE courses, a-g courses and visual and performing arts courses. Every high school scholar has this 4-year plan, but the additional training provided to the counselors will enable them to develop a program suited for the needs of scholars in a special population. Trainings will be provided to scholars and parents on planning for college and career so that scholars and parents understand how to get into college or be prepared for a career. The AVID program will be enhanced to support the scholars who are in special populations especially scholars who are nearly meeting standard mastery, the first in the family to attend college, and those without rigorous academic support at home.

The activities supported with federal funds will supplement and enhance the Charter School's major goals and initiatives will be the professional development sessions on topics like MTSS, SEL, PBIS, writing, data analysis and communication with parents attendance and participation incentives, parent meetings, Learning Coach Academy, meaningful opportunities for involvement, awards recognition program, extracurricular and enrichment activities, including clubs, workshops, transition meetings, activities, and online counseling sessions on Social Emotional Learning, communication with scholars and parents with accommodations, MTSS Curriculum, Tutors (ThinkingStorm), computers and computer access, additional interventions and supports for EL, FY, HY, SED and SWD , college and college and career preparation and trainings, and the AVID program.

The decisions made about the use of supplemental federal funds are discussed at the school level through Parent Advisory Council. The council discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions take into account the needs of Compass Charter Schools based on scholar achievement

data to include SBAC, ELPAC, internal assessments, work completion and attendance and scholar demographic data to include the significant subgroups of Black or African American, Latino, White, Two or More Races, socioeconomically disadvantaged, scholars with disabilities, and English Learners. This scholar achievement data and scholar demographic data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all scholars, English Learners, foster youth, socioeconomically disadvantaged scholars and low-achieving scholars. The LCAP goals were designed for all scholars are to improve proficiency in key content areas of increasing academic achievement, increasing scholar retention and scholar and parent engagement and involvement, increasing academic achievement and engagement for scholars in special populations to include English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged scholars (SED), and Students with Disabilities (SWD), and increasing college and career readiness for scholars in high school.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our mission at Compass Charter Schools 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, inspiring 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 (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC). The mission is communicated throughout the LEA by including it on the Charter School's website, discussing it at staff meetings, parent meetings, and discussing it with scholars. The scholars know that they receive extra help from tutors, teachers who care about them, and their parents who are engaged at the school.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's mission and vision and the goals for all scholars are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The Parent Advisory Council will review and approve the LCAP prior to submission. During quarterly meetings, the Parent Advisory Council will receive quarterly benchmark data (internal assessments and attendance) for all scholars and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the scholars in their class. Students are provided with interventions, but no less than bi-monthly, the teachers will review the progress made by each individual scholar in the core curriculum as well as in intervention. If adequate progress is being made, the teachers will determine if the scholar should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the teachers may determine if the scholar should discontinue the intervention program for the next two months. If a scholar is not making adequate progress, the teachers may determine that the scholar needs a more intensive intervention, should be referred for a Scholar Study Team, or if there is another intervention which would improve the scholar's skills. Each parent will receive updated progress information about the academic growth of his/her child every eight weeks. The Superintendent will present the scholar achievement data quarterly for all subgroups and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The scholar group data drives decision-making about the use of state and federal sources because the scholars with the greatest need in addition to the scholars who are identified as at-risk are the scholars who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of scholar achievement data which determines the types of activities that should be provided to increase scholar achievement. The annual achievement results of scholar group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars. The Parent Advisory Council, teachers, staff and parents provide input on the core program, then

make decisions based on differentiated needs of the scholars based on scholar achievement data and scholar demographic data. This ensures that the activities are no duplicative, yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Scholar Handbook, reviewing and approving the LCAP at Parent Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review scholar achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district level funds. Professional Development is very important to ensure the basic program is enhanced by Title II funds. The needs of the scholars determine the needs of Professional Development. The leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize professional development activities. Title IV funds are to support scholar and academic enrichment, and is also discussed with the Parent Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the Parent Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor scholars' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all scholars;
- (B) identifying scholars who may be at risk for academic failure;
- (C) providing additional educational assistance to individual scholars the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for scholar learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove scholars from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the scholar groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide scholars in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income scholars and minority scholars being taught at higher rates than other scholars by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Coffee with Compass, quarterly Parent Town Halls, and the Parent Advisory Council. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with Parent Advisory Council. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, Accessing the Online Learning Tools, How to Prepare for Parent Conferences, Preparing for College and Career, and Social Emotional Learning. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each

scholar's individual goals and celebrations of academic achievements, academic growth, regular attendance, and scholar of the month at award recognitions.

The Charter School provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include completing Learning Coach Academy sessions, volunteering for events, chaperoning field trips and serving as parent leaders.

The Charter School integrates parent involvement as leaders by encouraging, but not requiring, Parent Partnership Hours. Parents can satisfy their Partnership Hours by participating in academic achievement (i.e. Learning Coach Academy, teacher conferences, serving on a committee or council), school community (i.e. attending community meetings, helping and attending special events, chaperoning field trips), and education advocacy (i.e. attending Parent Leadership meetings or school hearings). All information about parent workshops, programs, meetings and activities are posted on the Charter School's website, schoolwide emails and phone calls, newsletters and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant scholars so that they can actively participate in the school which includes home visits. The Charter School will focus on scholar learning, individual goals for the scholar and investing in families especially parents with disabilities and parents of migrant scholars. The process of addressing requests from parents of Title I scholars for additional supports includes a parent conference to review the supports currently being provided to the scholar, what additional supports are necessary to address the scholar's specific needs, and developing a plan to support the scholar if necessary. Parents also lead community activities and initiatives throughout the year.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of Yolo provides programs and services to the scholars including personalization, blended learning, data-driven instruction, Multi-Tier System of Supports (MTSS), and teacher specialists. The personalized education model to the scholars includes virtual instruction and differentiated instruction for the scholars at their instructional level during Learning Labs, support sessions and tutoring. Differentiated instruction may include the scholars working with tutors, working on an adaptive online learning program like Galileo, Reflex Math, Freckle or others. These schoolwide services support academically at-risk scholars by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, SBAC Math scores

and graduation rates. The importance of increasing these scores ensures that scholars are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for MTSS curriculum and tutors support scholars who are at risk of not meeting state. During the Learning Lab, scholars engage in collaborative activities guided by the teachers. The Charter School also hires Scholar Success Coordinators and an English Learner Support Coordinator to support and monitor the growth of scholars.

The Parent Advisory Council works diligently to review scholar achievement and make recommendations for services like online tutoring, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction during support sessions. The Parent Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of Yolo has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to enroll the scholar, obtain necessary immunizations or immunization records. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for scholars from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased scholar access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify scholar interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of Yolo supports transitions to include preschool to elementary school or home/daycare to elementary school, elementary school to middle school, middle school to high school, and high school to college or career. The scholars attend field trips and participate in experiential learning. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teacher. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts an Orientation, Transition Meetings, Parent Conferences, events and activities, and multiple events like Learning Coach Academy, Scholar Leadership Council, Parent Advisory Council and onboarding support.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented scholars; and
- (B) assist schools in developing effective school library programs to provide scholars an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of scholars returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating scholars.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of Yolo provides a strategic system of professional growth and improvement for new teachers, teachers, staff and administrators. For all teachers, activities include providing an intensive summer training for all teachers that emphasizes on foundational knowledge in culture and virtual and homeschool classroom. The Charter School provides training in effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Compass Charter Schools' program which is especially helpful for new teachers, including the use of data, instructional techniques, and the scope and sequence of curricula. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement. The professional development sessions are differentiated by subject, grade, program and focus on skill-building to maximize teacher time. Students benefit from this higher-level professional development that their teachers receive.

Compass Charter Schools builds leadership capacity of teachers, principals and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Administrators attend workshops like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, administrators attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data driven instruction, and providing meaningful professional development.

Compass Charter Schools dedicates time throughout the school year for staff professional development. The Director of Online Learning and the Director of Options Learning ensure participation by verifying sign-in, and most importantly, observing strategies during Learning Labs, analyzing data and determining that professional growth is occurring and improvements in teacher capacity and scholar achievement is realized. The Directors will make adjustments to the professional development sessions to ensure continuous improvement.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Compass Charter Schools of Yolo. Learning how to better utilize data enables teachers to improve instructional practices and better serve all scholars. The Charter School holds examines data a minimum of four times per year to review a variety of internal and external assessments to determine progress and areas of opportunities. These assessments include: cumulative assessments four times per year, internal assessments three times per year, attendance, graduation rate, and the annual SBAC and ELPAC assessments. During data analysis, the administrators help teachers analyze their scholars' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Leadership Team assesses the impact of these data analysis. Since data analysis is scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Director to teachers. Compass Charter Schools' teachers receive ongoing coaching and support from their Director. This helps teachers better instruct all scholars, including English learners and scholars with disabilities. Moreover, Compass Charter Schools has developed time for content and grade level collaboration including teachers and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. Other stakeholders are aware and supportive of this process and review the positive growth that this professional development model achieves. This process ensures that the uses of Title II funds are based on data-driven decisions which work in coordination with other funding and programs supporting scholars' academics, social-emotional wellness and personal success.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy scholars under Section 4108;

- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of Yolo developed this Federal Addendum in consultation with parent leaders during Parent Advisory Council meetings, teachers during professional development sessions, with scholars during Scholar Leadership Council meetings, and with the Leadership Team reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, scholars, staff and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Compass Charter Schools which allows the individual schools to collaborate on supports and resources needed.

Compass Charter Schools is committed to an engaging and supportive learning environment that supports academic achievement through social emotional learning and safety training. The Charter School follows a rigorous calendar of staff training, safety team meetings and professional development. In order to ensure that the scholars are safe and healthy, Compass Charter Schools has implemented powerful Positive Behavior Intervention and Supports (PBIS) supported by the counselors. The social emotional learning supports have been found to decrease suspension rates, prevent violence, and increase self-esteem and self-regulation. In addition, the Charter School has hired Scholar Success Coordinators to ensure the scholars get the support they need. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

The school incorporates homeschool and virtual platforms to provide the core curriculum and use additional online platforms to provide targeted instruction for the scholars. The benefit of using technology like this supports each scholar and his/her own level. It provides another format to ensure the core curriculum is differentiated in a way that support the scholars' interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow scholars to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools of San Diego

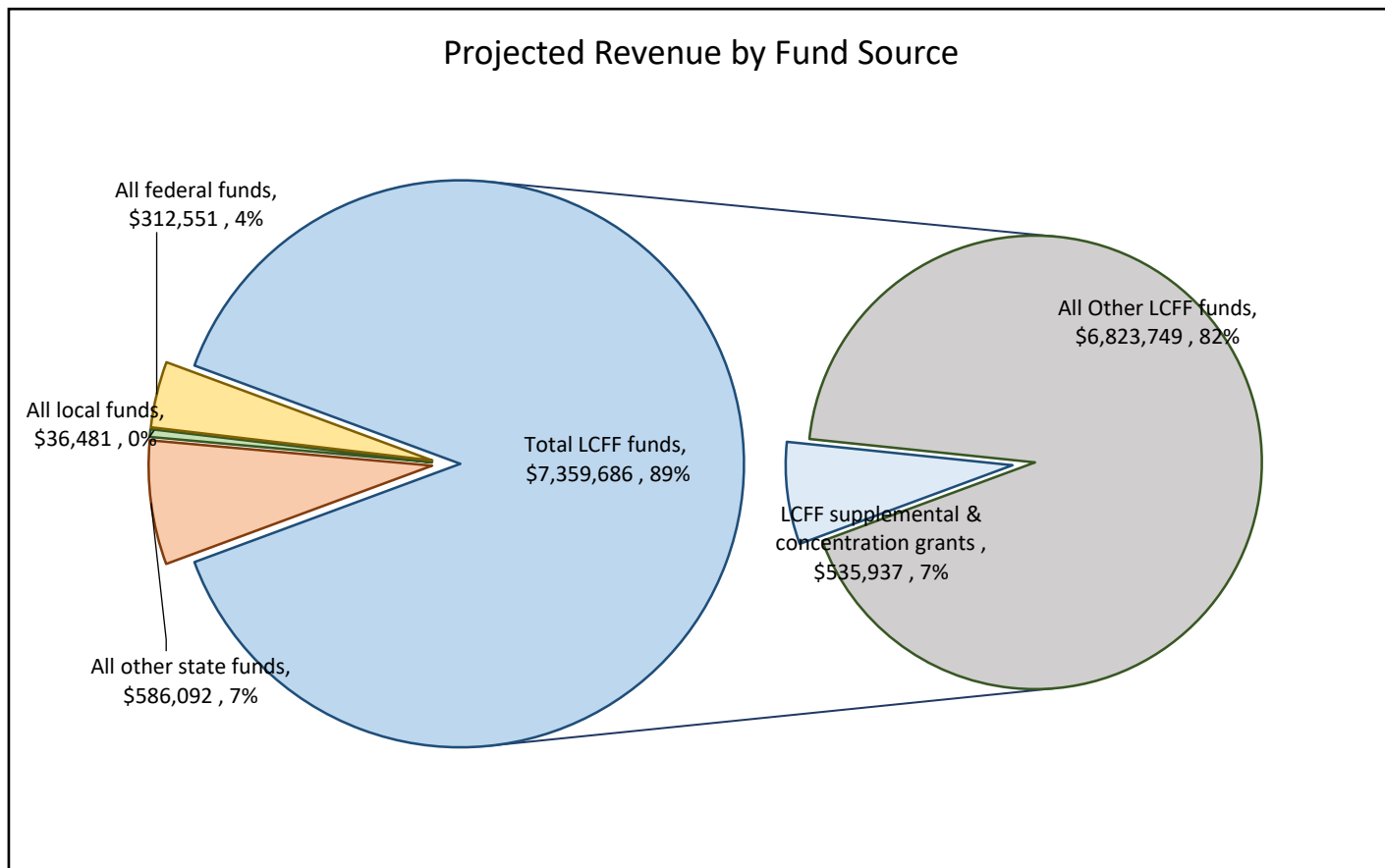
CDS Code: 37682130127084

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: J.J. Lewis, 818-824-6233, jlewis@compasscharters.org

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

Budget Overview for the 2019-20 LCAP Year

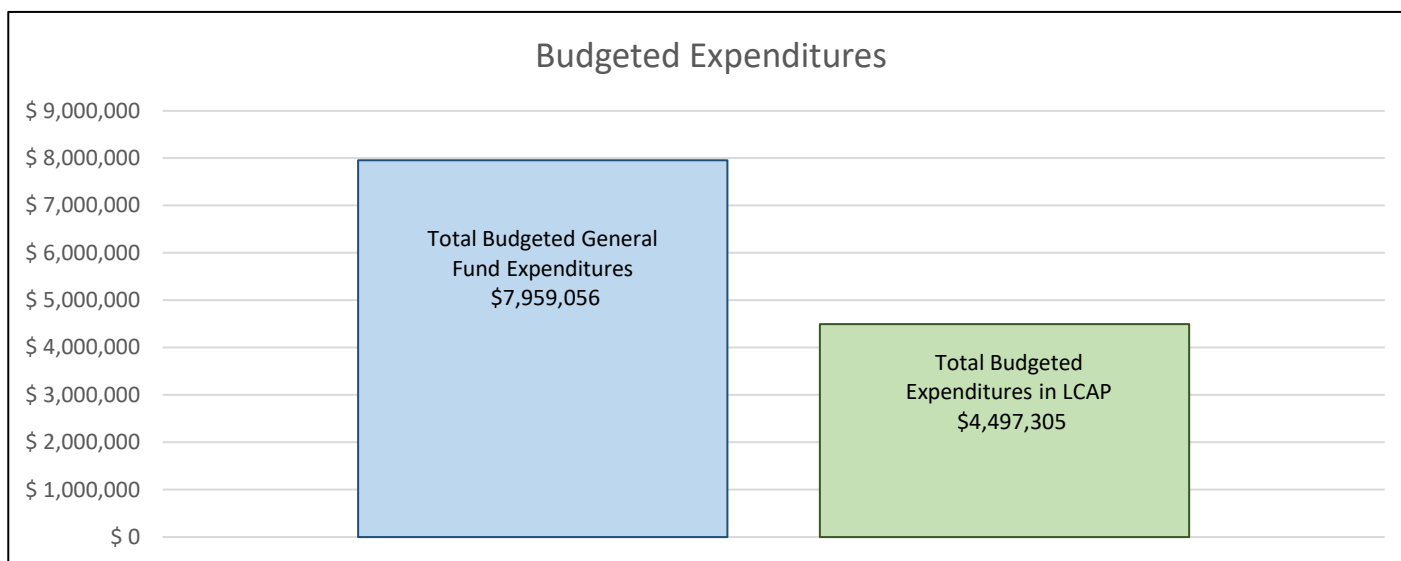


This chart shows the total general purpose revenue Compass Charter Schools of San Diego expects to receive in the coming year from all sources.

The total revenue projected for Compass Charter Schools of San Diego is \$8,294,809.97, of which \$7,359,686.00 is Local Control Funding Formula (LCFF), \$586,091.88 is other state funds, \$36,481.00 is local funds, and \$312,551.09 is federal funds. Of the \$7,359,686.00 in LCFF Funds, \$535,937.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Compass Charter Schools of San Diego plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Compass Charter Schools of San Diego plans to spend \$7,959,055.81 for the 2019-20 school year. Of that amount, \$4,497,305.00 is tied to actions/services in the LCAP and \$3,461,750.81 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

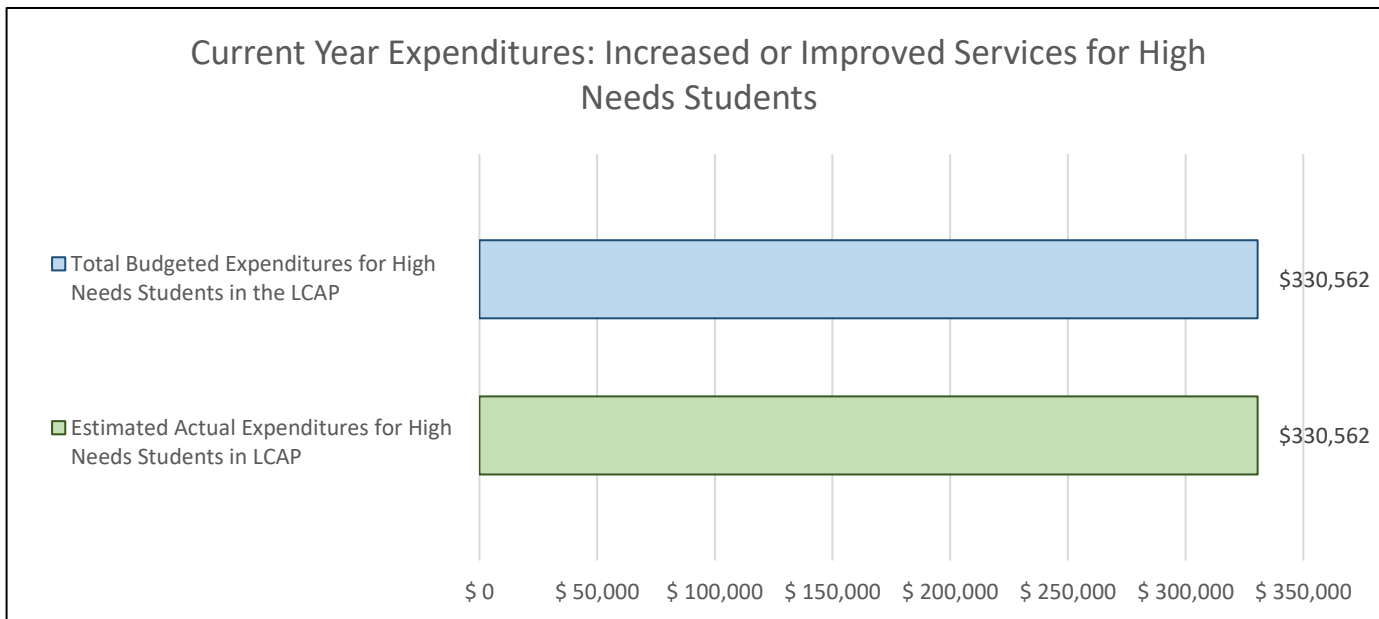
The General Fund Budget Expenditures for the LCAP Year 2019-20 not included in the LCAP include food and food supplies, noncapitalized equipment, insurance, utilities, other space rental, banking, payroll and legal fees, audit services, legal settlements, advertising, financial services, district oversight fees, and other miscellaneous fees.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Compass Charter Schools of San Diego is projecting it will receive \$535,937.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of San Diego must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Compass Charter Schools of San Diego plans to spend \$612,452.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Compass Charter Schools of San Diego's LCAP budgeted \$330,562.00 for planned actions to increase or improve services for high needs students. Compass Charter Schools of San Diego estimates that it will actually spend \$330,562.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Compass Charter Schools of San Diego

CDS code:

37682130127084

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved scholar groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved scholars.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of scholars in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The overarching goals for Compass Charter Schools of San Diego include the following: Students (Scholars) will increase academic achievement, increase scholar retention and scholar and parent engagement and involvement, increase academic achievement and engagement for scholars in special populations to include English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged scholars (SED), and Students with Disabilities (SWD), and increase college and career readiness for scholars in high school.

The major priority areas at Compass Charter Schools are personalization, blended learning, data-driven instruction, Multi-Tier System of Supports (MTSS), and teacher specialists. The personalized education model to the scholars includes virtual instruction and differentiated instruction for the scholars at their instructional level during Learning Labs. Differentiated instruction may include the scholars working with tutors, working on an adaptive online learning program like Galileo, Reflex Math, Freckle or others. The scholar population is comprised of socioeconomically disadvantaged (42.2%) and English Learners (2.8%), Compass Charter Schools of San Diego makes it a priority to develop major actions in the LCAP to support all scholars, but especially scholars who are socioeconomically disadvantaged and/or English Learners and/or Foster Youth (0%).

The major actions included in the LCAP for all scholars are to improve academic achievement, scholar and parent engagement and involvement, focus on scholars in special subgroups and increase college and career readiness.

The increased or improved services for socioeconomically disadvantaged scholars, foster youth and English Learners to improve proficiency include personalized learning plans, through the Learning Lab, access to MTSS strategies for support and interventions, tutoring by teachers and educational facilitators through support sessions and online through ThinkingStorm, Learning Lab materials, and Online Learning Programs. The increased or improved services to provide access to State Standards curriculum taught by appropriately assigned, highly qualified teachers include meaningful professional development, administration and analysis of internal and external assessments, and new teacher

coaching and support. All teachers will receive professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like Digital Learning and Advanced Placement. In order to increase and improve services includes scholar and parent engagement and involvement. One key aspect is to ensure attendance and incentivize attendance and participation which will increase retention of scholars in grade spans by supporting scholar and parent engagement. Parents will have the opportunity to attend the Learning Coach Academy, serving as a Learning Coach Ambassador, and attending council and Board meetings. The Charter School will make accommodations for parents of scholars in special populations so every parent can participate. Moreover, CCS will expand the Award Recognition Program to increase scholar and parent engagement. Extracurricular activities will include scholar clubs, workshops, transition meeting and online counseling sessions starting in grade 4 to support the social emotional well-being of scholars. Communication will continue to reach out to parents and scholars to increase engagement.

In order to increase actions and services to increase academic achievement and engagement for scholars in special populations including EL, SED, SWD, HY and FY, CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations which will increase academic achievement, meaningful educational experiences and improved retention rates for these scholars. Scholars in these special populations will immediately be provided with additional interventions and supports which include, MTSS curriculum, tutoring, computer access, monitoring EL and additional interventions for SWD.

To increase college and career readiness, the increased or improved services include access and connections to college preparation exams and preparation courses. Each high school scholar will have a 4-year plan that is individualized to each scholar including CTE courses, a-g courses and visual and performing arts courses. Every high school scholar has this 4-year plan, but the additional training provided to the counselors will enable them to develop a program suited for the needs of scholars in a special population. Trainings will be provided to scholars and parents on planning for college and career so that scholars and parents understand how to get into college or be prepared for a career. The AVID program will be enhanced to support the scholars who are in special populations especially scholars who are nearly meeting standard mastery, the first in the family to attend college, and those without rigorous academic support at home.

The activities supported with federal funds will supplement and enhance the Charter School's major goals and initiatives will be the professional development sessions on topics like MTSS, SEL, PBIS, writing, data analysis and communication with parents attendance and participation incentives, parent meetings, Learning Coach Academy, meaningful opportunities for involvement, awards recognition program, extracurricular and enrichment activities, including clubs, workshops, transition meetings, activities, and online counseling sessions on Social Emotional Learning, communication with scholars and parents with accommodations, MTSS Curriculum, Tutors (ThinkingStorm), computers and computer access, additional interventions and supports for EL, FY, HY, SED and SWD , college and college and career preparation and trainings, and the AVID program.

The decisions made about the use of supplemental federal funds are discussed at the school level through Parent Advisory Council. The council discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions take into account the needs of Compass Charter Schools based on scholar achievement

data to include SBAC, ELPAC, internal assessments, work completion and attendance and scholar demographic data to include the significant subgroups of Black or African American, Latino, White, Two or More Races, socioeconomically disadvantaged, scholars with disabilities, and English Learners. This scholar achievement data and scholar demographic data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all scholars, English Learners, foster youth, socioeconomically disadvantaged scholars and low-achieving scholars. The LCAP goals were designed for all scholars are to improve proficiency in key content areas of increasing academic achievement, increasing scholar retention and scholar and parent engagement and involvement, increasing academic achievement and engagement for scholars in special populations to include English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged scholars (SED), and Students with Disabilities (SWD), and increasing college and career readiness for scholars in high school.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our mission at Compass Charter Schools 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, inspiring 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 (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC). The mission is communicated throughout the LEA by including it on the Charter School's website, discussing it at staff meetings, parent meetings, and discussing it with scholars. The scholars know that they receive extra help from tutors, teachers who care about them, and their parents who are engaged at the school.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's mission and vision and the goals for all scholars are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The Parent Advisory Council will review and approve the LCAP prior to submission. During quarterly meetings, the Parent Advisory Council will receive quarterly benchmark data (internal assessments and attendance) for all scholars and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the scholars in their class. Students are provided with interventions, but no less than bi-monthly, the teachers will review the progress made by each individual scholar in the core curriculum as well as in intervention. If adequate progress is being made, the teachers will determine if the scholar should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the teachers may determine if the scholar should discontinue the intervention program for the next two months. If a scholar is not making adequate progress, the teachers may determine that the scholar needs a more intensive intervention, should be referred for a Scholar Study Team, or if there is another intervention which would improve the scholar's skills. Each parent will receive updated progress information about the academic growth of his/her child every eight weeks. The Superintendent will present the scholar achievement data quarterly for all subgroups and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The scholar group data drives decision-making about the use of state and federal sources because the scholars with the greatest need in addition to the scholars who are identified as at-risk are the scholars who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of scholar achievement data which determines the types of activities that should be provided to increase scholar achievement. The annual achievement results of scholar group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars. The Parent Advisory Council, teachers, staff and parents provide input on the core program, then

make decisions based on differentiated needs of the scholars based on scholar achievement data and scholar demographic data. This ensures that the activities are no duplicative, yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Scholar Handbook, reviewing and approving the LCAP at Parent Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review scholar achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district level funds. Professional Development is very important to ensure the basic program is enhanced by Title II funds. The needs of the scholars determine the needs of Professional Development. The leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize professional development activities. Title IV funds are to support scholar and academic enrichment, and is also discussed with the Parent Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the Parent Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor scholars' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all scholars;
- (B) identifying scholars who may be at risk for academic failure;
- (C) providing additional educational assistance to individual scholars the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for scholar learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove scholars from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the scholar groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide scholars in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income scholars and minority scholars being taught at higher rates than other scholars by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Coffee with Compass, quarterly Parent Town Halls, and the Parent Advisory Council. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with Parent Advisory Council. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, Accessing the Online Learning Tools, How to Prepare for Parent Conferences, Preparing for College and Career, and Social Emotional Learning. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each

scholar's individual goals and celebrations of academic achievements, academic growth, regular attendance, and scholar of the month at award recognitions.

The Charter School provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include completing Learning Coach Academy sessions, volunteering for events, chaperoning field trips and serving as parent leaders.

The Charter School integrates parent involvement as leaders by encouraging, but not requiring, Parent Partnership Hours. Parents can satisfy their Partnership Hours by participating in academic achievement (i.e. Learning Coach Academy, teacher conferences, serving on a committee or council), school community (i.e. attending community meetings, helping and attending special events, chaperoning field trips), and education advocacy (i.e. attending Parent Leadership meetings or school hearings). All information about parent workshops, programs, meetings and activities are posted on the Charter School's website, schoolwide emails and phone calls, newsletters and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant scholars so that they can actively participate in the school which includes home visits. The Charter School will focus on scholar learning, individual goals for the scholar and investing in families especially parents with disabilities and parents of migrant scholars. The process of addressing requests from parents of Title I scholars for additional supports includes a parent conference to review the supports currently being provided to the scholar, what additional supports are necessary to address the scholar's specific needs, and developing a plan to support the scholar if necessary. Parents also lead community activities and initiatives throughout the year.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of San Diego provides programs and services to the scholars including personalization, blended learning, data-driven instruction, Multi-Tier System of Supports (MTSS), and teacher specialists. The personalized education model to the scholars includes virtual instruction and differentiated instruction for the scholars at their instructional level during Learning Labs, support sessions and tutoring. Differentiated instruction may include the scholars working with tutors, working on an adaptive online learning program like Galileo, Reflex Math, Freckle or others. These schoolwide services support academically at-risk scholars by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, SBAC Math scores

and graduation rates. The importance of increasing these scores ensures that scholars are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for MTSS curriculum and tutors support scholars who are at risk of not meeting state. During the Learning Lab, scholars engage in collaborative activities guided by the teachers. The Charter School also hires Scholar Success Coordinators and an English Learner Support Coordinator to support and monitor the growth of scholars.

The Parent Advisory Council works diligently to review scholar achievement and make recommendations for services like online tutoring, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction during support sessions. The Parent Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of San Diego has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to enroll the scholar, obtain necessary immunizations or immunization records. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for scholars from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased scholar access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify scholar interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of San Diego supports transitions to include preschool to elementary school or home/daycare to elementary school, elementary school to middle school, middle school to high school, and high school to college or career. The scholars attend field trips and participate in experiential learning. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teacher. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts an Orientation, Transition Meetings, Parent Conferences, events and activities, and multiple events like Learning Coach Academy, Scholar Leadership Council, Parent Advisory Council and onboarding support.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented scholars; and
- (B) assist schools in developing effective school library programs to provide scholars an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of scholars returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating scholars.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of San Diego provides a strategic system of professional growth and improvement for new teachers, teachers, staff and administrators. For all teachers, activities include providing an intensive summer training for all teachers that emphasizes on foundational knowledge in culture and virtual and homeschool classroom. The Charter School provides training in effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Compass Charter Schools' program which is especially helpful for new teachers, including the use of data, instructional techniques, and the scope and sequence of curricula. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement. The professional development sessions are differentiated by subject, grade, program and focus on skill-building to maximize teacher time. Students benefit from this higher-level professional development that their teachers receive.

Compass Charter Schools builds leadership capacity of teachers, principals and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Administrators attend workshops like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, administrators attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data driven instruction, and providing meaningful professional development.

Compass Charter Schools dedicates time throughout the school year for staff professional development. The Director of Online Learning and the Director of Options Learning ensure participation by verifying sign-in, and most importantly, observing strategies during Learning Labs, analyzing data and determining that professional growth is occurring and improvements in teacher capacity and scholar achievement is realized. The Directors will make adjustments to the professional development sessions to ensure continuous improvement.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Compass Charter Schools of San Diego. Learning how to better utilize data enables teachers to improve instructional practices and better serve all scholars. The Charter School holds examines data a minimum of four times per year to review a variety of internal and external assessments to determine progress and areas of opportunities. These assessments include: cumulative assessments four times per year, internal assessments three times per year, attendance, graduation rate, and the annual SBAC and ELPAC assessments. During data analysis, the administrators help teachers analyze their scholars' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Leadership Team assesses the impact of these data analysis. Since data analysis is scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Director to teachers. Compass Charter Schools' teachers receive ongoing coaching and support from their Director. This helps teachers better instruct all scholars, including English learners and scholars with disabilities. Moreover, Compass Charter Schools has developed time for content and grade level collaboration including teachers and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. Other stakeholders are aware and supportive of this process and review the positive growth that this professional development model achieves. This process ensures that the uses of Title II funds are based on data-driven decisions which work in coordination with other funding and programs supporting scholars' academics, social-emotional wellness and personal success.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy scholars under Section 4108;

- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of San Diego developed this Federal Addendum in consultation with parent leaders during Parent Advisory Council meetings, teachers during professional development sessions, with scholars during Scholar Leadership Council meetings, and with the Leadership Team reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, scholars, staff and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Compass Charter Schools which allows the individual schools to collaborate on supports and resources needed.

Compass Charter Schools is committed to an engaging and supportive learning environment that supports academic achievement through social emotional learning and safety training. The Charter School follows a rigorous calendar of staff training, safety team meetings and professional development. In order to ensure that the scholars are safe and healthy, Compass Charter Schools has implemented powerful Positive Behavior Intervention and Supports (PBIS) supported by the counselors. The social emotional learning supports have been found to decrease suspension rates, prevent violence, and increase self-esteem and self-regulation. In addition, the Charter School has hired Scholar Success Coordinators to ensure the scholars get the support they need. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

The school incorporates homeschool and virtual platforms to provide the core curriculum and use additional online platforms to provide targeted instruction for the scholars. The benefit of using technology like this supports each scholar and his/her own level. It provides another format to ensure the core curriculum is differentiated in a way that support the scholars' interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow scholars to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools of Yolo

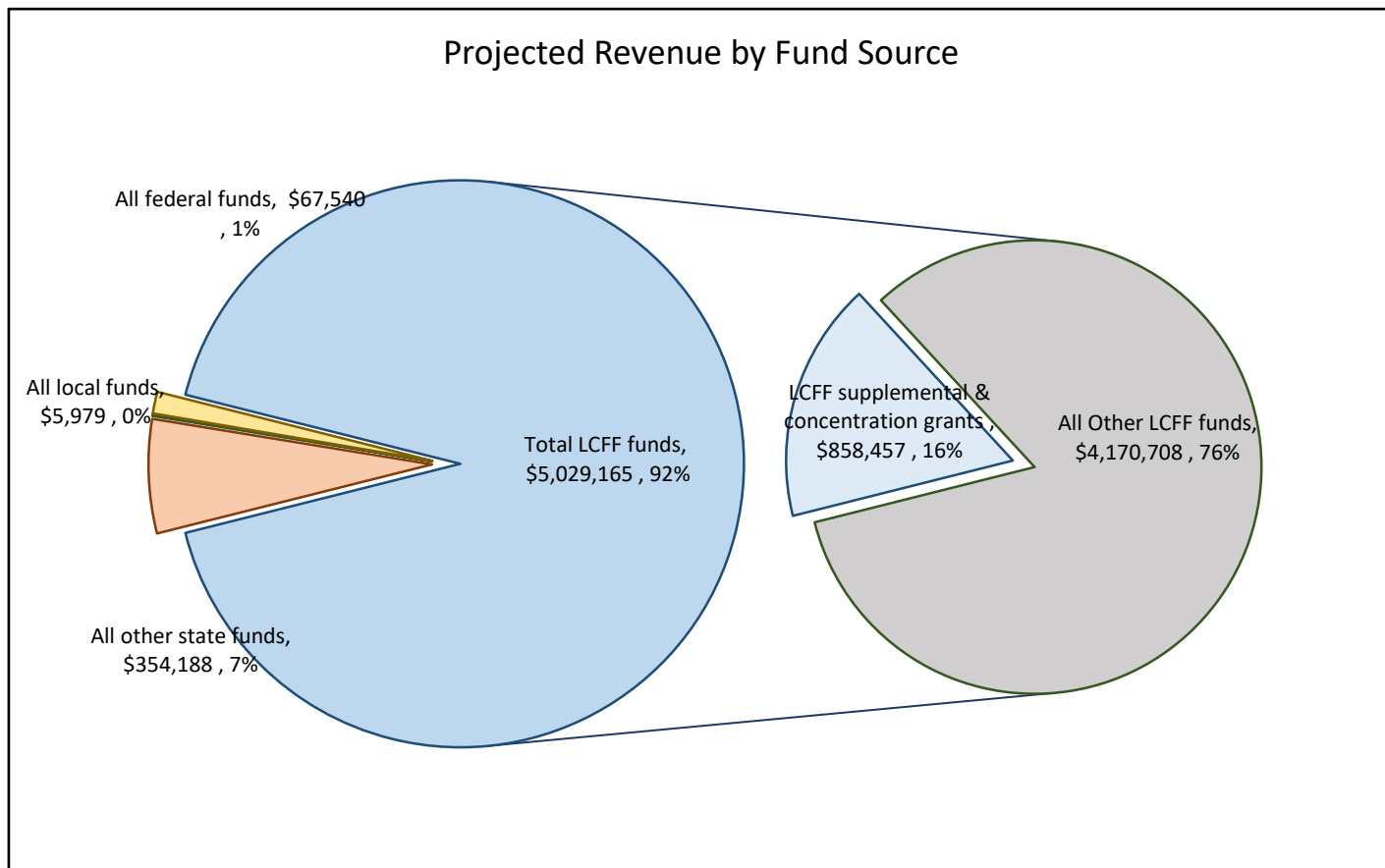
CDS Code: [CDS Code]

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: J.J. Lewis, 818-824-6233, jlewis@compasscharters.org

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

Budget Overview for the 2019-20 LCAP Year

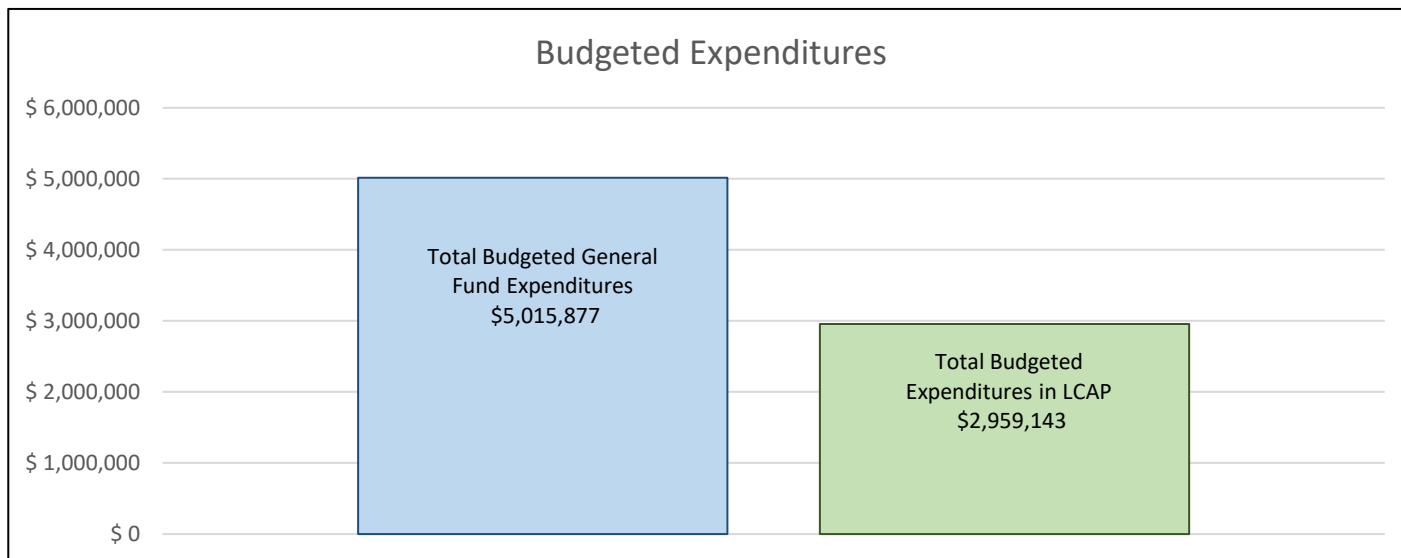


This chart shows the total general purpose revenue Compass Charter Schools of Yolo expects to receive in the coming year from all sources.

The total revenue projected for Compass Charter Schools of Yolo is \$5,456,872.20, of which \$5,029,165.00 is Local Control Funding Formula (LCFF), \$354,188.20 is other state funds, \$5,979.00 is local funds, and \$67,540.00 is federal funds. Of the \$5,029,165.00 in LCFF Funds, \$858,457.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Compass Charter Schools of Yolo plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Compass Charter Schools of Yolo plans to spend \$5,015,877.12 for the 2019-20 school year. Of that amount, \$2,959,143.00 is tied to actions/services in the LCAP and \$2,056,734.12 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

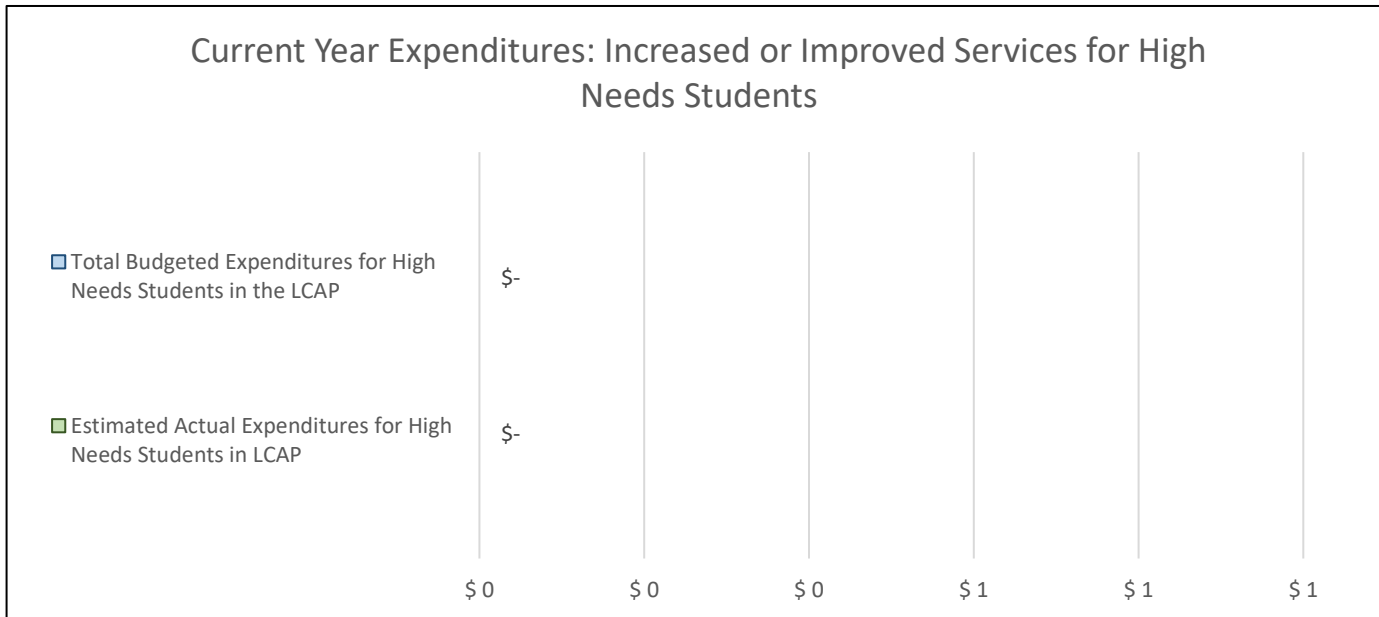
The General Fund Budget Expenditures for the LCAP Year 2019-20 not included in the LCAP include food and food supplies, noncapitalized equipment, insurance, utilities, other space rental, banking, payroll and legal fees, audit services, legal settlements, advertising, financial services, district oversight fees, and other miscellaneous fees.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Compass Charter Schools of Yolo is projecting it will receive \$858,457.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of Yolo must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Compass Charter Schools of Yolo plans to spend \$925,997.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Compass Charter Schools of Yolo's LCAP budgeted \$N/A for planned actions to increase or improve services for high needs students. Compass Charter Schools of Yolo estimates that it will actually spend \$N/A for actions to increase or improve services for high needs students in 2018-19.

--LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-2020

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Compass Charter School of Yolo	J.J. Lewis Superintendent and CEO	jlewis@compasscharters.org 818-824-6233

2019-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Compass Charter Schools (CCS) of Yolo is a direct-funded charter school that will begin operations in Fall 2019, authorized by the Winters Joint Unified School District in Yolo County, CA. CCS of Yolo will provide two program options for families. The Online Option is a virtual independent study public charter school program serving scholars (students) who reside in Yolo County and its adjacent counties. The Options Option is a virtual, home-school public charter school program that facilitates the families in providing instructional support, guidance and oversight to homeschools. The mission of CCS 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, inspiring 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 (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC). CCS of Yolo anticipates serving nearly 100 scholars whose families have determined that a virtual independent study or homeschool charter school best suits their scholars and families' needs. CCS of Yolo anticipates that the scholar population will mirror the Winters JUSD and consist of 66.8% socioeconomically disadvantaged (SED), 2.7% homeless, 32.9% English Learners (ELs), 0.5% foster youth, and 13.53% students with disabilities (SWD).

Scholars will attend school primarily from home, supervised by a learning coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a teacher 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 regular classes. Some reasons why scholars choose Independent study programs are because:

- it is designed to help scholars who have health problems,
- they are parents,
- they are gifted,
- they require more time in certain subjects,
- activities such as acting, dancing, and athletics require time during the normal school day,
- they are working,
- they are looking for flexibility,
- they find that regular classroom settings do not meet their needs, or
- with the growing number of violent episodes on school campuses, they are looking for a 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 platform, and progress is supervised by both the credentialed course instructor and the Director of Online Learning. 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 educational facilitator and the Director of Options Learning.

It is important to note that many high school scholars whose families choose an independent study charter school is 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 of credits required to graduate, so we will make high school course and credit recovery an option for all scholars who are deficient of credits.

LCAP Highlights

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

Compass Charter Schools of Yolo is a new Charter School and did not have a 2018-19 LCAP.

Review of Performance

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

Greatest Progress

Not Applicable

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

Greatest Needs

Not Applicable

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

CCS of Yolo has not been identified for CSI.

Support for Identified Schools

Describe how the LEA supported 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.

Not Applicable

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.

Not Applicable

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

CCS provides regular opportunities for stakeholders to give input to the Charter School. For parents, these opportunities include, but are not limited to, our Parent Advisory Council, quarterly Parent Town Hall meetings, annual satisfaction survey, and monthly check-ins or conferences with learning coaches and teachers. For staff and teachers, opportunities include monthly meetings, professional development sessions, annual satisfaction survey and direct access to senior staff via telephone calls, emails and in-person meetings. The Board of Directors meet quarterly, and all stakeholders are informed of the agenda as per Brown Act. Moreover, stakeholders are welcome and invited to share their comments with the Board of Directors. During these regular opportunities for engagement, CCS encourages stakeholders to comment on the strengths they see in the Charter School and to comments on any areas of opportunity that the Charter School could focus on Operations, Governance, Fiscal or Educational Performance.

The Parent Advisory Council (PAC) meets regularly on the following on the third Friday of every other month, starting in November. During the first PAC meeting of the school year, on November 12, 2018, school leaders helped families understand the components of the 18-19 LCAP and to discuss how we could best use the LCFF funds to serve our scholars and improve services in alignment with the state priorities. In addition to sharing the state's goals, we shared information about services and resources currently offered by the school that align with those priorities and initial proposals for additional services and resources we could offer. The PAC also analyzed the annual state assessments to include SBAC and ELPAC. The formal engagement process with stakeholders began by administering our annual Planning Survey with our families in April 2019. The surveys were available in English and Spanish so all of our families could participate. XXX% of parents responded. Scholars at CCS were also consulted in regard to their perception on school safety and climate. Parents were also asked about school culture in the Planning Survey. Staff and teachers also engaged in the LCAP review process. In addition, the CCS Board of Directors also met in Spring of 2019 to discuss areas of growth and improvement at the school. CCS' Board of Directors met on June 24, 2019 to review and finalize CCS's LCAP.

Impact on LCAP and Annual Update

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

The consultations with stakeholders listed above resulted in clear suggestions for meaningful improvement for 2019-20. Another key factor which has impacted the work that CCS has done is the designation of Comprehensive Support and Improvement based on a low graduation rate for the last two years being less than 67%. CCS is working with CCEE and receiving support to develop actions and services that will increase the graduation rate as well as academic achievement and scholar and parent involvement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

Increase scholar academic achievement as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: 1, 2, 3, 4, 5

Identified Need:

CCS of Yolo will identify the percent of scholars who meet or exceed standard mastery on the SBAC in ELA and Math overall and by significant subgroup.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline 2019-20	2020-21
SBAC ELA (Met or Exceeded Standard) <ul style="list-style-type: none"> • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) 	Increase the percent of scholars who score met or exceed standards (Determine Baseline 2019-20)	Increase the percent of scholars who score met or exceeded met or exceed standards by (TBD)

Metrics/Indicators	Baseline 2019-20	2020-21
<ul style="list-style-type: none"> Grade 11 (Online Program) Grade 11 (Options Program) 		
<p>SBAC Math (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> Grades 3-5 (Online Program) Grades 3-5 (Options Program) Grades 6-8 (Online Program) Grades 6-8 (Options Program) Grade 11 (Online Program) Grade 11 (Options Program) 	<p>Increase the percent of scholars who score met or exceed standards by (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars who score met or exceed standards by (TBD)</p>
<p>CAST (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> Grade 5 (Online Program) Grade 5 (Options Program) LEA eligible Grades 10, 11 Or 12 (Online Program) LEA eligible Grades 10, 11 Or 12 (Options Program) 	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>
<p>Percent of scholars at or above grade level on Internal ELA assessments</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) Options Elementary School (grades TK-5) Online Middle School (grades 6-8) Options Middle School (grades 6-8) 	<p>Percent of scholars at or above grade level on Internal ELA assessments at (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars who score at or above grade level on Internal ELA assessments by (TBD)</p>
<p>Percent of scholars at or above grade level on Internal Math assessments</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) 	<p>Percent of scholars at or above grade level on Internal Math assessments at (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars who score at or above grade level on Internal Math assessments by (TBD)</p>

Metrics/Indicators	Baseline 2019-20	2020-21
<ul style="list-style-type: none"> ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) 		
<p>Percent of scholars eligible for Honor Roll</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by (TBD)</p>
<p>Percent of scholars at or above grade level on Diagnostic ELA Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on Diagnostic ELA Assessment at (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic ELA Assessment by (TBD)</p>
<p>Percent of scholars at or above grade level on Diagnostic Math Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on Diagnostic Math Assessment at (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic Assessment Math by (TBD)</p>

Metrics/Indicators	Baseline 2019-20	2020-21
Constructed Response Writing Prompt	(TBD)	50% of scholars will pass Constructed Response Writing Prompt
EL Reclassification Rate <ul style="list-style-type: none"> Online Elementary School (grades K-5) Options Elementary School (grades TK-5) Online Middle School (grades 6-8) Options Middle School (grades 6-8) Online High School (grades 9-12) Options High School (grades 9-12) 	Maintain or increase the EL Reclassification Rate of 20%	Maintain or increase the EL Reclassification Rate of 20%
Percent of High School Seniors eligible for Graduation <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Increase the percent of Seniors eligible for graduation by (Determine Baseline 2019-20)	Increase the percent of Seniors eligible for graduation by (TBD)
Attendance Rates <ul style="list-style-type: none"> Online Elementary School (grades K-5) Options Elementary School (grades TK-5) Online Middle School (grades 6-8) Options Middle School (grades 6-8) Online High School (grades 9-12) Options High School (grades 9-12) 	Increase Attendance Rate to 97%	Maintain Attendance Rate over 97%

Planned Actions / Services

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

Action 1.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

All scholars will have all basic services to include 100% of teachers appropriately credentialed and assigned maintaining the 25:1 required ratio, 100% of core curriculum including ELD State Standards-aligned, 100% of scholars having sufficient materials to include technology support, virtual lab materials, learning lab materials, science kits, visual and performing arts materials, and an online library in a safe, orderly environment.

Budgeted Expenditures

Year	2019-20
Amount	2,679,705
Source	LCFF Base LCFF S&C Title I
Budget Reference	1100, 4100, 4200, 4410

Action 1.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

Identify scholars through Multi-Tier System of Supports (MTSS) who need additional support and interventions based on results of internal assessments and work completion and provide support sessions with the teacher, access to online support resources (such as ThinkingStorm) and tutoring. All teachers will complete deficiency notices for any grade 6-12 scholars who are receiving a grade of C or lower every quarter. Deficiency notices will be sent to the parent at the semester mid-point.

Budgeted Expenditures

Year	2019-20
Amount	60,587
Source	LCFF S&C Title I
Budget Reference	1200, 2100

Action 1.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

All staff, teachers and administrators will receive Professional Development sessions. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement.

Budgeted Expenditures

Year	2019-20
Amount	64,760
Source	LCFF Base Title II
Budget Reference	5200, 5210

Action 1.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning period will be implemented. The supervising teachers, educational facilitators, Scholar Services Technicians, counselors, educational facilitators and academic coordinators will hold scholars accountable by monitoring attendance, communicating with parents, sending warning letters, holding conferences, and having scholars and parents sign attendance contracts (as part of the Scholars Master Agreement). Scholars will be incentivized for attendance and participation. In the Online Program, 10% of grade will be based on attendance at Learning Labs. Extra Credit points will be given to scholars' next quiz, test or project for attending a study or tutoring session. In an effort to continuously improve attendance and participation in the Compass Options program, each Educational Facilitator will decide on a way to recognize those in their class that complete their activity logs and work samples by the date. Examples include a note of thanks, class message, recognition in the Compass Newsletter and/or class challenge.

Budgeted Expenditures

Year	2019-20
Amount	12,051
Source	LCFF Base
Budget Reference	2200, 2400

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Increase scholar retention and scholar and parent engagement and involvement as measured by local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Identified Need:

CCS of Yolo recognize parents as partners in their child’s education especially in the virtual educational environment. The Charter School will monitor grade span (Elementary, Middle School and High School) retention to ensure scholars benefit from a comprehensive educational experience. Also, ensuring scholar and parent engagement and involvement is important to help scholars and parents feel supported, safe and comfortable and to increase student academic achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	2019-20
<p>Attendance Rates</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Determine Baseline 2019-20</p>

Metrics/Indicators	2019-20
Number of scholar clubs	Determine Baseline 2019-20
Parent Advisory Council meeting minutes and Board Minutes	Determine Baseline 2019-20
Scholar Leadership Council meeting minutes and Board Minutes	Determine Baseline 2019-20
Participation in Parent/Teacher Conferences	Determine Baseline 2019-20
Participation in Satisfaction/LCAP Survey	Determine Baseline 2019-20
<p>Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS)</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Determine Baseline 2019-20
<p>Suspension Rate</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Determine Baseline 2019-20
Award Recognition Program	Determine Baseline 2019-20

Planned Actions / Services

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

Action 2.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide a variety of opportunities for parent involvement which will include the completion of an annual satisfaction survey with LCAP input, serving on the Parent Advisory Council, attending Town Hall meetings, attending Board meetings, chaperoning field trips, attending Parent/Teacher Conference, participating in the Learning Coach Academy, serving as a Learning Coach Ambassador to new Learning Coaches, attending Options events and classes, facilitating community activities and initiatives, and participating in the Learning Coach Academy (topics may include attendance, onboarding, motivating your scholar, social emotional learning) which may be live or on demand. CCS will make accommodations for parents with disabilities, for parents who are

2019-20 Actions/Services

linguistically diverse, parents of migrant scholars, parents who are socioeconomically disadvantaged, and parents of foster or homeless youth.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	
Budget Reference	No Additional Expense

Action 2.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will ensure the Award Recognition Program to include the awards of Scholar of the Month, Firebird of the Year, and Learning Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved Attendance by Learning Period, Perfect Attendance by the Year, Most Improved in Achievement, Excellent Participation in Learning Lab, Core Values (ARTIC) Awards given bi-monthly. Learning Coaches will also be recognized with awards to include Learning Coach Academy Certificates for Learning Coaches who have completed 10 Academy sessions and Excellent Parent Participation Awards for parents who participate in 20 hours per year of activities and events beyond instruction. Scholars will receive a prize like restaurant certificate, lottery for big prize, assignment pass. Parents will receive prizes like restaurant certificate or lottery for big prize. Prizes will be mailed or emailed. Finally, scholars will be recognized with Rites of Passage Ceremonies to include Kindergarten Celebration, 5th Grade Culmination, 8th Grade Promotion and HS Graduation.

Budgeted Expenditures

Year	2019-20
Amount	4,857
Source	LCFF Base
Budget Reference	5830

Action 2.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and the National Honor Society (HS). Scholars will be invited to attend informational workshops, transition meetings, activities and online counseling sessions starting in grade 4 focusing on social emotional learning provided by counselors.

Budgeted Expenditures

Year	2019-20
Amount	14,571
Source	LCFF Base
Budget Reference	5830

Action 2.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, applications, phone calls, emails and mail, scheduling activities, scheduling Options events and classes. The Engagement Committee will be responsible to outreach to families to increase engagement, organizing and posting events and handling field trip plans.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	
Budget Reference	No Additional Cost

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Increase academic achievement and engagement for scholars in special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: 1, 2, 3, 4

Identified Need:

CCS of Yolo is prepared to serve scholars in special populations and will support the scholars to ensure the academic achievement of scholars.

Expected Annual Measurable Outcomes

Metrics/Indicators	2019-20
SBAC ELA (Met or Exceeded Standard) <ul style="list-style-type: none"> ● Grades 3-5 (Online Program) ● Grades 3-5 (Options Program) ● Grades 6-8 (Online Program) ● Grades 6-8 (Options Program) ● Grade 11 (Online Program) ● Grade 11 (Options Program) 	Determine Baseline in 2019-20

Metrics/Indicators

2019-20

<p>SBAC Math (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program) 	<p>Determine Baseline in 2019-20</p>
<p>CAST (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> • Grade 5 (Online Program) • Grade 5 (Options Program) • LEA eligible Grades 10, 11 Or 12 (Online Program) • LEA eligible Grades 10, 11 Or 12 (Options Program) 	<p>Determine Baseline in 2019-20</p>
<p>Percent of scholars at or above grade level on Internal ELA assessments</p> <ul style="list-style-type: none"> • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) 	<p>Determine Baseline in 2019-20</p>
<p>Percent of scholars at or above grade level on Internal Math assessments</p> <ul style="list-style-type: none"> • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) 	<p>Determine Baseline in 2019-20</p>
<p>Percent of scholars eligible for Honor Roll</p> <ul style="list-style-type: none"> • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) 	<p>Determine Baseline in 2019-20</p>

Metrics/Indicators	2019-20
<ul style="list-style-type: none"> ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	
<p>Percent of scholars at or above grade level on Diagnostic ELA Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Determine Baseline in 2019-20
<p>Percent of scholars at or above grade level on Diagnostic Math Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Determine Baseline in 2019-20
<p>EL Reclassification Rate</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Determine Baseline in 2019-20
<p>Percent of High School Seniors eligible for Graduation</p> <ul style="list-style-type: none"> ● Online High School Seniors ● Options High School Seniors 	Determine Baseline in 2019-20
<p>Attendance Rates</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) 	Determine Baseline in 2019-20

Metrics/Indicators	2019-20
<ul style="list-style-type: none"> • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12) 	
Constructed Response Writing Prompt	50% of scholars will pass Constructed Response Writing Prompt
Policies, Procedures, and Training Log	Policies, Procedures, and Training Log
Resource Log	Resource Log

Planned Actions / Services

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

Action 3.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities to provide full services to the scholars. Homeless and Foster Youth will be supported through the enrollment process to include transferring credits, ensuring correct placement, and added supports in the PLP. All support positions for these special populations will be communicated and defined to families and included in the Scholar Handbook and website to include EL Coordinator, Homeless Youth Liaison, Foster Youth Liaison, SST Coordinator, and Scholar Success Coordinator to increase academic achievement, enhance educational experiences, and improve retention rates for these scholars.

Budgeted Expenditures

Year	2019-20
Amount	32,444
Source	LCFF S&C
Budget Reference	1200, 2200

Action 3.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to online MTSS curriculum like ThinkingStorm, provide computers and internet access for scholars who do not have access and are socioeconomically disadvantaged. CCS will provide additional interventions and supports for ELs to include ELD curriculum and program especially monitoring the progress of RFEP and transitioning LTELs to RFEP. CCS will provide additional interventions and supports for SWDs by working collaboratively with the Specialized Academic Instructors in collaboration with support staff and general education teachers.

Budgeted Expenditures

Year	2019-20
Amount	19,011
Source	LCFF S&C Title IV
Budget Reference	4430

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

Increase college and career readiness for scholars in high school as evidenced by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Identified Need:

CCS of Yolo understands the importance of graduates of the Charter School to be College and Career Ready.

Expected Annual Measurable Outcomes

Metrics/Indicators	2019-20
Graduation Rate <ul style="list-style-type: none"> • Online High School Seniors • Options High School Seniors 	Determine Baseline in 2019-20
4 Year Cohort Graduation Rate <ul style="list-style-type: none"> • Online High School Seniors enrolled in grades 9-12 • Options High School Seniors enrolled in grades 9-12 	Determine Baseline in 2019-20
5 Year Cohort Graduation Rate <ul style="list-style-type: none"> • Online High School Seniors enrolled in grades 9-12 + 5th year 	Determine Baseline in 2019-20

Metrics/Indicators	2019-20
<ul style="list-style-type: none"> Options High School Seniors enrolled in grades 9-12 + 5th year 	
A-G Course Completion at end of Grade 12 <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline in 2019-20
AP Passage (3 or Higher) Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline in 2019-20
CTE Course Enrollment and Passage Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline in 2019-20
EAP Ready or Conditionally Ready Rates <ul style="list-style-type: none"> Online High School Juniors Options High School Juniors 	Determine Baseline in 2019-20
College Acceptance Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline in 2019-20
Drop Out Rate <ul style="list-style-type: none"> Online High School Options High School 	Determine Baseline in 2019-20

Planned Actions / Services

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

Action 4.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide access and connections to college preparation exams beginning with the PSAT in grade 8, continuing in Grade 10 and Grade 11 for National Merit Scholars, the EAP, the SAT and ACT. CCS will provide SAT and ACT preparation courses.

Budgeted Expenditures

Year 2019-20

Amount 25,504

Year	2019-20
Source	LCFF Base
Budget Reference	4200, 5602, 5605

Action 4.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will provide each high school scholar with a 4-year plan developed with the counselor to incorporate A-G requirements, CTE courses, and Visual and Performing Arts courses based on post high school plan. For scholars who are credit deficient, the counselor will incorporate credit recovery in the plan with the time remaining. The Counselor will ensure that scholars are provided supports and interventions for any scholars who have a C- or lower or who are credit deficient.

Budgeted Expenditures

Year	2019-20
Amount	27,750
Source	LCFF Base
Budget Reference	1200

Action 4.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS 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 taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	Included in 4.2
Budget Reference	No Additional Cost

Action 4.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CCS of Yolo

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

2019-20 Actions/Services

CCS will support the AVID program for scholars accepted into the AVID program through tutoring, field trips, and use of AVID instructional strategies. CCS will increase access and participation for college visit field trips for all high school scholars.

Budgeted Expenditures

Year	2019-20
Amount	17,902
Source	LCFF Base
Budget Reference	1200, 5300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 858,457

20.58%

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

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

The various services described in the 2019-20 LCAP are intended to improve outcomes for all our scholars. The goals in the LCAP were set based on the overall Charter School goals, in alignment with the state priorities, and were developed with stakeholder input by identifying the most urgent needs of the scholars for the upcoming year. In addition, the school expects that approximately 65% of its scholar population will be considered "unduplicated pupils". The school is confident that by working toward the goals in the LCAP, scholar achievement will increase for unduplicated pupils as well as other groups of scholars.

The 2019-20 LCAP requires a minimum of 20.58% increased or improved services for unduplicated pupils. The 2019-20 LCAP is focused on the growth of scholars overall and by significant subgroups.

The increase in supplemental funds will be used during 2019-20 to:

1. Provide professional development to teachers, staff and administrators
2. Provide MTSS interventions
3. Incentivize attendance
4. Provide opportunities for parent involvement
5. Provide award recognition program for scholars and learning coaches
6. Provide engagement activities

7. Provide services to ELs

8. Focus on college and career readiness that will increase the percentage of scholars graduating with a-g requirements met.

The Charter School estimates that 65% of the scholars served will be considered unduplicated pupils. Services will be increased above the 20.58% minimum as follows:

1. Professional Development on PBIS, MTSS, SST, SEL and strategies for ELs and SWD and training of identification for foster youth and homeless youth
2. Learning Coach Academy development and expansion
3. Community outreach to parents especially homeless youth and foster youth
4. Communicate support positions that support ELs, FY, HY, and SWD
5. Implement the AVID program
6. Ensure college and career readiness with interventions, supports, monitoring and training

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must 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.

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

Coversheet

2019-20 Annual Budget Presentation

Section: III. Public Hearing
Item: B. 2019-20 Annual Budget Presentation
Purpose: Discuss
Submitted by: J.J. Lewis
Related Material: B CCS - Budget FDF 19-20 - Proposed.pdf
A 2019-20 Budget Presentation.pdf

BACKGROUND:

The 2019-20 operating budget was drafted with assistance from our Assistant Superintendent of Business Services and School Business Manager from CSMC. The budget is based on 2,031 scholars with daily attendance rates of 97% (grades K-5), 96% (grades 6-8) and 95% (grades 9-12). It is also based on receiving 100% funding for CCS of LA, CCS of San Diego, and CCS of Yolo. We are asking for feedback on our draft 2019-20 operating budget by the community during this Public Hearing.

RECOMMENDATION:

N/A - For Discussion Only

Budget Summary

Compass Charter Schools
Budget Summary
2019-20 Home Office Budget

SACS Code Description	Yolo	San Diego	Los Angeles	Home Office	Total
Revenue					
State	\$ 5,383,353.20	\$ 7,945,777.88	\$ 6,960,054.01		20,289,185
Federal	\$ 67,540.00	\$ 312,551.09	\$ 347,923.88		728,015
Local	\$ 5,978.55	\$ 36,480.58	\$ 5,978.55		48,438
Total Revenue	\$ 5,456,871.75	\$ 8,294,809.55	\$ 7,313,956.44		\$ 21,065,638

Expenses											
1000	Certificated Salaries	\$ 1,878,295.10	38%	\$ 2,855,134.02	36%	\$ 2,517,517.21	36%			7,250,946	36%
2000	Classified Salaries	\$ 508,263.82	10%	\$ 801,094.96	10%	\$ 681,236.36	10%			1,990,595	10%
3000	Benefits	\$ 664,908.87	13%	\$ 1,010,705.90	13%	\$ 891,190.91	13%			2,566,806	13%
	<i>Total Personnel Expenses</i>	<i>\$ 3,051,467.79</i>	<i>61%</i>	<i>\$ 4,666,934.87</i>	<i>59%</i>	<i>\$ 4,089,944.49</i>	<i>58%</i>	<i>\$ -</i>		<i>11,808,347</i>	<i>59.3%</i>
4000	Books and Supplies	\$ 1,320,570.20	26%	\$ 2,209,796.91	28%	\$ 1,942,429.16	28%			5,472,796	27%
5000	Services and Other Operating Expenses	\$ 622,771.71	12%	\$ 1,050,300.14	13%	\$ 966,527.30	14%			2,639,599	13%
6000	Capital Outlay										
7000	Other Outgoing										
Total Expenses		\$ 4,994,809.70		\$ 7,927,031.92		\$ 6,998,900.94				\$ 19,920,743	

Surplus / (Deficit)	\$ 462,062.05	\$ 367,777.63	\$ 315,055.50	\$ -	\$ 1,144,895
As a % of LCFF revenue	9.19%	5.00%	4.87%		6.07%
As a % of Total expenses	9.25%	4.64%	4.50%	%	5.75%

Beginning Balance	\$ -	\$ 226,419	\$ 282,700	\$ 4,682,207	\$ 5,191,326
CMO Contribution	\$ (210,604)	\$ (226,212)	\$ (274,567)	\$ 711,382	
Ending Balance	\$ 251,458	\$ 367,984	\$ 323,189	\$ 5,393,589	\$ 6,336,221

Se-740 Funding Determination Test:					
Certificated Salaries (40% req.):	49.10%	51.01%	51.21%		50.57%
Instructional Costs (80% req.):	91.24%	93.63%	93.05%		92.67%
Cert Salaries Met/Not Met:	Met	Met	Met		Met
Instr. Costs Met/Not Met	Met	Met	Met		Met

Student Info

Compass Charter Schools

Student Input

2019-20 Home Office Budget

	Yolo	San Diego	Los Angeles	Home Office	Total
Enrollment By Grade					
Kindergarten	25	79	60		164
Grade 1	25	66	45		136
Grade 2	25	55	52		132
Grade 3	25	86	55		166
Grade 4	25	56	55		136
Grade 5	25	58	51		134
Grade 6	50	69	53		172
Grade 7	50	65	74		189
Grade 8	50	75	65		190
Grade 9	50	65	49		164
Grade 10	50	51	45		146
Grade 11	50	51	46		147
Grade 12	50	53	52		155
Other Enrollment (Grade 12+, etc.)	-	-	-	-	-
Total Enrollment	500	829	702		2,031
	24.6%	40.8%	34.6%		

Daily Attendance Rate

Kindergarten	97.0%	97.0%	97.0%		
Grade 1	97.0%	97.0%	97.0%		
Grade 2	97.0%	97.0%	97.0%		
Grade 3	97.0%	97.0%	97.0%		
Grade 4	97.0%	97.0%	97.0%		
Grade 5	97.0%	97.0%	97.0%		
Grade 6	96.0%	96.0%	96.0%		
Grade 7	96.0%	96.0%	96.0%		
Grade 8	96.0%	96.0%	96.0%		
Grade 9	95.0%	95.0%	95.0%		
Grade 10	95.0%	95.0%	95.0%		
Grade 11	95.0%	95.0%	95.0%		

Student Info

Grade 12	95.0%	95.0%	95.0%		
Other Enrollment (Grade 12+, etc.)	95.0%	95.0%	95.0%		
Average Daily Attendance Rate	96.1%	96.1%	96.1%		

Average Daily Attendance by Grade

Kindergarten	24.3	76.6	58.2		159.1
Grade 1	24.3	64.0	43.7		131.9
Grade 2	24.3	53.4	50.4		128.0
Grade 3	24.3	83.4	53.4		161.0
Grade 4	24.3	54.3	53.4		131.9
Grade 5	24.3	56.3	49.5		130.0
Grade 6	48.0	66.2	50.9		165.1
Grade 7	48.0	62.4	71.0		181.4
Grade 8	48.0	72.0	62.4		182.4
Grade 9	47.5	61.8	46.6		155.8
Grade 10	47.5	48.5	42.8		138.7
Grade 11	47.5	48.5	43.7		139.7
Grade 12	47.5	50.4	49.4		147.3
Other Enrollment (Grade 12+, etc.)					
Average Overall Daily Attendance	479.5	797.6	675.2		1,952.3

Average Daily Attendance by Grade Range

ADA Grades K-3	97.00	277.42	205.64		580.06
ADA Grades 4-6	96.50	176.82	153.70		427.02
ADA Grades 7-8	96.00	134.40	133.44		363.84
ADA Grades 9-12	190.00	209.00	182.40		581.40
Average Overall Daily Attendance	479.50	797.64	675.18		1,952.32

Unduplicated Pupil Percent	69.12%	31.66%	61.44%		54.07%
Unduplicated Pupil Count	345.60	262.47	431.31		1,039.38

Prior Year P2 ADA		647.08	585.46		
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Total PTR Neded	19	32	27		
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Revenue Input

Compass Charter Schools
Revenue
2019-20 Home Office Budget

SACS	100% Yolo	100% San Diego	100% Los Angeles	Home Office	Total	
State						
8011	LCFF for all grades; state aid portion	\$ 3,842,167.55	\$ 4,412,327.23	\$ 6,156,409.31		14,410,904.08
8012	LCFF for all grades; EPA portion	\$ 95,900.00	\$ 1,321,736.54	\$ 135,036.00		1,552,672.54
8096	In-Lieu of Property Taxes, all grades	\$ 1,091,097.46	\$ 1,625,622.23	\$ 172,339.70		2,889,059.38
8019	Prior Year Income/Adjustments (State Aid)	\$ -	\$ -	\$ -		-
8520	State Child Nutrition program	\$ -	\$ -	\$ -		-
8550	Mandated Cost Reimbursements	\$ 13,321.24	\$ 19,065.56	\$ 16,297.05		48,683.85
8560	Lottery - Restricted	\$ 25,413.50	\$ 42,274.92	\$ 35,784.54		103,472.96
8560	Lottery - Unrestricted	\$ 72,404.50	\$ 120,443.64	\$ 101,952.18		294,800.32
8550	One Time Block Grant	\$ -	\$ -	\$ -		-
8590	Other State Revenue	\$ -	\$ -	\$ -		-
8591	SB740 Rent Reimbursement	\$ -	\$ -	\$ -		-
8599	Prior Year Income/Adjustments (State Aid)	\$ -	\$ -	\$ -		-
8792	SPED	\$ 243,048.96	\$ 404,307.76	\$ 342,235.24		989,591.96
8792	SPED - MH	\$ -	\$ -	\$ -		-
State Revenue	\$ 5,383,353.20	\$ 7,945,777.88	\$ 6,960,054.01	\$ -	\$ -	20,289,185.09
Federal						
8220	Federal Child Nutrition Programs	\$ -	\$ -	\$ -		-
8181	Special Education - Federal Entitlement	\$ -	\$ 106,705.09	\$ 90,322.88		197,027.97
8182	Special Education - Mental Health	\$ -	\$ -	\$ -		-
8290	Other Federal (ESSA CSI)	\$ -	\$ 129,331.00	\$ 129,331.00		258,662.00
8291	Title I	\$ 47,950.00	\$ 56,902.00	\$ 103,327.00		208,179.00
8292	Title II	\$ 9,590.00	\$ 9,613.00	\$ 14,943.00		34,146.00
8293	Title III	\$ -	\$ -	\$ -		-
8294	Title IV	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00		30,000.00
8295	Title V	\$ -	\$ -	\$ -		-
8299	Prior Year Federal Revenue	\$ -	\$ -	\$ -		-
Federal Revenue	\$ 67,540.00	\$ 312,551.09	\$ 347,923.88	\$ -	\$ -	728,014.97
Local						
8660	Interest	\$ 35.33	\$ 30,523.05	\$ 35.33		30,593.71
8682	Foundation Grants/Donations	\$ 443.22	\$ 457.53	\$ 443.22		1,343.97
8685	School Site Fundraising Revenue	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00		15,000.00
8639	Student Lunch Revenue	\$ -	\$ -	\$ -		-
8699	All Other Local Revenue	\$ 500.00	\$ 500.00	\$ 500.00		1,500.00
8685	School Site Fundraising Revenue	\$ -	\$ -	\$ -		-
8650	Rental Income	\$ -	\$ -	\$ -		-
Local Revenue	\$ 5,978.55	\$ 36,480.58	\$ 5,978.55	\$ -	\$ -	48,437.68
Total Revenue	\$ 5,456,871.75	\$ 8,294,809.55	\$ 7,313,956.44	\$ -	\$ -	21,065,637.74

Revenue Rates				
Yolo	San Diego	Los Angeles	Home Office	Total
LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc
LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc
2,275.49	2,038.04	255.25		
45.23	16	45		
53.00	53	53		
151.00	151	151		
185.00	185	185		
506.88	507	507		
506.88	507	507		
133.78	133.78	133.78		
100.00	618.81	709.05		
100.00	71.34	153.04		
20.00	12.05	22.13		
40.00		40.00	40.00	40.00

Compass Charter Schools
Expenses Summary
2019-20 Home Office Budget

Enrollment Increase 19%

SACS OI Code Description		Yolo	San Diego	Los Angeles	Home Office	Total	CMO
Certificated Salaries							
1100	Teachers' Salaries	1,416,422.36	2,153,056.60	1,898,459.76		5,467,939	5,467,939
1105	Teachers' Stipends	-	-	-		-	-
1120	Substitute Expense	-	-	-		-	-
1200	Certificated Pupil Support Salaries	262,045.69	398,326.95	351,225.18		1,011,598	1,011,598
1300	Certificated Supervisor and Administrator Salaries	199,827.05	303,750.46	267,832.27		771,410	771,410
1305	Certificated Supervisor and Administrator Bonuses	-	-	-		-	-
1900	Other Certificated Salaries	-	-	-		-	-
1000	Subtotal	1,878,295.10	2,855,134.02	2,517,517.21		7,250,946	7,250,946
Classified Salaries							
2100	Instructional Aide Salaries	-	-	-		-	-
2105	Instructional Aide Stipends	-	-	-		-	-
2200	Classified Support Salaries	248,219.99	377,310.97	332,694.32		958,225	958,225
2210	Classified Support Overtime	-	-	-		-	-
2300	Classified Supervisor and Administrator Salaries	179,049.84	272,167.71	239,984.15		691,202	691,202
2400	Clerical, Technical, and Office Staff Salaries	80,993.99	123,116.27	108,557.90		312,668	312,668
2410	Clerical, Technical, and Office Staff Overtime	-	-	-		-	-
2900	Other Classified Salaries	-	28,500.00	-		28,500	28,500
2000	Subtotal	508,263.82 89.10%	801,094.96 89.19%	681,236.36 89.10%		1,990,595 89.14%	1,990,595 89.14%
Employee Benefits							
3101	State Teachers' Retirement System, certificated positions	321,188.46	488,227.92	430,495.44		1,239,912	1,239,912
3202	Public Employees' Retirement System, classified positions	-	-	-		-	-
3313	OASDI	33,276.26	50,582.14	44,600.85		128,459	128,459
3323	Medicare	35,017.63	53,229.14	46,934.84		135,182	135,182
3403	Health & Welfare Benefits	219,112.91	333,066.25	293,681.49		845,861	845,861
3503	State Unemployment Insurance	20,535.50	31,215.34	27,524.16		79,275	79,275
3603	Worker Compensation Insurance	24,150.09	36,709.75	32,368.86		93,229	93,229
3903	Other Benefits	11,628.01	17,675.36	15,585.27		44,889	44,889
3000	Subtotal	664,908.87	1,010,705.90	891,190.91		2,566,806	2,566,806
Total Personnel Expenses		3,051,467.79	4,666,934.87	4,089,944.49		11,808,347	11,808,347
Books and Supplies							
4100	Approved Textbooks and Core Curricula Materials	789,169.55	1,199,590.42	1,057,740.03		3,046,500	3,046,500
4200	Books and Other Reference Materials	5,894.63	8,960.23	7,900.70		22,756	22,756
4215	ESSA - CSI		172,442.00	172,442.00		344,884	344,884
4300	Materials and Supplies	3,094.78	4,704.28	4,148.00		11,947	11,947

4315	Classroom Materials and Supplies	3,889.21	5,911.86	5,212.79		15,014	15,014
4381	Materials for Plant Maint	-	-	-		-	-
4400	Noncapitalized Equipment	31,292.20	47,566.23	41,941.57		120,800	120,800
4410	Software and Software Licensing	468,218.58	711,723.52	627,562.91		1,807,505	1,807,505
4430	Noncapitalized Student Equipment	19,011.25	28,898.37	25,481.16		73,391	73,391
4700	Food and Food Supplies		30,000.00			30,000	30,000
							-
							-
4000	Subtotal	1,320,570.20	2,209,796.91	1,942,429.16		5,472,796	5,472,796

Services and Other Operating Expenses

5200	Travel and Conferences	38,856.21	59,064.03	52,079.77		150,000	150,000
5210	Training and Development Expense	25,904.14	39,376.02	34,719.84		100,000	100,000
5300	Dues and Memberships	14,175.26	21,547.35	18,999.39		54,722	54,722
5400	Insurance	6,333.04	9,626.65	8,488.31		24,448	24,448
5500	Operation and Housekeeping Services	1,682.47	2,557.47	2,255.05		6,495	6,495
5501	Utilities	777.12	1,181.28	1,041.60		3,000	3,000
5600	Space Rental/Leases Expense	27,479.11	91,770.08	36,830.81		156,080	156,080
5601	Building Maintenance	-	-	-		-	-
5602	Other Space Rental	7,429.57	11,293.44	9,958.00		28,681	28,681
5605	Equipment Rental/Leasing Expense	12,179.87	18,514.21	16,324.92		47,019	47,019
5610	Equipment Repair	-	-	-		-	-
5800	Professional/Consulting Services and Operating Expenses	14,502.69	22,045.06	19,438.25		55,986	55,986
5803	Banking and Payroll Fees	1,514.36	2,301.92	2,029.72		5,846	5,846
5805	Legal Fees	38,856.21	59,064.03	52,079.77		150,000	150,000
5806	Audit Services	4,105.81	6,241.10	5,503.10		15,850	15,850
5807	Legal Settlements		45,000.00			45,000	45,000
5809	Employee Tuition	15,542.48	23,625.61	20,831.91		60,000	60,000
5810	Educational Consultants	147,311.65	223,923.55	197,444.81		568,680	568,680
5811	Student Transportation/Field Trips/Activities	-	-	-		-	-
5814	ERMHS Level 3 Transportation	-	-	-		-	-
5815	Advertising/Recruiting	77,712.41	118,128.06	104,159.53		300,000	300,000
5820	Fundraising Expense	-	-	-		-	-
5830	Field Trips	19,428.10	29,532.01	26,039.88		75,000	75,000
5836	Transportation Services	-	-	-		-	-
5842	Services Student Athletics	-	-	-		-	-
5873	Financial Services	83,340.00	138,177.72	117,009.36		338,527	338,527
5874	Personnel Services	388.56	590.64	520.80		1,500	1,500
5875	District Oversight Fees	50,291.65	73,596.86	193,913.55		317,802	317,802
5877	IT Services	12,952.07	19,688.01	17,359.92		50,000	50,000
5890	Interest Expense / Misc. Fees	433.64	659.15	581.21		1,674	1,674
5891	Loan Mangement and Interest Fee	-	-	-		-	-
5899	CMO Management Fee	-	-	-		-	-
5900	Communications	21,575.30	32,795.89	28,917.81		83,289	83,289
5999	Expenses Suspense	-	-	-		-	-
			-				-

5000	Subtotal	622,771.71	1,050,300.14	966,527.30	2,639,599	2,639,599
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Capital Outlay

6900	Depreciation Expense	-	-	-	-	-
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6000 Subtotal

Other Outgoing

7999	Repayment of Revenue	-	-	-	-	-
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7141	Special Education Encroachment	-	-	-	-	-
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7438	Debt Service - Interest	-	-	-	-	-
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7500	District Oversight Fee	-	-	-	-	-
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7000 Subtotal

Total Non-Personnel Expenses	1,943,341.91	3,260,097.05	2,908,956.46	8,112,395	8,112,395
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Total Expenses	4,994,809.70	7,927,031.92	6,998,900.94	19,920,743	19,920,743
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	Certificated Payroll:	2,476,101	3,764,240	3,318,769	9,559,112	9,559,112
	Instructional Payroll:	3,346,431	5,042,987	4,445,548	12,805,321	12,805,321
I	Instructional Related:	1,603,822.62	2,640,359.51	2,322,078.15	-	6,566,260.27
F	Facilities	28,548.64	83,395.84	38,264.32	-	150,208.80
		1,632,371.26	2,723,755.35	2,360,342.47	-	6,716,469.07



COMPASS

CHARTER SCHOOLS

FY19-20 Operating Budget

(855) 937- 4227

CompassCharters.org



Agenda

- Mission and Vision
- Beginning Balance
- Revenue
- Expenses
- Ending Balance
- Q&A



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

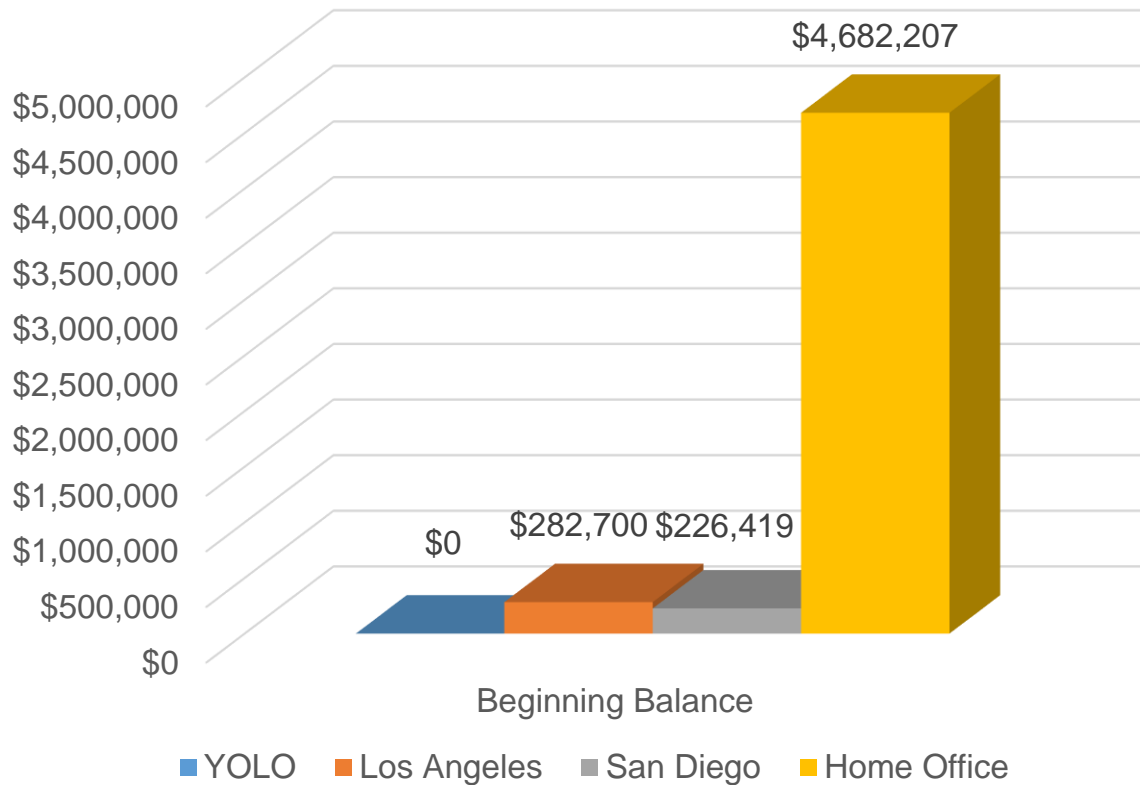
VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring 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.





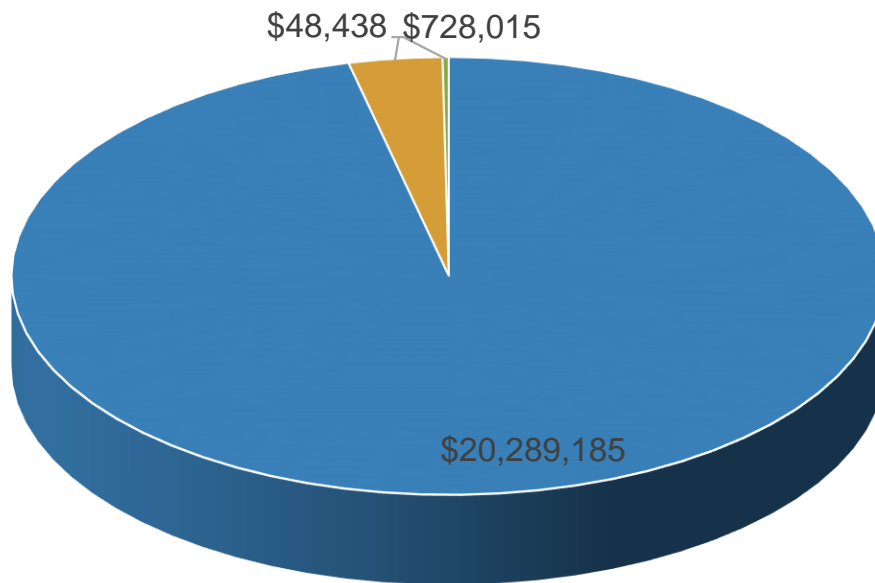
Beginning Balance





Revenue

Revenue

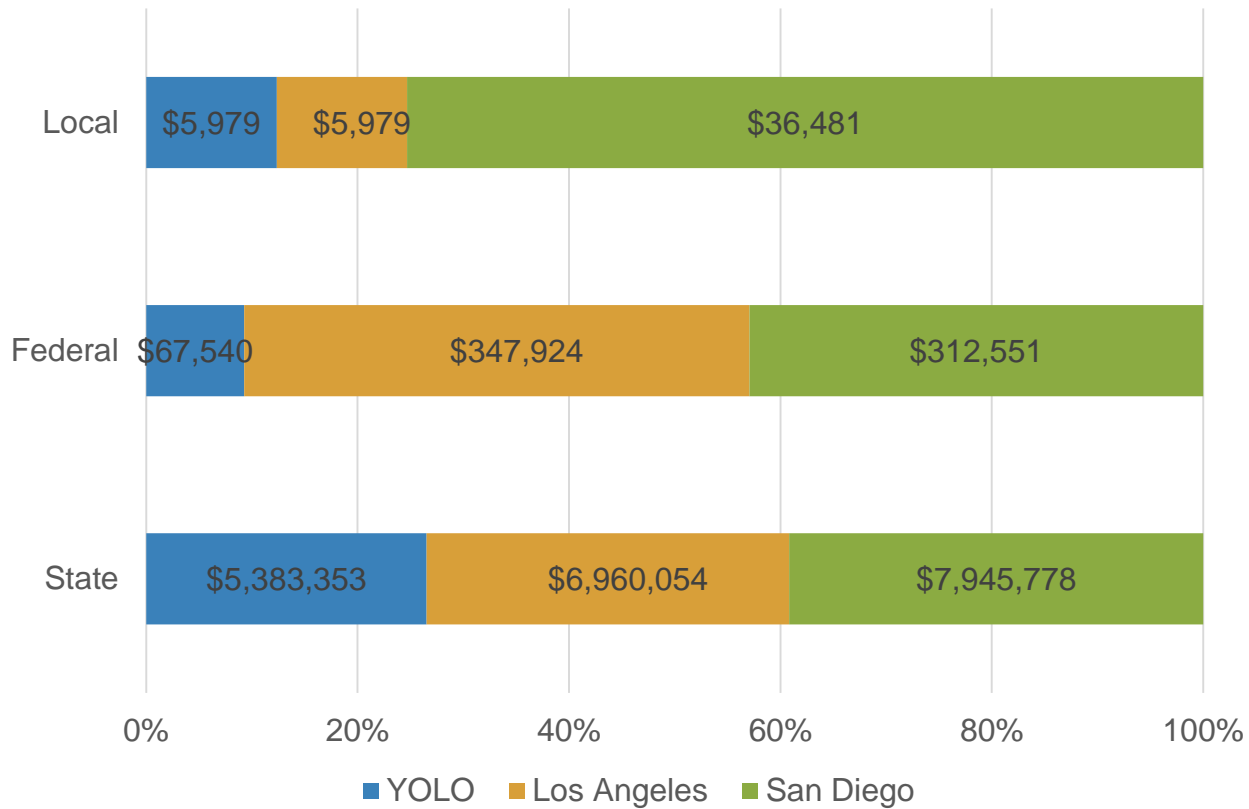


■ State ■ Federal ■ Local



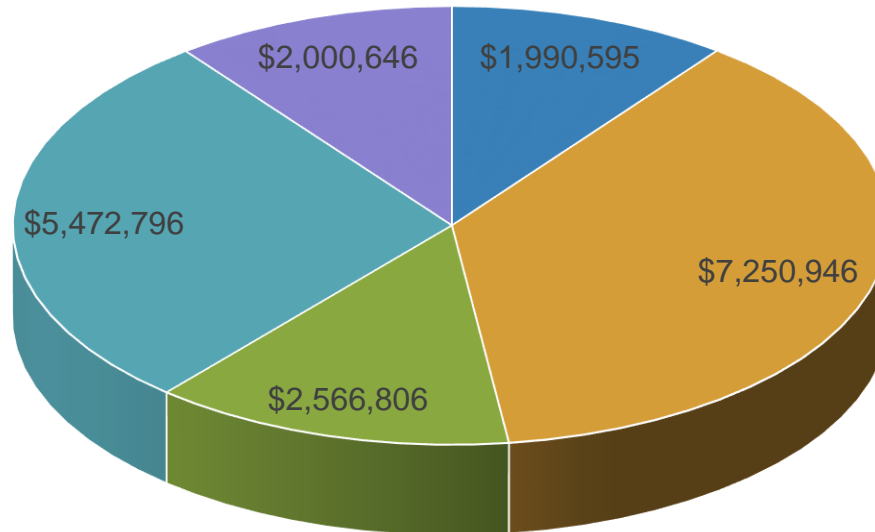


Revenue





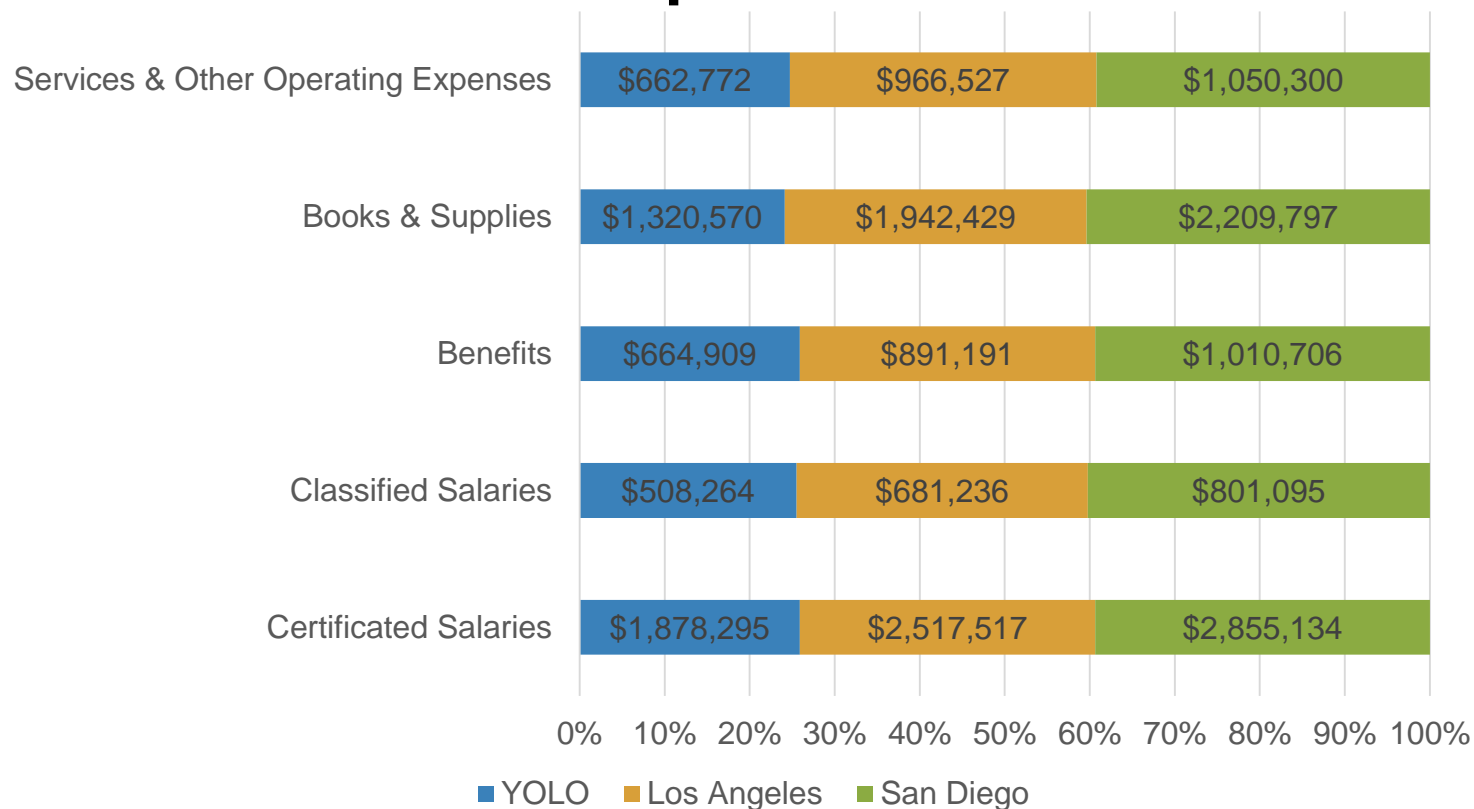
Expenses



- Classified Salaries
- Certified Salaries
- Benefits
- Books & Supplies
- Services & Other Operating Expenses

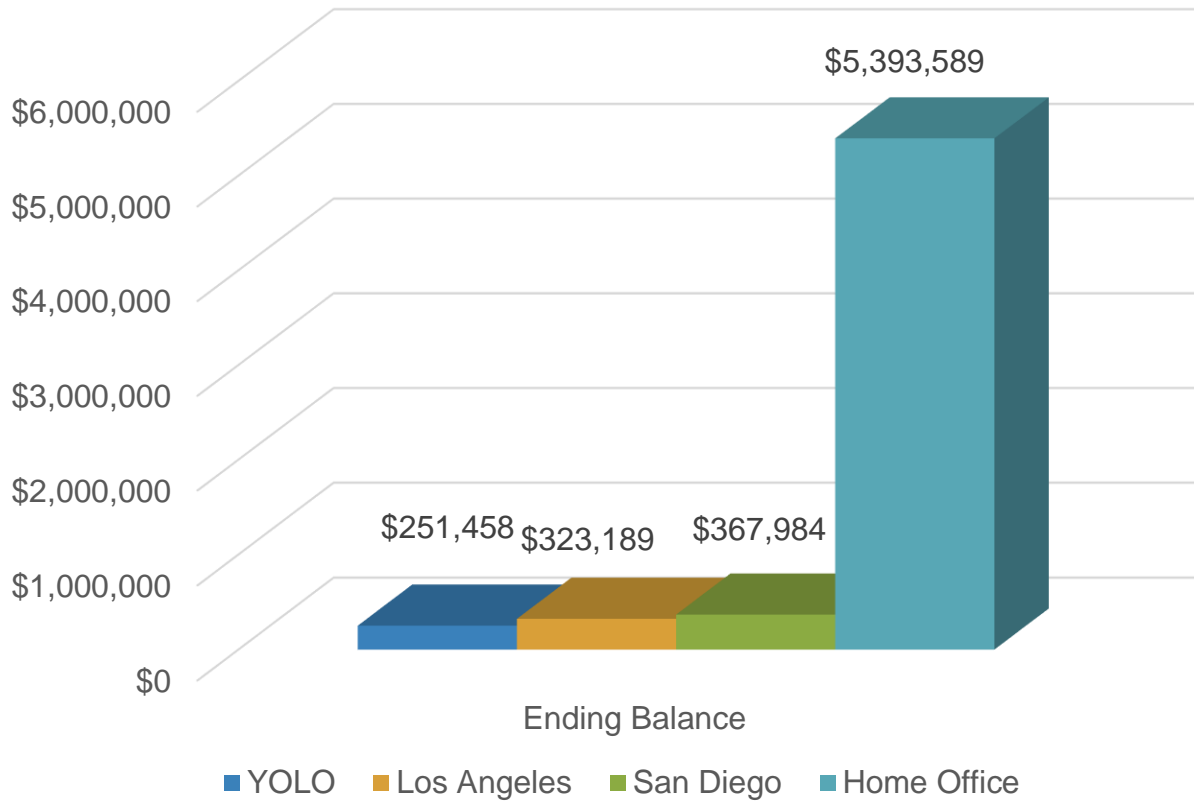


Expenses





Ending Balance





Questions?



Contact:

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