Compass Charter Schools

Annual Meeting

Virtual

Date and Time

Friday July 7, 2023 at 1:00 PM PDT

Location

Join Zoom Meeting
https://compasscharters-org.zoom.us/j/85208964098?pwd=ZWEyYUZhVjQyamR1R2NhUXdvUFpDZz09
Meeting ID: 852 0896 4098
Passcode: 362965
One tap mobile
+16694449171,,85208964098# US
+13462487799,,85208964098# US (Houston)

Meeting ID: 852 0896 4098
Find your local number: https://compasscharters-org.zoom.us/u/kciDSXuIl9

850 Hampshire Rd.
Thousand Oaks, CA 91361

9412 Krepp Dr
Huntington Beach, CA 92646

9692 Dumbreck Drive, Huntington Beach, CA 92646

2540 Huntington Dr. San Marino, CA 91108 Suite 107

6337 8th Ave Los Angeles California 90043

This meeting will be held virtually, please join the meeting from your computer, tablet or smartphone:

Join Zoom Meeting
https://compasscharters-org.zoom.us/j/85208964098?pwd=ZWEyYUZhVjQyamR1R2NhUXdvUFpDZz09
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850 Hampshire Rd.
Thousand Oaks, CA 91361

9412 Krepp Dr., Huntington Beach, CA 92646

9692 Dumbreck Drive, Huntington Beach, CA 92646

2540 Huntington Dr. San Marino, CA 91108 Suite 107

6337 8th Ave Los Angeles California 90043

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**1:00 PM**
	Opening Items			
	A. Call the Meeting to Order		Thomas Arnett	1 m
	B. Record Attendance and Guests		Miguel Aguilar	1 m

		Purpose	Presenter	Time
C.	Welcoming Inclusion Activity	Discuss	Lainie Rowell	5 m

II. Consent Items — 1:07 PM

A.	Consent Items	Vote	Thomas Arnett	5 m

Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.

- Approval of the June 22, 2023 Annual Meeting Agenda
- Approval of the May 20, 2023 Regular Meeting Minutes

B.	Approval of May 20, 2023 Regular Meeting Minutes	Approve Minutes	Thomas Arnett	1 m

III. Public Comment — 1:13 PM

A.	Public Comment	FYI	Thomas Arnett	10 m

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 (https://forms.gle/jEmpDNMxeZYjirg89) and submit it to Miguel Aguilar. 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 **two (2) 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.

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

		Purpose	Presenter	Time

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.

IV. Organization of the Board of Directors — 1:23 PM

A.	Term renewals of Board Members Vote to renew the term for Therese Christopher	Vote	Thomas Arnett	5 m
B.	Term renewals for board members Vote to renew the term for Samantha Herrod	Vote	Thomas Arnett	5 m
C.	Term Renewals for board members Vote to renew the term for Thomas Arnett	Vote	Thomas Arnett	5 m
D.	Election of the Chairperson	Vote	Thomas Arnett	5 m
E.	Election of the Secretary	Vote	Thomas Arnett	5 m
F.	Election of the Treasurer	Vote	Thomas Arnett	5 m

V. Communications — 1:53 PM

A.	Board Member Communication	FYI	Thomas Arnett	10 m

- Thomas Arnett
- Therese Christopher
- Samantha Herrod
- Dr. Olvera
- Lainie Rowell
- Dr. William Stinde

B.	Parent Advisory Council Update Attachments:	FYI	Samantha Herrod	10 m

		Purpose	Presenter	Time
	• Approval of Scholarships			
VI.	**Superintendent's Report**			**2:13 PM**
A.	Superintendent's Report	FYI	Elizabeth Brenner	20 m
	Learning Coaches of the Year Presentation 5-Year Anniversary Presentations 10-Year Anniversary Presentations			
VII.	**Closed Session**			**2:33 PM**
A.	Public Employee Performance Evaluation Title: Superintendent & CEO	Discuss	Thomas Arnett	30 m
VIII.	**Reconvene from Closed Session**			**3:03 PM**
A.	Closed Session Report	FYI	Thomas Arnett	5 m
IX.	**Unfinished Business**			
X.	**Academic Services**			**3:08 PM**
A.	Approval of Abre Data Suite Contract Approval of the Abre Data Suite 5 year contract for $175,685 ($35,137 paid annually)	Vote	Elizabeth Brenner	10 m
B.	Approval of the Accelerate Education Online Curriculum Contract A. Approval of the 23-24 Accelerate Education Online Curriculum and Contract	Vote	Elizabeth Brenner	5 m
XI.	**Operations**			**3:23 PM**
A.	Operations Update Attachments:	FYI	Lisa Fishman	5 m

		Purpose	Presenter	Time
	• Operations Division Board Report • Operations Division Detailed Report			
B.	Review and Approval of the May 2023 Financial Statements Attachments: • FY22 Finance Update • Balance Sheet • Profit v Loss Statement • Check Register	Vote	Lisa Fishman	5 m
C.	Adoption of the 2023-24 Annual Budget Attachments: • FY23 Operating Budget ◦ Compass Charter Schools of Los Angeles ◦ Compass Charter Schools of San Diego ◦ Compass Charter Schools of Yolo	Vote	Lisa Fishman	10 m
XII.	**People Division**			**3:43 PM**
A.	People Division Update Attachments: • People Division Update • Additions & Terminations Report	FYI	Sophie Trivino	5 m
XIII.	**Executive**			**3:48 PM**
A.	Review and Approval of the 2023-24 Local Control Accountability Plans Attachments: • 2023-24 Local Control Accountability Plans ◦ Compass Charter Schools of Los Angeles ◦ Compass Charter Schools of San Diego	Vote	Elizabeth Brenner	10 m

		Purpose	Presenter	Time

- Compass Charter Schools of Yolo
- 2023-24 LCAP Local Measures
  - Compass Charter Schools of Los Angeles
  - Compass Charter Schools of San Diego
  - Compass Charter Schools of Yolo

B.	Policy Approval	Vote	Elizabeth Brenner	10 m

Independent Study Policy Update
Review the proposed updates to the IS policy and approve.

C.	Scholar Residency Policy Approval	Vote	Elizabeth Brenner	15 m

Review and approve a new scholar residency policy

XIV. Closing Items — 4:23 PM

A.	Upcoming Meetings	Vote	Elizabeth Brenner	5 m

Approval of the Board of Directors Meeting calendar for 2023-2024

B.	Optimistic Closure Activity	Discuss	Lainie Rowell	5 m
C.	Adjourn Meeting	FYI	Thomas Arnett	1 m

Coversheet

Approval of May 20, 2023 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of May 20, 2023 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on May 20, 2023

APPROVED

Compass Charter Schools

Minutes

Board Meeting

Date and Time
Saturday May 20, 2023 at 10:00 AM

Location
DoubleTree by Hilton Carson | Mont Blanc Room
2 Civic Plaza Drive
Carson, CA 90745

If you are unable to join us in-person in Carson, please join the meeting from your computer, tablet or smartphone:

Elizabeth Brenner is inviting you to a scheduled Zoom meeting.
Topic: Board of Director's Meeting
Time: This is a recurring meeting Meet anytime
Join Zoom Meeting
https://compasscharters-org.zoom.us/j/85208964098?pwd=ZWEyYUZhVjQyamR1R2NhUXdvUFpDZz09
Meeting ID: 852 0896 4098
Passcode: 362965
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Dial by your location
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- +1 346 248 7799 US (Houston)
- +1 719 359 4580 US
- +1 720 707 2699 US (Denver)
- +1 253 205 0468 US

+1 253 215 8782 US (Tacoma)
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 558 8656 US (New York)
+1 646 931 3860 US
+1 689 278 1000 US
+1 301 715 8592 US (Washington DC)
+1 305 224 1968 US
+1 309 205 3325 US
+1 312 626 6799 US (Chicago)
+1 360 209 5623 US
+1 386 347 5053 US
Meeting ID: 852 0896 4098
Find your local number: https://compasscharters-org.zoom.us/u/kciDSXuII9

For questions or requests regarding accessibility, please call Nicole Sendejaz at 1-818-824-6528.

Directors Present
I. Olvera, L. Rowell, S. Herrod, T. Arnett, T. Christopher, W. Stinde

Directors Absent
None

Guests Present
M. Aguilar

I. Opening Items

A. Call the Meeting to Order

T. Arnett called a meeting of the board of directors of Compass Charter Schools to order on Saturday May 20, 2023 at 10:07 AM.

B. Record Attendance and Guests

C. Welcoming Inclusion Activity

Mrs. Rowell led the Board of Directors and attendees in a Welcoming Inclusion Activity.

II. Consent Items

A.

Consent Items

T. Arnett made a motion to approve the consent items.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Rowell	Aye
I. Olvera	Aye
T. Christopher	Aye
S. Herrod	Aye
T. Arnett	Aye
W. Stinde	Aye

B. Approval of March 25, 2023, Regular Meeting Minutes

T. Arnett made a motion to approve the minutes from Board Meeting on 03-25-23.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

W. Stinde	Aye
L. Rowell	Aye
I. Olvera	Aye
T. Arnett	Aye
S. Herrod	Aye
T. Christopher	Aye

C. Approval of April 6, 2023 Special Meeting Minutes

T. Arnett made a motion to approve the minutes from Special Meeting on 04-06-23.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

W. Stinde	Aye
S. Herrod	Aye
L. Rowell	Aye
T. Christopher	Aye
I. Olvera	Aye
T. Arnett	Aye

III. Public Comment

A. Public Comment

No public comment

IV. Communications

A. Board Member Communication

Dr. Stinde asked if there were any board members at the end of their terms. Ms. Brenner shared that there aren't any board members at the end of their term. Ms. Brenner also shared that there will be a member & role review at the June Meeting. Mr. Arnett covered the BoardOnTrack feature which lists each board member's information and terms.

B. Parent Advisory Council Update

Mrs. Herrod shared the Parent Advisory Council Report.

C. Scholar Leadership Council Update

Ms. Saurer provided the Scholar Leader Council Report.

V. Superintendent's Report

A. Superintendent's Report

Ms. Brenner provided the Superintendent's Report.

VI. Public Hearing

A. 2023-24 Local Control Accountability Plans (LCAPs)

The Public Hearing on the 2023-24 Local Control Accountability Plans opened at 10:53 am.

Ms. Brenner presented the 2023-24 Local Control Accountability Plans and received feedback from members of the Board and the public.

The Public Hearing closed at 11:12 am.

VII. Presentations

A. IT Department Presentation

Mr. David Brasch, Director of IT, provided the board with a video to explore the IT Department.

B. People Division

Ms. Sophia Trivino, Chief People Officer, provided the board with a video to explore the People Division.

VIII. Academic Services

A.

Special Education Department Update

Mrs. Amy Foody, Director of Special Education, shared the Special Education Department Update.

B. El Paseo Contract Approval

Ms. Foody covered an overview of the El Paseo contract.
W. Stinde made a motion to approve the El Paseo Contract.
I. Olvera seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Rowell	Aye
T. Arnett	Aye
T. Christopher	Aye
W. Stinde	Aye
S. Herrod	Aye
I. Olvera	Aye

C. Contract for 2023/24 School Year Specialized Therapy Services

Ms. Foody covered an overview of the 2023/24 School Year Specialized Therapy Services Contract.
W. Stinde made a motion to approve the 2023/24 School Year Specialized Therapy Services Contract.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Herrod	Aye
I. Olvera	Aye
T. Arnett	Aye
L. Rowell	Aye
W. Stinde	Aye
T. Christopher	Aye

D. Contract 2023/24 Oxford Consulting

Ms. Foody covered an overview of the 2023/24 Oxford Consulting Contract.
W. Stinde made a motion to approve the 2023/24 Oxford Consulting Contract.
I. Olvera seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

I. Olvera	Aye
S. Herrod	Aye
T. Christopher	Aye
W. Stinde	Aye

Roll Call

T. Arnett	Aye
L. Rowell	Aye

E. Contract 2023/24 Partners in Special Education

Ms. Foody covered an overview of the 2023/24 Partners in Special Education Contract.
W. Stinde made a motion to approve the 2023/24 Partners in Special Education Contract.
I. Olvera seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

I. Olvera	Aye
W. Stinde	Aye
T. Christopher	Aye
S. Herrod	Aye
L. Rowell	Aye
T. Arnett	Aye

F. Contract 2023/24 El Paseo

Ms. Foody covered an overview of the 2023/24 El Paseo Contract.
W. Stinde made a motion to approve the 2023/24 El Paseo Contract.
I. Olvera seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Arnett	Aye
I. Olvera	Aye
W. Stinde	Aye
S. Herrod	Aye
T. Christopher	Aye
L. Rowell	Aye

IX. Operations

A. Review and Approval of the March 2023 and April 2023 Financial Statements

L. Rowell made a motion to approve the March 2023 and April 2023 Financial Statements.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

I. Olvera	Aye
W. Stinde	Abstain
T. Christopher	Aye
S. Herrod	Aye
T. Arnett	Aye

Roll Call

L. Rowell Aye

The Board of Directors recessed into a break at 11:51 am.

The Board of Directors reconvened from break at 12:04 pm.

B. B. Operations Division Report

X. People Division

A. People Division Update

Ms. Trivino, Chief People Officer, provided the People Division Update.

B. Review and Approval of the Revised 2023-24 Staff Salary Schedules

S. Herrod made a motion to approve the Revised 2023-24 Staff Salary Schedules.
L. Rowell seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Christopher Aye
L. Rowell Aye
I. Olvera Aye
W. Stinde Aye
S. Herrod Aye
T. Arnett Aye

C. Review and Approval of the 2023-24 Employee Handbook

S. Herrod made a motion to approve the 2023-24 Employee Handbook.
L. Rowell seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Herrod Aye
T. Arnett Aye
L. Rowell Aye
I. Olvera Aye
T. Christopher Aye
W. Stinde Aye

XI. Executive

A. Review and Approval of the Revised Board Policies 1 - 6

Ms. Brenner shared an overview of the Revised Board Policies 1 - 6.
S. Herrod made a motion to approve the Revised Board Policies 1 - 6.
L. Rowell seconded the motion.

The board **VOTED** to approve the motion.

Roll Call	
T. Christopher	Aye
I. Olvera	Aye
S. Herrod	Aye
W. Stinde	Aye
T. Arnett	Aye
L. Rowell	Aye

B. Review and discussion of the Superintendent's evaluation process

The Board of Directors discussed the Superintendent's evaluation process.

C. Discussion of 2023-2024 Board Meeting Calendar

The Board of Directors discussed the 2023-2024 Board Meeting Calendar.

D. YMC Annual Brown Act Training

Paul Minney provided brown act training.

XII. Closing Items

A. Upcoming Meetings

B. Optimistic Closure Activity

Mrs. Rowell led the council into an optimistic closure activity.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:56 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

Parent Advisory Council Update

Section: V. Communications
Item: B. Parent Advisory Council Update
Purpose: FYI
Submitted by:
Related Material: 2022-23_Scholarship_Recipients_Memo.pdf

Memorandum

To: Board of Directors
From: Samantha Herrod, Parent Advisory Council Chair
Date: June 22, 2023
RE: **2022-23 Scholarship Recipients**

Per the Gift Acceptance Policy in Board Policy Manual, "For instance, the Board, in partnership with the Parent Advisory Council, may open a separate bank account and keep funds separate that are donated specifically for college scholarships for graduating Compass seniors. Any such fund shall be the ultimate responsibility of the Board of Directors."

An account has been opened to accept donations specifically for college scholarships, and at the June 2, 2023 Parent Advisory Council Meeting, the following scholarship recipients were recommended for approval by the Board of Directors:

Charter	Scholarship	Scholar Name	Amount	Links
SD	Rising Firebird	Careli Gonzalez	$250	Careli
SD	Rising Firebird	Katelyn Eddins	$250	Katelyn
LA	Rising Firebird	Katelyn Onyekwelu	$250	Katelyn
LA	Loud and Proud	Rio Anderson	$250	Rio App
Yolo	Loud and Proud	Patrick Liev Ewart	$250	Patrick

Coversheet

Superintendent's Report

Section: VI. Superintendent's Report
Item: A. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: Superintendent's Report June 2023.pdf

Compass Charter Schools

Superintendent's Report

June 22, 2023

Top Priority

WIG #1- 100% of staff will report increased coherence, improved culture, and greater connectedness.

Building trusting relationships and a culture of collaboration, innovation, and ongoing learning.

Incorporate professional learning on building trust into leadership academy.

Top Priority

Building Trust

Empathy Interviews by all staff

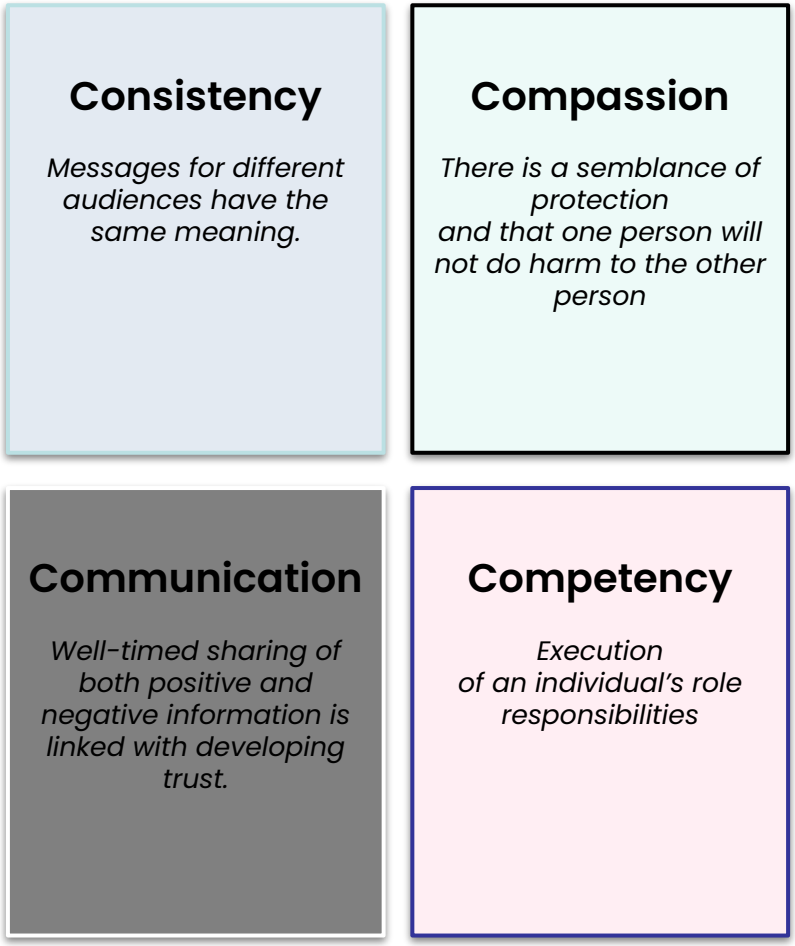
Results will be shared at the retreat

The retreat will be focused on building trust and making connections

Empathy Interview Participation

92%

The Four Elements of Trust



Source: The Four Elements of Trust, Devin Vodicka

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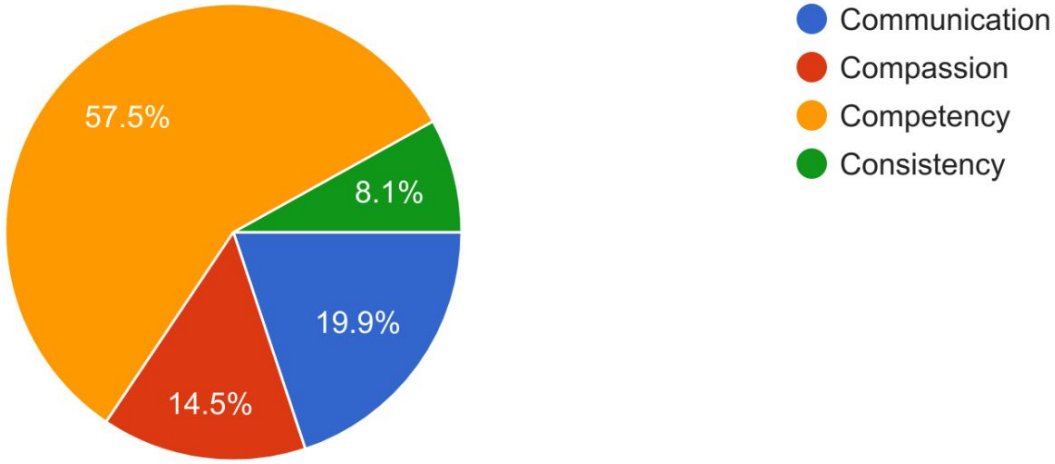
Powered by BoardOnTrack

Trust Element

Which element of trust do you feel this exemplifies?

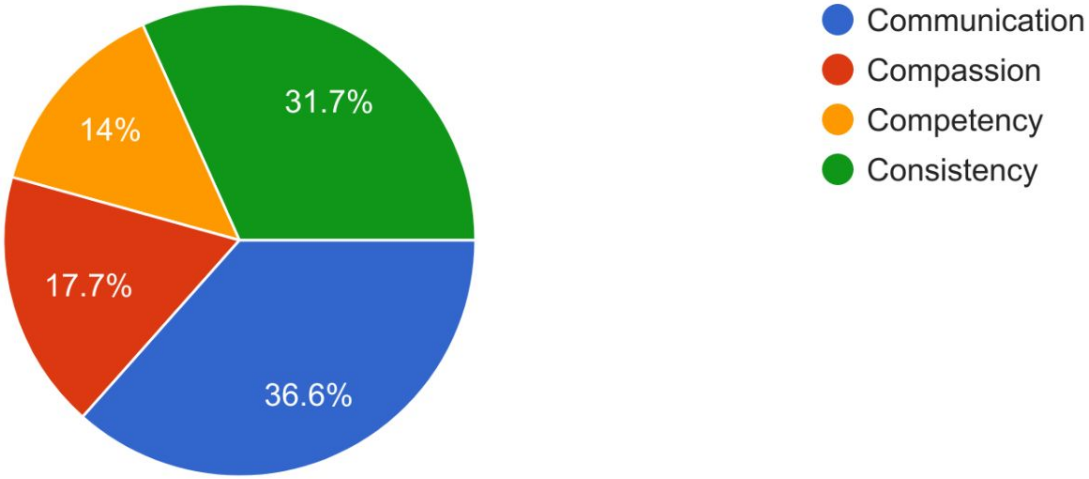
186 responses



Improvement - Org Wide

If we improved one element of trust at Compass, which one would have the most positive impact?

186 responses



What does trust mean to you?

Trust is a two-way relationship that develops over time and through shared experiences.

What does trust mean to you?

Trust allows individuals to feel safe and comfortable to share confidential information without fear of judgment or gossip. It also involves relying on others to fulfill their commitments and act with integrity. Trusting colleagues and leaders means believing in their expertise and accountability.

What does trust mean to you?

Trust fosters inclusivity and open communication within a team or organization. When trust is present, individuals feel valued and respected, which leads to increased collaboration and growth opportunities.

What does trust mean to you?

Trust is essential for building strong relationships, achieving common goals, and creating a harmonious work environment.

What does trust look like at Compass?

We compiled results from staff and will reveal the answers at the retreat. This will provide us with a clear picture of what a trusting environment looks like at Compass and will give use a goal to work towards.

Safe Space Initiative

Since I started at Compass, I have been very impressed with the diversity of staff and scholars and of the strong trust and personal relationships that exists. This is especially true for the relationship between teachers and the families that they work with.
This environment creates a safe space where scholars and their families can ask for help if they need it. Our team of counselors and support staff are ready to provide resources and support for many of the challenges that our scholars face. This is a huge strength for Compass, and to show our commitment to providing a safe space for all scholars, Kimberly Aguilar created this logo that was added to our email signature.

Top Priority

WIG #2- 100% of eligible scholars will graduate by the end of the 2022-2023 school year.

Current Projected Cohort Graduation Percentages	
San Diego	69%
Los Angeles	86%
Yolo	85%

Updates

San Diego charter renewal- the initial charter draft has undergone legal review and work on developing the charter petition will begin in July. Legislation is pending that will extend charter renewal for another year. If it passes we will assess our options.

We are continuing our search for a new location for the OCLC for the next school year. We have not received a response from the SAUSD Superintendent about being able to stay in the district long-term.

Updates

Planning for the retreat is well under way. Teams are working on completing their presentations before the end of the school year to avoid a last-minute rush when we come back.

We will be using the WHOVA app for the retreat schedule, so please download the app when you have time. This is a great way to see what is happening at the retreat, even if you cannot attend. You should have an invitation in your email.

Updates

We have identified a top candidate for the CAO position and hope to have him on board before the retreat.

Updates

Final CAASPP completion rates

Charter	Math	ELA
San Diego	89%	89%
Los Angeles	83%	84%
Yolo	71%	71%

These low rates are a direct result of parent opt-outs. Our participation rates without opt outs are all over 95%. This means that our staff did an amazing job of getting scholars to participate. It also means that we will have to rely heavily on verified data for our charter renewals.

Questions?

Contact:

Ms. Liz Brenner| Superintendent and CEO
805.358.4761
ebrenner@compasscharters.org

Coversheet

Approval of Abre Data Suite Contract

Section: X. Academic Services
Item: A. Approval of Abre Data Suite Contract
Purpose: Vote
Submitted by:
Related Material:
5 yr paid annual Compass Charter Abre Order Form# ABRE000728.docx.pdf

Compass Charter Schools

PO Box 30229
Cincinnati, OH, 45230
Phone: 513-713-1609
Email: accounting@abre.io
Website: www.abre.io

ORDER FORM #ABRE000728

ORDER FORM EXPIRATION: 06-30-2023

Click here for the Abre W9

ORDER FORM		
Customer: Compass Charter Schools	**Service Start Date:** 07-01-2023 **Service End Date:** 06-30-2028	**Subscription Period:** 60 Months (Paid Annually)
Customer Billing Contact: Elizabeth Brenner Ebrenner@compasscharters.org	**Customer Billing Address:** 850 Hampshire Rd Ste P Thousand Oaks, CA 91361	**Agreement Prepared By:** Corey Bess Director of Sales (760) 815-6016 cbess@abre.com

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Software and Services	**Quantity**	**Grade Levels**	**Price**
Abre Platform - Apps Student360, Plans, Class, Insights, Partners **Abre Data-as-a-Service (Premium)** Up to 6 New Singular Dashboards / Year Up to 4 New Dimensional Dashboards / Year Unlimited Years of Historical Data	2,400	K-12	$175,685 ($35,137 paid annually)
Abre Services Basic Implementation w/ 2 60min Webinars	1	n/a	$0 (Waived)
		Total	$175,685

ORDER FORM #ABRE000728

INVOICING AND PAYMENT TERMS		
Subscription Period/Total Fees/ Additional Terms	*Term Length (months): 60* *Total Fees:* $175,685	
Fee Schedule	**Invoice Date**	**Amounts Due Date**
$35,137 $35,137 $35,137 $35,137 $35,137	7/1/2023 7/1/2024 7/1/2025 7/1/2026 7/1/2027	Net 30

Payment Options

- Please submit your purchase order to accounting@abre.io or to the Abre representative highlighted above.
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PRODUCT DETAILS			
Abre Platform - Licenses (2,400)	Hub (Free) ✔ People (Free) ✔ Students360 ✔ Insights ✔ Behavior	Focus *Forms ✔ Plans Class ✔ Curriculum	Payments Assessments Item Bank Partners ✔ Learn
Comments: *Forms App enabled to support building of Plans			

By signing below the parties are accepting the Terms and Conditions (Linked) incorporated into this Agreement. Effective Date of Agreement is the date of the last signature affixed below.

Abre.io, Inc.

Signature:

Name: James M. Stoffer

Title: Chief Executive Officer

Date: 06-01-2023

Compass Charter Schools

Signature: _____

Name: _____

Title: _____

Date: _____

Coversheet

Approval of the Accelerate Education Online Curriculum Contract

Section: X. Academic Services
Item: B. Approval of the Accelerate Education Online Curriculum Contract
Purpose: Vote
Submitted by:
Related Material:
_Memo to the Board of Directors - Proposal for2023-24 Accelerate Education Online Curriculum.docx.pdf
Compass Charter Schools - Accelerate Education 3rd Amendment (1).pdf

Memorandum

To: Lisa Fishman, Chief Operations Officer and The Compass Charter Schools Board of Directors
From: Janae Smith, Director of Online Learning
Date: May 15, 2023
RE: Proposal for 2023-24 Accelerate Education Online Curriculum

Item Requested: 1-year contract for the 2023-24 Accelerate Education Online Curriculum

Purpose: This contract provides access to the Accelerate Education (AE) learning management system (LMS) that includes the AE online curriculum. This online curriculum is utilized by the Online K-12 scholars for their primary, standards-based curriculum and for Options High School scholars to complete up to 3 online courses to earn credits towards graduation.

Background Information: Through a thorough curriculum audit and pilot conducted during the 2019-20 school year and continued informal curriculum audits during the 2021-22 and 2022-23 school years, AE continues to provide a common-core aligned, standards-based online curriculum that meets the needs of scholars at Compass Charters. Accelerate Education also reviews the courses and updates many courses each year to ensure that content continues to meet grade level standards, the course is user-friendly and includes accessibility functionality, and is relevant to scholar learning. Through updates within the system, Online teachers can continue to personalize learning through various customization (features that even include customization for a single scholar) for alignment with Compass' mission and vision. Further, to meet our Local Control and Accountability goal, LCAP 1.1b, AE provides scholar access to core curriculum aligned to Common-Core standards. Research supports that familiarity with an online learning system supports scholar success, so continuing to use this system will be a benefit to our scholars (Darby & Lang, 2019).

In addition to the LMS, AE also provides physical workbooks that help enrich the curriculum and provide additional hands-on learning opportunities for scholars in grades K-5. The Online K-5 team collected and analyzed data to determine the efficacy of these workbooks and the impact on scholar academic achievement. The team determined that there was a continued need to provide the English/Language Arts and Math workbooks through AE to provide this additional learning for scholars in grades K-5.

Along with the LMS, AE provides on-demand and live, synchronous professional learning through their year 2+ Implementation/PD package that provides teachers and administrators

training and support to further personalize learning for scholars. This professional learning also ensures that the teachers and administrators are current on the recommended best practices from AE to implement the online curriculum to the fullest extent. .

Cost: The cost of Accelerate Education for the 2023-24 scholar year is $158,478.75.

Recommendation: I recommend to continue to use and implement the AE LMS for the Online Learning Department. The continued use and implementation will meet the Online learning needs of Compass scholars.

Please see the Accelerate Education Quote

References:

Darby, F. and Lang, J. (2019). Small teaching online: Applying learning science in online classes. Wiley & Sons.

THIRD AMENDMENT

TO
MASTER SERVICES AND LICENSE AGREEMENT

This THIRD AMENDMENT TO MASTER SERVICES AND LICENSE AGREEMENT (this "3rd *Amendment*") dated _____ 2023 between Accelerate Education Incorporated and Compass Charter Schools**.**

RECITALS

Whereas, ACCELERATE and Customer entered into a Master Services and License Agreement effective as of June 12, 2019 ("Effective Date"); and Whereas, each of the parties now desire to amend the terms of that Agreement.

Now, therefore, the parties hereto hereby agree as follows.

AGREEMENT

1. Amendments to the Agreement

Section 4 of the Agreement is hereby amended and restated to read in its entirety as follows:

4) Term and Termination

Initial Term. The initial term of this Agreement ("Initial Term") shall commence on the date of the Agreement and shall continue until June 30, 2024.

Exhibit B of the Agreement is hereby amended and restated to read in its entirety as follows:

Exhibit B
Pricing and Payment Schedule

600	K-5 Workbooks	Physical Workbook prices are Per Semester Course. Includes domestic standard ground shipping. Workbooks are only valid for the current school year as future course updates may necessitate changes to activities, page layouts, etc. Only Math and ELA Workbooks.	$19.00	$11,400.00
375	Grades 6-12 FT Seat	Full Time Seat Licenses include Orientation & Internet Safety course and up to 7 courses / Per Student / Per Semester for the academic school year. Students with more than 7 courses per semester will incur Individual Course fees. Seats valid for the 23-24 SY and expire by June 30th 2024.	$237.15	$88,931.25
150	K5 Content FT Seat	Full Time Seat Licenses include up to 6 courses / Per Student / Per Semester for the academic school year. Students with more than 6 courses per semester will incur Individual Course fees. Seats valid for the 23-24 SY and expire by June 30th 2023.	$381.65	$57,247.50
1	Year 2+ Virtual Implementation & PD Package (Buzz)	Unlimited access to live and on-demand training webinars and resources for administrators and teachers (established programs) (Buzz). Includes: School year rollover domain configuration & support Refresher and new teacher/administrator training webinars	$900.00	$900.00
0	K5 Per Semester Content	Grades K-5 Per Semester Course Enrollment. Includes Content, Hosting, and Support.	$45.00	$0.00
0	Grade 6-12 Per Semester Content	Per Semester Course Enrollments. Includes Content, Hosting, and Support.	$39.00	$0.00

Subtotal	$158,478.75
Tax	$0.00
Total	$158,478.75

Additional Information

- Once a student completes or drops from a Seat, License is open for another student
- Actual Seat usage above the initial pre-purchased amount will be invoiced periodically during the year
- No refunds or returns on workbooks
- Actual Workbook orders above the initial pre-purchased amount will be invoiced periodically during the year
- K-5 Independent Reading Program Not Included
- IDEAL Learning Library if hosted by AE
- School branded login page and logo within LMS included for Full Time Seats
- PD Support package required

Detailed catalogs and course descriptions of the Licensed Materials listed on this quote can be accessed at www.Accelerate.Education within the catalogs section of the web site.

2. **Miscellaneous**

(a) The headings contained in this Amendment are for reference purposes only and shall not affect in any way the meaning or interpretation of this Amendment.

(b) Except as expressly amended and modified by this Amendment, the Agreement shall continue in full force and effect and is hereby ratified and confirmed in all respects.

IN WITNESS WHEREOF, the parties hereto have entered into and signed this Amendment as of the date and year first above written.

ACCELERATE EDUCATION INCORPORATED

By _____
Name: Michael Axtman
Title: President/CEO
Date: _____

COMPASS CHARTER SCHOOLS

By _____
Name: _____
Title: _____
Date: _____

Coversheet

Operations Update

Section: XI. Operations
Item: A. Operations Update
Purpose: FYI
Submitted by:
Related Material:
Operations Division - 2022-23 Compass PowerPoint Presentation 06.22.23.pptx
Operations Division Report June 2023 docx final.pdf

Compass Charter Schools

Operations Division

June 2023

Agenda

- Mission and Vision
- Values
- Community Providers Department
- Finance Department
- Information Technology Department
- Operations Department
- 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

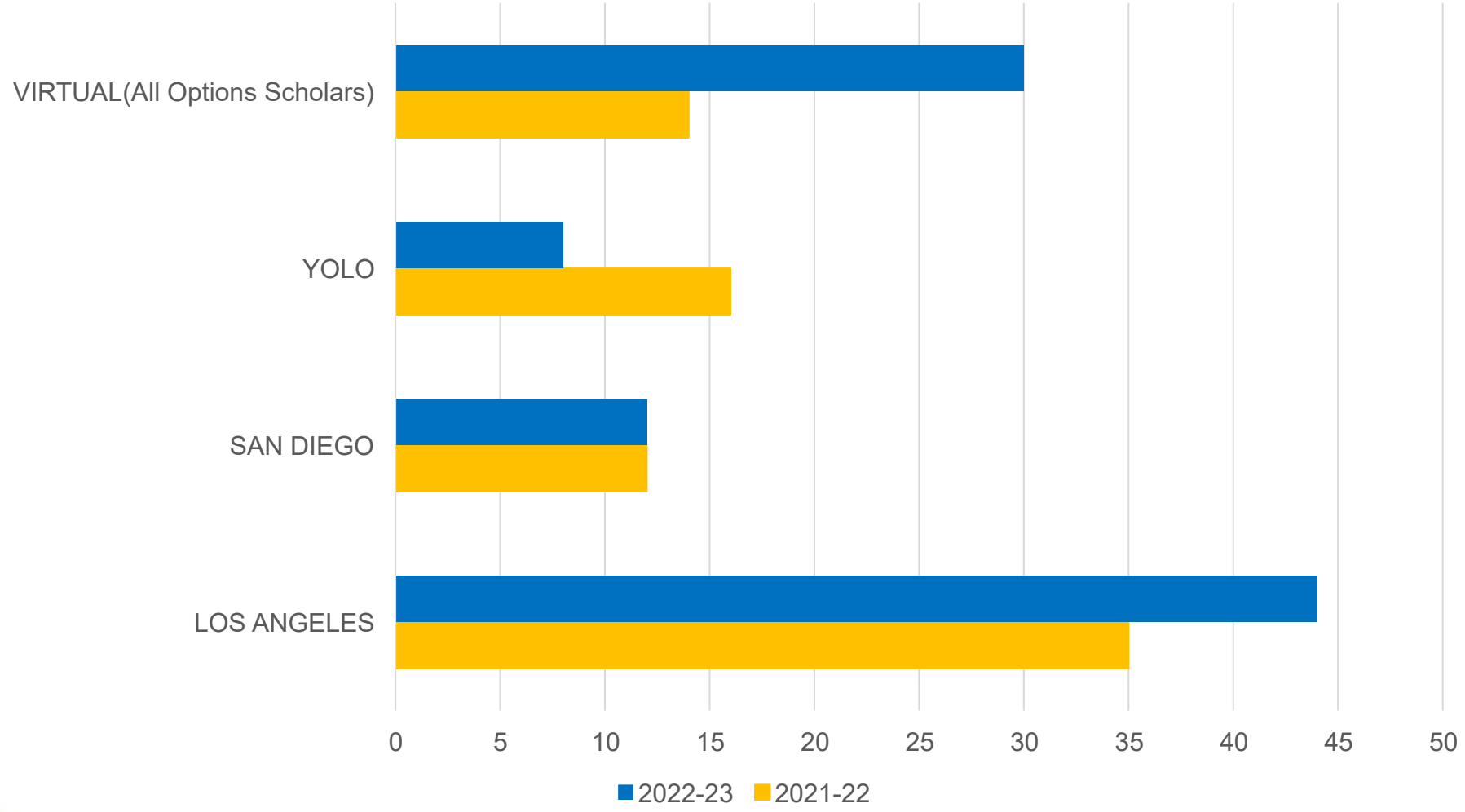
Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Our Values

COMPASS CHARTERS
Acheivement: Engage in and take charge of your learning.
Respect: Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.
Teamwork: Work cooperatively with all persons involved in your education. *Teamwork makes the Dreamwork*
Integrity: Behave following strong ethical principles, values, and academic honesty.
Communication:Frequently and proactively communicate with all persons involved in your education.

Community Providers Department

New Service Providers



Service Provider Highlights

Live Online Math
Live Online Math offers real-time online math sessions and tutoring for pre-algebra through Geometry. Several CCS scholars have started out with difficulties in Math but by the end of the course not enjoyed the course but improved their STAR score! For our English Language Learners a Spanish speaking instructor is available.

Art & Soul Creative & Performing Arts
Art & Soul is a very popular provider of various arts. This past school year 32 of our scholars participated in many forms of art including music and vocal Lessons, dance classes, and cartooning classes.

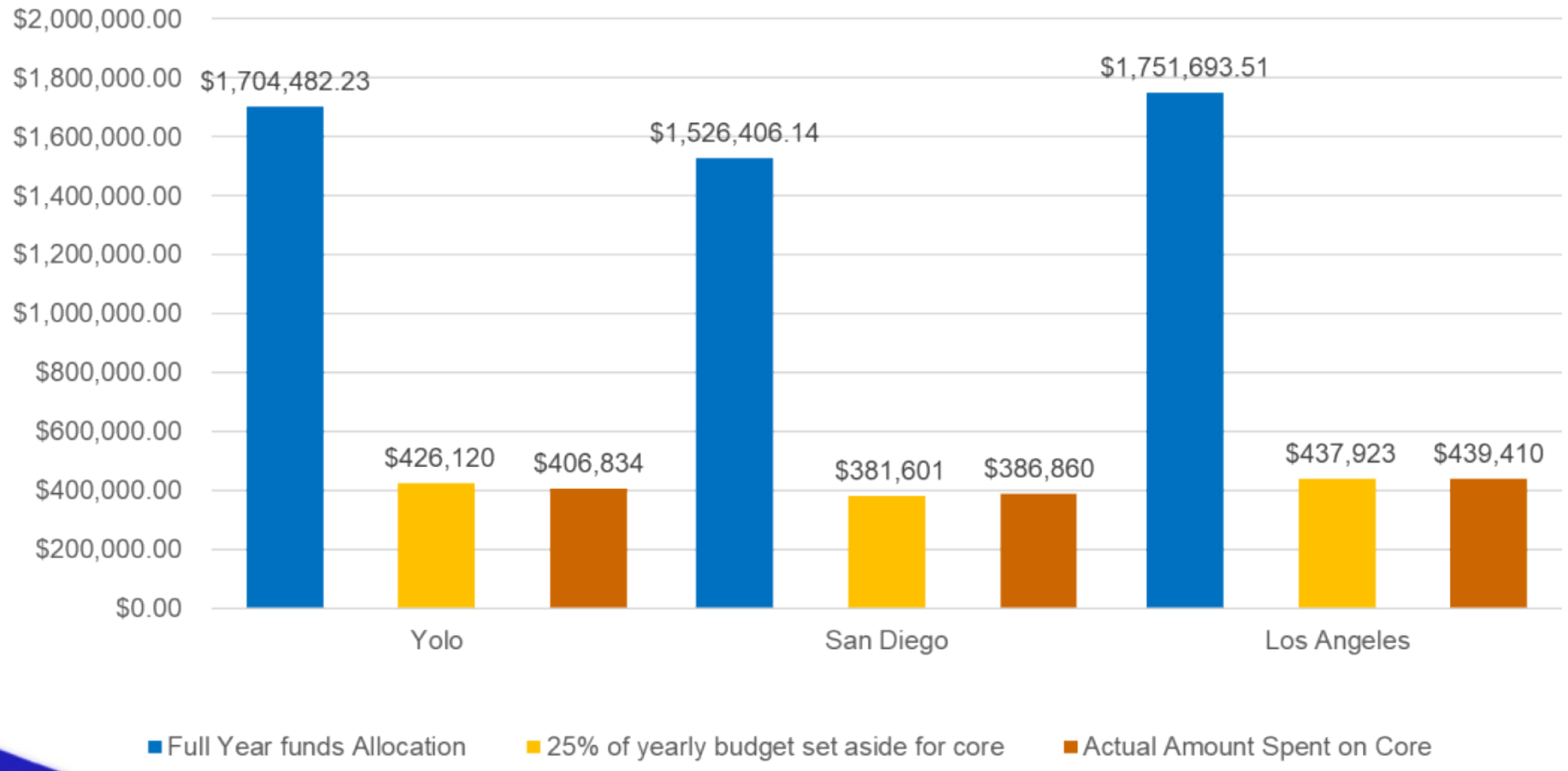
Bumblebunch Sewing Studio

"We don't just teach kids to sew. We provide them opportunities to flex their creative muscles, give them confidence in their choices, show them the benefits of patience, how to focus on their projects, and take pride in their accomplishments. These are the lessons I hope they will carry with them forever."

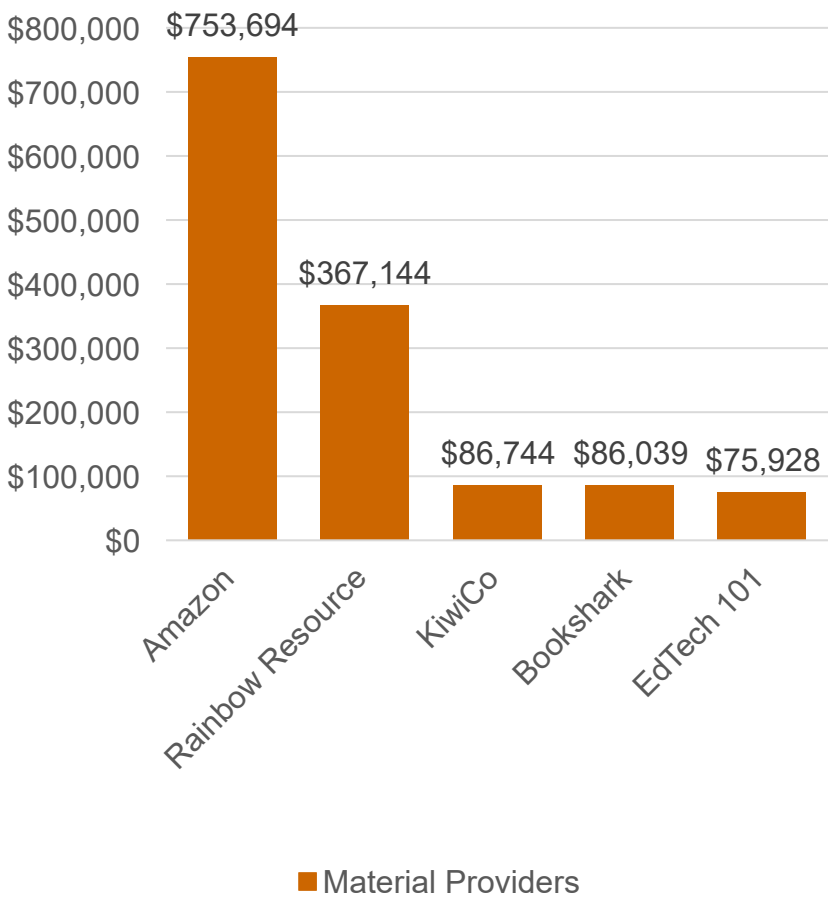
Adventures for Young Explorers

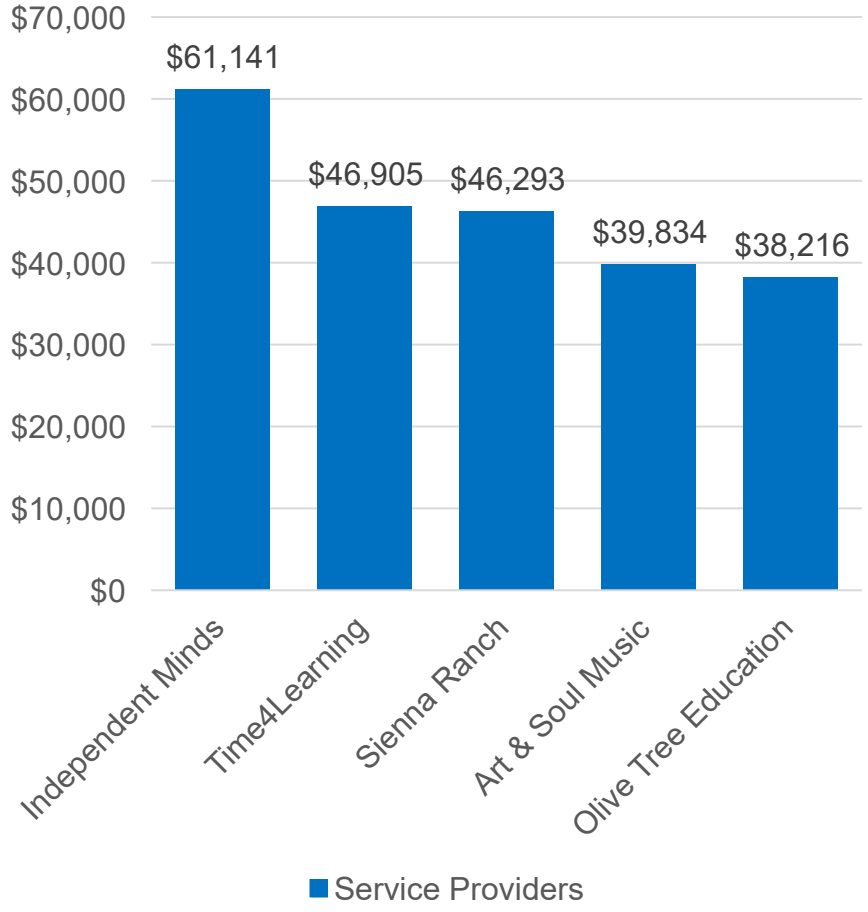
Many of our scholars enjoy Ms Jen's online classes which include Math (up to Algebra), World History/Geography, Grammar/Composition, and Virtual Adventures. In 2021, Ms. Jen was a finalist for the MoMath Rosenthal Prize for Innovation and Inspiration in Math Teaching .

Educational Funds Expenditures



Top 5 Options Providers

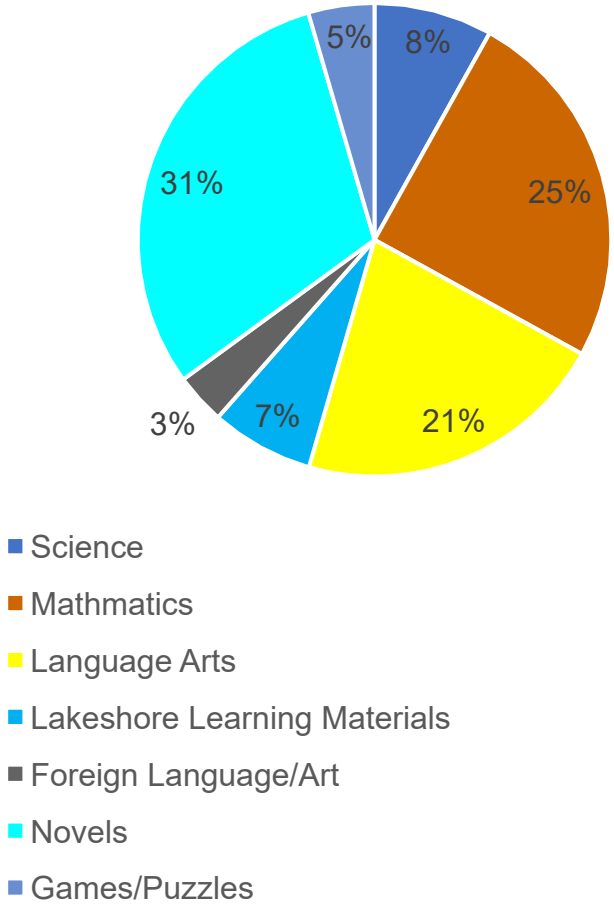




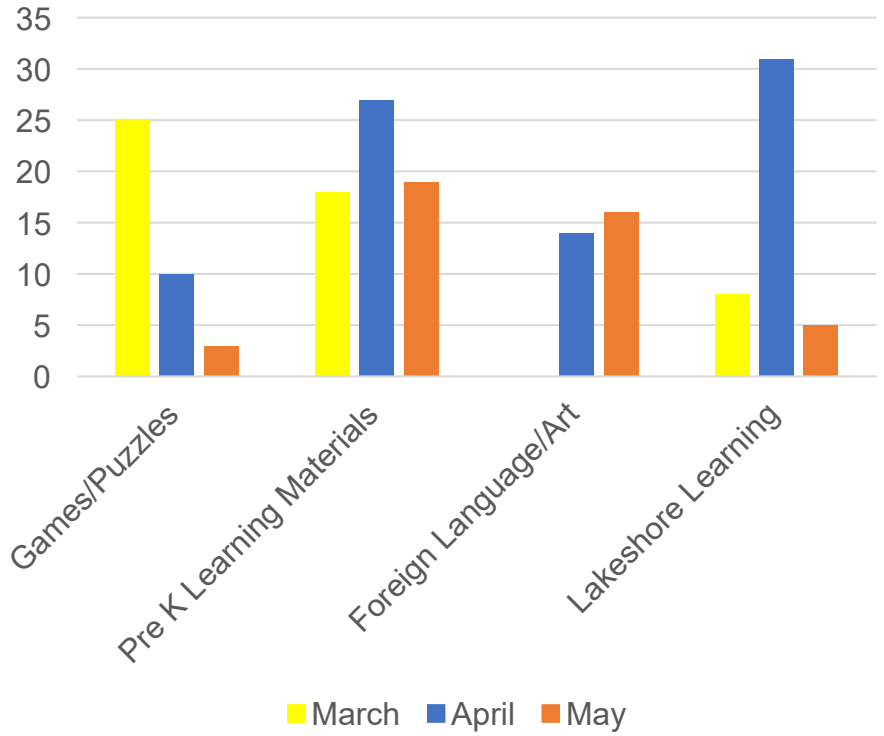
Finance Department

Curriculum Locker

Current Materials Cataloged

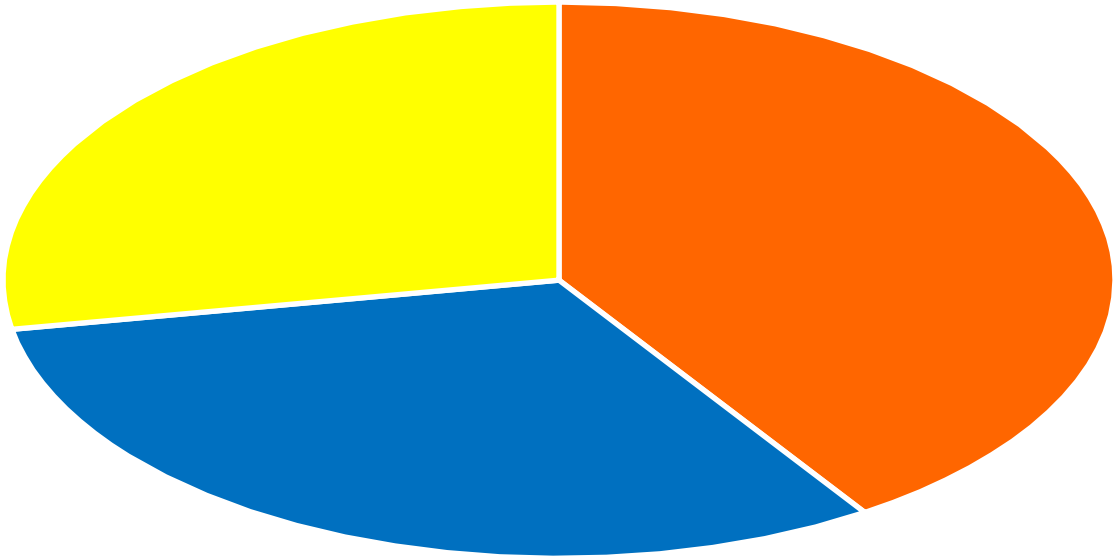


Trending Curriculum Requests



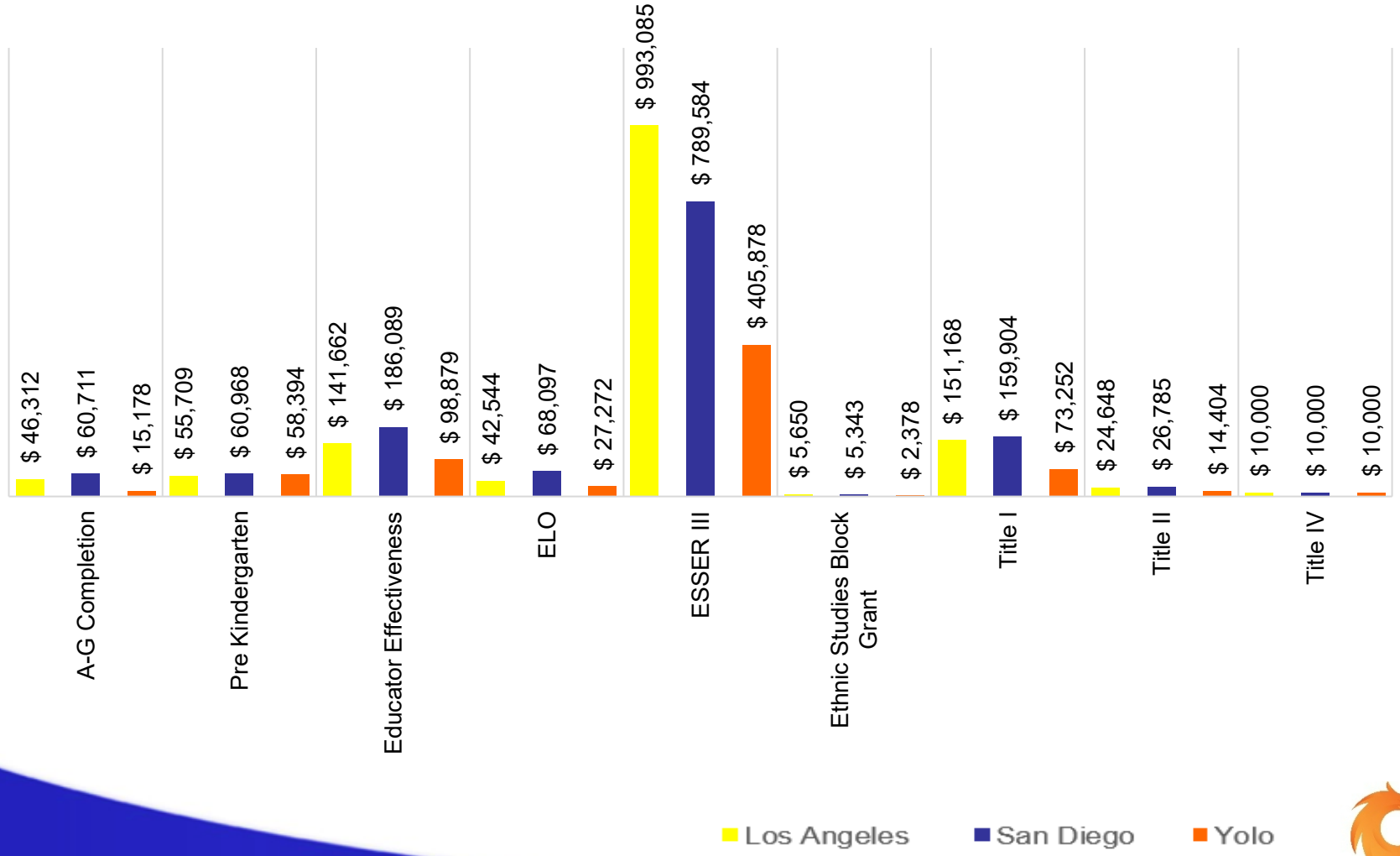
*Total Additional Items Cataloged in the locker from the month of April and May is 197.

LCAP Expenditures by Charter As of 06.15.23



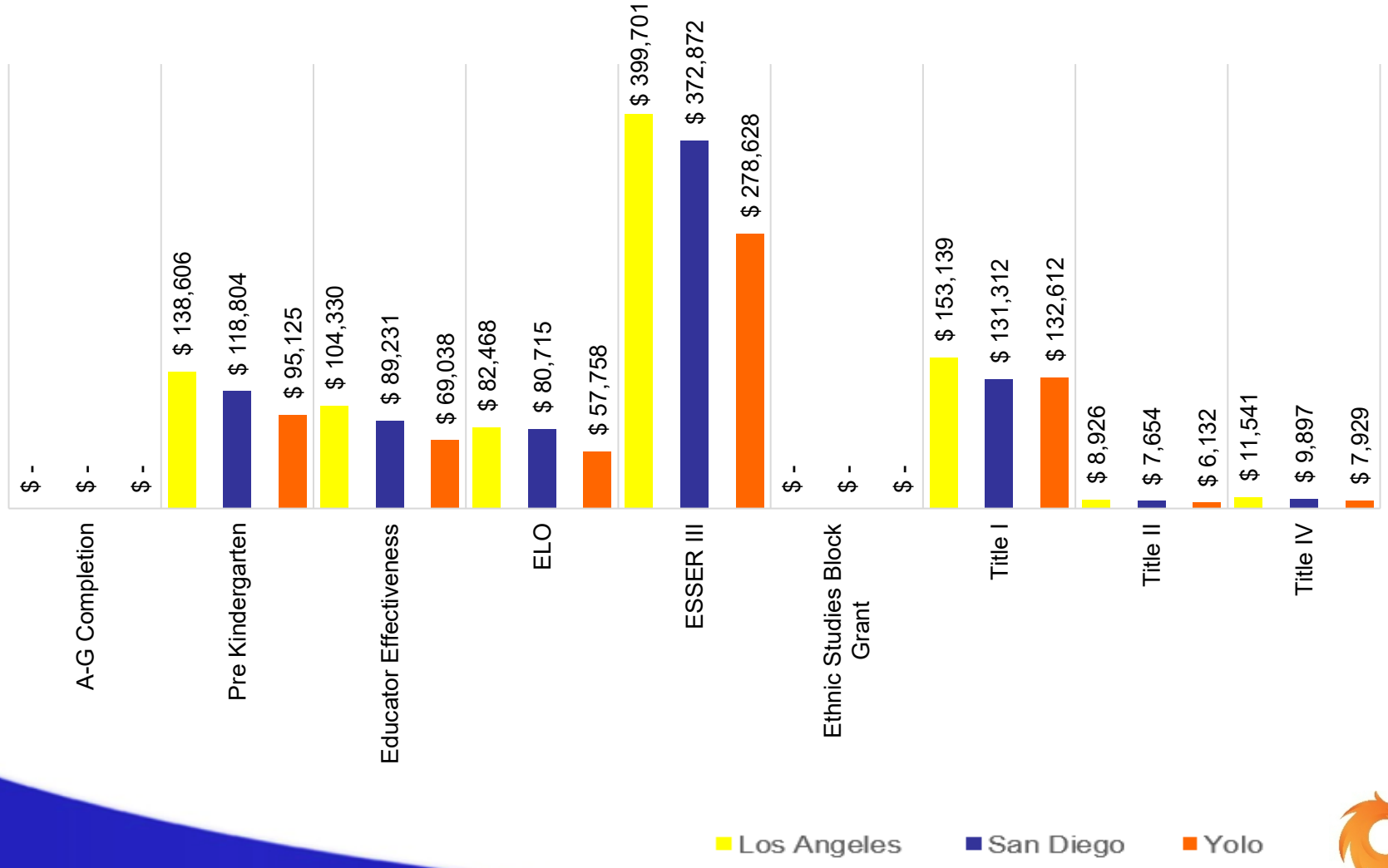
Restricted Funds as of 06.15.23

Apportionments



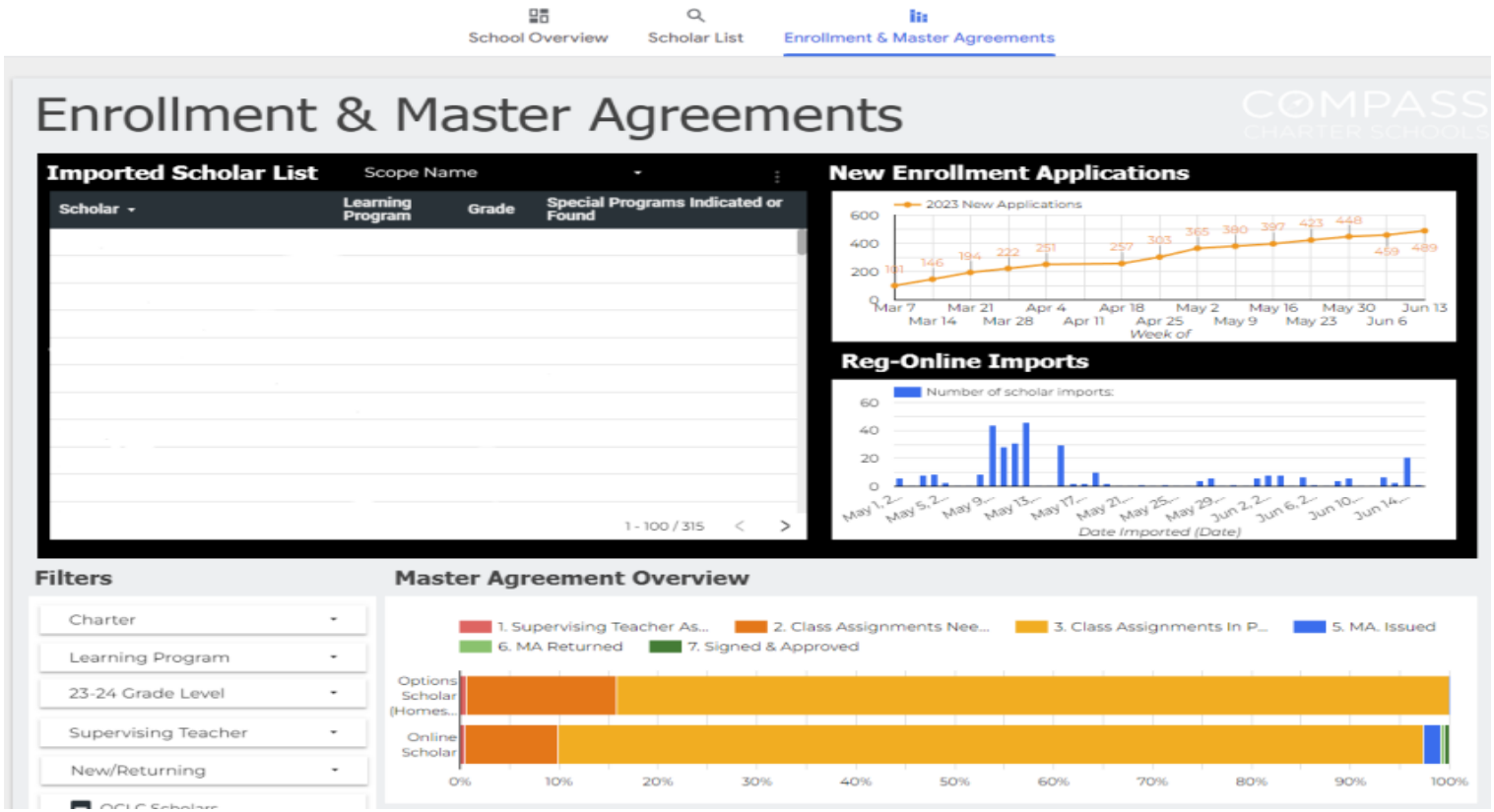
Restricted Funds as of 06.12.23

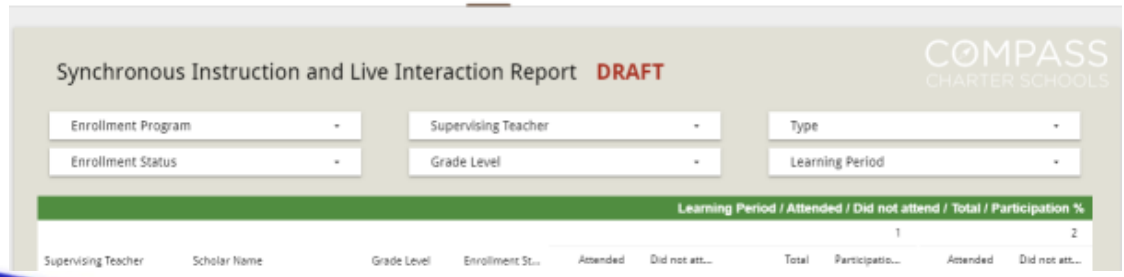
Expenditures



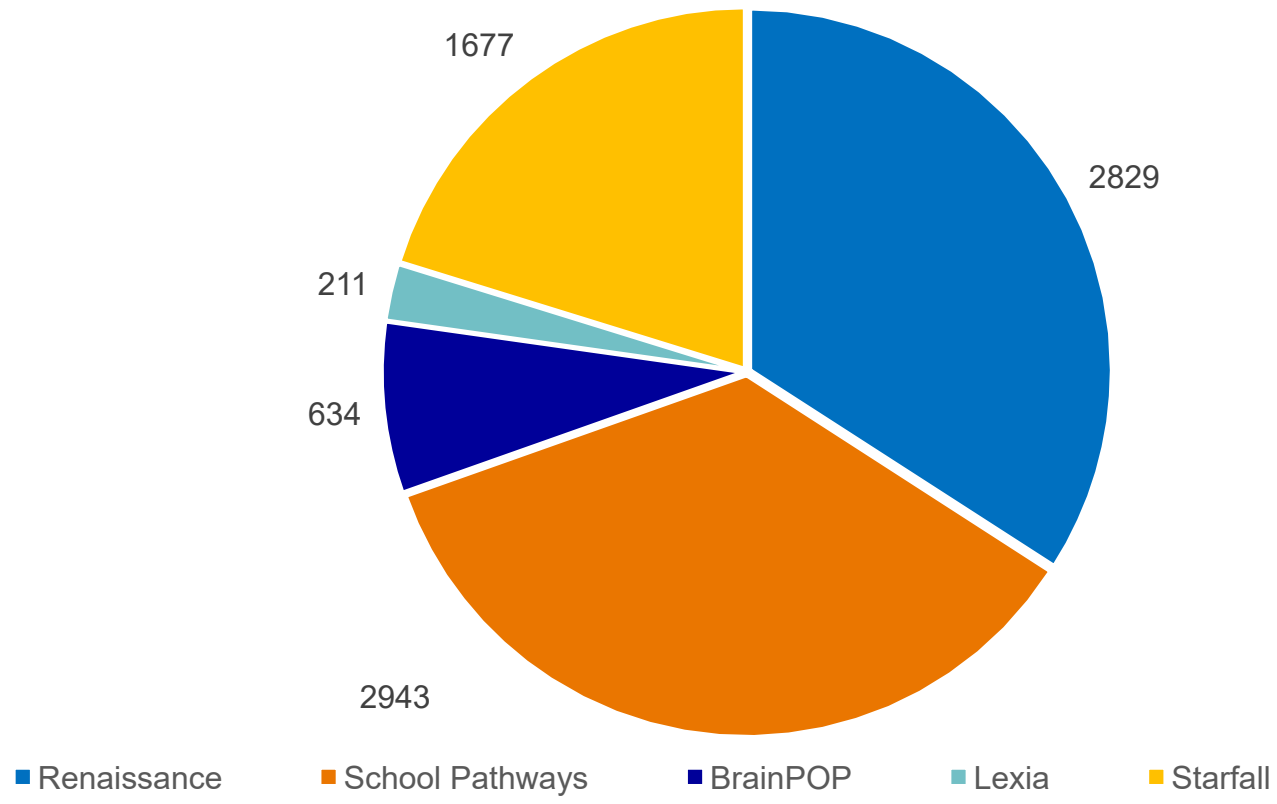
Information Technology Department

New Data Studio Dashboards for 23-24

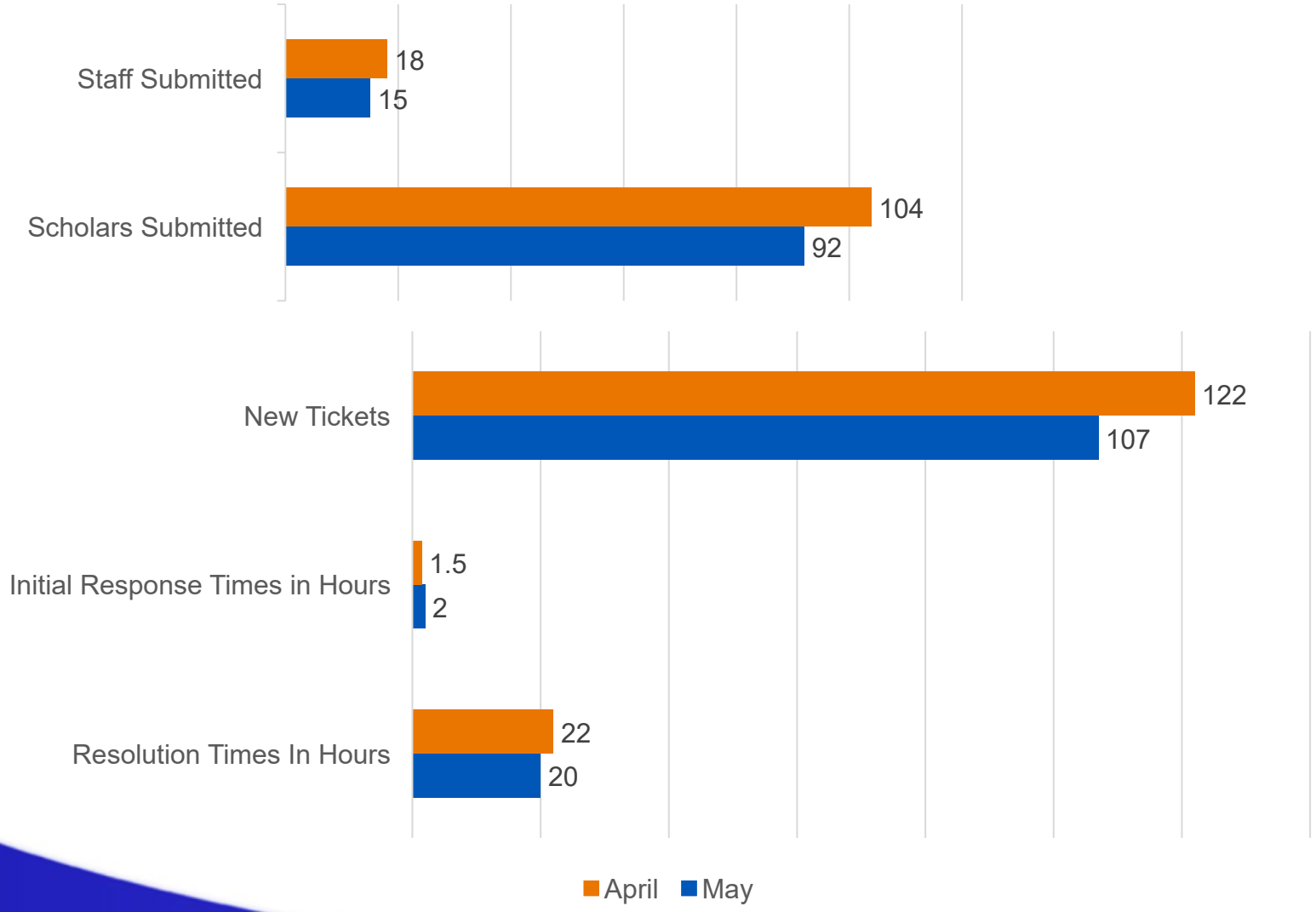




ClassLink Software Users

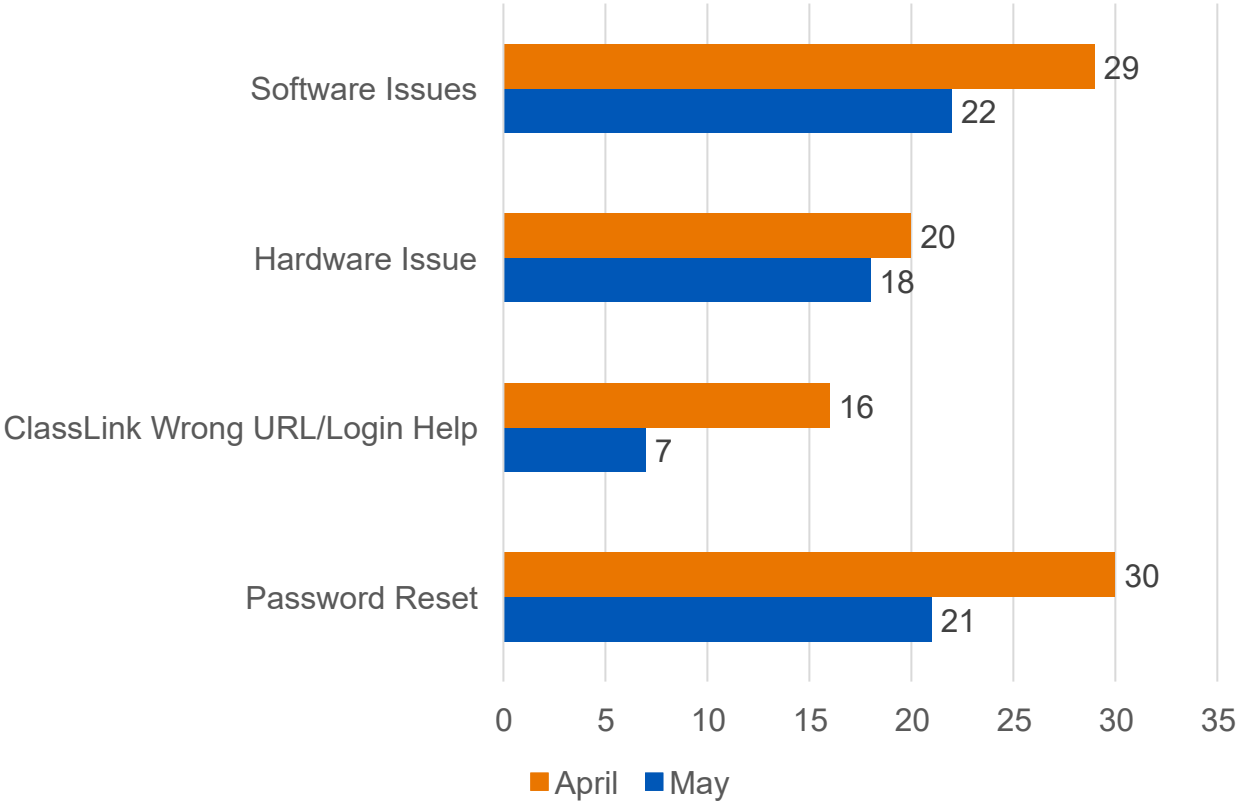


ZoHo Helpdesk



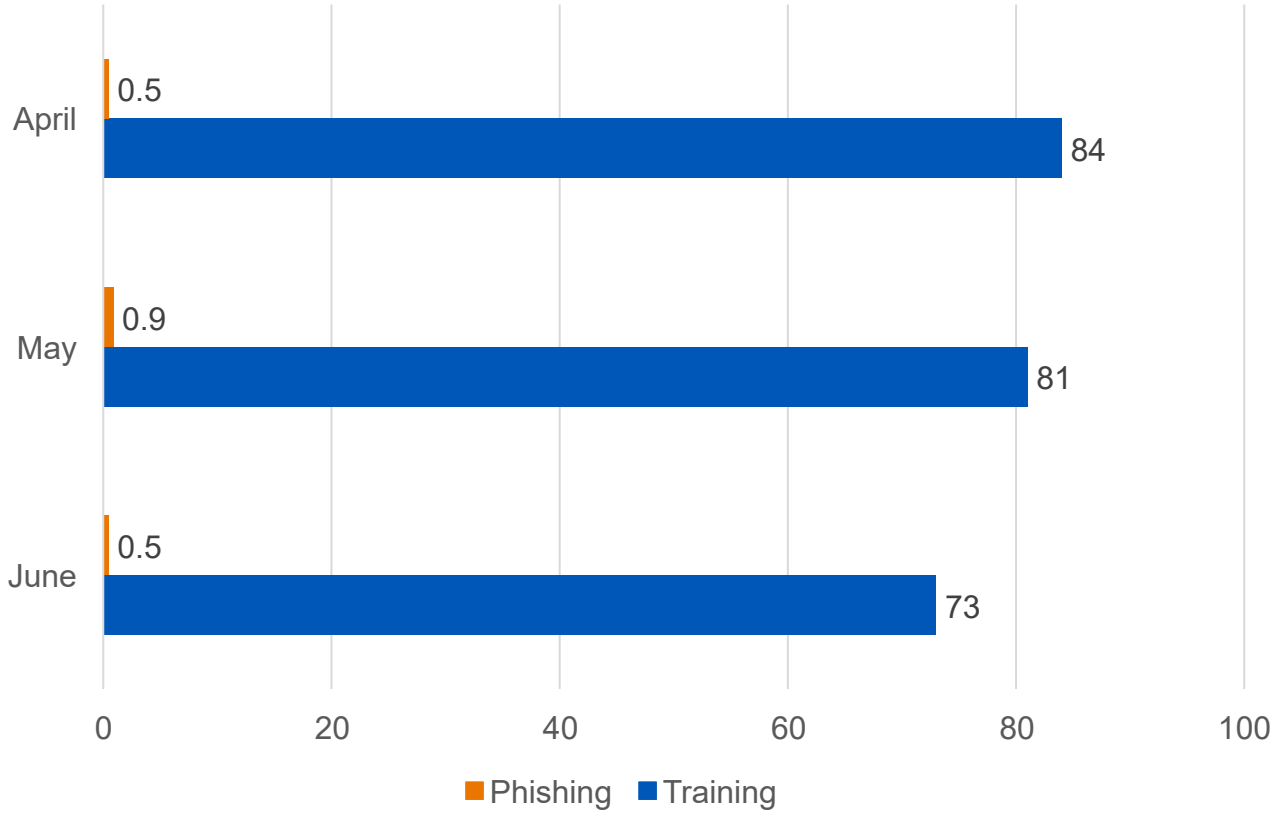
Information Technology

ZoHo Helpdesk Top Issues



Information Technology

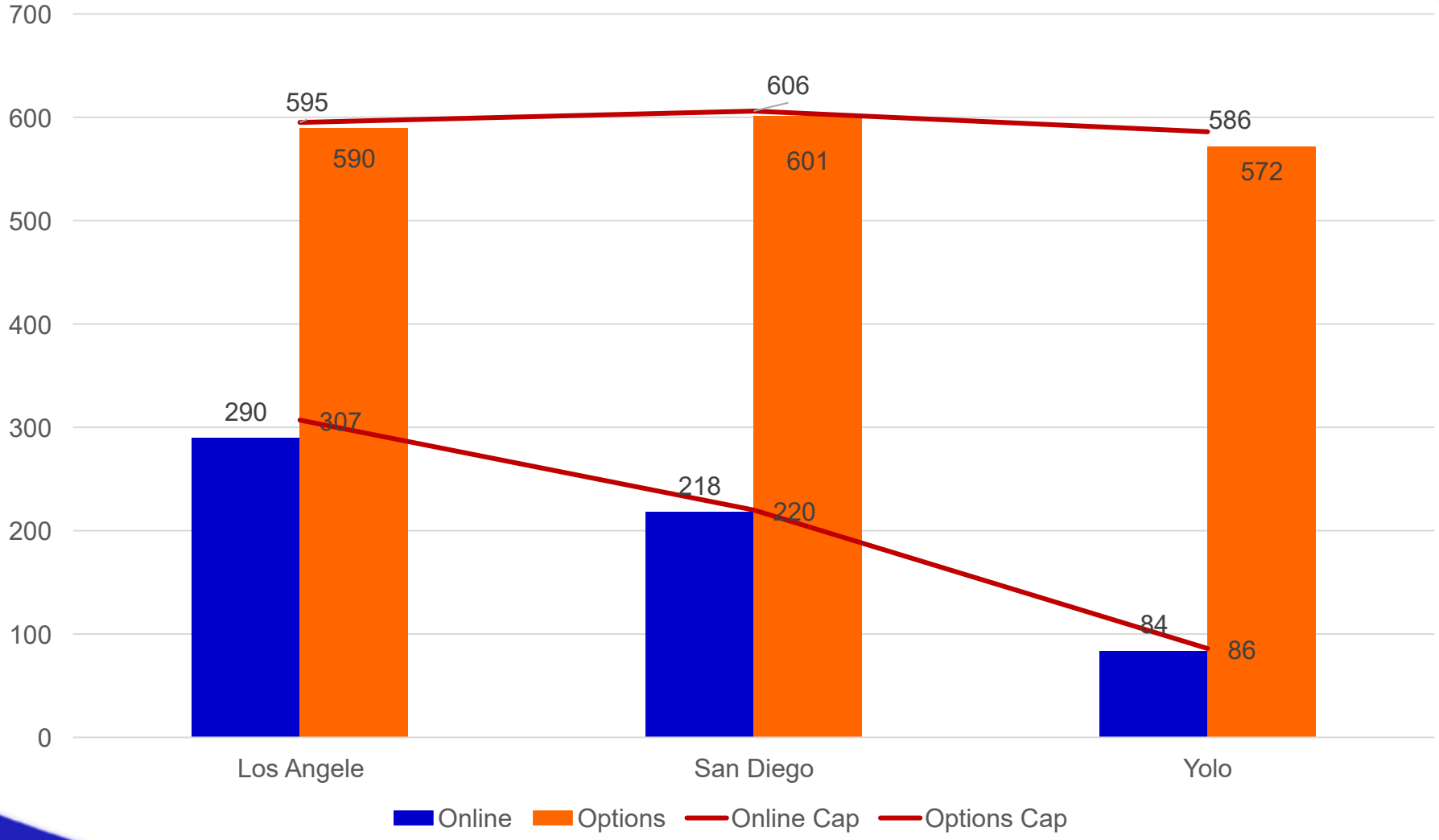
TPX Cyber Security Training September All Staff (211)



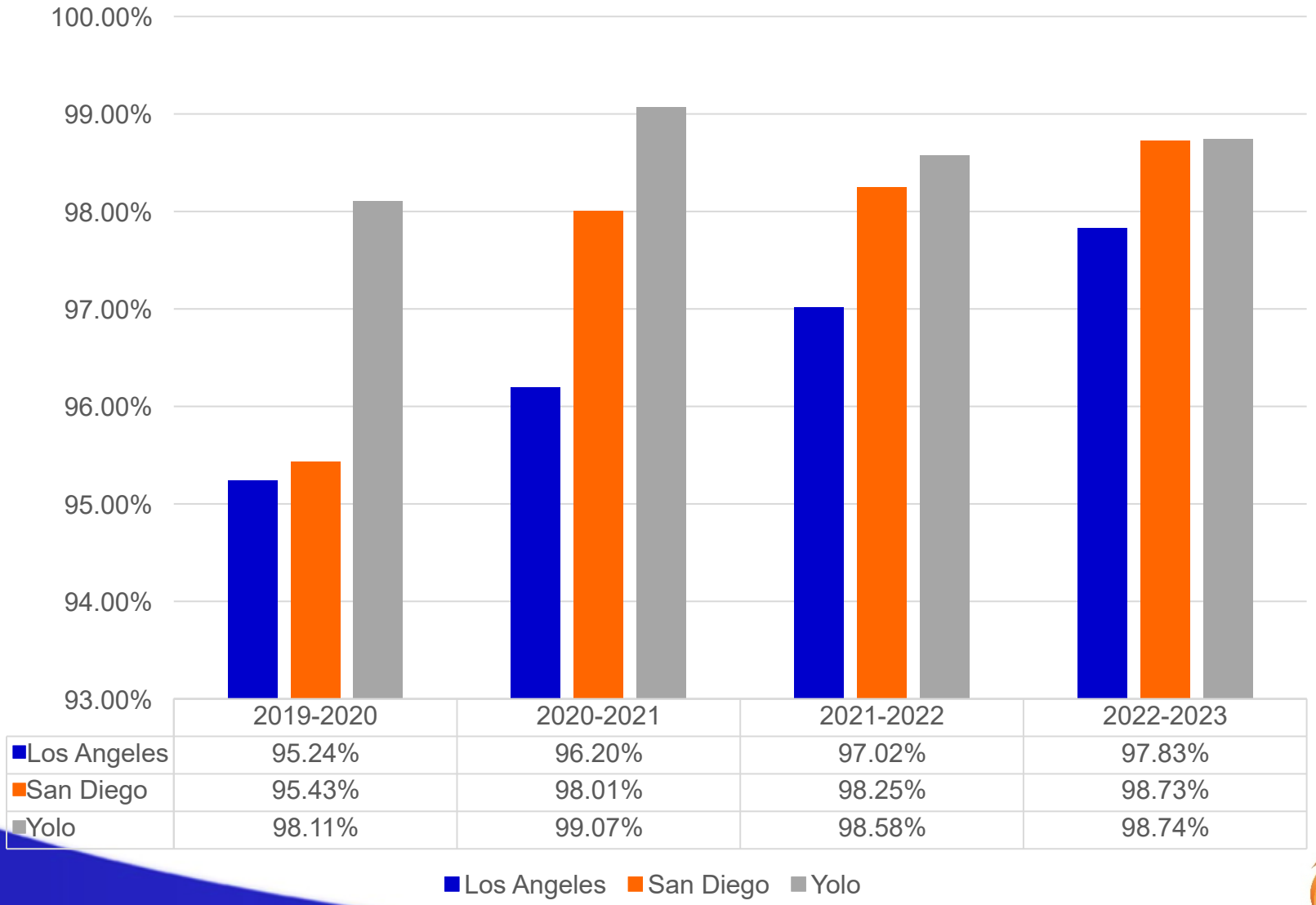
% of Staff Phished using 24 templates
% of Staff completed cyber security training

Operations Department

Approved MA vs Enrollment Cap

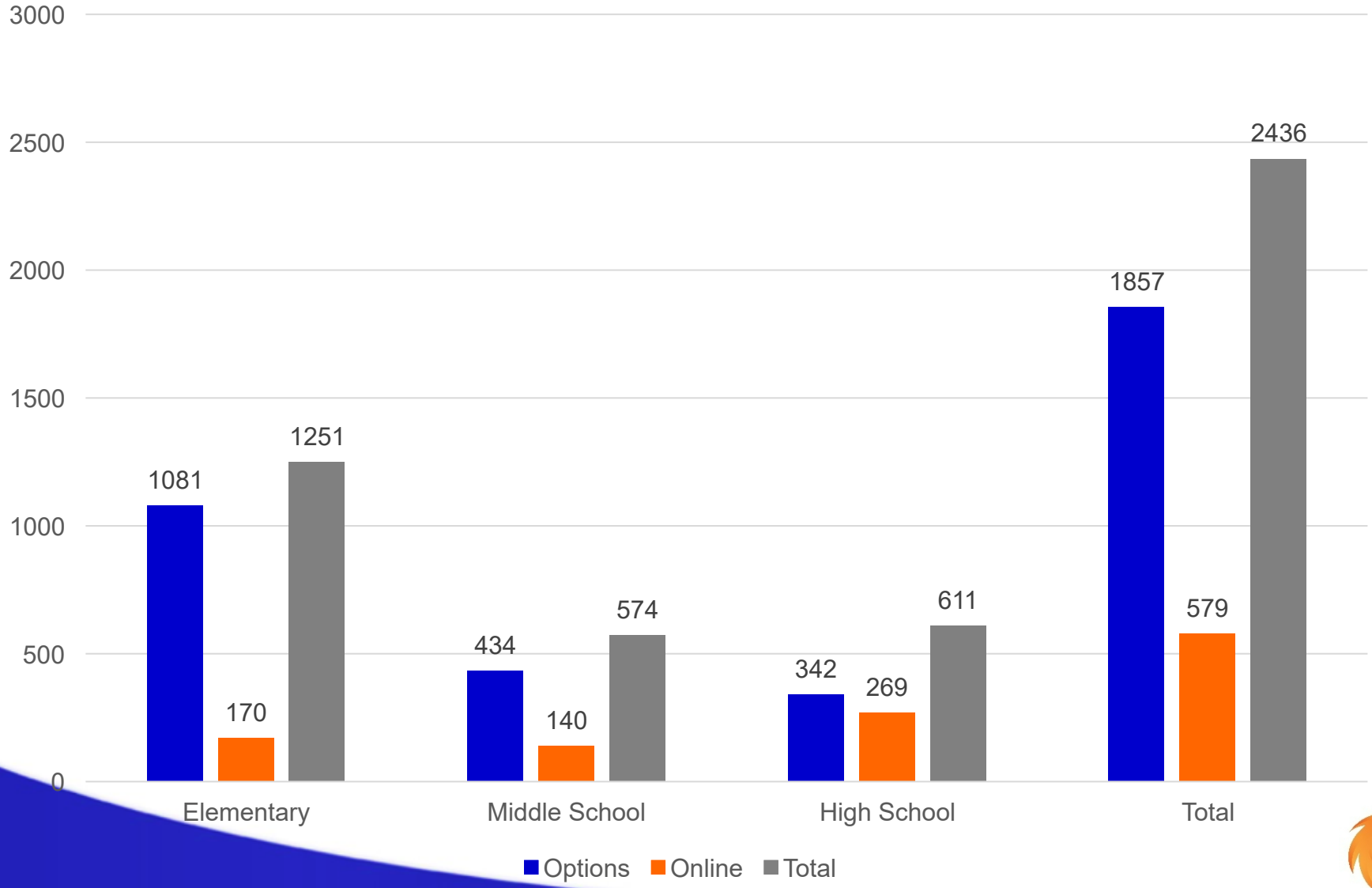


ADA Percentage by School Year

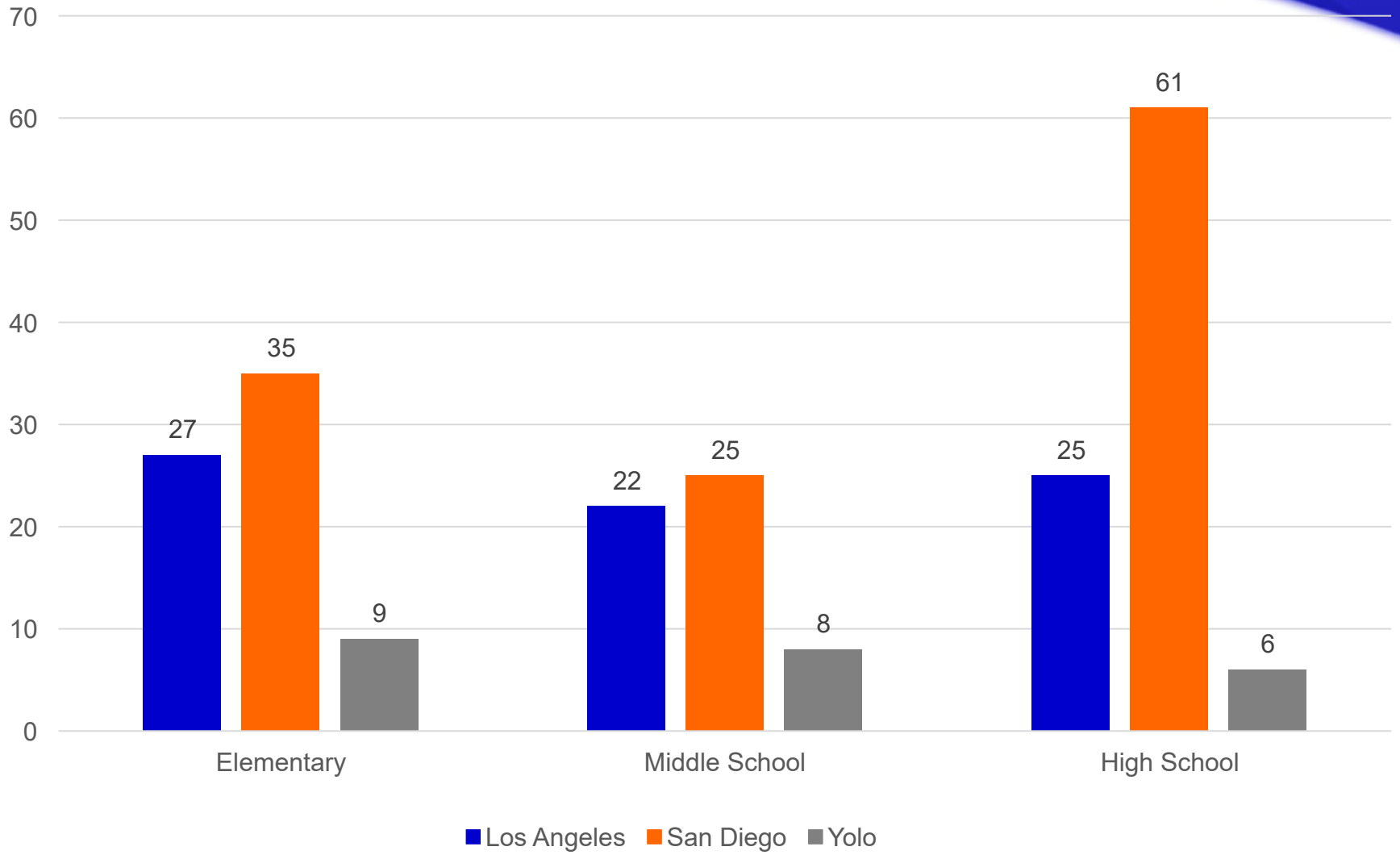


	2019-2020	2020-2021	2021-2022	2022-2023
Los Angeles	95.24%	96.20%	97.02%	97.83%
San Diego	95.43%	98.01%	98.25%	98.73%
Yolo	98.11%	99.07%	98.58%	98.74%

Projected Enrollment for 23-24 School Year

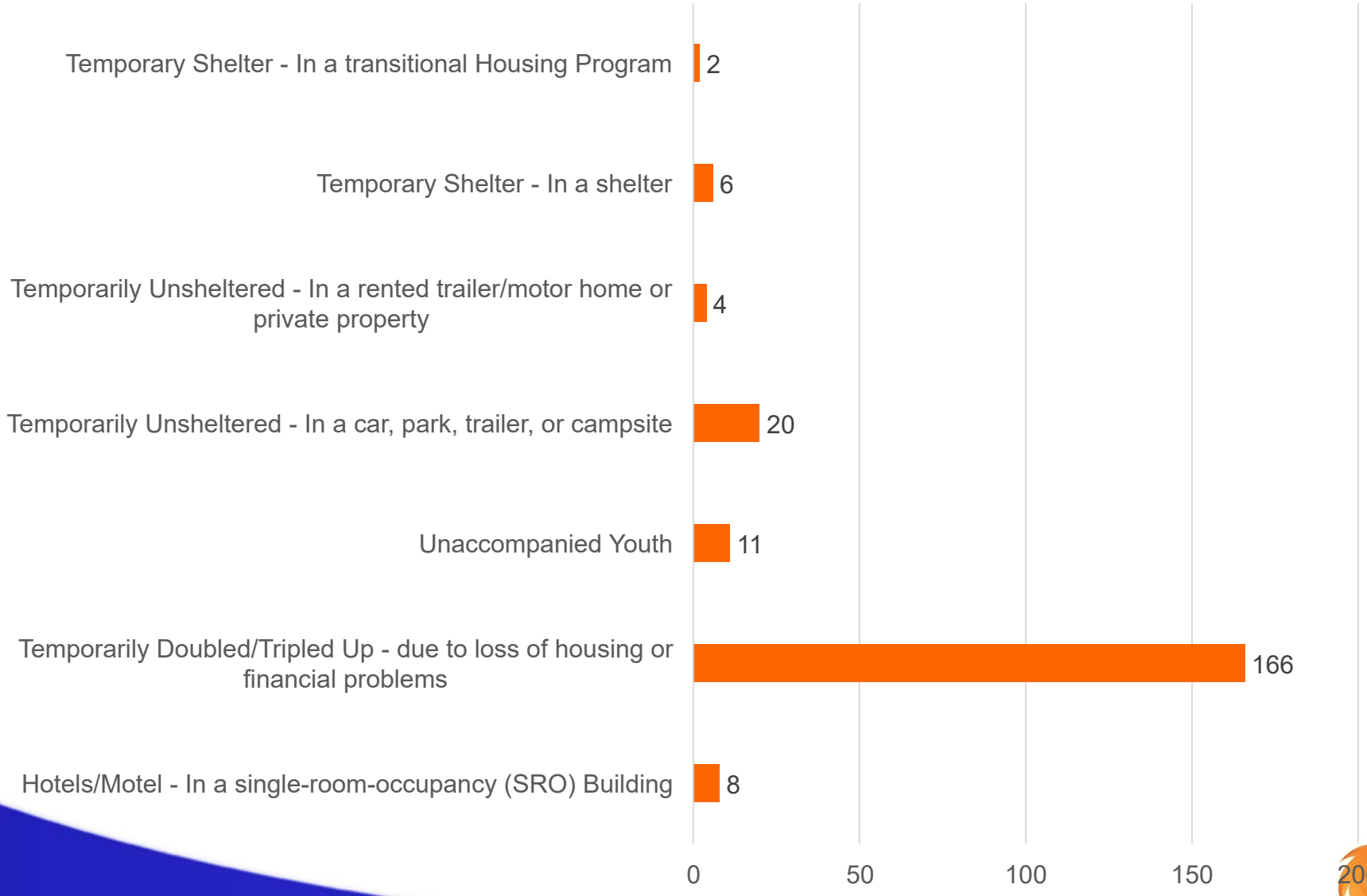


McKinney-Vento Scholars

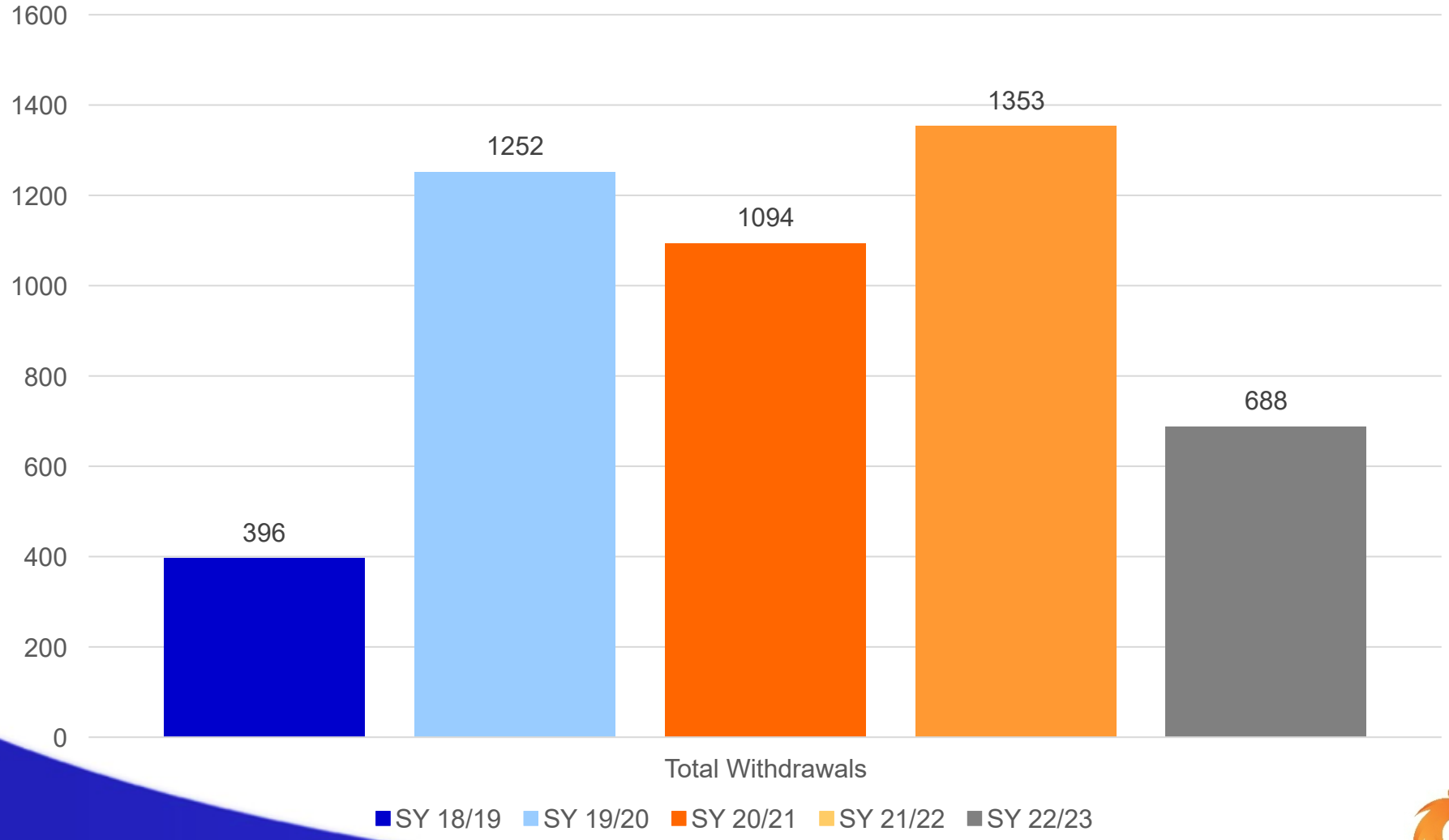


Total McKinney-Vento Scholars = 217

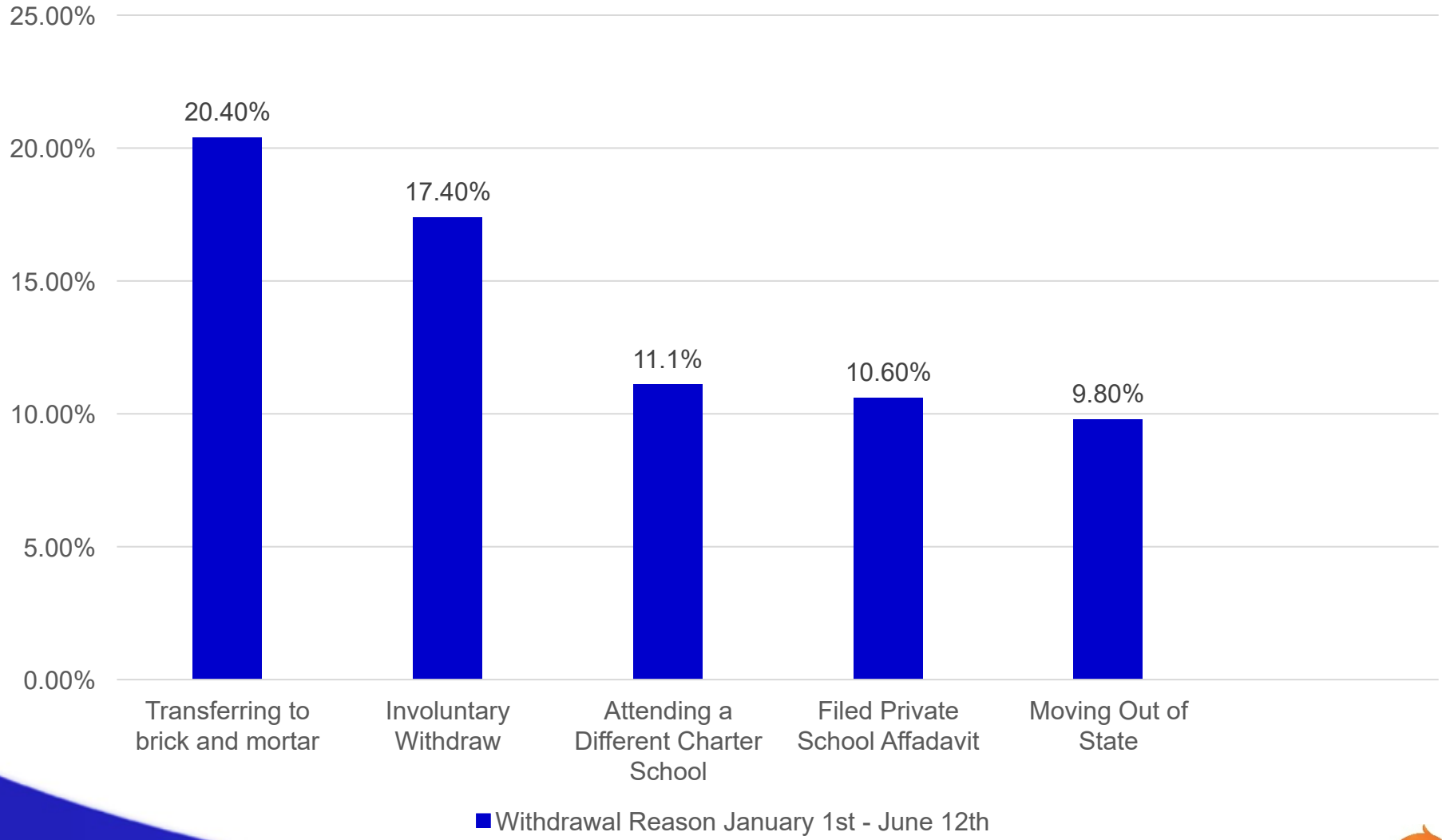
McKinney-Vento Residency Status



Total Withdrawals 22-23 School Year



2022-2023 Top Withdrawal Reason



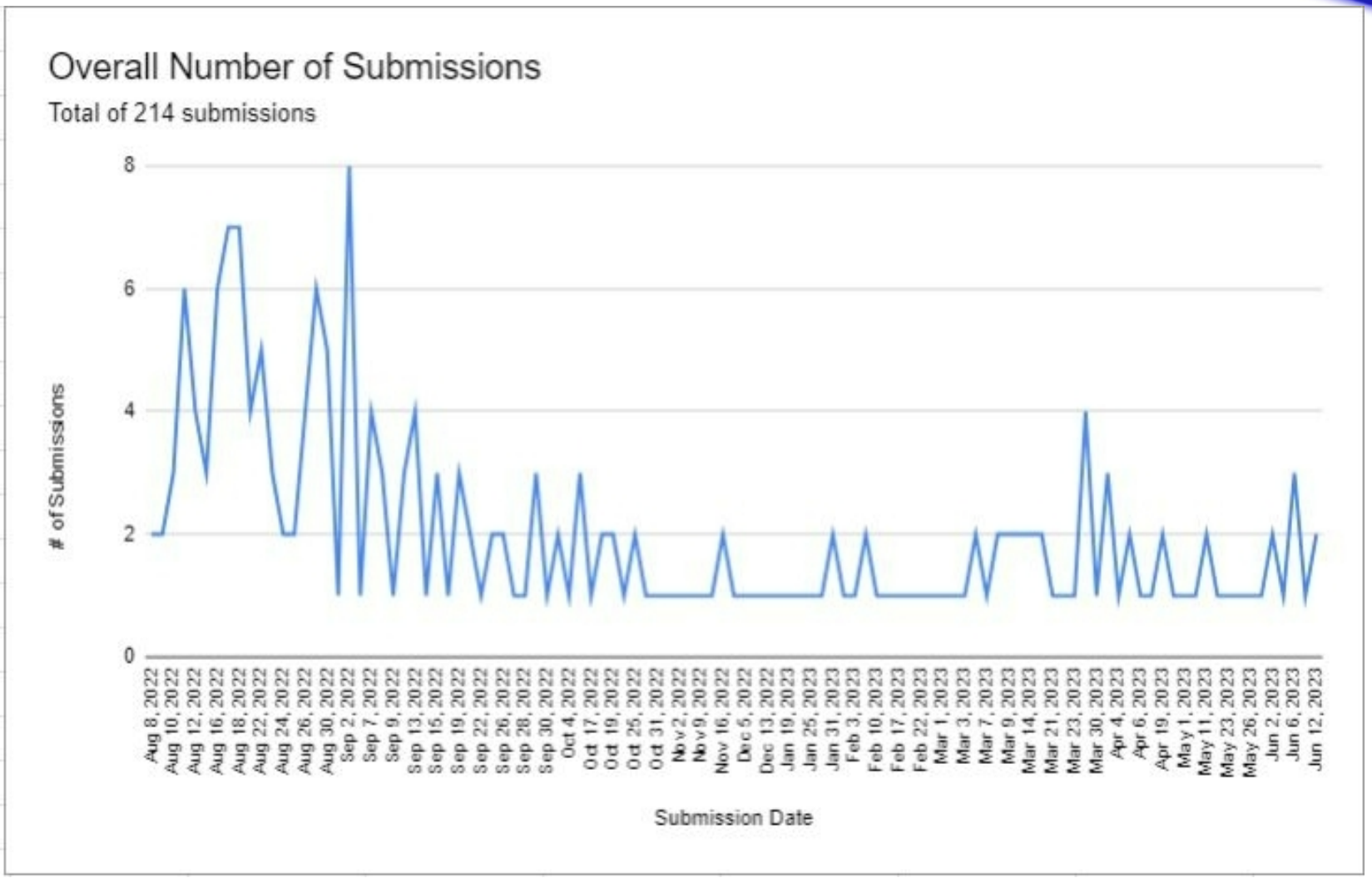
Operations Helpdesk Purpose

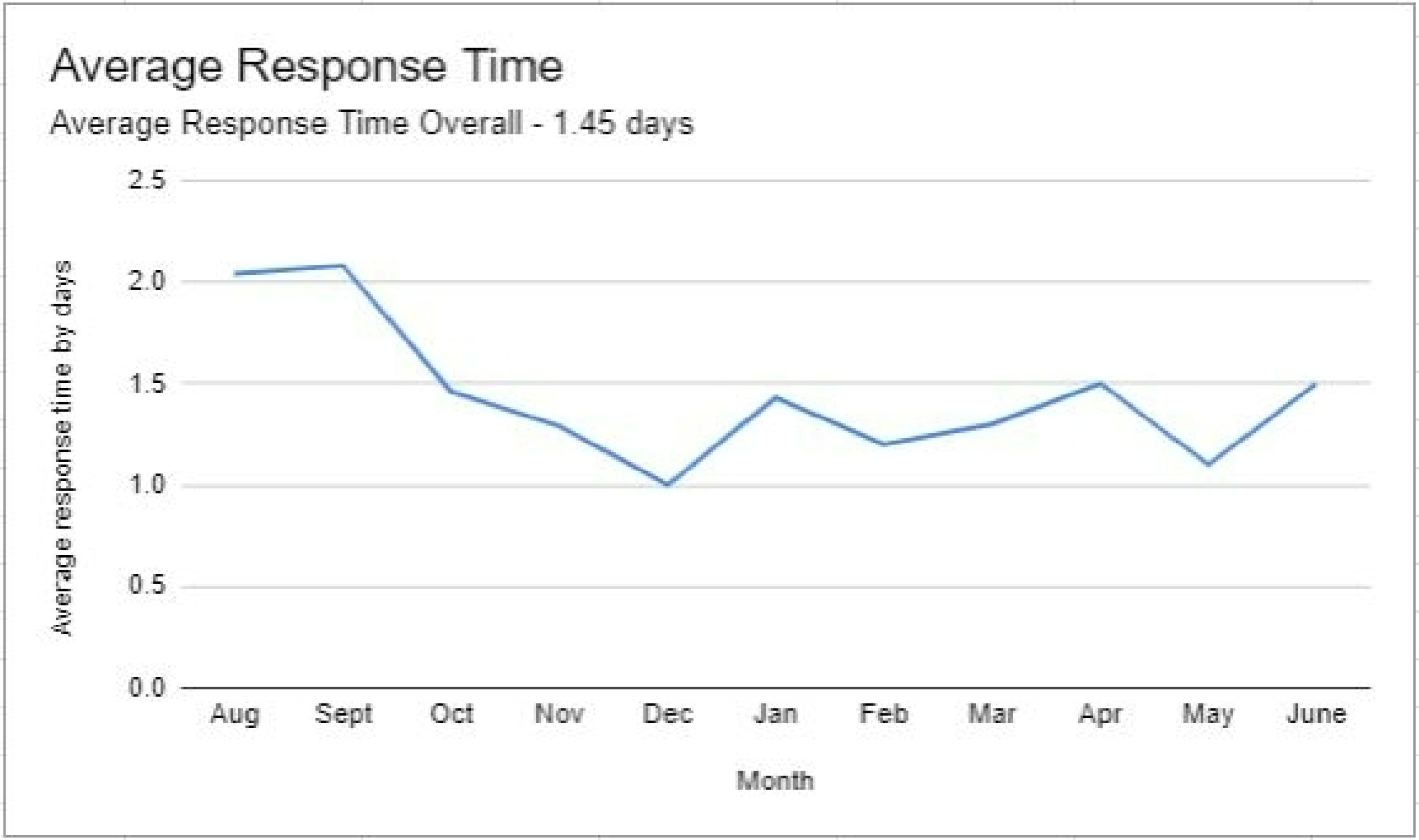
Why?

Over the years, the Operations Department received numerous requests for internal support for different areas across the organization. Many times, staff struggled to remember who was responsible for which process. We wanted to streamline how we received these support requests that will in turn allow us to analyze the data and identify trends. The Operations Helpdesk was created by our Compliance Coordinator, Vanessa Plascencia, using Jot Form. It was released to the entire Compass staff on August 3, 2022. Vanessa also trained each member of the Operations Department and provided a training guide to help navigate the helpdesk.

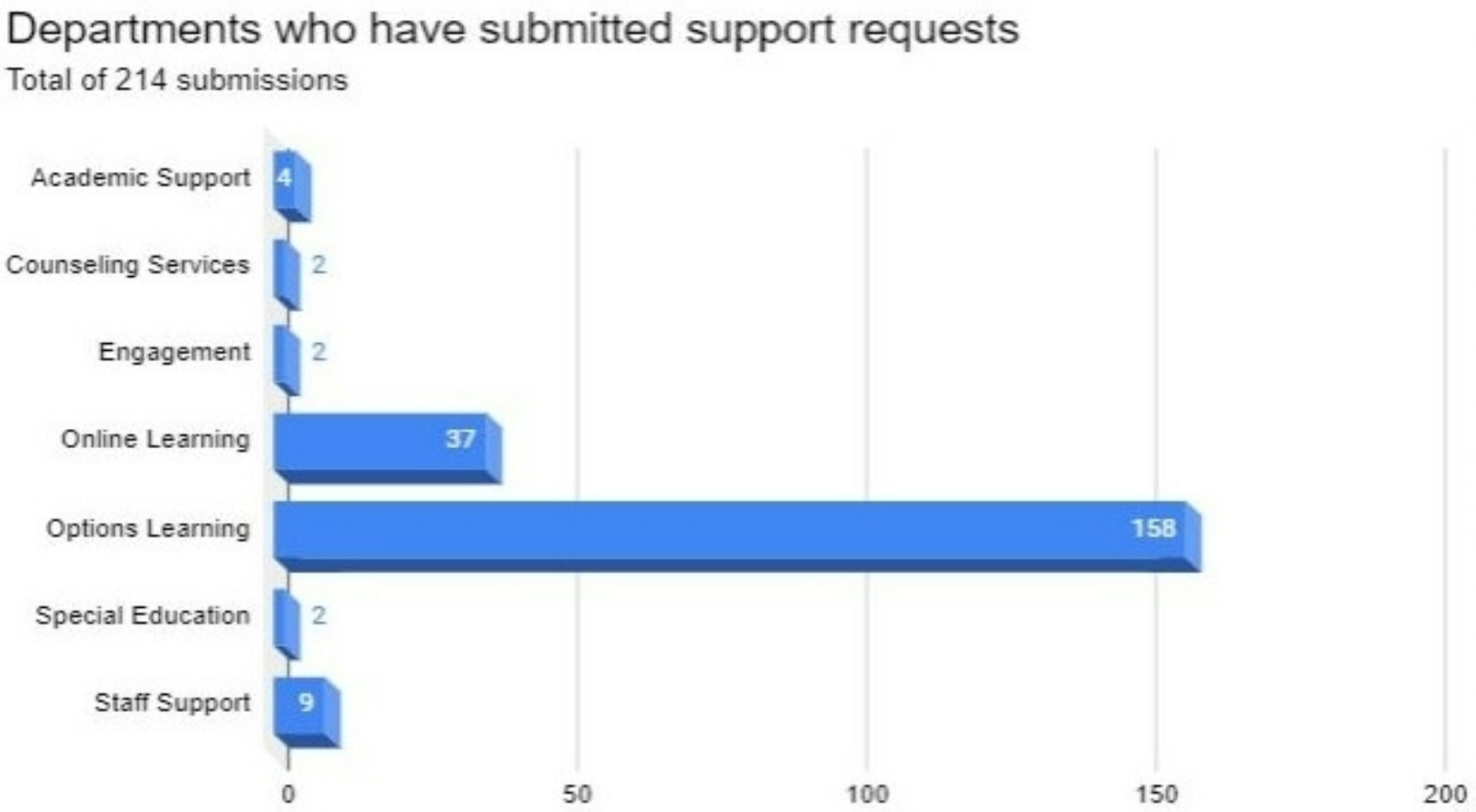
Who?

The Operations Helpdesk was monitored by all coordinators under the Operations Department including the Director of Operations. As staff selected a type of problem/ issue, the helpdesk would automatically route the inquiry to the appropriate Operations Department staff member. The staff under the Operations Department includes the Compliance Coordinator, Attendance Coordinator, Registrar, Outreach Coordinator, Scholar Community Advocate (aka CARES).


Overall Number of Submissions
Total of 214 submissions
# of Submissions
0
2
4
6
8
Aug 8, 2022
Aug 10, 2022
Aug 12, 2022
Aug 16, 2022
Aug 18, 2022
Aug 22, 2022
Aug 24, 2022
Aug 26, 2022
Aug 30, 2022
Sep 2, 2022
Sep 7, 2022
Sep 9, 2022
Sep 13, 2022
Sep 15, 2022
Sep 19, 2022
Sep 22, 2022
Sep 26, 2022
Sep 28, 2022
Sep 30, 2022
Oct 4, 2022
Oct 17, 2022
Oct 19, 2022
Oct 25, 2022
Oct 31, 2022
Nov 2, 2022
Nov 9, 2022
Nov 16, 2022
Dec 5, 2022
Dec 13, 2022
Jan 19, 2023
Jan 25, 2023
Jan 31, 2023
Feb 3, 2023
Feb 10, 2023
Feb 17, 2023
Feb 22, 2023
Mar 1, 2023
Mar 3, 2023
Mar 7, 2023
Mar 9, 2023
Mar 14, 2023
Mar 21, 2023
Mar 23, 2023
Mar 30, 2023
Apr 4, 2023
Apr 6, 2023
Apr 19, 2023
May 1, 2023
May 11, 2023
May 23, 2023
May 26, 2023
Jun 2, 2023
Jun 6, 2023
Jun 12, 2023
Submission Date


Average Response Time
Average Response Time Overall - 1.45 days
Average response time by days
2.5
2.0
1.5
1.0
0.5
0.0
Aug
Sept
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
June
Month

Top Submitter (by department): Options Learning



Questions?

Contact:

Lisa Fishman | Chief Operations Officer
(818) 732-4692
lfishman@compasscharters.org

Operations Division Report June 22, 2023

This report is meant to highlight several functional areas with updates for the Board of Directors:

I am excited to share all the amazing accomplishments made in the Operations Division in the 23-23 school year! This amazing team never disappoints and is always working with the success of the scholars in mind

This year, the Division focused on improving our service experience with all our educational partners, including staff, scholars, and families. We will be achieving this through both of the CCS school-wide WIG's:

- *100% of staff will report increased coherence, improved culture, and greater connectedness by the end of the 2022-2023 school year;*
- *100% of eligible scholars will graduate by the end of the 2022-2023 school year.*

Each department within the Division is contributing to this in their own way.

- The Community Providers Department wrapped up another busy school year serving our Options scholars.
  - The CP team continued to listen to CCS family's provider requests. 94 new service providers in all were added! The CP team focused on bringing to the approved provider list businesses that would help our special populations. One business that was added is Austin & Lily Solutions. Their curriculum is designed for scholars with diverse learning differences. All of their materials provide standards-based instruction with data-driven lessons.
  - This year many of the CP team were able to be involved with the CCS scholars outside of their regular work duties by providing support to families. Helping with the Physical Fitness Tests (PFT), attending scholar field trips and being a part of synchronous classes was enjoyed by several team members. A few of our team also participated in Staff Advisory, Options Advisory and the Counseling Committee. These committees help our team to stay connected to other departments within the school. Supervising Teachers were a great help with their suggestions of how to make our procurement platform (OPS) better and best of all, a majority of the suggestions were able to be implemented.
- The IT team under the direction of David Brasch focused on several areas:
  - This school year the staff have completed (10) training courses part of our TPX cyber security training program. The analytics from the phishing simulation from January through May show that staff are much better at recognizing vulnerabilities in their email and marking items as spam or asking questions if they are unsure. We also showed a slight decrease in participation this time around because we had a number of staff leave in the middle of the scheduled training dates and did not complete the training.
  - As the IT department looks for ways to continue to provide critical data across the CMO, it has released a draft of the new Data Studio to provide real time information on Synchronous Instruction and Live Interaction. Currently, the IT team is soliciting feedback from the staff on additional metrics. This new Dashboard will be released for the 23-24 school year. The existing Data Studio has been updated for the 23-24 school year already and is displaying current available to all users.
- The Finance team which includes the Finance Coordinator Melissa Alcaraz and the Finance Clerk Brooklyn Coney have worked this year on improving systems and processes, finding better more efficient ways to work both within and across CCS departments.
  - As we wrap up the 22-23 school year, the finance team is focusing on reviewing all the final expenditures and ensuring that the school fiscal health continues to be strong. We are reviewing the LCAP and all grant plans to assure funds are being allocated as planned.
  - Throughout the current school year, the finance team has met monthly with all department

leaders, reviewing budgets and expenditures to confirm spending is in alignment with planning. We will continue these meeting in the upcoming school year with a greater focus on training any staff who have fiscal responsibilities

- As is the case this time each year the Finance team is working on the plans for the CCS All Staff Retreat. We are excited to welcome 200 staff to this year's event and we cannot wait to see everyone in person in August.

- The CCS Office, Manager Nicole Sendejaz continued to focus on building the CCS Curriculum Locker and maintain a vast array of selections for the scholars through the end of the school year. Over the summer the items returned by families will be evaluated and cataloged so the locker is ready to reopen in August.
  - The Curriculum Locker has experienced a significant increase in usage this school year, with office equipment, Lakeshore Learning, and other learning game materials being the most frequently requested items. In response to this demand, we have been diligently working to expand our offerings, including adding two new categories to our catalog: Art and Foreign Language materials. These items were incredibly popular, receiving numerous requests within a week of being uploaded. We remain committed to continuously adding new products and categories to meet the needs of our Scholar

- Under the Direction of Dr. Danielle Gamez, the Operations Department is composed of several teams including Attendance, Compliance, Registration, Scholar Advocacy (McKinney Vento and Purple Star scholars), and Outreach. The department works daily to ensure all CCS scholars are well served. Some areasof note are:

  - Operations led a cross-department collaboration initiative that resulted in 23-24 Master Agreements going out before the end of the current school year! This is the first time in Compass history!
  - The new Operations Helpdesk helped manage internal support requests from departments across the organization and had a total of 214 submissions.
  - 85% (1999) of our 22/23 scholars have re-enrolled! With only 8% (194) still needing to decide on re-enrollment/withdrawal for next year.
  - Charter School Capital (CSC) Conversion: Applications for 23/24 are currently at a 23% conversion rate; 309 leads came through CSC since March 1, leading to 54 new Households and 71 new applications!
  - Records streamlined processes to be more efficient, eliminating the need for overtime while meeting the volume of records requests we handle. As a department, we want you to know that we are committed to making sure all requests are managed in a timely manner;
  - Improved support for our McKinney Vento families from the enrollment process to getting them started in their program;
  - More military families reaching out to learn about Compass totaling 61 this year;
  - Streamlined the attendance review process and met our review deadlines every LP.

As always it is my privilege to work with this group of talented and dedicated staff and we look forward to our continuing contributions to the success of CCS scholars in the 23-24 school year!

Respectfully Submitted,

Lisa Fishman

Chief Operations Officer

Coversheet

Review and Approval of the May 2023 Financial Statements

Section: XI. Operations
Item: B. Review and Approval of the May 2023 Financial Statements
Purpose: Vote
Submitted by:
Related Material:
CCS PL May 2023.xlsx
CCS BS May 2023.xlsx
CCS CR May 2023.xls
Compass Charter Schools_FY2023_May.pptx
CCS Yolo 2023-24 Preliminary Budget Alternative Form and MYP FINAL.pdf
CCS SD 2023-24 Preliminary Budget Alternative Form and MYP FINAL.pdf
CCS LA 2023-24 Preliminary Budget Alternative Form and MYP FINAL (2).pdf

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CCS PL May 2023.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CCS BS May 2023.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CCS CR May 2023.xls

CSMC

Financials through May 31, 2023

Monthly Financial Board Report

Prepared for: Compass Charter Schools

Prepared by School's CSMC SBM - Kristin Nowak

Financial Summary

Actual to Budget:
This report is as of May 31, 2023, compared against our board-approved budget.
YTD Revenues Through **May 31, 2023,** are **$26,435,665** or **2% ($521,386) over** our current budget due to the timing of **ESSER** funds ($298,939), **State SPED** and **Lottery** ($448,037), these were partially offset by lower than anticipated **LCFF** funds ($294,599) **.**
YTD Expenses Through **May 31, 2023,** are **$29,281,585** or **2.1% ($628,317) under** our current budget due to lower than anticipated spending in **Personnel Expenses** ($438,282), as well as **Books and Supplies** ($374,354), these were partially offset by an increase in **Services** ($184,319)**.**
Therefore, net income is **($2,845,920)** or **-28.8% over** our current budget.

Balance Sheet:
As of May 31, 2023, we had total cash of $11,513,515, short-term liabilities of $6,121,101, and long-term liabilities of $90,122. The ending fund balance is $6,703,705. Reconciled cash decreased $761,029 in the month of May due to decreases in Accounts Payable ($1,021,403) and Accrued Liabilities ($85,181). These were partially offset by Revenue exceeding expenses ($79,139).

Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

Cash Ratio

Ability to meet short-term obligations with cash

Current:	Target:
188.1 %	> 100.0 %

Formula:
(Cash) / (Current Liabilities)

Current Ratio (Liquidity)

Ability to pay short-term obligations

Current:	Target:
2.1	> 1.0

Formula:
(Current Assets) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds

Current:	Target:
4.7	> 3 months

Formula:
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

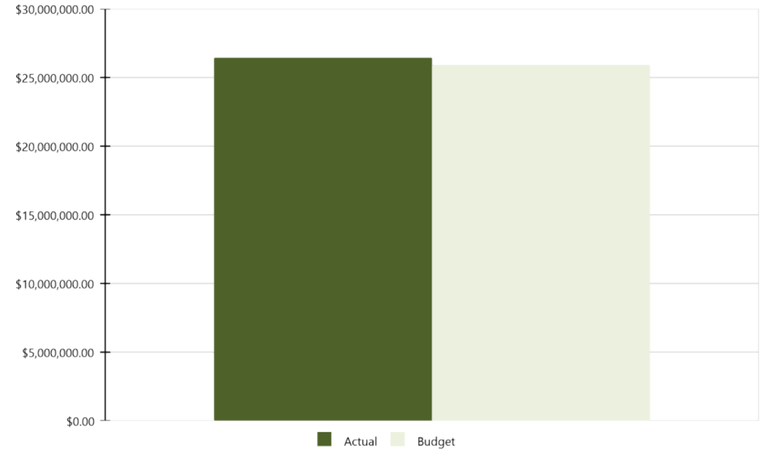
Report created on 6/13/2023 9:04:10 PM for Compass Charter Schools

Compass Charter Schools Financial Snapshot

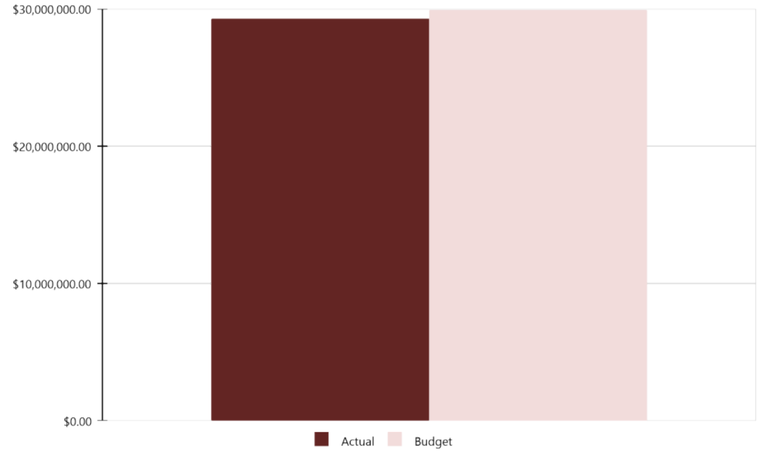
FY 2022-2023, July - May

Cash Balance
$11,513,515

Revenue to Date



Expense to Date



Revenue Summary	
Actual	$26,435,665
Budget	$25,914,279
Actual to Budget	2.0 %

Expense Summary	
Actual	$29,281,585
Budget	$29,909,902
Actual to Budget	-2.1 %

Report created on 6/13/2023 9:04:12 PM for Compass Charter Schools

CSMC

Actual to Budget Summary

FY 2022-2023, July - May

	July - Last Closed			2022-2023		
Account Description	Actual	Budget	Variance $	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	$21,977,472	$22,272,071	($294,599)	$25,474,652	86.3 %	$3,497,180
Federal Revenue	$1,311,742	$1,052,315	$259,427	$1,966,618	66.7 %	$654,876
State Revenue	$3,005,517	$2,479,848	$525,669	$4,287,664	70.1 %	$1,282,147
Local Revenue	$140,934	$110,045	$30,890	$113,070	124.6 %	($27,864)
Total Revenue	$26,435,665	$25,914,279	$521,386	$31,842,005	83.0 %	$5,406,340
Certificated Salaries	$11,570,854	$12,241,937	$671,083	$12,787,392	90.5 %	$1,216,538
Classified Salaries	$3,072,587	$3,037,904	($34,683)	$3,303,250	93.0 %	$230,663
Benefits	$4,945,177	$4,747,059	($198,118)	$5,165,923	95.7 %	$220,746
Total Personnel Expenses	$19,588,618	$20,026,900	$438,282	$21,256,565	92.2 %	$1,667,947
Books and Supplies	$4,117,358	$4,491,712	$374,354	$4,500,874	91.5 %	$383,516
Services	$5,575,609	$5,391,290	($184,319)	$5,905,960	94.4 %	$330,351
Total Operational Expenses	$9,692,967	$9,883,002	$190,035	$10,406,834	93.1 %	$713,867
Total Expenses	$29,281,585	$29,909,902	$628,317	$31,663,399	92.5 %	$2,381,813
Net Income	($2,845,920)	($3,995,624)	$1,149,704	$178,606	-1,593.4 %	$3,024,526

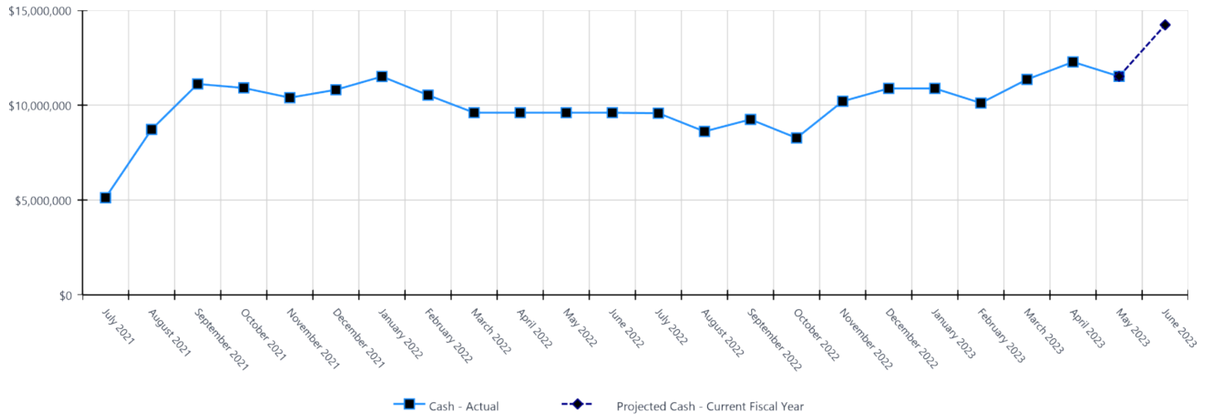
Revenue
$26,435,665
Expenses
$29,281,585
Surplus / (Deficit)
($2,845,920)

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in ensuring you receive your revenue in a timely manner and that you stay within the board approved expenditure levels.

Report created on 6/13/2023 9:04:12 PM for Compass Charter Schools

Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2021	$5,121,620.34	Actual
August 2021	$8,718,061.60	Actual
September 2021	$11,113,904.09	Actual
October 2021	$10,905,645.35	Actual
November 2021	$10,390,528.49	Actual
December 2021	$10,808,568.05	Actual
January 2022	$11,507,548.45	Actual
February 2022	$10,527,180.02	Actual
March 2022	$9,600,208.18	Actual
April 2022	$9,600,208.18	Actual
May 2022	$9,600,208.18	Actual
June 2022	$9,600,208.18	Actual

	Cash Amount	Actual or Projected
July 2022	$9,574,236.91	Actual
August 2022	$8,611,838.91	Actual
September 2022	$9,246,236.00	Actual
October 2022	$8,268,561.64	Actual
November 2022	$10,201,001.92	Actual
December 2022	$10,880,194.48	Actual
January 2023	$10,880,095.75	Actual
February 2023	$10,109,841.05	Actual
March 2023	$11,352,089.26	Actual
April 2023	$12,274,544.19	Actual
May 2023	$11,513,514.86	Actual
June 2023	$14,228,228.75	Projected

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Balance Sheet Summary FY 2022-2023 - May

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

Liquidity Ratio

2.1

Assets	
Current Assets	
Accounts Receivable	$139,473
Cash and Cash Equivalents	$11,513,515
Employee Advances	$455
Prepaid Expenses	$388,464
Short Term Investments	$768,842
Total Current Assets	*$12,810,749*
Fixed Assets	
Fixed Assets	$93,960
Total Fixed Assets	*$93,960*
Other Assets	
Other Assets	$10,220
Total Other Assets	*$10,220*
Total Assets	*$12,914,928*

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	$397,080
Accrued Liabilities	$1,129,404
Other Short Term Liability	$4,594,618
Total Current Liabilities	*$6,121,101*
Long Term Liabilities	
Other Liabilities	$90,122
Total Long Term Liabilities	*$90,122*
Total Liabilities	*$6,211,224*
Net Increase/(Decrease in Net Assets)	
Net Increase/(Decrease) in Net Assets	($2,845,920)
Total Net Increase/(Decrease) in Net Assets	*($2,845,920)*
Ending Net Assets	
Ending Net Assets	$9,549,625
Total Net Assets	*$9,549,625*
Total Liabilities and Net Assets	*$12,914,928*

Report created on 6/13/2023 9:04:12 PM for Compass Charter Schools

CSMC

CSMC Charter School Support Team

Executive VP of Client Services
Tom Nichols
tnichols@csmci.com

School Business Manager
Kristin Nowak
knowak@csmci.com

Account Manager
Mai Luong
mluong@csmci.com

Associate AM
Kimber Nelson
knelson@csmci.com

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Looking Ahead

6/24/2023	Board Meeting
6/30/2023	Winter Consolidated Application / CARS report forms close
7/9/2023	Date to be determined: CSMC Workshop: Charter Renewal
7/11/2023	Date to be determined: CSMC Workshop: Charter Renewal
7/17/2023	SB740 Facility Other Costs due
7/22/2023	Finalize 2022-2023 Student Exit Codes and Completion Statuses in SIS
	2022–23 P-Annual Attendance Data
7/28/2023	CALPADS EOY Submission Closes
7/29/2023	CALPADS EOY Amendment Window Opens
8/25/2023	CALPADS EOY Amendment Window Closes

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CSMC

HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

info@csmci.com
Office: 888.994.CSMC
43460 Ridge Park Dr., Ste. 100
Temecula, Ca 92590

POWERED BY:

Charter Vision

www.csmci.com

Report created on 6/13/2023 9:04:12 PM for Compass Charter Schools

CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

Charter School Name: Compass Charter - Yolo
CDS #: 57-72702-0139436
Charter Approving Entity: Winters Joint Unified
County: Yolo
Charter #: 2059

This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box

	Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
	Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	5,707,298	6,204,139		6,204,139	496,842
Education Protection Account - Current Year	8012	132,508	135,631		135,631	3,122
State Aid - Prior Years	8019	0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,260,221	1,289,917		1,289,917	29,696
Other LCFF Transfers	8091, 8097	0	0		0	0
Total, LCFF Sources		**7,100,027**	**7,629,687**		**7,629,687**	**529,660**
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290	96,316		96,316	96,316	0
Special Education - Federal	8181, 8182	80,333		160,913	160,913	80,580
Child Nutrition - Federal	8220	0		0	0	0
Other Federal Revenues	8290	213,257	0	152,919	152,919	(60,338)
Total, Federal Revenues		**389,906**	**0**	**410,148**	**410,148**	**20,242**
3. Other State Revenues						
Special Education - State	StateRevSE	540,748		657,574	657,574	116,826
Child Nutrition Programs	8520	0		0	0	0
Mandated Costs Reimbursements	8550	0	17,036		17,036	17,036
Lottery - Unrestricted and Instructional Materials	8560	0	115,286	45,436	160,723	160,723
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	480,503	361,095	0	361,095	(119,408)
Total, Other State Revenues		**1,021,251**	**493,417**	**703,010**	**1,196,427**	**175,176**
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0		0	0
All Other Local Revenues	LocalRevAO	19,083	19,083	0	19,083	0
Total, Local Revenues		**19,083**	**19,083**	**0**	**19,083**	**0**
5. TOTAL REVENUES		**8,530,267**	**8,142,187**	**1,113,158**	**9,255,346**	**725,079**
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	2,638,282	2,357,684	357,279	2,714,963	76,681
Certificated Pupil Support Salaries	1200	279,984	198,382	98,915	297,296	17,313
Certificated Supervisors' and Administrators' Salaries	1300	423,561	388,564	113,747	502,311	78,750
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		**3,341,827**	**2,944,630**	**569,941**	**3,514,570**	**172,744**
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	75,009	25,537	73,281	98,818	23,809
Non-certificated Support Salaries	2200	430,235	409,130	30,424	439,554	9,319
Non-certificated Supervisors' and Administrators' Sal.	2300	202,011	134,536	25,297	159,833	(42,178)
Clerical and Office Salaries	2400	181,974	169,273	23,964	193,237	11,262
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		**889,229**	**738,475**	**152,966**	**891,441**	**2,212**

CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

Charter School Name: Compass Charter - Yolo
CDS #: 57-72702-0139436

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
3. Employee Benefits						
STRS	3101-3102	638,289	562,424	108,859	671,283	32,994
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	116,482	99,190	19,966	119,157	2,674
Health and Welfare Benefits	3401-3402	499,317	400,627	78,784	479,411	(19,905)
Unemployment Insurance	3501-3502	25,769	20,752	4,078	24,830	(939)
Workers' Compensation Insurance	3601-3602	46,119	77,345	15,181	92,526	46,408
Retiree Benefits	3701-3702	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	24,117	20,225	3,915	24,140	23
Total, Employee Benefits		**1,350,092**	**1,180,564**	**230,783**	**1,411,347**	**61,255**
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	1,091,862	1,066,143	142,712	1,208,855	116,993
Books and Other Reference Materials	4200	40,699		36,738	36,738	(3,961)
Materials and Supplies	4300	5,532	5,443	0	5,443	(90)
Noncapitalized Equipment	4400	89,560	256,282	10,000	266,282	176,723
Food	4700	0	0	0	0	0
Total, Books and Supplies		**1,227,653**	**1,327,868**	**189,450**	**1,517,318**	**289,665**
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100		0	0	0	0
Travel and Conferences	5200	46,196	79,003	57,064	136,066	89,870
Dues and Memberships	5300	19,364	19,049	0	19,049	(314)
Insurance	5400	34,578	25,853	0	25,853	(8,725)
Operations and Housekeeping Services	5500	2,351	2,313	0	2,313	(38)
Rentals, Leases, Repairs, and Noncap. Improvements	5600	24,242	39,274	0	39,274	15,032
Professional/Consulting Services and Operating Expend.	5800	1,350,738	959,817	389,337	1,349,154	(1,584)
Communications	5900	33,126	35,785	0	35,785	2,660
Total, Services and Other Operating Expenditures		**1,510,595**	**1,161,094**	**446,400**	**1,607,495**	**96,900**
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0 0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0
Total, Capital Outlay		**0**	**0**	**0**	**0**	**0**
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	54,960	260,000	0	260,000	205,040
Debt Service:						0
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		**54,960**	**260,000**	**0**	**260,000**	**205,040**
8. TOTAL EXPENDITURES		**8,374,355**	**7,612,632**	**1,589,539**	**9,202,171**	**827,816**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		155,912	529,556	(476,381)	53,175	

CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

Charter School Name: Compass Charter - Yolo
CDS #: 57-72702-0139436

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	(476,381)	476,381	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		**0**	**(476,381)**	**476,381**	**0**	**0**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		155,912	53,175	0	53,175	0
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	554,091	710,003		710,003	155,912
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0
c. Adjusted Beginning Balance		554,091	710,003	0	710,003	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**710,003**	**763,177**	**0**	**763,177**	53,174
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	
All Others	9719	0	0	0	0	
Legally Restricted Balance	9740	0		0	0	
Designated for Economic Uncertainties	9770	710,003	763,177		763,177	
Other Designations	9775, 9780	0	0	0	0	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0	0	0	
Undesignated / Unappropriated Amount	**9790**	**0**	**0**	**0**	**0**	**53,174**

CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

Charter School Name: Compass Charter - San Diego
CDS #: 37-68213-0127084
Charter Approving Entity: Mountain Empire
County: San Diego
Charter #: 1454

This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box

	Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
	Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	4,537,040	5,174,625		5,174,625	637,585
Education Protection Account - Current Year	8012	2,377,262	2,594,810		2,594,810	217,548
State Aid - Prior Years	8019	0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,875,617	1,861,028		1,861,028	(14,589)
Other LCFF Transfers	8091, 8097	0	0		0	0
Total, LCFF Sources		**8,789,919**	**9,630,463**		**9,630,463**	**840,544**
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290	196,689		196,689	196,689	0
Special Education - Federal	8181, 8182	95,470		193,518	193,518	98,047
Child Nutrition - Federal	8220	0		0	0	0
Other Federal Revenues	8290	478,452	0	529,135	529,135	50,683
Total, Federal Revenues		**770,611**	**0**	**919,342**	**919,342**	**148,731**
3. Other State Revenues						
Special Education - State	StateRevSE	656,675		804,651	804,651	147,975
Child Nutrition Programs	8520	0		0	0	0
Mandated Costs Reimbursements	8550	0	22,530		22,530	22,530
Lottery - Unrestricted and Instructional Materials	8560	0	0	193,288	193,288	193,288
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	1,191,768	0	566,741	566,741	(625,028)
Total, Other State Revenues		**1,848,444**	**22,530**	**1,564,680**	**1,587,210**	**(261,234)**
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0		0	0
All Other Local Revenues	LocalRevAO	65,967	65,967	0	65,967	0
Total, Local Revenues		**65,967**	**65,967**	**0**	**65,967**	**0**
5. TOTAL REVENUES		**11,474,941**	**9,718,961**	**2,484,021**	**12,202,982**	**728,041**
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	3,924,152	3,188,217	739,607	3,927,823	3,671
Certificated Pupil Support Salaries	1200	352,788	180,962	178,831	359,793	7,005
Certificated Supervisors' and Administrators' Salaries	1300	533,700	477,321	130,585	607,905	74,206
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		**4,810,639**	**3,846,499**	**1,049,022**	**4,895,521**	**84,882**
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	125,970	17,734	101,857	119,591	(6,379)
Non-certificated Support Salaries	2200	542,108	504,356	27,600	531,956	(10,153)
Non-certificated Supervisors' and Administrators' Sal.	2300	254,539	162,817	30,615	193,432	(61,107)
Clerical and Office Salaries	2400	229,293	208,808	25,050	233,858	4,565
Other Non-certificated Salaries	2900	28,800	0	28,800	28,800	0
Total, Non-certificated Salaries		**1,180,711**	**893,715**	**213,922**	**1,107,637**	**(73,074)**

CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

Charter School Name: Compass Charter - San Diego
CDS #: 37-68213-0127084

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
3. Employee Benefits						
STRS	3101-3102	920,835	734,681	200,363	935,045	14,210
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	160,079	124,143	31,576	155,719	(4,359)
Health and Welfare Benefits	3401-3402	720,353	530,349	141,042	671,392	(48,962)
Unemployment Insurance	3501-3502	38,825	27,703	7,341	35,044	(3,781)
Workers' Compensation Insurance	3601-3602	65,306	99,544	26,522	126,066	60,760
Retiree Benefits	3701-3702	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	37,933	22,954	6,260	29,214	(8,718)
Total, Employee Benefits		**1,943,331**	**1,539,375**	**413,105**	**1,952,480**	**9,149**
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	1,340,153	1,313,763	148,839	1,462,602	122,449
Books and Other Reference Materials	4200	49,954	35,000	44,449	79,449	29,496
Materials and Supplies	4300	10,291	10,585	0	10,585	295
Noncapitalized Equipment	4400	109,926	312,176	10,000	322,176	212,251
Food	4700	0	0	0	0	0
Total, Books and Supplies		**1,510,323**	**1,671,525**	**203,288**	**1,874,813**	**364,490**
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100		0	0	0	0
Travel and Conferences	5200	221,791	0	164,628	164,628	(57,163)
Dues and Memberships	5300	24,646	23,048	0	23,048	(1,598)
Insurance	5400	42,441	31,279	0	31,279	(11,162)
Operations and Housekeeping Services	5500	2,886	2,799	0	2,799	(87)
Rentals, Leases, Repairs, and Noncap. Improvements	5600	75,655	93,418	0	93,418	17,763
Professional/Consulting Services and Operating Expend.	5800	1,656,093	1,192,674	440,058	1,632,731	(23,362)
Communications	5900	40,658	43,297	0	43,297	2,639
Total, Services and Other Operating Expenditures		**2,064,171**	**1,386,515**	**604,685**	**1,991,200**	**(72,971)**
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0 0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0
Total, Capital Outlay		**0**	**0**	**0**	**0**	**0**
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	(80,668)	300,000	0	300,000	380,668
Debt Service:						0
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		**(80,668)**	**300,000**	**0**	**300,000**	**380,668**
8. TOTAL EXPENDITURES		**11,428,506**	**9,637,630**	**2,484,021**	**12,121,651**	**693,145**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		46,435	81,331	0	81,331	

CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

Charter School Name: Compass Charter - San Diego
CDS #: 37-68213-0127084

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		**0**	**0**	**0**	**0**	**0**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		46,435	81,331	0	81,331	0
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	832,556	878,992		878,992	46,436
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0			0	0
c. Adjusted Beginning Balance		832,556	878,992	0	878,992	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**878,991**	**960,323**	**0**	**960,323**	81,332
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	
All Others	9719	0	0	0	0	
Legally Restricted Balance	9740	0		0	0	
Designated for Economic Uncertainties	9770	878,991	960,323		960,323	
Other Designations	9775, 9780	0	0	0	0	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0	0	0	
Undesignated / Unappropriated Amount	**9790**	**0**	**0**	**0**	**0**	**81,332**

CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

Charter School Name: Compass Charter - Los Angeles
CDS #: 19-75309-0135145
Charter Approving Entity: Acton-Aqua Dulce Unified School District
County: Los Angeles
Charter #: 1651

This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box

	Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
	Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	8,954,543	9,931,972		9,931,972	977,429
Education Protection Account - Current Year	8012	169,076	177,333		177,333	8,257
State Aid - Prior Years	8019	0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	461,087	483,605		483,605	22,518
Other LCFF Transfers	8091, 8097	0	0		0	0
Total, LCFF Sources		**9,584,706**	**10,592,910**		**10,592,910**	**1,008,204**
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290	185,816		185,816	185,816	0
Special Education - Federal	8181, 8182	102,502		210,389	210,389	107,887
Child Nutrition - Federal	8220	0		0	0	0
Other Federal Revenues	8290	517,782	0	833,480	833,480	315,698
Total, Federal Revenues		**806,100**	**0**	**1,229,685**	**1,229,685**	**423,585**
3. Other State Revenues						
Special Education - State	StateRevSE	702,807		872,156	872,156	169,349
Child Nutrition Programs	8520	0		0	0	0
Mandated Costs Reimbursements	8550	0	25,804		25,804	25,804
Lottery - Unrestricted and Instructional Materials	8560	0	150,733	59,407	210,140	210,140
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	715,163	0	598,220	598,220	(116,943)
Total, Other State Revenues		**1,417,970**	**176,537**	**1,529,782**	**1,706,320**	**288,349**
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0		0	0
All Other Local Revenues	LocalRevAO	28,020	28,020	0	28,020	0
Total, Local Revenues		**28,020**	**28,020**	**0**	**28,020**	**0**
5. TOTAL REVENUES		**11,836,797**	**10,797,467**	**2,759,468**	**13,556,935**	**1,720,139**
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	3,659,149	3,174,959	802,197	3,977,156	318,008
Certificated Pupil Support Salaries	1200	0	250,497	185,014	435,510	435,510
Certificated Supervisors' and Administrators' Salaries	1300	388,322	569,208	166,629	735,837	347,515
Other Certificated Salaries	1900	587,456	0	0	0	(587,456)
Total, Certificated Salaries		**4,634,926**	**3,994,663**	**1,153,840**	**5,148,503**	**513,577**
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	104,033	37,410	107,349	144,759	40,725
Non-certificated Support Salaries	2200	596,712	599,335	44,569	643,904	47,192
Non-certificated Supervisors' and Administrators' Sal.	2300	280,177	200,924	33,216	234,139	(46,038)
Clerical and Office Salaries	2400	252,388	252,751	30,322	283,073	30,685
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		**1,233,310**	**1,090,420**	**215,455**	**1,305,874**	**72,564**

CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

Charter School Name: Compass Charter - Los Angeles
CDS #: 19-75309-0135145

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
3. Employee Benefits						
STRS	3101-3102	885,271	762,981	220,383	983,364	98,093
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	161,555	141,340	33,213	174,553	12,998
Health and Welfare Benefits	3401-3402	692,524	554,458	147,833	702,291	9,767
Unemployment Insurance	3501-3502	35,740	28,693	7,681	36,374	634
Workers' Compensation Insurance	3601-3602	63,964	106,787	28,755	135,542	71,578
Retiree Benefits	3701-3702	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	33,448	27,437	7,925	35,362	1,914
Total, Employee Benefits		**1,872,501**	**1,621,695**	**445,791**	**2,067,486**	**194,985**
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	1,515,093	1,614,365	156,327	1,770,693	255,600
Books and Other Reference Materials	4200	56,475	0	58,813	58,813	2,338
Materials and Supplies	4300	67,056	7,972	0	7,972	(59,084)
Noncapitalized Equipment	4400	124,275	380,041	10,000	390,041	265,767
Food	4700	0	0	0	0	0
Total, Books and Supplies		**1,762,898**	**2,002,379**	**225,140**	**2,227,519**	**464,621**
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100	0	0	0	0	0
Travel and Conferences	5200	233,193	0	199,306	199,306	(33,887)
Dues and Memberships	5300	30,369	27,903	0	27,903	(2,467)
Insurance	5400	47,981	37,868	0	37,868	(10,113)
Operations and Housekeeping Services	5500	3,263	3,388	0	3,388	125
Rentals, Leases, Repairs, and Noncap. Improvements	5600	33,639	57,528	0	57,528	23,889
Professional/Consulting Services and Operating Expend.	5800	1,936,784	1,258,700	670,670	1,929,370	(7,415)
Communications	5900	45,966	52,417	0	52,417	6,452
Total, Services and Other Operating Expenditures		**2,331,195**	**1,437,804**	**869,976**	**2,307,780**	**(23,416)**
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0 0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0
Total, Capital Outlay		**0**	**0**	**0**	**0**	**0**
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	(156,374)	400,000	0	400,000	556,374
Debt Service:						0
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		**(156,374)**	**400,000**	**0**	**400,000**	**556,374**
8. TOTAL EXPENDITURES		**11,678,458**	**10,546,961**	**2,910,201**	**13,457,162**	**1,778,704**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		158,339	250,506	(150,733)	99,773	

CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

Charter School Name: Compass Charter - Los Angeles
CDS #: 19-75309-0135145

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	(150,733)	150,733	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		**0**	**(150,733)**	**150,733**	**0**	**0**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		158,339	99,773	0	99,773	0
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	800,132	958,471		958,471	158,339
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0
c. Adjusted Beginning Balance		800,132	958,471	0	958,471	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**958,471**	**1,058,244**	**0**	**1,058,244**	99,773
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	
All Others	9719	0	0	0	0	
Legally Restricted Balance	9740	0		0	0	
Designated for Economic Uncertainties	9770	958,471	1,058,244		1,058,244	
Other Designations	9775, 9780	0	0	0	0	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0	0	0	
Undesignated / Unappropriated Amount	**9790**	**(0)**	**0**	**0**	**0**	**99,773**

Coversheet

Adoption of the 2023-24 Annual Budget

Section:	XI. Operations
Item:	C. Adoption of the 2023-24 Annual Budget
Purpose:	Vote
Submitted by:	
Related Material:	CCS FY24 Initial PPT FINAL (1).pptx CCS - FY23-24 Shared Initial Budget FINAL (1).xlsx

CSMC

FY24

INITIAL

Compass Charter Schools

Enrollment increase of 116, ADA increase of 85.07

Average Daily Attendance Driving Revenue

FY24 Initial

	Yolo	San Diego	Los Angeles	Total
Total Enrollment	**707**	**842**	**902**	**2,451**
Average Daily Attendance by Grade Range				
ADA Grades TK-3	267.62	285.74	321.44	874.79
ADA Grades 4-6	199.51	217.94	193.65	611.10
ADA Grades 7-8	109.35	131.73	138.60	379.68
ADA Grades 9-12	101.68	180.16	232.97	514.81
Average Overall Daily Attendance	**678.15**	**815.56**	**886.67**	**2,380.38**

FY24 Initial

CCS Yolo: ADA variance from 2nd Interim: 15.61 increase

CCS SD: ADA variance from 2nd Interim: 28.18 increase

CCS LA: ADA variance from 2nd Interim: 41.29 increase

FY 23 2nd Interim:

	Yolo	San Diego	Los Angeles	Total
Enrollment By Grade				
Total Enrollment	**674**	**801**	**860**	**2,335**
Average Daily Attendance by Grade Range				
ADA Grades TK-3	261.48	276.22	305.71	843.41
ADA Grades 4-6	194.63	210.36	184.80	589.80
ADA Grades 7-8	107.15	126.81	132.71	366.66
ADA Grades 9-12	99.28	173.99	222.16	495.43
Average Overall Daily Attendance	**662.54**	**787.38**	**845.38**	**2,295.31**

FY24 Initial Budget Summary

FY24

Variance from FY23 2nd Interim= $178,604-$1,194,279 = $1,015,675 increase

Compass Charter Schools
Budget Summary
2023-24 Budget- Adopted 5.38% COLA

	Yolo		San Diego		Los Angeles		Before transfer	ADA
	53.175 Ending position after transfer		81.331 Ending position after transfer		99.773 Ending position after transfer			
FY23 2nd Interim Ending Position	$ 155,912		$ 46,436		$ 158,339		$ 482,578	2,295.31
	Yolo		San Diego		Los Angeles		Total	2,380.38
Revenue	27.21%		32.93%		39.86%		**Excludes OCLC revenues for % calcs**	
State	8,168,541		10,413,022		11,427,074		30,008,637	
Federal	410,148		919,342		1,229,685		2,559,176	
Local	676,657		870,618		900,176		2,447,450	
Total Revenue	$ 9,255,346		$ 12,202,982		$ 13,556,935		$ 35,015,263	
Expenses								
1000 Certificated Salaries	3,514,570	39.3%	4,895,521	41.4%	5,148,503	39.4%	13,558,595	40.1%
2000 Classified Salaries	891,441	10.0%	1,107,637	9.4%	1,305,874	10.0%	3,304,952	9.8%
3000 Benefits	1,411,347	15.8%	1,952,480	16.5%	2,067,486	15.8%	5,431,313	16.1%
Total Personnel Expense	*5,817,358*	*65.1%*	*7,955,638*	*67.3%*	*8,521,863*	*65.3%*	*22,294,860*	*65.9%*
4000 Books and Supplies	1,517,318	17.0%	1,874,813	15.9%	2,227,519	17.1%	5,619,650	16.6%
5000 Services and Other Operating Expenses	1,607,495	18.0%	1,991,200	16.8%	2,307,780	17.7%	5,906,474	17.5%
6000 Capital Outlay								
7000 Other Outgoing								
Total Expenses	$ 8,942,171		$ 11,821,651		$ 13,057,162		$ 33,820,984	
Surplus / (Deficit)	$ 313,174.73		$ 381,331.13		$ 499,773.24		$ 1,194,279	
As a % of LCFF revenue	4.10%		3.96%		4.72%			
Estimated Beginning Balance	$ 710,003		$ 878,992		$ 958,471		$ 8,256,843	
CMO Contribution	$ (260,000)		$ (300,000)		$ (400,000)		$ 960,000	
Ending Balance	$ 763,177		$ 960,323		$ 1,058,244		$ 9,216,843	
As a % of LCFF Revenue	10.0%		10.0%		10.0%			
Consolidated Fund Balance							$ 11,998,588	

Sb-740 Funding Determination Test:			
Certificated Salaries (40% req.):	50.80%	53.92%	50.24%
Instructional Costs (80% req.):	81.77%	82.45%	80.79%
Cert Salaries Met/Not Met:	Met	Met	Met
Instr. Costs Met/Not Met	Met	Met	Met

Notes:

Rent for future OCLC site (Santa Ana site)

5.38% vs. 8.22% COLA LCFF

Salaries: 5% COLA + step of 2.5%

FY24 SPED contract vendor consolidation

STS $300k

Oxford $550k

Partners in SpEd $600k

El Paseo $450k

$1.9M

CSMC

Initial Budget Summary- Funding Determinations

FY24

	Yolo	San Diego	Los Angeles
Sb-740 Funding Determination Test:			
Certificated Salaries (40% req.):	50.80%	53.92%	50.24%
Instructional Costs (80% req.):	81.77%	82.45%	80.79%
Cert Salaries Met/Not Met:	**Met**	**Met**	**Met**
Instr. Costs Met/Not Met	**Met**	**Met**	**Met**

Initial Budget: Los Angeles

FY24

Compass Charter Schools		
Budget Summary		99,773
2023-24 Budget- Adopted 5.38% COLA		Ending position after transfer
	FY23 2nd Interim Ending Position	$ 158,339
		Los Angeles
Revenue		**39.86%**
	State	11,427,074
	Federal	1,229,685
	Local	900,176
	Total Revenue	**$ 13,556,935**
Expenses		
1000	Certificated Salaries	5,148,503
2000	Classified Salaries	1,305,874
3000	Benefits	2,067,486
	Total Personnel Expense	***8,521,863***
4000	Books and Supplies	2,227,519
5000	Services and Other Operating Expenses	2,307,780
6000	Capital Outlay	
7000	Other Outgoing	
	Total Expenses	**$ 13,057,162**
Surplus / (Deficit)		**$ 499,773.24**
	As a % of LCFF revenue	4.72%
	Estimated Beginning Balance	**$ 958,471**
	CMO Contribution	**$ (400,000)**
	Ending Balance	**$ 1,058,244**
	As a % of LCFF Revenue	**10.0%**

	Yolo	San Diego	Los Angeles	Total
Total Enrollment	**707**	**842**	**902**	**2,451**
Average Daily Attendance by Grade Range				
ADA Grades TK-3	267.62	285.74	321.44	874.79
ADA Grades 4-6	199.51	217.94	193.65	611.10
ADA Grades 7-8	109.35	131.73	138.60	379.68
ADA Grades 9-12	101.68	180.16	232.97	514.81
Average Overall Daily Attendance	**678.15**	**815.56**	**886.67**	**2,380.38**

CCS Yolo: ADA variance from 2nd Interim: 15.61 increase

CCS SD: ADA variance from 2nd Interim: 28.18 increase

CCS LA: ADA variance from 2nd Interim: 41.29 increase

CCS LA: ADA variance from 2nd Interim: 41.29 increase

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Initial Budget: San Diego

FY24

CCS SD: ADA variance from 2nd Interim: 28.28 increase

Compass Charter Schools		
Budget Summary		81,331
2023-24 Budget- Adopted 5.38% COLA		Ending position after transfer
FY23 2nd Interim Ending Position	$	46,436
		San Diego
Revenue		**32.93%**
State		10,413,022
Federal		919,342
Local		870,618
Total Revenue	$	**12,202,982**
Expenses		
1000 Certificated Salaries		4,895,521
2000 Classified Salaries		1,107,637
3000 Benefits		1,952,480
Total Personnel Expense		*7,955,638*
4000 Books and Supplies		1,874,813
5000 Services and Other Operating Expenses		1,991,200
6000 Capital Outlay		
7000 Other Outgoing		
Total Expenses	$	**11,821,651**
Surplus / (Deficit)	$	**381,331.13**
As a % of LCFF revenue		3.96%
Estimated Beginning Balance	$	**878,992**
CMO Contribution	$	**(300,000)**
Ending Balance	$	**960,323**
As a % of LCFF Revenue		**10.0%**

	Yolo	San Diego	Los Angeles	Total
Total Enrollment	**707**	**842**	**902**	**2,451**
Average Daily Attendance by Grade Range				
ADA Grades TK-3	267.62	285.74	321.44	874.79
ADA Grades 4-6	199.51	217.94	193.65	611.10
ADA Grades 7-8	109.35	131.73	138.60	379.68
ADA Grades 9-12	101.68	180.16	232.97	514.81
Average Overall Daily Attendance	**678.15**	**815.56**	**886.67**	**2,380.38**

CCS Yolo: ADA variance from 2nd Interim: 15.61 increase

CCS SD: ADA variance from 2nd Interim: 28.18 increase

CCS LA: ADA variance from 2nd Interim: 41.29 increase

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Initial Budget: Yolo

FY24

Compass Charter Schools		
Budget Summary		53,175
2023-24 Budget- Adopted 5.38% COLA		Ending position after transfer
FY23 2nd Interim Ending Position		$ 155,912
		Yolo
Revenue		**27.21%**
	State	8,168,541
	Federal	410,148
	Local	676,657
Total Revenue		**$ 9,255,346**
Expenses		
1000	Certificated Salaries	3,514,570
2000	Classified Salaries	891,441
3000	Benefits	1,411,347
	Total Personnel Expense	***5,817,358***
4000	Books and Supplies	1,517,318
5000	Services and Other Operating Expenses	1,607,495
6000	Capital Outlay	
7000	Other Outgoing	
Total Expenses		**$ 8,942,171**
Surplus / (Deficit)		**$ 313,174.73**
As a % of LCFF revenue		4.10%
Estimated Beginning Balance		**$ 710,003**
CMO Contribution		**$ (260,000)**
Ending Balance		**$ 763,177**
As a % of LCFF Revenue		**10.0%**

	Yolo	San Diego	Los Angeles	Total
Total Enrollment	**707**	**842**	**902**	**2,451**
Average Daily Attendance by Grade Range				
ADA Grades TK-3	267.62	285.74	321.44	874.79
ADA Grades 4-6	199.51	217.94	193.65	611.10
ADA Grades 7-8	109.35	131.73	138.60	379.68
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Average Overall Daily Attendance	**678.15**	**815.56**	**886.67**	**2,380.38**

CCS Yolo: ADA variance from 2nd Interim: 15.61 increase

CCS Yolo: ADA variance from 2nd Interim: 15.61 increase

CCS SD: ADA variance from 2nd Interim: 28.18 increase

CCS LA: ADA variance from 2nd Interim: 41.29 increase

Reserve Designations

FY23

$ 10,443,622 **FY23 Designations**

25%	2,610,905	Economic Uncertainty
20%	2,088,724	Future SPED costs
20%	2,088,724	Future LEGAL costs
15%	1,566,543	Future FACILITY costs
20%	2,088,724	Enrollment Uncertainty
100%	**10,443,622**	**Total:**

FY24 designations:
To be updated during UARs

CSMC

info@csmci.com
888.994.CSMC

43460 Ridge Park Dr., Ste. 100,
Temecula

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CCS - FY23-24 Shared Initial Budget FINAL (1).xlsx

Coversheet

People Division Update

Section:	XII. People Division
Item:	A. People Division Update
Purpose:	FYI
Submitted by:	
Related Material:	People Division Updates - June 2023.pdf Additions & Terminations - June 2023.pdf

People Division Report
May 20, 2023

This report highlights, for the Board of Directors, areas on which the People Division Team has worked and updates as we conclude the 2022-23 school year:

- The Human Resources team is still working to prepare for the 2023-24 school year staffing needs. We are currently utilizing the Competency-Based Inventory process for open positions and continuing our work to create and update inventory and interview templates for each role. We are currently working on filling the current vacancies for the upcoming year:
    - Chief Academic Officer
    - Executive Assistant to the Superintendent & CEO
    - High School Coordinator (Online)
    - Special Education Program Specialist
    - Special Education Technician

- The Human Resources team is collaborating with the Chief Operations Officer through the transition of HRIS platforms from BambooHR to ADP.
    - Full implementation by or before August 1, 2023.

- As we wrap up the current school year, updates on our continued partnership with the Riverside County Office of Education's Center for Teacher Innovation, to help teachers with preliminary teacher credentials clear their credentials. The online induction program paired Compass candidates with internal coaches started in October. There are two candidates for the 2022-23 school year, both are Education Specialists:
    - We are excited to share that our Education Specialist candidates have met their requirements for the 2022-23 cycle and will be continuing on to year 2 of their learning cycle starting in September 2023.
    - Staff needing to clear credentials will have the opportunity to sign up for the 2023-24 cycle in July and August.
    - Staff wishing to act as coaches for the upcoming school year have reached out to express their interest.

- Our work with the consulting firm, Learner-Centered Collaborative, has progressed:
    - Our organization-wide celebration of learning took place on June 15, 2023.

    - We are reviewing feedback from leadership and staff and look forward to providing additional support for the Growth & Development plans for the 2023-24 school year.

- Our plans for Training and Development for the 2023-24 school year are well underway, starting with the introduction of the SDI Core Strengths and Restorative Justice Practice and Trauma-Informed Care practices to all staff.
    - Compass introduced the SDI Core Strengths to the leadership team at the start of the 2022-23 school year.
        - SDI is an assessment that allows staff and leadership to measure their core motives, how they experience conflict, their strengths, and how strengths can be overdone, potentially limiting interpersonal effectiveness. With these measurements, it delivers personalized Relationship Intelligence to help us build trust and form productive relationships amongst our teams.
    - Restorative Justice Practice and Trauma-Informed Care began as a DEI committee initiative that was introduced to staff as a workshop on the principles and practices of restorative justice at our March In-Service day.
        - A presenter will be at the all-staff retreat to introduce the program and the process for implementation during the 2023-24 school year.
        - Staff who wish to be trained on the initiative will have the opportunity to work with the Restorative Justice educators and Debra LaCroix, our Training and Development Manager, throughout the Fall and Winter before implementing these practices throughout the organization.
    - The People Divisions is looking forward to leveraging the insight that we gather through the SDI along with the training we receive from Restorative Justice to create supports for Compass staff via professional learning, workshops, and short asynchronous sessions.
    - The People Division will provide a general session, workshops, and team exercises on the SDI Core Strengths for the All-Staff Retreat in August as well as adding these concepts to the training we provide for staff and supervisors moving into the 2023-24 school year, and across our three-year organizational plan.
    - All staff have been invited to take the SDI Core Strengths Assessment via the online portal, with the request to complete prior to the conclusion of the school year.

- Our annual Intent to return survey was shared with staff in early June. Two (2) staff have indicated their intent of non-return for the upcoming school year. Both positions have been added to the Human Resources department's list of vacancies.

- 2023-24 Salary Memos will be shared with staff on Tuesday, June 20th, prior to the conclusion of the 2022-23 school year.
    - Memos include step placement on respective salary schedules and any applicable stipends such as the higher education and/or longevity stipends.

- Organizational changes have transpired since the last meeting. *Please see the enclosed worksheet.*

I appreciate the hard work and collaboration from within the People Division and throughout the organization as we work to support our amazing and dedicated staff.

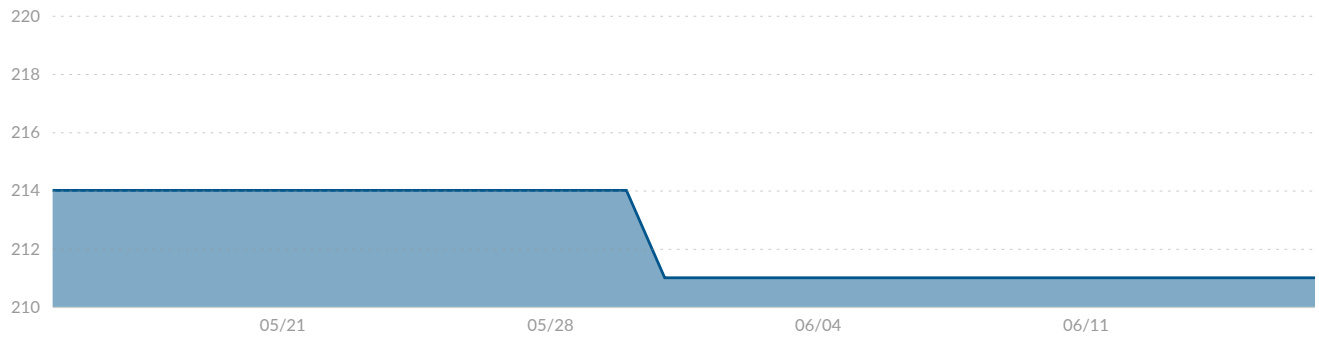
Respectfully Submitted,
Sophie Trivino
Chief People Officer

06/18/2023

Additions & Terminations

Dates
2023-05-16 - 2023-06-18

Employee Head Count



Additions (0)

Sorry, that doesn't really exist.

There are no employees that match your selected filter options. Please change your filter and try again.

Terminations (3)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date
Beamish, Alissa	10 month staff Summer Break	Options Program	Academic Services	Orange County Learning	Enrichment Instructor	01/18/2022	06/01/2023

06/18/2023

Additions & Terminations

Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date
Pauley, Penelope	10 month staff Summer Break	San Diego	Academic Services	Orange County Learning Center	Enrichment Instructor	12/19/2019	06/01/2023
Underwood, Scott	10 month staff Summer Break	Options Program	Academic Services	Orange County Learning Center	Enrichment Instructor	12/20/2019	06/01/2023

Coversheet

Review and Approval of the 2023-24 Local Control Accountability Plans

Section: XIII. Executive
Item: A. Review and Approval of the 2023-24 Local Control Accountability Plans
Purpose: Vote
Submitted by:
Related Material:
2023_LCAP_Local_Performance_Indicator_Self-Reflection_Compass_Charter_Schools_Los_Angeles_20230615.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_Compass_Charter_Schools_San_Diego_20230615.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_Compass_Charter_Schools_Yolo_20230615.pdf
2023_Local_Control_and_Accountability_Plan_Compass_Charter_Schools_Los_Angeles_20230617.pdf
2023_Local_Control_and_Accountability_Plan_Compass_Charter_Schools_Yolo_20230617.pdf
2023_Local_Control_and_Accountability_Plan_Compass_Charter_Schools_San_Diego_20230617(1).pdf
LCAP Adoption June 22, 2023.pdf

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Compass Charter Schools of Los Angeles	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards				4	
Physical Education Model Content Standards					
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass conducted a schoolwide planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass demonstrated strengths and great progress in the following areas: Communication (weekly Monday Morning Updates, ParentSquare, Workplace, Monthly Town Halls), Engagement (Learning Coach Academy, Virtual Scholar Workshops, field trips and scholar clubs), and monthly connection meetings between our supervising teachers and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and
areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass identified the following as focus areas for improvement in building relationships between school staff and families: Community Involvement (i.e. community service projects) and increasing field trips. We received feedback that our families would like to get back to more in-person activities, and we are scheduling more in the upcoming school year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Compass Charter Schools has developed the Compass Framework for the Future as well as the Compass Blueprint for Success. This is based on work and feedback from our Parent Advisory Council, Scholar Leadership Council, Leadership Team, Staff Advisory Committee, and Board of Directors, with support from our partner, the Learner-Centered Collaborative. The framework is designed to align the world we live in, develop scholars who will become engaged and productive citizens, and to enable our community to codify the Gold Standard in Virtual Education. Compass will also provide a variety of extracurricular and
enrichment activities to include community service opportunities, field trips, virtual scholar workshops and scholar-led clubs which will include the National Honor Society (NHS). The framework and blueprint encompasses our underrepresented
families and special populations as well.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and
areas of opportunity to explore for the upcoming school year. Compass Charter Schools demonstrated strengths and great progress in the following areas for scholar outcomes: Multi-Tiered System of Supports (MTSS), English

Learner Support, Tutoring, Social Emotional Learning and Well Being, and our synchronous and asynchronous instruction.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the planning survey results, Compass Charter Schools identified the following areas for improvement in building partnerships for scholar outcomes: Summer Session availability, and curriculum options, more Community Provider options for the Options Learning Program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Compass Charter Schools is now offering a summer session that utilizes online courses and/or academic subscriptions to increase scholar engagement and outcomes. Compass will also ensure all scholars have access to a-g approved
courses, either through a preferred curriculum provider or through internally developed courses.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Compass Charter Schools takes great pride in our ongoing process for seeking input for decision-making. Compass collaborates with all of our educational partners consistently throughout the year via monthly Leadership Team meetings, Scholar Leadership Council meetings, and Staff Advisory Committee meetings; quarterly Parent Advisory Council meetings; and Parent Town Halls and survey administrations throughout the year. During these opportunities, all educational partners review and discuss the progress we are making, make recommendations for improvements, and are equally involved in the decision-making progress.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools identified the following areas for improvement in seeking input for
decision-making: a need for an increase in participation on state and local assessments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on input and local data, we will continue to work on providing opportunities for engagement that are accessible to our underrepresented families. The addition of a full time McKinney-Vento Liaison provides a conduit for ensuring that some of the most underrepresented families have a voice. We are also looking at our engagement activities for our scholars and looking to find additional in-person opportunities in accessible areas. We continue to refine our live learning sessions to provide meaningful educational content. Additionally, we partnered with Wellness for Educators to offer wellness resources for our scholars, families, and staff. These live workshops are recorded and made available asynchronously for those who are unable to attend them live. We continue to refine our supplemental subscription offerings, such as Freckle, for example, for academic support, in
addition to expanding our Multi-Tiered System of Supports tutoring hours.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

This year, the school administered the California Healthy Kids Survey through the Panorama platform. Although staff worked diligently to encourage participation, the participation rate was low at 10%. For the next school year, the school plans to adopt Abre as its data analysis application. Abre offers a school climate survey that will be more accessible to scholars and the goal is to increase participation. Results of the Social-Emotional Learning: Student competency and Well Being Measures, Grades 6-12 showed that Compass Scholars scored the highest in the areas of Self-management at 71% and positive feelings at 62%. This shows that our scholars are thriving as independent learners in a safe and nurturing environment at home. The areas of opportunity identified were growth mindset at 47% and self-efficacy at 48%. At Compass, we promote a growth mindset and focus on recognizing scholar achievement, and we recognize that this needs to continue to be a focus area. This year, staff developed a comprehensive rubric to measure scholar achievement and to communicate with scholars and families about their progress on a weekly basis. The school's MTSS process identifies scholars who need support, but attendance at support sessions is low in some areas. For the next school year, the master agreement was updated to set the expectation that scholars identified for support will attend their sessions. Scholars who attended support sessions showed greater academic achievement, so the theory is that our growth mindset and self-efficacy measures will increase as scholars who need support regularly access the provided resources and see their achievement levels increase.
The Social-Emotional Learning: Student competency and Well Being Measures, Grades 3-5 showed that Compass Scholars scored the highest in the areas of Positive feelings at 83%, Supportive Relationships at 76%, and Social Awareness at 70%. This shows that our scholars are thriving in their home environment and they feel safe and supported by the adults at the school. The lower scores were in the area of Challenging feelings at 57% and Emotion regulation at 52%. The school's counseling department offers workshops for scholars that focus on SEL content including topics around emotions. We have seen more incidents of scholars in the elementary grades seeking mental heath supports. The counseling department has added supports for younger scholars and we hope to add a counselor at this grade level to specifically support scholars in this area.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We ensure that every scholar is enrolled in grade-level courses and our counselors use graduation pathway planning tools to make sure that every high school scholar has a pathway to graduation via a broad course of study. Our team has a robust
catalog of course offerings linked to our student information system. Scholars enrolled in our Online Learning Program, and those in our Options Learning Program who choose to take online courses, have access to coursework via Accelerate Education. Our supervising teachers create personalized learning plans using a template to share a clear plan of study for scholars to access. For our English Learners, we adopted the Lexia ELD courses, which are research-
based. Scholars advance in language proficiency, which allows them to access our full course offerings. Scholars with exceptional needs have access to supplemental resources to bolster skills to allow full participation in our course of
study; these are accessed via our ClassLink single sign-on system. We regularly conduct self-audits to ensure that all scholars are enrolled in their courses, per their Master Agreement. We expanded our MTSS tutoring offerings and we reach out to unduplicated scholar groups to ensure they have the support they need to access the full course of study. For high schoolers, we also track scholar access to Accelerated Course Options Program (ACOP) courses and concurrent enrollment. Scholars with special needs who, per their IEP, cannot complete the grade-level course of study are provided access to and supported with a modified curricular offering. Surveys are used annually to help drive any additional changes that may be needed to promote access to our course of study. We collect attendance at our live learning sessions to track scholar attendance and
access. We use a rigorous vetting process for all community providers.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All scholars at Compass Charter Schools have access to and are enrolled in a broad course of study. Over the last two years, we added in project-based A-G approved coursework, on top of the Online A-G course offerings. Our team has a robust
catalog of course offerings linked to our student information system which tracks course enrollment and completion. As a virtual school, our curriculum is available online and the schools ensures that all scholars have a computer and internet access.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are currently no barriers.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We will continue to evaluate our course offerings and approved community providers list. We continue to evaluate data to determine which supplemental resources are most helpful for scholars to maximize success in their course of study. We have a full time McKinney-Vento Liaison to advocate for and support our families experiencing homelessness and foster youth to ensure their needs are met to be able to access our course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative					

Coordinating Instruction	1	2	3	4	5
placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Compass Charter Schools of San Diego	Elizabeth Brenner Superintendent & CEO	ebrenner@compasscharters.org (805)358-4761

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards				4	
Physical Education Model Content Standards					
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass conducted a schoolwide planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass demonstrated strengths and great progress in the following areas: Communication (weekly Monday Morning Updates, ParentSquare, Workplace, Monthly Town Halls), Engagement (Learning Coach Academy, Virtual Scholar Workshops, field trips and scholar clubs), and monthly connection meetings between our supervising teachers and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and
areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass identified the following as focus areas for improvement in building relationships between school staff and families: Community Involvement (i.e. community service projects) and increasing field trips. We received feedback that our families would like to get back to more in-person activities, and we are scheduling more in the upcoming school year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Compass Charter Schools has developed the Compass Framework for the Future as well as the Compass Blueprint for Success. This is based on work and feedback from our Parent Advisory Council, Scholar Leadership Council, Leadership Team, Staff Advisory Committee, and Board of Directors, with support from our partner, the Learner-Centered Collaborative. The framework is designed to align the world we live in, develop scholars who will become engaged and productive citizens, and to enable our community to codify the Gold Standard in Virtual Education. Compass will also provide a variety of extracurricular and
enrichment activities to include community service opportunities, field trips, virtual scholar workshops and scholar-led clubs which will include the National Honor Society (NHS). The framework and blueprint encompasses our underrepresented
families and special populations as well.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and
areas of opportunity to explore for the upcoming school year. Compass Charter Schools demonstrated strengths and great progress in the following areas for scholar outcomes: Multi-Tiered System of Supports (MTSS), English

Learner Support, Tutoring, Social Emotional Learning and Well Being, and our synchronous and asynchronous instruction.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the planning survey results, Compass Charter Schools identified the following areas for improvement in building partnerships for scholar outcomes: Summer Session availability, and curriculum options, more Community Provider options for the Options Learning Program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Compass Charter Schools is now offering a summer session that utilizes online courses and/or academic subscriptions to increase scholar engagement and outcomes. Compass will also ensure all scholars have access to a-g approved
courses, either through a preferred curriculum provider or through internally developed courses.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Compass Charter Schools takes great pride in our ongoing process for seeking input for decision-making. Compass collaborates with all of our educational partners consistently throughout the year via monthly Leadership Team meetings, Scholar Leadership Council meetings, and Staff Advisory Committee meetings; quarterly Parent Advisory Council meetings; and Parent Town Halls and survey administrations throughout the year. During these opportunities, all educational partners review and discuss the progress we are making, make recommendations for improvements, and are equally involved in the decision-making progress.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools identified the following areas for improvement in seeking input for
decision-making: a need for an increase in participation on state and local assessments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on input and local data, we will continue to work on providing opportunities for engagement that are accessible to our underrepresented families. The addition of a full time McKinney-Vento Liaison provides a conduit for ensuring that some of the most underrepresented families have a voice. We are also looking at our engagement activities for our scholars and looking to find additional in-person opportunities in accessible areas. We continue to refine our live learning sessions to provide meaningful educational content. Additionally, we partnered with Wellness for Educators to offer wellness resources for our scholars, families, and staff. These live workshops are recorded and made available asynchronously for those who are unable to attend them live. We continue to refine our supplemental subscription offerings, such as Freckle, for example, for academic support, in
addition to expanding our Multi-Tiered System of Supports tutoring hours.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

This year, the school administered the California Healthy Kids Survey through the Panorama platform. Although staff worked diligently to encourage participation, the participation rate was low at 10%. For the next school year, the school plans to adopt Abre as its data analysis application. Abre offers a school climate survey that will be more accessible to scholars and the goal is to increase participation. Results of the Social-Emotional Learning: Student competency and Well Being Measures, Grades 6-12 showed that Compass Scholars scored the highest in the areas of Self-management at 71% and positive feelings at 62%. This shows that our scholars are thriving as independent learners in a safe and nurturing environment at home. The areas of opportunity identified were growth mindset at 47% and self-efficacy at 48%. At Compass, we promote a growth mindset and focus on recognizing scholar achievement, and we recognize that this needs to continue to be a focus area. This year, staff developed a comprehensive rubric to measure scholar achievement and to communicate with scholars and families about their progress on a weekly basis. The school's MTSS process identifies scholars who need support, but attendance at support sessions is low in some areas. For the next school year, the master agreement was updated to set the expectation that scholars identified for support will attend their sessions. Scholars who attended support sessions showed greater academic achievement, so the theory is that our growth mindset and self-efficacy measures will increase as scholars who need support regularly access the provided resources and see their achievement levels increase.
The Social-Emotional Learning: Student competency and Well Being Measures, Grades 3-5 showed that Compass Scholars scored the highest in the areas of Positive feelings at 83%, Supportive Relationships at 76%, and Social Awareness at 70%. This shows that our scholars are thriving in their home environment and they feel safe and supported by the adults at the school. The lower scores were in the area of Challenging feelings at 57% and Emotion regulation at 52%. The school's counseling department offers workshops for scholars that focus on SEL content including topics around emotions. We have seen more incidents of scholars in the elementary grades seeking mental heath supports. The counseling department has added supports for younger scholars and we hope to add a counselor at this grade level to specifically support scholars in this area.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We ensure that every scholar is enrolled in grade-level courses and our counselors use graduation pathway planning tools to make sure that every high school scholar has a pathway to graduation via a broad course of study. Our team has a robust
catalog of course offerings linked to our student information system. Scholars enrolled in our Online Learning Program, and those in our Options Learning Program who choose to take online courses, have access to coursework via Accelerate Education. Our supervising teachers create personalized learning plans using a template to share a clear plan of study for scholars to access. For our English Learners, we adopted the Lexia ELD courses, which are research-
based. Scholars advance in language proficiency, which allows them to access our full course offerings. Scholars with exceptional needs have access to supplemental resources to bolster skills to allow full participation in our course of
study; these are accessed via our ClassLink single sign-on system. We regularly conduct self-audits to ensure that all scholars are enrolled in their courses, per their Master Agreement. We expanded our MTSS tutoring offerings and we reach out to unduplicated scholar groups to ensure they have the support they need to access the full course of study. For high schoolers, we also track scholar access to Accelerated Course Options Program (ACOP) courses and concurrent enrollment. Scholars with special needs who, per their IEP, cannot complete the grade-level course of study are provided access to and supported with a modified curricular offering. Surveys are used annually to help drive any additional changes that may be needed to promote access to our course of study. We collect attendance at our live learning sessions to track scholar attendance and
access. We use a rigorous vetting process for all community providers.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All scholars at Compass Charter Schools have access to and are enrolled in a broad course of study. Over the last two years, we added in project-based A-G approved coursework, on top of the Online A-G course offerings. Our team has a robust
catalog of course offerings linked to our student information system which tracks course enrollment and completion. As a virtual school, our curriculum is available online and the schools ensures that all scholars have a computer and internet access.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are currently no barriers.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We will continue to evaluate our course offerings and approved community providers list. We continue to evaluate data to determine which supplemental resources are most helpful for scholars to maximize success in their course of study. We have a full time McKinney-Vento Liaison to advocate for and support our families experiencing homelessness and foster youth to ensure their needs are met to be able to access our course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative					

Coordinating Instruction	1	2	3	4	5
placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Compass Charter Schools of Yolo	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards				4	
Physical Education Model Content Standards					
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass conducted a schoolwide planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass demonstrated strengths and great progress in the following areas: Communication (weekly Monday Morning Updates, ParentSquare, Workplace, Monthly Town Halls), Engagement (Learning Coach Academy, Virtual Scholar Workshops, field trips and scholar clubs), and monthly connection meetings between our supervising teachers and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and
areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass identified the following as focus areas for improvement in building relationships between school staff and families: Community Involvement (i.e. community service projects) and increasing field trips. We received feedback that our families would like to get back to more in-person activities, and we are scheduling more in the upcoming school year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Compass Charter Schools has developed the Compass Framework for the Future as well as the Compass Blueprint for Success. This is based on work and feedback from our Parent Advisory Council, Scholar Leadership Council, Leadership Team, Staff Advisory Committee, and Board of Directors, with support from our partner, the Learner-Centered Collaborative. The framework is designed to align the world we live in, develop scholars who will become engaged and productive citizens, and to enable our community to codify the Gold Standard in Virtual Education. Compass will also provide a variety of extracurricular and
enrichment activities to include community service opportunities, field trips, virtual scholar workshops and scholar-led clubs which will include the National Honor Society (NHS). The framework and blueprint encompasses our underrepresented
families and special populations as well.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and
areas of opportunity to explore for the upcoming school year. Compass Charter Schools demonstrated strengths and great progress in the following areas for scholar outcomes: Multi-Tiered System of Supports (MTSS), English

Learner Support, Tutoring, Social Emotional Learning and Well Being, and our synchronous and asynchronous instruction.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the planning survey results, Compass Charter Schools identified the following areas for improvement in building partnerships for scholar outcomes: Summer Session availability, and curriculum options, more Community Provider options for the Options Learning Program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Compass Charter Schools is now offering a summer session that utilizes online courses and/or academic subscriptions to increase scholar engagement and outcomes. Compass will also ensure all scholars have access to a-g approved
courses, either through a preferred curriculum provider or through internally developed courses.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Compass Charter Schools takes great pride in our ongoing process for seeking input for decision-making. Compass collaborates with all of our educational partners consistently throughout the year via monthly Leadership Team meetings, Scholar Leadership Council meetings, and Staff Advisory Committee meetings; quarterly Parent Advisory Council meetings; and Parent Town Halls and survey administrations throughout the year. During these opportunities, all educational partners review and discuss the progress we are making, make recommendations for improvements, and are equally involved in the decision-making progress.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools identified the following areas for improvement in seeking input for
decision-making: a need for an increase in participation on state and local assessments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on input and local data, we will continue to work on providing opportunities for engagement that are accessible to our underrepresented families. The addition of a full time McKinney-Vento Liaison provides a conduit for ensuring that some of the most underrepresented families have a voice. We are also looking at our engagement activities for our scholars and looking to find additional in-person opportunities in accessible areas. We continue to refine our live learning sessions to provide meaningful educational content. Additionally, we partnered with Wellness for Educators to offer wellness resources for our scholars, families, and staff. These live workshops are recorded and made available asynchronously for those who are unable to attend them live. We continue to refine our supplemental subscription offerings, such as Freckle, for example, for academic support, in
addition to expanding our Multi-Tiered System of Supports tutoring hours.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

This year, the school administered the California Healthy Kids Survey through the Panorama platform. Although staff worked diligently to encourage participation, the participation rate was low at 10%. For the next school year, the school plans to adopt Abre as its data analysis application. Abre offers a school climate survey that will be more accessible to scholars and the goal is to increase participation. Results of the Social-Emotional Learning: Student competency and Well Being Measures, Grades 6-12 showed that Compass Scholars scored the highest in the areas of Self-management at 71% and positive feelings at 62%. This shows that our scholars are thriving as independent learners in a safe and nurturing environment at home. The areas of opportunity identified were growth mindset at 47% and self-efficacy at 48%. At Compass, we promote a growth mindset and focus on recognizing scholar achievement, and we recognize that this needs to continue to be a focus area. This year, staff developed a comprehensive rubric to measure scholar achievement and to communicate with scholars and families about their progress on a weekly basis. The school's MTSS process identifies scholars who need support, but attendance at support sessions is low in some areas. For the next school year, the master agreement was updated to set the expectation that scholars identified for support will attend their sessions. Scholars who attended support sessions showed greater academic achievement, so the theory is that our growth mindset and self-efficacy measures will increase as scholars who need support regularly access the provided resources and see their achievement levels increase.
The Social-Emotional Learning: Student competency and Well Being Measures, Grades 3-5 showed that Compass Scholars scored the highest in the areas of Positive feelings at 83%, Supportive Relationships at 76%, and Social Awareness at 70%. This shows that our scholars are thriving in their home environment and they feel safe and supported by the adults at the school. The lower scores were in the area of Challenging feelings at 57% and Emotion regulation at 52%. The school's counseling department offers workshops for scholars that focus on SEL content including topics around emotions. We have seen more incidents of scholars in the elementary grades seeking mental heath supports. The counseling department has added supports for younger scholars and we hope to add a counselor at this grade level to specifically support scholars in this area.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We ensure that every scholar is enrolled in grade-level courses and our counselors use graduation pathway planning tools to make sure that every high school scholar has a pathway to graduation via a broad course of study. Our team has a robust
catalog of course offerings linked to our student information system. Scholars enrolled in our Online Learning Program, and those in our Options Learning Program who choose to take online courses, have access to coursework via Accelerate Education. Our supervising teachers create personalized learning plans using a template to share a clear plan of study for scholars to access. For our English Learners, we adopted the Lexia ELD courses, which are research-
based. Scholars advance in language proficiency, which allows them to access our full course offerings. Scholars with exceptional needs have access to supplemental resources to bolster skills to allow full participation in our course of
study; these are accessed via our ClassLink single sign-on system. We regularly conduct self-audits to ensure that all scholars are enrolled in their courses, per their Master Agreement. We expanded our MTSS tutoring offerings and we reach out to unduplicated scholar groups to ensure they have the support they need to access the full course of study. For high schoolers, we also track scholar access to Accelerated Course Options Program (ACOP) courses and concurrent enrollment. Scholars with special needs who, per their IEP, cannot complete the grade-level course of study are provided access to and supported with a modified curricular offering. Surveys are used annually to help drive any additional changes that may be needed to promote access to our course of study. We collect attendance at our live learning sessions to track scholar attendance and
access. We use a rigorous vetting process for all community providers.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All scholars at Compass Charter Schools have access to and are enrolled in a broad course of study. Over the last two years, we added in project-based A-G approved coursework, on top of the Online A-G course offerings. Our team has a robust
catalog of course offerings linked to our student information system which tracks course enrollment and completion. As a virtual school, our curriculum is available online and the schools ensures that all scholars have a computer and internet access.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are currently no barriers.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We will continue to evaluate our course offerings and approved community providers list. We continue to evaluate data to determine which supplemental resources are most helpful for scholars to maximize success in their course of study. We have a full time McKinney-Vento Liaison to advocate for and support our families experiencing homelessness and foster youth to ensure their needs are met to be able to access our course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative					

Coordinating Instruction	1	2	3	4	5
placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

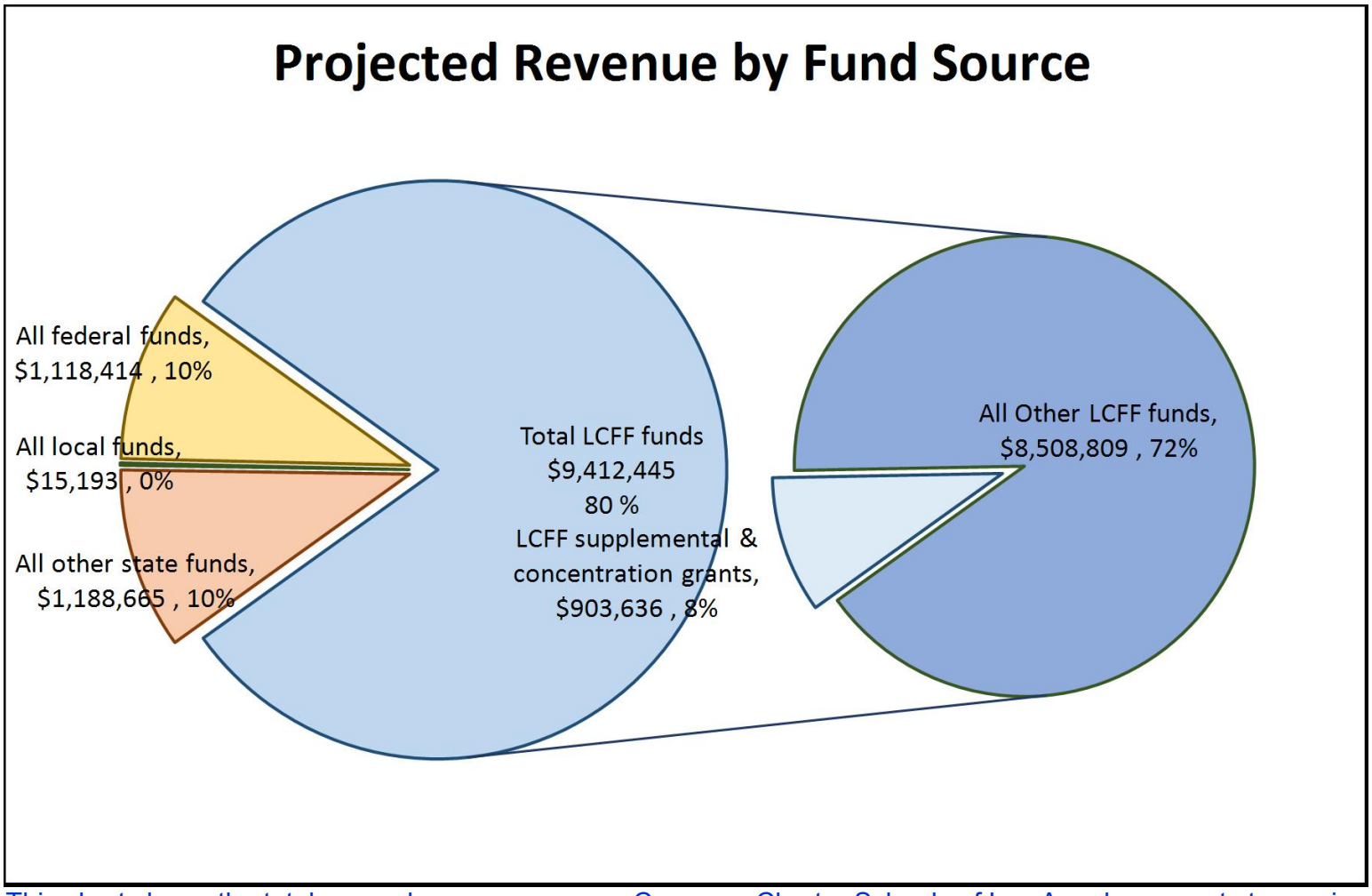
Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools of Los Angeles
CDS Code: 10623310130880
School Year: 2023-24
LEA contact information:
Elizabeth Brenner
Superintendent, CEO
ebrenner@compasscharters.org
(805)358-4761

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

Budget Overview for the 2023-24 School Year

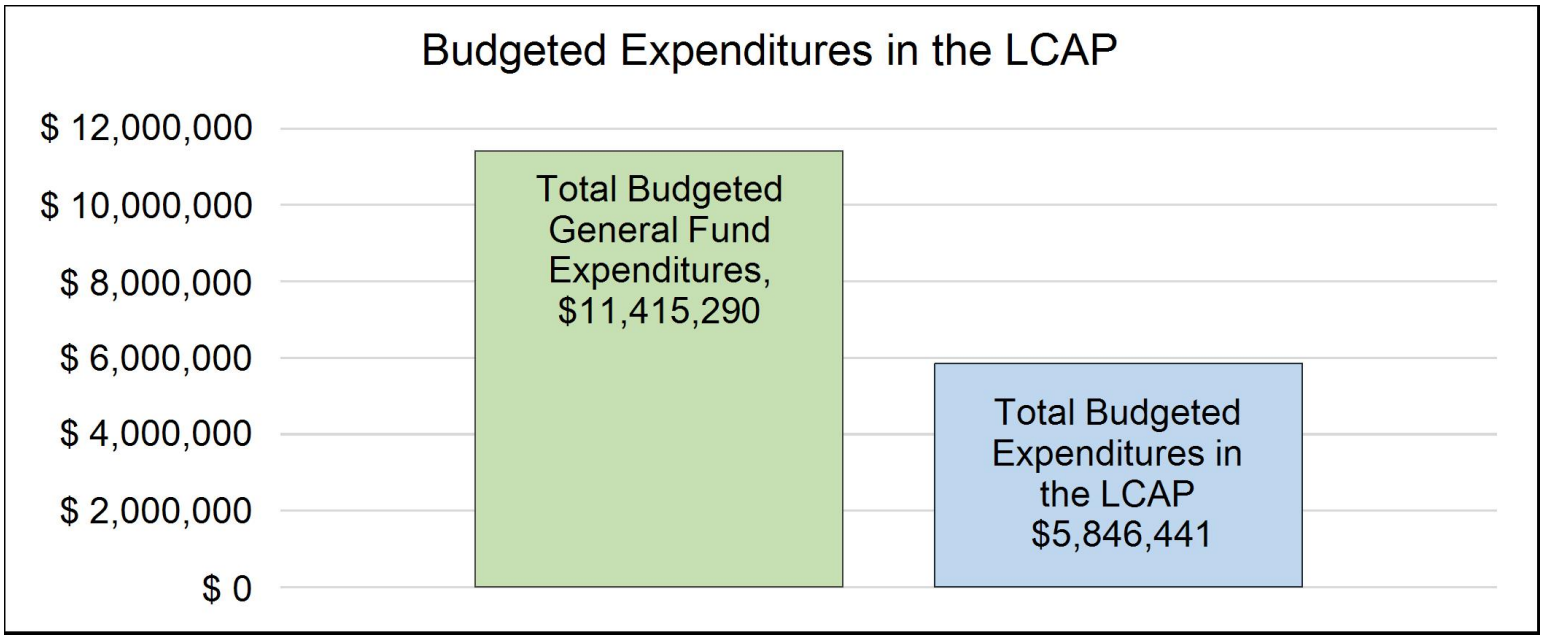


This chart shows the total general purpose revenue Compass Charter Schools of Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compass Charter Schools of Los Angeles is $11,734,716.34, of which $9,412,445.00 is Local Control Funding Formula (LCFF), $1,188,665.00 is other state funds, $15,192.80 is local funds, and $1,118,413.54 is federal funds. Of the $9,412,445.00 in LCFF Funds, $903,636.00 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compass Charter Schools of Los Angeles plans to spend $11,415,290.00 for the 2023-24 school year. Of that amount, $5,846,441.00 is tied to actions/services in the LCAP and $5,568,849 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include accounting, administrative, audit, legal and other general operational costs.

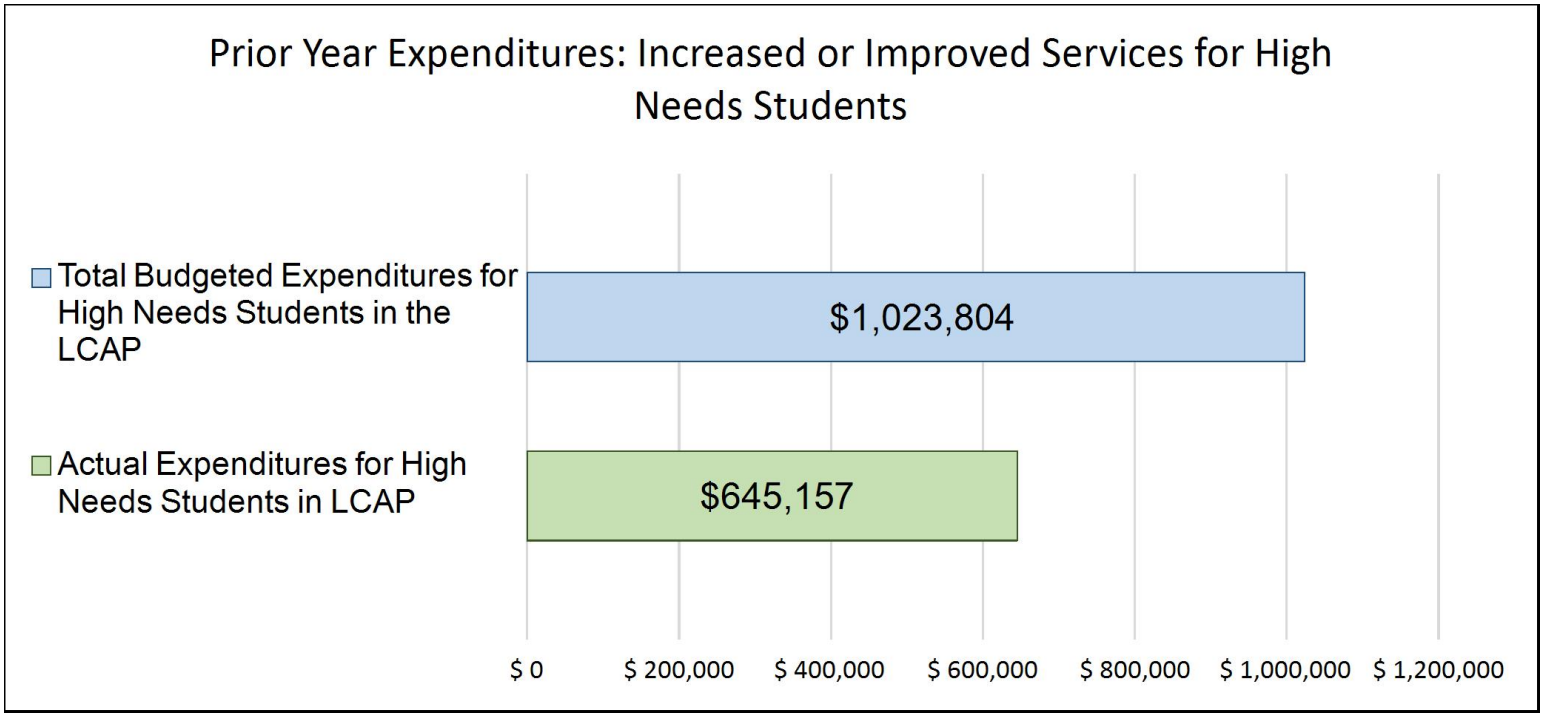
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Compass Charter Schools of Los Angeles is projecting it will receive $903,636.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter Schools of Los Angeles plans to spend $218,629.00 towards meeting this requirement, as described in the LCAP.

Compass strives to serve our high-needs scholars through a variety of supports. Each high-needs scholar has a personalized learning plan tailored to his/her needs. We provide live synchronous classes and office hours to ensure these scholars have the support they need. We have increased our direct support sessions for English Learners and adopted a research-based supplemental

LCFF Budget Overview for Parents

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



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.

The text description of the above chart is as follows: In 2022-23, Compass Charter Schools of Los Angeles's LCAP budgeted $1,023,804.00 for planned actions to increase or improve services for high needs students. Compass Charter Schools of Los Angeles actually spent $645,157.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-378,647 had the following impact on Compass Charter Schools of Los Angeles's ability to increase or improve services for high needs students:

This is year to date spend as of May 9, 2022 and a portion of this includes summer school expenses which have not yet been incurred.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of Los Angeles	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Plan Summary [2023-24]

General Information

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

Compass Charter Schools of Los Angeles (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are authorized by the Acton-Agua Dulce Unified School District for scholars in grades TK-12 who reside in Los Angeles and its adjacent counties and wish to pursue high-quality and rigorous instructional programs via virtual learning.

Our academic programs are designed with our scholars in mind and provide our families with gold standard choices in their virtual education. Compass intentionally matches scholars and families with virtual, at-home, and in-person learning programs that support their lifestyle and vision for success. We provide coordinated academic, social emotional, and college and career readiness support. And, we continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.

In our Online Learning Program, our scholars use Accelerate Education as their curriculum. They are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars enrolled in our Online Learning Program participate in learning labs each day where they interact with their teacher and peers. During these labs, scholars participate in Advancement Via Individual Determination (AVID) and research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. The Online Learning Program teachers also provide Q&A office hours, small group instruction, and one on one sessions to further support scholars.

In our Options Learning Program, we partner with home study families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) is the primary instructor for their scholars and commits to providing a well-rounded education for their child that addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a custom personalized learning plan for scholars. Throughout the year, families connect with their ST to discuss assigned work,

manage progress, and review scholars' body of work and activity logs. In addition to the academic support, each scholar is allocated educational support funds. These funds are used to purchase non-sectarian curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

In compliance with AB 130 and AB 167, scholars in both programs in grades TK-3 have access to daily live synchronous instruction; scholars in grades 4-8 have weekly live synchronous instruction and daily live interaction opportunities; and scholars in grades 9-12 have access to weekly live synchronous instruction.

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their families.

Reflections: Successes

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

Compass uses the Renaissance STAR Assessment as a local measure for scholar academic achievement in Math and Reading for its scholars in grades 1-12. Scholars in TK-2 first take the Early Literacy Assessment to determine if their levels indicate they are ready to take the STAR assessment. During the 2021-2022 school year, participation rates in these assessments were below 70%. The school implemented policies that encourage participation in these assessments and participation rates increased significantly in the Fall and Winter test administrations. The participation rates in all local assessments exceeds 90% for the 2022-2023 school year.

Compass scholars increased in their academic achievement on the CAASPP assessments in several areas when comparing the 2019 results to the 2022 results. In ELA, the percentage of scholars whose achievement was at or above standard in grades 3-8 increased from 39% to 40%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 33% to 36% and Grade 11 scholars increased from 42% to 43%.
In Math, scholar achievement in grades 3-8 increased from 18% at or above standard to 24%, and scholars in grade 11 increased from 6% to 18%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 12% to 18% and grade 11 scholars increased from 0% to 21%. These achievement levels are indicators of the effectiveness of the implementation and expansion of targeted supports that mitigated learning loss during the pandemic.

The cohort graduation rate increased from 52.5% in 2019 to 64.5% in 2022 and the school is on track to exceed the 70% graduation rate goal for the 2022-2023 school year. Socioeconomically disadvantaged scholars graduated at a higher rate than the school wide percentage at 67.3%.
Compass maintained a low rate of chronic absenteeism at 6.7% and a 0% suspension rate.

Reflections: Identified Need

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

While participation in the local assessments has improved, the school did not meet the required 95%, so staff will continue to work with scholars and their families to increase the participation rate.
Low participation rates in CAASPP testing resulted in the school receiving a LOSS penalty that negatively impacted the schools metrics. There will be an added focus on increasing participation rates.

LCAP Highlights

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

As the Local Control and Accountability Plan (LCAP) is a three-year plan that is designed and meant to provide full transparency at the local level and encourage valuable input from all educational partners in the community, Compass Charter Schools of Los Angeles (Compass) engaged all educational partners (see “Engaging Educational Partners” for more information) to develop a streamlined, three-year plan aligned to the California Eight State Priorities.

Based on the feedback from our educational partners, Compass developed the following LCAP goals for the 2021-24 academic years:
1. Increase scholar academic achievement in core academic subjects.
2. Increase scholar and parent engagement/involvement.
3. Increase college and career readiness for scholars.
4. Ensure that at-promise scholars are making progress toward earning a high school diploma.

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

Comprehensive Support and Improvement

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

Schools Identified

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

Compass Charter Schools of Los Angeles was identified for Comprehensive Support and Improvement (CSI) Graduation on January 31, 2020. The graduation rate for 2019 was 52.5% which was a decline of 6.6% (as a result of the CDE adjustment of the 2018 Cohort Graduation Rate from 51.7% to 59.2%).

Support for Identified Schools

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

In order to support the increase of the graduation rate to over 67%, Compass has implemented a school-wide Wildly Important Goal (WIG): by focusing on scholar engagement, 100% of our eligible scholars will graduate by the end of the 2023-24 school year. Through this school-wide WIG, all departments have developed their own aligned WIG that guide the goals of our Supervising Teachers (STs) and data collection. Lead and lag measures determine the development and data reporting for this WIG. This WIG data, at the department level, will be shared bimonthly to provide a compelling scoreboard to indicate the lead and lag measures. To further involve the stakeholders in the implementation and progress of the WIG, the goal will provide the focus for all collaborative ideation and work completed in staff committees, divisions and departments, the Parent Advisory Council (PAC), and the Scholar Leadership Council (SLC).
During the 2022-203 school year, the school completed the WASC self-study process. In response to feedback from the visiting team, the school has also added the goal of exceeding the 70% graduation rate in 2022-2023 on the CA Dashboard and achieving a 90% graduation rate by 2028.
The school has contracted with Learner Centered Collaborative to provide professional development and coaching to all leadership staff to support the development and implementation of goals that will result in an increased graduation rate.

In order to ensure that scholars remain on-track for graduation, Compass continues with the implementation of our tutoring program under the MTSS framework. Scholars are identified as needing tier 2 and tier 3 interventions based on diagnostic assessments. From these assessments, skill gaps are identified and an Individual Learning Path (ILP) curriculum will is assigned based on those gaps. The completion of this curriculum, which is used to fill learning gaps specific to reading and math, are monitored by the tutors under the MTSS framework and Supervising Teachers. Also, through our Positive Behavior Interventions and Support (PBIS) model, scholars who show engagement and improvement through this curriculum will be recognized with rewards. The incentives through our PBIS model have contributed to scholar growth and academic achievement, as well as improvement to our school-wide recognition program.
These efforts all support the goal of identifying scholars who need additional support and ensuring that they stay on track for graduation at every level.

Monitoring and Evaluating Effectiveness

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

Compass Charter Schools of Los Angeles (Compass) will monitor the implementation of the CSI plan to support scholars and school-wide improvement by partnering with Learner Centered Collaborative. Through monthly meetings, the Compass Leadership Team and the Learner Centered Collaborative have built capacity in the instructional systems through and annual growth plan tailored to each staff member. Compass will continue to include all stakeholders in the monitoring process by holding various Leadership Team meetings to review data collected thus far, monthly Town Halls to provide updates and allow time for questions to be asked by staff and answered by our Superintendent. Teams regularly review scholar status and scholars are identified as on-watch or needing intervention based on assessment scores and curriculum progress. We will also continue to hold monthly leadership council meetings led by our scholars, learning coaches (parents) and staff to examine data, propose initiatives, and receive feedback.

Staff have access to a Graduation Cohort report that includes all scholars in grades 9-11 and provides important information about scholar progress towards graduation. Scholars who leave Compass before graduating are provided with support in transitioning to another educational environment. The records department ensures that families are contacted in order to verify that scholars have enrolled in other school and are not disconnected from their education.

Compass has a comprehensive Multi-Tiered System of Supports (MTSS) framework, supported by the Advancement Via Individual Determination (AVID) mindset, whereby scholars needing Tier 2 or Tier 3 support are invited to tutoring sessions to address math and reading skill gaps whereby tutors use supplemental curriculum through to address scholar needs. Scholars qualify for Tier 2 and 3 supports based on data gathered through diagnostic assessments and observations by the instructional staff and learning coaches. Tier 1 includes all core instruction held in various subjects for all grade levels. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed. The effectiveness is determined by course progress and improvement on supplemental assessments and benchmark data. The Assessment Coordinator provides the data from each diagnostic assessment to the ST, Scholar Success Coordinator, and tutors. Tutors under the MTSS framework provide targeted, 30-minute synchronous sessions that target specific skill gaps, as indicated in the diagnostic assessment and ILP supplemental curriculum to provide additional support and instruction to address needs.

Engaging Educational Partners

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

Leadership Team Meeting (January 24, 2023). During this leadership meeting, the leadership team reviewed the LCAP timeline and current data collection and analysis procedures.

Parent Advisory Council (March 17, 2023). During this month's meeting, we discussed the mid-year LCAP update. Parents reviewed the current metrics and actions for each goal and provided feedback on how the school might increase parent engagement by recruiting parents to serve on the council.

Board of Directors Meeting (March 25, 2023). During this Board of Directors meeting, the mid-year LCAP update was shared with the board and discussed. The feedback was positive regarding the increase in dashboard measures and the board supports maintaining the current goals.

Annual Planning Survey (April 3-14, 2023). The annual planning survey was distributed to all education partners. We had over 200 responses.The results from the survey were used to inform the update of the LCAP.

Leadership Team Meeting (April 25th, 2023). During this leadership meeting, the team reviewed and discussed the annual planning survey results. They broke into teams to focus on each goal and provided recommendations for adjustments to the plan based on the feedback collected in the survey..
Monday Morning Memo (May 8, 2023) The superintendent recorded a video that reviewed the responses to the annual planning survey. This was distributed to all families and added to the school's Youtube channel.

Scholar Leadership Council (May 9, 2023). During this month's meeting, we discussed the Annual Planning survey results. Scholars provided ideas to increase engagement, including more in-person activities and clubs. They also provided ideas of how scholars can connect virtually and share ideas in a safe space.

Parent Advisory Council (May 12, 2023). During this meeting, we reviewed the annual planning survey results. Parents discussed ways to increase in-person opportunities through regular park days, coffee with the Superintendent, and possibly changing the scholar club days to avoid holidays.They also discussed increasing offerings at the school store and encouraging families to wear school logos in their community.

Board of Directors Public Hearing (May 20, 2023). During this Board of Directors Public Hearing, we reviewed and discussed the goals and actions set for the LCAPs. Board members inquired about the process for getting into the actions and for reaching the goals established in the LCAPs.

Board of Directors Meeting (June 24, 2023). Final Local Control and Accountability Plan approval.

A summary of the feedback provided by specific educational partners.

Feedback from parents and scholars was focused on increasing engagement by offering more in-person opportunities and increasing the ways that parents and scholars can connect virtually outside of the regular school schedule.

Staff feedback included suggestions for increasing participation in standardized testing and in scholar participation in support services. The data shows the support services that are being offered are effective when scholars take advantage of them. The school's dashboard measures in ELA and Math are severely impacted by the LOSS penalty due to low participation rates.

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

A participation metric for CAASPP has been added to Goal 1 to ensure that education partners understand the impact of low participation on the Dashboard.

No additional changes have been made to the goals, metrics and activities becasue they support the feedback.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain ample Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects	- 5 of 5 subjects	Standards-aligned: 5 of 5 subjects		Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED) • SBAC ELA - Grades 3-8, 11 (Meet/Exceed) • SBAC Math - Grades 3-8, 11 (Meet/Exceed) • CAST- (Meet/Exceed)	Compass Grades 3-8, 11 Scholars (2019) Schoolwide • SBAC ELA (3-8) 39% • SBAC ELA (11) 53% • SBAC Math (3-8) 18% • SBAC Math (11) 6% • CAST 18% SED • SBAC ELA (3-8) 33%	• Compass Grades 3-8, 11 Scholars (2022) Schoolwide • SBAC ELA (3-8) 39.6% • SBAC ELA (11) 52.5% • SBAC Math (3-8) 23.74% • SBAC Math (11) 18.42% • CAST 26.67%	TBD		SBAC Grades 3-8, 11 Scholars Schoolwide • SBAC ELA (3-8) 50% • SBAC ELA (11) 60% • SBAC Math (3-8) 30% • SBAC Math (11) 12% • CAST 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SBAC ELA (11) 42% • SBAC Math (3-8) 12% • SBAC Math (11) 0% • CAST 8%	SED • SBAC ELA (3-8) 35.85% • SBAC ELA (11) 42.86% • SBAC Math (3-8) 18% • SBAC Math (11) 21.43% • CAST 25%			SED • SBAC ELA (3-8) 45% • SBAC ELA (11) 50% • SBAC Math (3-8) 25% • SBAC Math (11) 15% • CAST 20%
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments Grades 3-8 Grade 11	Spring 2022 Internal ELA Assessment Grades 3-8 • 59.6% "At/Above Grade-level" • 63.4% Demonstrated growth Grade 11 • 48.6% "At/Above Grade-level" • 71.9% Demonstrated growth	Spring 2022 Internal ELA Assessment Grades 3-8 • 59.6% "At/Above Grade-level" • 63.4% Demonstrated growth Grade 11 • 48.6% "At/Above Grade-level" • 71.9% Demonstrated growth	Winter 2023 Internal ELA Assessment Grades 3-8 • 57.3% "At/Above Grade-level" • 66.9% Demonstrated growth Grade 11 • 70% "At/Above Grade-level" • 74.5% Demonstrated growth		Spring Internal ELA Assessment Grades 3-8 • 65% "At/Above Grade-level"- • 75% Demonstrated growth o Grade 11 • 75% "At/Above Grade-level"- • 75% Demonstrated growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments Grades 3-8 Grade 11	Spring 2022 Internal Math Assessment Grades 3-8 • 56.8% "At/Above Grade-level" • 59.1% Demonstrated growth Grade 11 • 57.1% "At/Above Grade-level" • 58.6% Demonstrated growth •	Spring 2022 Internal Math Assessment Grades 3-8 • 56.8% "At/Above Grade-level" • 59.1% Demonstrated growth Grade 11 • 57.1% "At/Above Grade-level" • 58.6% Demonstrated growth	Winter 2023 Internal Math Assessment Grades 3-8 • 58% "At/Above Grade-level" • 58.2% Demonstrated growth Grade 11 • 57.9% "At/Above Grade-level" • 58.2% Demonstrated growth		Spring Internal Math Assessment Grades 3-8 • 65% "At/Above Grade-level"- • 65% Demonstrated growth over previous year- Grade 11 • 65% "At/Above Grade-level"- • 65% Demonstrated growth over previous year-
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 6.02%	Chronic Absenteeism (2022 CA Dashboard) 6.7%	As of May 2023 9.27%		Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	Cohort Dropout Rate 42.7%	Cohort Dropout Rate 35.5%	As of May 2023 14.29%		Cohort Dropout Rate 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	EL Reclassification Rate (2019) • 24%	EL Reclassification Rate (2022) • 18%	EL Reclassification Rate (2023) 23%		EL Reclassification Rate >25%
ELPI Status Level	The ELPI Status Level • Data suppressed due to privacy	ELPI Status= Low 32.3% making progress	As of May 2023 14%		“Medium” - 45% to less than 55% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4).
CAASPP Participation Rate	2022 Participation Rate 68.87%	2022 Participation Rate 68.87%	As of May 2023 76%		>95% Participation rate

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 a Basic Services - Teachers	All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio. (Funding Sources: LCFF)	$3,565,264.00	Yes
1.2	1.1b Basic Services - Common Core Curriculum	All scholars will have access to core curriculum which is Common Core-aligned. (Funding Sources: LCFF)	$80,921.00	No
1.3	1.1c Basic Services - Advancement Via	All teachers will utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Individual Determination (AVID)	(Funding Sources: LCFF)		
1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). (Funding Sources: LCFF,Title I)	$9,323.00	Yes
1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Response to Intervention (RtI). Scholars who are identified as needing Tier 2 and Tier 3 levels of support will have access to tutoring services. (Funding Sources: LCFF, ESSER III)	$74,349.00	Yes
1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.		No
1.7	1.3a Staff Development Onboarding	All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department. (Funding Sources: LCFF)	$40,073.00	No
1.8	1.3b Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. (Funding Sources: CSI,)	$109,805.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	1.3c Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program. (Funding Sources: LCFF Educator Effectiveness Grant)	$63,700.00	No
1.10	1.4 Orientation - Scholar and Learning Coach	All scholars and learning coaches will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. (Funding Sources: LCFF)	$13,091.00	No
1.11	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	The Operations Department, through its McKinney-Vento Liaison, will make resources and programs available to scholars and their families experiencing homelessness and/or in foster care. (Funding Sources: Title I)	$27,223.00	Yes
1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged.		Yes
1.13	1.6a Targeted Intervention - English Learners	The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language acquisition/proficiency and academic achievement. (Funding Sources: Title I)	$75,900.00	Yes
1.14	1.6b Targeted Intervention - Students with Disabilities	The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics. (Funding Sources: LCFF)		No Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

There are no substantiative differences in planned actions and actual implementation of these actions.

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

The school determined that four of the actions (1.1a $1.864.759, 1.1c 3707.19, 1.2a $14,418, and 1.2b $137,830) that should have been labeled as contributing to increased and improved services were not. This will be corrected in the upcoming year. Allocation of funds for the AVID program were increased based on prior year spending.

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

Compass scholars increased in their academic achievement on the CAASPP assessments in several areas when comparing the 2019 results to the 2022 results. In ELA, the percentage of scholars whose achievement was at or above standard in grades 3-8 increased from 39% to 40%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 33% to 36% and Grade 11 scholars increased from 42% to 43%.
In Math, scholar achievement in grades 3-8 increased from 18% at or above standard to 24%, and scholars in grade 11 increased from 6% to 18%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 12% to 18% and grade 11 scholars increased from 0% to 21%. These achievement levels are indicators of the effectiveness of the implementation and expansion of targeted supports that mitigated learning loss during the pandemic.

The cohort graduation rate increased from 52.5% in 2019 to 64.5% in 2022 and the school is on track to exceed the 70% graduation rate goal for the 2022-2023 school year. Socioeconomically disadvantaged scholars graduated at a higher rate than the school wide percentage at 67.3%.
Compass maintained a low rate of chronic absenteeism at 6.7% and a 0% suspension rate.

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

A participation rate metric will be added to ensure that the school reaches the 95% participation rate.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) • Track A - 95.24% • Track S - 82.78%	- 97.04%	2022 P1 97.52%		Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	- 0%	0		Suspension Rate 0%
Engagement Offering Satisfaction	Satisfaction of Engagement Offerings 97.5%	Satisfaction of Engagement Offerings 97.5%	Satisfaction of Engagement Offerings 96%		Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	- 5 meetings	5 meetings		Parent Advisory Council Meetings: 4 per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	- 10 meetings	10 meetings		Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection Meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%	- 87%	94%		Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	Participation of Scholars participating in academic learning activities	- 50% participation in 30% or more synchronous instruction	47% of scholars participated in 30% or more synchronous instruction.		Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	• 32% Scholars • 40% Parents • 38% Staff	• 30% Scholars • 33% Parents • 37% Staff		Participation in Annual Satisfaction/LCAP Survey • 30Scholars • 30Parents • 30Staff

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1a Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No

Action #	Title	Description	Total Funds	Contributing
2.2	2.1b Summer Session	Compass will offer a Summer Session that utilizes online courses and/or academic subscriptions to increase K-8 scholar engagement. (Funding Sources: ESSER III)	$15,297.00	No
2.3	2.1c Scholar Attendance	All teachers will offer engaging live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	$7,715.00	No
2.4	2.1d Scholar Attendance Counseling	Compass will provide live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars. Funding Sources: LCFF)	$138,771.00	No
2.5	2.2a Scholar Celebrations	Compass will provide end-of-year celebrations. (Funding Sources: LCFF)	$4,738.00	No
2.6	2.2b Scholar Recognition	Compass will provide scholar recognition opportunities throughout the school year. Funds allocated in 2.3c		No
2.7	2.2c Parent Recognition	Compass will provide parent recognition opportunities throughout the school year.		No
2.8	2.3a Scholar Extracurricular Activities	Compass will provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. Funds allocated in 2.3c		No

Action #	Title	Description	Total Funds	Contributing
2.9	2.3b Community Service	Compass will provide a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities. Funds allocated in 2.3c		No
2.10	2.3c Scholar Enrichment	Compass will provide a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience. Funding Sources: LCFF)	$19,738.00	No
2.11	2.3d Parent Enrichment	Compass will provide a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.		No
2.12	2.4a School Communication	Compass will provide tools to support one and two way communications with its educational partners.		No
2.13	2.4b Technology Access	Compass will provide technology access to scholars who are unable to access required educational offerings. (Funding Sources: LCFF, Title IV)	$10,000.00	Yes
2.14	2.5 Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops.		No

Action #	Title	Description	Total Funds	Contributing
2.15	2.6 Military-Connected Support	Our dedicated Scholar Community Advocate will make resources and programs available to military families and scholars. These services will include transition support, enrollment, deployment support, and referrals to military community partners.		No

Goal Analysis [2022-23]

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

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

Planned actions were implemented without significant variation from the plan.

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

here were no material differences between budgeted and actual expenditures.

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

Scholar attendance has increased. Scholar participation in learning labs has increased. Parent and scholar participation in councils has continued. The suspension rate remains low.

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

No changes were made.

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

Goals and Actions

Goal

Goal #	Description
3	Increase college and career readiness for scholars.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	2019 CA Dashboard): Graduation Rate 52.5%	64.5%	Projected: 85%		Graduation Rate (CA Dashboard): 65%
Graduates A-G Course Completion (UC/CSU eligibility)	2019-2020 10%	17%	28%		30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 7.8%	29%	20%		20% of scholars will have enrolled into at least one concurrent course
Scholars “Prepared” for College/Career (CA Dashboard)	(2018-19 Dashboard) 15.7% Prepared	Not Reported	Projected; 24%		25% College Career Indicator “Prepared”

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1a Summer Session	Compass will offer a Summer Session for high school scholars wishing to earn extra credits in online classrooms. (Funding Sources: LCFF, ESSER III)	$10,835.00	No
3.2	3.1b Summer Tutoring	Compass will offer access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion. (Funding Sources: A-G Completion Improvement Grant)		No
3.3	3.2a A-G Coursework	Compass will ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses. (Funding Sources: LCFF, A-G Completion Improvement Grant)		No
3.4	3.2b Dual Enrollment	Compass will partner with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars. (Funding Sources: LCFF)		No
3.5	3.2c AVID Elective	Compass will provide AVID courses to middle and high school scholars and provide the opportunity for them to earn the AVID Elective Digital Badge after completing the courses. (Funding Sources: LCFF)	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	3.3a Recognized ASCA Model Program (RAMP)	Compass will implement the ASCA model program and apply to become a RAMP School in the 2022-23 school year. (Funding Sources: LCFF, Educator Effectiveness Grant)	$2,000.00	No
3.7	3.4a Family College Awareness/Preparation	Compass will provide scholar and parent training and resources on A-G requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university, career-based training institution, or military.		No
3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	Compass will partner with various providers to expand college readiness opportunities.		No
3.9	3.5a Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b		No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned and actual actions

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

There were no material differences between budgeted and actual expenditures.

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

The graduation rate has increased from 52.5% t0 64.5%. Socioeconomically disadvantaged scholars graduated at a higher rate than the school wide rate at 67.3%.

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

No changes were made to the plan.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 12.4% participation in ACOP for at-promise scholars	- 25%	TBD		60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 3%	• 13%	TBD		0% 5th Year Cohort

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 At- Promise Interventions/Supports	Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.		No

Action #	Title	Description	Total Funds	Contributing
4.2	4.2 Summer Session	Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap. Funds allocated in 3.1		Yes
4.3	4.3 Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.		Yes
4.4	4.4 Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b		No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned and actual actions.

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

There were no material differences between budgeted and actual expenditures.

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

The graduation rate has increased from 52.5% t0 64.5%. Socioeconomically disadvantaged scholars graduated at a higher rate than the school wide rate at 67.3%.

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

No changes were made to the plan.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1027058	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.79%	0.00%	$0.00	10.79%

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

Required Descriptions

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

The Compass Charter Schools of Los Angeles (Compass) Leadership Team met several times throughout the year to review the goals they set for the LCAP. Everyone in the meeting representing various divisions and departments of the organization had input on adjusting the goals and actions and prioritized the needs of Foster Youth, English Learners, and Low-income scholars by hiring dedicated staff specifically to monitor and support these special populations including a McKinney-Vento Liaison and English Learner Tutors.

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

Our dedicated McKinney-Liaison will make resources and programs available to scholars and their families experiencing homelessness and/or are in foster care. The Liaison will continue to attend professional development training and PLC’s to ensure all targeted services are the most current available. English learners will continue to receive direct support sessions via trained EL tutors and access to Lexia for increasing language fluency and increasing our reclassification rates. Low-income scholars will continue to have access to MTSS tutoring to close skill gaps and/or 24/7 access to an online tutoring system.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Compass Charter Schools of Los Angeles did not receive any additional LCFF Concentration Grant funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	25:1 ADA to FTE ratio	
Staff-to-student ratio of certificated staff providing direct services to students	25:1 ADA to FTE ratio	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,882,543.00	$57,271.00		$342,929.00	$4,282,743.00	$3,926,400.00	$356,343.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 a Basic Services - Teachers	English Learners Foster Youth Low Income	$3,565,264.00				$3,565,264.00
1	1.2	1.1b Basic Services - Common Core Curriculum	All	$80,921.00				$80,921.00
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Low Income	$4,000.00				$4,000.00
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	English Learners Foster Youth Low Income	$9,323.00				$9,323.00
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	English Learners Foster Youth Low Income				$74,349.00	$74,349.00
1	1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All					
1	1.7	1.3a Staff Development Onboarding	All	$40,073.00				$40,073.00
1	1.8	1.3b Staff Development - Professional Learning	All				$109,805.00	$109,805.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	1.3c Staff Development - Leadership Development	All		$57,271.00		$6,429.00	$63,700.00
1	1.10	1.4 Orientation - Scholar and Learning Coach	All				$13,091.00	$13,091.00
1	1.11	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	Foster Youth Low Income				$27,223.00	$27,223.00
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Low Income					
1	1.13	1.6a Targeted Intervention - English Learners	English Learners				$75,900.00	$75,900.00
1	1.14	1.6b Targeted Intervention - Students with Disabilities	Students with Disabilities					
2	2.1	2.1a Learning Coach Academy	All					
2	2.2	2.1b Summer Session	All				$15,297.00	$15,297.00
2	2.3	2.1c Scholar Attendance	All	$7,715.00				$7,715.00
2	2.4	2.1d Scholar Attendance Counseling	All	$138,771.00				$138,771.00
2	2.5	2.2a Scholar Celebrations	All	$4,738.00				$4,738.00
2	2.6	2.2b Scholar Recognition	All					
2	2.7	2.2c Parent Recognition	All					
2	2.8	2.3a Scholar Extracurricular Activities	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.9	2.3b Community Service	All					
2	2.10	2.3c Scholar Enrichment	All	$19,738.00				$19,738.00
2	2.11	2.3d Parent Enrichment	All					
2	2.12	2.4a School Communication	All					
2	2.13	2.4b Technology Access	Low Income				$10,000.00	$10,000.00
2	2.14	2.5 Staff Development - Professional Learning	All					
2	2.15	2.6 Military-Connected Support	All					
3	3.1	3.1a Summer Session	All				$10,835.00	$10,835.00
3	3.2	3.1b Summer Tutoring	All					
3	3.3	3.2a A-G Coursework	All					
3	3.4	3.2b Dual Enrollment	All					
3	3.5	3.2c AVID Elective	All	$10,000.00				$10,000.00
3	3.6	3.3a Recognized ASCA Model Program (RAMP)	All	$2,000.00				$2,000.00
3	3.7	3.4a Family College Awareness/Preparation	All					
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	All					
3	3.9	3.5a Staff Development - Professional Learning	All					
4	4.1	4.1 At- Promise Interventions/Supports	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**4.2**	4.2 Summer Session	English Learners Foster Youth Low Income					
4	**4.3**	4.3 Extended Graduation Plan	English Learners Foster Youth Low Income					
4	**4.4**	4.4 Staff Development - Professional Learning	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9522143	1027058	10.79%	0.00%	10.79%	$3,578,587.00	0.00%	37.58 %	**Total:**	$3,578,587.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$3,578,587.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	1.1 a Basic Services - Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,565,264.00	
1	**1.3**	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	Schoolwide	Low Income	All Schools	$4,000.00	
1	**1.4**	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$9,323.00	
1	**1.5**	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	**1.11**	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	Yes	LEA-wide	Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes	LEA-wide	Low Income	All Schools		
1	1.13	1.6a Targeted Intervention - English Learners	Yes	LEA-wide	English Learners	All Schools		
1	1.14	1.6b Targeted Intervention - Students with Disabilities	Yes	LEA-wide		All Schools		
2	2.13	2.4b Technology Access	Yes	LEA-wide	Low Income	All Schools		
4	4.2	4.2 Summer Session	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.3	4.3 Extended Graduation Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,797,827.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	1.1 a Basic Services - Teachers	No	$2,573,260.00	
1	**1.2**	1.1b Basic Services - Common Core Curriculum	No	$71,660.00	
1	**1.3**	1.1c Basic Services - Advancement Via Individual Determination (AVID)	No	$1,777.00	
1	**1.4**	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	No	$59,460.00	
1	**1.5**	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	No	$174,830.00	
1	**1.6**	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	No		
1	**1.7**	1.3a Staff Development Onboarding	No	$53,455.00	
1	**1.8**	1.3b Staff Development - Professional Learning	No	$113,000.00	
1	**1.9**	1.3c Staff Development - Leadership Development	No	$63,700.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	1.4 Orientation - Scholar and Learning Coach	No	$30,135.00	
1	1.11	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	Yes	$25,830.00	
1	1.12	Supports for Unduplicated Scholars - Free and Reduced	Yes		
1	1.13	1.6a Targeted Intervention - English Learners	Yes	$70,600.00	
1	1.14	1.6b Targeted Intervention - Students with Disabilities	No Yes		
2	2.1	2.1a Learning Coach Academy	No		
2	2.2	2.1b Summer Session	No		
2	2.3	2.1c Scholar Attendance	No	$7,715.00	
2	2.4	2.1d Scholar Attendance Counseling	No	$341,380.00	
2	2.5	2.2a Scholar Celebrations	No		
2	2.6	2.2b Scholar Recognition	No		
2	2.7	2.2c Parent Recognition	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	2.3a Scholar Extracurricular Activities	No		
2	2.9	2.3b Community Service	No		
2	2.10	2.3c Scholar Enrichment	No	$48,555.00	
2	2.11	2.3d Parent Enrichment	No		
2	2.12	2.4a School Communication	No		
2	2.13	2.4b Technology Access	Yes	$10,000.00	
2	2.14	2.5 Staff Development - Professional Learning	No		
2	2.15	2.6 Military-Connected Support	No		
3	3.1	3.1a Summer Session	No	$25,608.00	
3	3.2	3.1b Summer Tutoring	No		
3	3.3	3.2a A-G Coursework	No		
3	3.4	3.2b Dual Enrollment	No		
3	3.5	3.2c AVID Elective	No	$35,200.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.6**	3.3a Recognized ASCA Model Program (RAMP)	No	$41,662.00	
3	**3.7**	3.4a Family College Awareness/Preparation	No		
3	**3.8**	3.4b Partnerships with organizations for financial aid, college tours, etc.	No		
3	**3.9**	3.5a Staff Development - Professional Learning	No		
4	**4.1**	4.1 At- Promise Interventions/Supports	No		
4	**4.2**	4.2 Summer Session	Yes	$50,000.00	
4	**4.3**	4.3 Extended Graduation Plan	Yes		
4	**4.4**	4.4 Staff Development - Professional Learning	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$50,000.00	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	Yes				
1	1.12	Supports for Unduplicated Scholars - Free and Reduced	Yes				
1	1.13	1.6a Targeted Intervention - English Learners	Yes				
1	1.14	1.6b Targeted Intervention - Students with Disabilities	Yes				
2	2.13	2.4b Technology Access	Yes				
4	4.2	4.2 Summer Session	Yes	$50,000.00			
4	4.3	4.3 Extended Graduation Plan	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	$0.00	0.00%	0.00%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

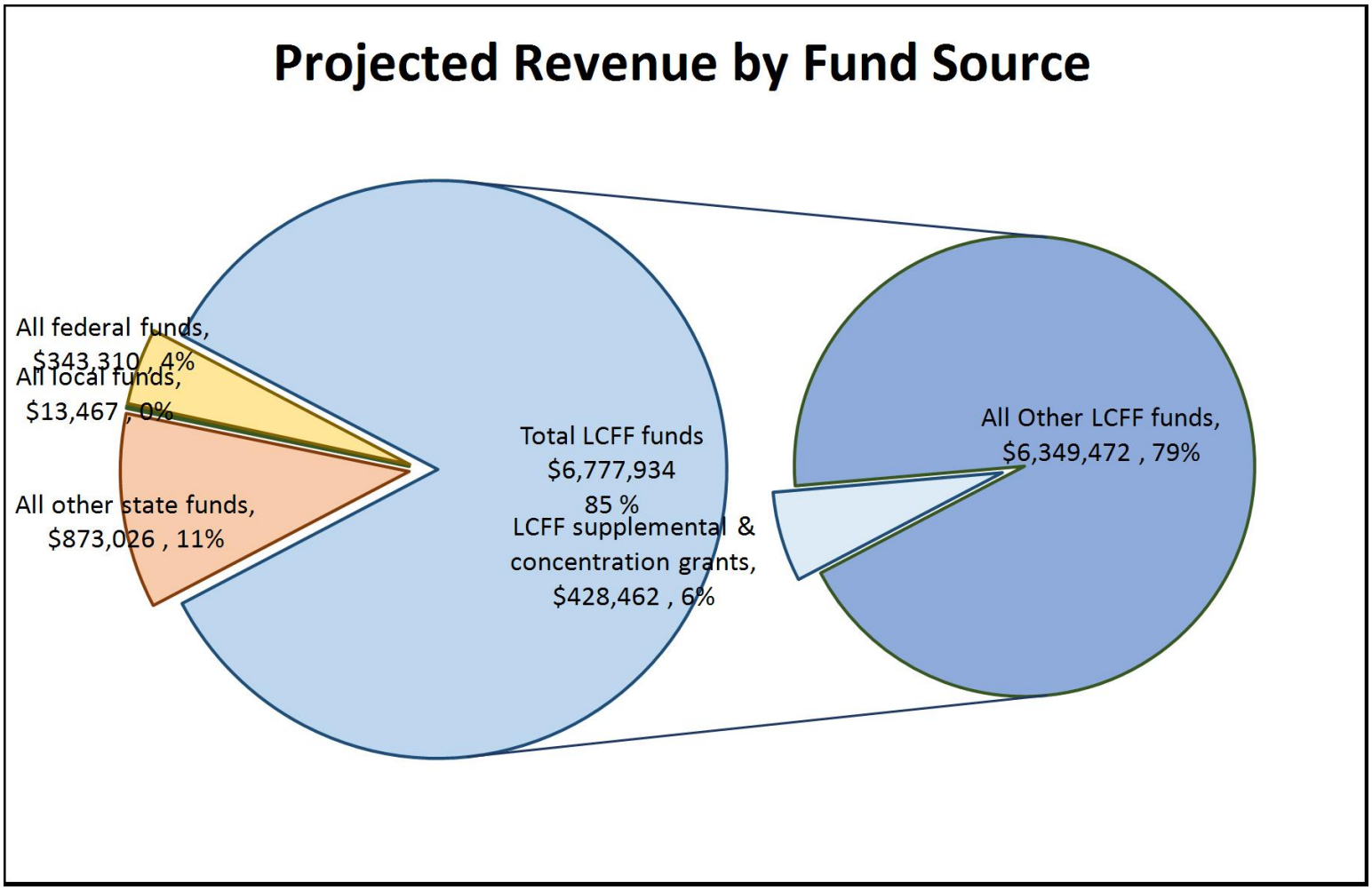
California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools of Yolo
CDS Code: 57 72702 0139436
School Year: 2023-24
LEA contact information:
Elizabeth Brenner
Superintendent, CEO
jlewis@compasscharters.org
(805)358-4761

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

Budget Overview for the 2023-24 School Year

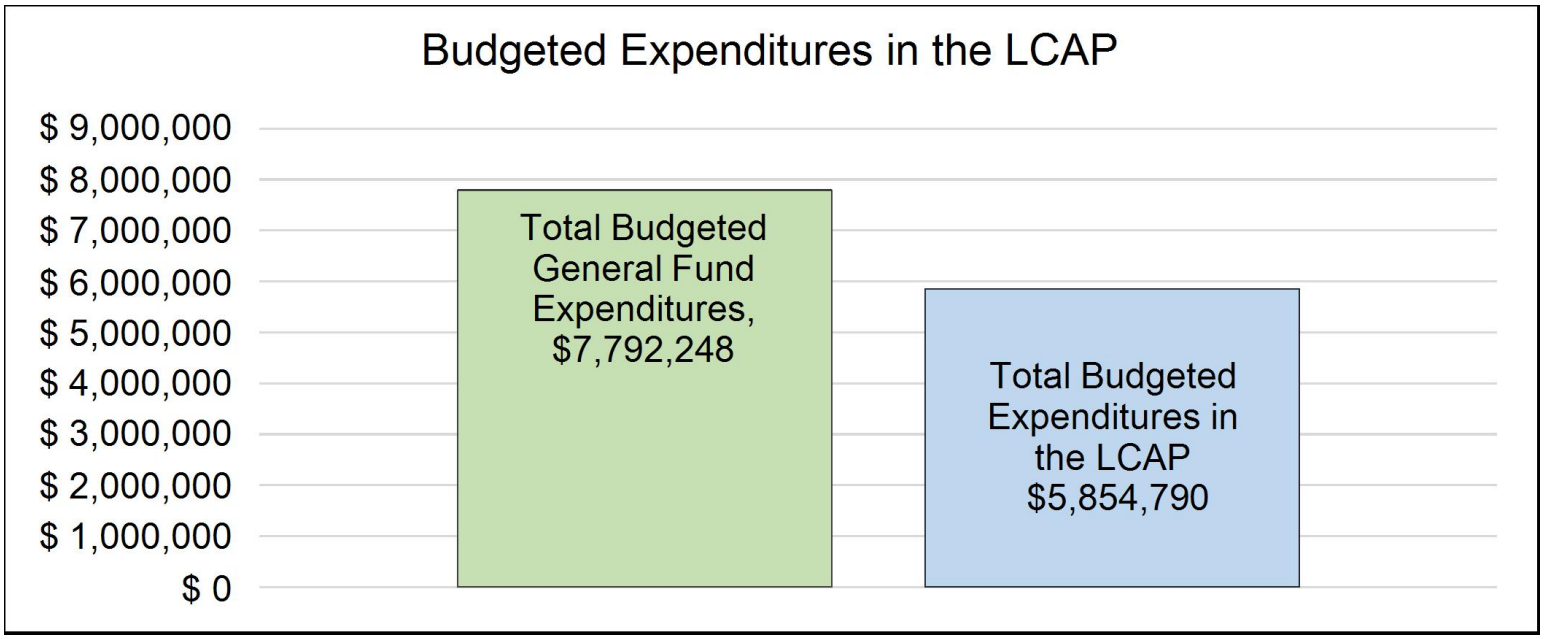


This chart shows the total general purpose revenue Compass Charter Schools of Yolo expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compass Charter Schools of Yolo is $8,007,735.93, of which $6,777,934.00 is Local Control Funding Formula (LCFF), $873,025.63 is other state funds, $13,466.68 is local funds, and $343,309.62 is federal funds. Of the $6,777,934.00 in LCFF Funds, $428,462.00 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compass Charter Schools of Yolo plans to spend $7,792,247.67 for the 2023-24 school year. Of that amount, $5,854,790.00 is tied to actions/services in the LCAP and $1,937,457.67 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include accounting, administrative, audit, legal and other general operational costs.

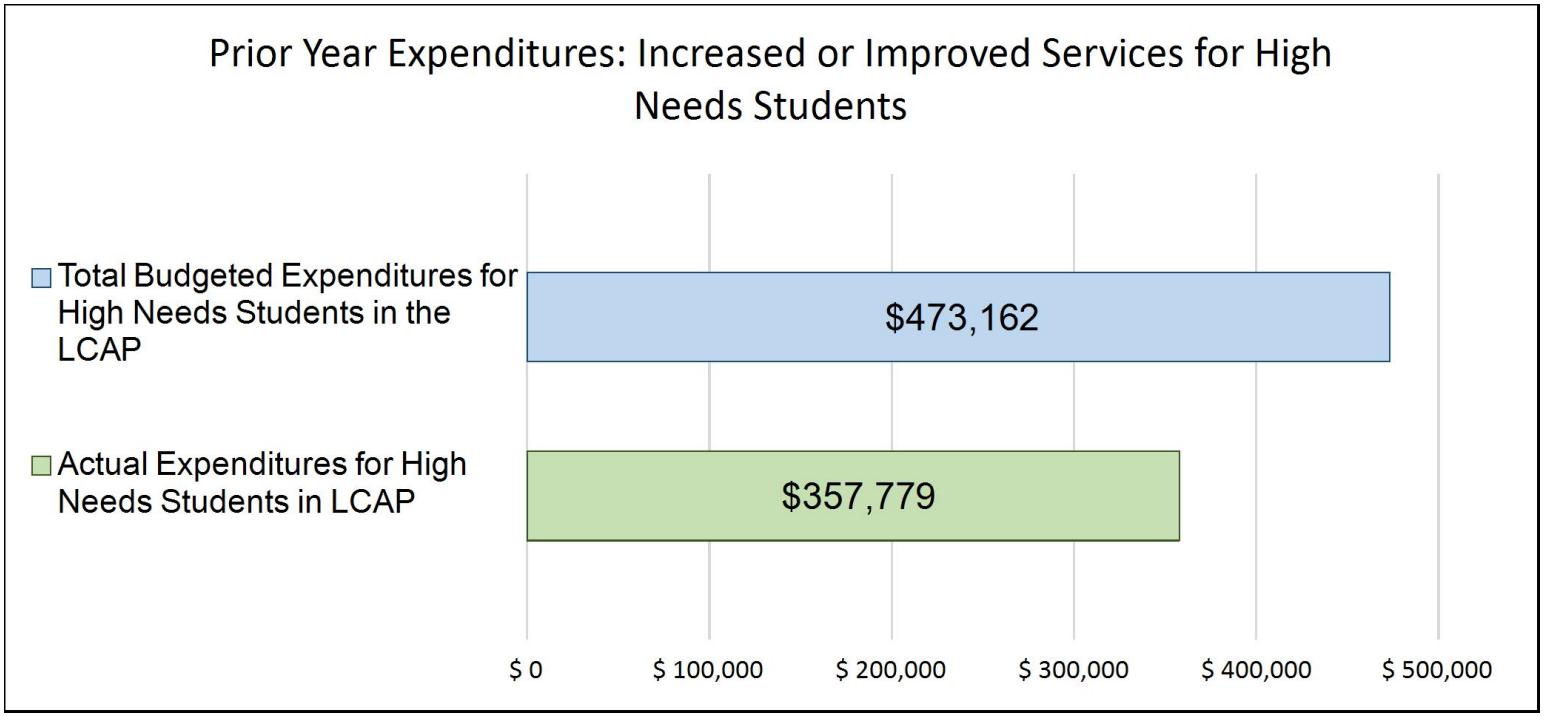
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Compass Charter Schools of Yolo is projecting it will receive $428,462.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of Yolo must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter Schools of Yolo plans to spend $115,974.00 towards meeting this requirement, as described in the LCAP.

Compass strives to serve our high-needs scholars through a variety of supports. Each high-needs scholar has a personalized learning plan tailored to his/her needs. We provide live synchronous classes and office hours to ensure these scholars have the support they need. We have increased our direct support sessions for English Learners and adopted a research-based supplemental

LCFF Budget Overview for Parents

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



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.

The text description of the above chart is as follows: In 2022-23, Compass Charter Schools of Yolo's LCAP budgeted $473,162.00 for planned actions to increase or improve services for high needs students. Compass Charter Schools of Yolo actually spent $357,779.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $115,383.00 had the following impact on Compass Charter Schools of Yolo’s ability to increase or improve services for high needs students:

This is year to date spend as of May 9, 2022 and a portion of this includes summer school expenses which have not yet been incurred.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of Yolo	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Plan Summary [2023-24]

General Information

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

Compass Charter Schools of Yolo (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are currently authorized by the Winters Joint Unified School District for scholars in grades TK-12 who reside in Yolo and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

Our academic programs are designed with our scholars in mind and provide our families with gold standard choices in their virtual education. Compass intentionally matches scholars and families with virtual, at-home, and in-person learning programs that support their lifestyle and vision for success. We provide coordinated academic, social emotional, and college and career readiness support. And, we continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.

In our Online Learning Program, our scholars use Accelerate Education as their curriculum. They are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars enrolled in our Online Learning Program participate in learning labs each day where they interact with their teacher and peers. During these labs, scholars participate in Advancement Via Individual Determination (AVID) and research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. The Online Learning Program teachers also provide Q&A office hours, small group instruction, and one on one sessions to further support scholars.

In our Options Learning Program, we partner with home study families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) is the primary instructor for their scholars and commits to providing a well-rounded education for their child that addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a custom personalized learning plan for scholars. Throughout the year, families connect with their ST to discuss assigned work,

manage progress, and review scholars' body of work and activity logs. In addition to the academic support, each scholar is allocated educational support funds. These funds are used to purchase non-sectarian curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

In compliance with AB 130 and AB 167, scholars in both programs in grades TK-3 have access to daily live synchronous instruction; scholars in grades 4-8 have weekly live synchronous instruction and daily live interaction opportunities; and scholars in grades 9-12 have access to weekly live synchronous instruction.

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their families.

Reflections: Successes

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

Compass uses the Renaissance STAR Assessment as a local measure for scholar academic achievement in Math and Reading for its scholars in grades 1-12. Scholars in TK-2 first take the Early Literacy Assessment to determine if their levels indicate they are ready to take the STAR assessment. During the 2021-2022 school year, participation rates in these assessments were below 75%. The school implemented policies that encourage participation in these assessments and participation rates increased significantly in the Fall and Winter test administrations. The participation rates in all local assessments exceeds 90% for the 2022-2023 school year.

The cohort graduation rate was 73.7% in 2022, but a performance level was not assigned due to the low number of graduates. Compass maintained a low rate of chronic absenteeism at 2.7% and a 0% suspension rate.

Reflections: Identified Need

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

The Yolo charter opened in 2019, so 2022 was the first year that we received CA dashboard results. The school scored very low in ELA and Low in Mathematics. These scores were highly impacted by low participation rates due to a high number of parents exercising their right to opt out of state testing. Participation rates were at 74% in ELA and 75% in Math. These low rates resulted in a LOSS penalty that significantly lowered the achievement level. A goal will be added this year to increase the participation rate in state testing and the school is taking steps to increase the number of scholars who complete the test.

LCAP Highlights

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

As the Local Control and Accountability Plan (LCAP) is a three-year plan that is designed and meant to provide full transparency at the local level and encourage valuable input from all educational partners in the community, Compass Charter Schools of Yolo (Compass) engaged all educational partners (see “Engaging Educational Partners” for more information) to develop a streamlined, three-year plan aligned to the California Eight State Priorities.

Based on the feedback from our educational partners, Compass developed the following LCAP goals for the 2021-24 academic years:
1. Increase scholar academic achievement in core academic subjects.
2. Increase scholar and parent engagement/involvement.
3. Increase college and career readiness for scholars.
4. Ensure that at-promise scholars are making progress toward earning a high school diploma.

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

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Leadership Team Meeting (January 24, 2023). During this leadership meeting, the leadership team reviewed the LCAP timeline and current data collection and analysis procedures.

Parent Advisory Council (March 17, 2023). During this month's meeting, we discussed the mid-year LCAP update. Parents reviewed the current metrics and actions for each goal and provided feedback on how the school might increase parent engagement by recruiting parents to serve on the council.

Board of Directors Meeting (March 25, 2023). During this Board of Directors meeting, the mid-year LCAP update was shared with the board and discussed. The feedback was positive regarding the increase in dashboard measures and the board supports maintaining the current goals.

Annual Planning Survey (April 3-14, 2023). The annual planning survey was distributed to all education partners. We had over 200 responses.The results from the survey were used to inform the update of the LCAP.

Leadership Team Meeting (April 25th, 2023). During this leadership meeting, the team reviewed and discussed the annual planning survey results. They broke into teams to focus on each goal and provided recommendations for adjustments to the plan based on the feedback collected in the survey..
Monday Morning Memo (May 8, 2023) The superintendent recorded a video that reviewed the responses to the annual planning survey. This was distributed to all families and added to the school's Youtube channel.

Scholar Leadership Council (May 9, 2023). During this month's meeting, we discussed the Annual Planning survey results. Scholars provided ideas to increase engagement, including more in-person activities and clubs. They also provided ideas of how scholars can connect virtually and share ideas in a safe space.

Parent Advisory Council (May 12, 2023). During this meeting, we reviewed the annual planning survey results. Parents discussed ways to increase in-person opportunities through regular park days, coffee with the Superintendent, and possibly changing the scholar club days to avoid holidays.They also discussed increasing offerings at the school store and encouraging families to wear school logos in their community.

Board of Directors Public Hearing (May 20, 2023). During this Board of Directors Public Hearing, we reviewed and discussed the goals and actions set for the LCAPs. Board members inquired about the process for getting into the actions and for reaching the goals established in the LCAPs.

Board of Directors Meeting (June 24, 2023). Final Local Control and Accountability Plan approval.

A summary of the feedback provided by specific educational partners.

Feedback from parents and scholars was focused on increasing engagement by offering more in-person opportunities and increasing the ways that parents and scholars can connect virtually outside of the regular school schedule.

Staff feedback included suggestions for increasing participation in standardized testing and in scholar participation in support services. The data shows the support services that are being offered are effective when scholars take advantage of them. The school's dashboard measures in ELA and Math are severely impacted by the LOSS penalty due to low participation rates.

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

A participation metric for CAASPP has been added to Goal 1 to ensure that education partners understand the impact of low participation on the Dashboard.

No additional changes have been made to the goals, metrics and activities becasue they support the feedback.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain ample Standards-aligned curricula and resources	Standards-aligned:5 of 5 subjects	Standards-aligned:5 of 5 subjects	Standards-aligned:5 of 5 subjects		Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED) • SBAC ELA - Grades 3-8, 11 (Meet/Exceed) • SBAC Math - Grades 3-8, 11 (Meet/Exceed) • CAST- (Meet/Exceed)	2021-22 Will be the first year of State mandated SBAC assessment to establish school wide baseline Compass Grades 3-8, 11 Scholars (2019) Schoolwide • SBAC ELA (3-8): 47.65% • SBAC ELA (11): 61.54%	2021-22 Compass Grades 3-8, 11 Scholars (2019) Schoolwide • SBAC ELA (3-8): 47.65% • SBAC ELA (11): 61.54% • SBAC Math (3-8): 34.74 • SBAC Math (11) : 46.105%	TBD		SBAC Grades 3-8, 11 Scholars Schoolwide • SBAC ELA (3-8) 11% over established baseline from 2021 • SBAC ELA (11) 7% over established baseline from 2021 • SBAC Math (3-8)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SBAC Math (3-8): 34.74 • SBAC Math (11) : 46.105% • CAST: 45.19% SED • SBAC ELA (3-8): 34.74% • SBAC ELA (11): 66.67% • SBAC Math (3-8): 26.8% • SBAC Math (11) : 44.4% • CAST : 29.17%	• CAST: 45.19% SED • SBAC ELA (3-8): 34.74% • SBAC ELA (11): 66.67% • SBAC Math (3-8): 26.8% • SBAC Math (11) : 44.4% • CAST : 29.17%			12% over established baseline from 2021 • SBAC Math (11) 6% over established baseline from 2021 • CAST - 7% over established baseline from 2021 SED • SBAC ELA (3-8) 12% over established baseline from 2021 • SBAC ELA (11) 8% over established baseline from 2021 • SBAC Math (3-8) 13% over established baseline from 2021 • SBAC Math (11) -15% over established

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					baseline from 2021 • CAST - 12% over established baseline from 2021
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments Grades 3-8 Grade 11	Spring 2022 Internal ELA Assessment Grades 3-8 • 70.70% "At/Above Grade-level" • 70.3% Demonstrated growth Grade 11 • 60% "At/Above Grade-level" • 85.7%Demonstrated growth	Spring 2022 Internal ELA Assessment Grades 3-8 • 70.70% "At/Above Grade-level" • 70.3% Demonstrated growth Grade 11 • 60% "At/Above Grade-level" • 85.7%Demonstrated growth	Winter 2023 Internal ELA Assessment Grades 3-8 • 72.4% "At/Above Grade-level" • 70.1% Demonstrated growth Grade 11 • 70.6% "At/Above Grade-level" • 83.3% Demonstrated growth		Spring Internal ELA Assessment Grades 3-8 • 75% "At/Above Grade-level: • 75% Demonstrated growth Grade 11 • 65% "At/Above Grade-level"- • 85% Demonstrated growth
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal	Spring 2022 Internal Math Assessment Grades 3-8	Spring 2022 Internal Math Assessment Grades 3-8	Winter 2023 Internal Math Assessment Grades 3-8		Spring Internal Math Assessment Grades 3-8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math assessments Grades 3-8 Grade 11	• 56.8“At/Above Grade-level” • 59.1%Demonstrated growth Grade 11 • 57.1“At/Above Grade-level” • 58.6% Demonstrated growth	• 56.8“At/Above Grade-level” • 59.1%Demonstrated growth Grade 11 • 57.1“At/Above Grade-level” • 58.6% Demonstrated growth	• 68.2% “At/Above Grade-level” • 67.5% Demonstrated growth Grade 11 • 72.2%“At/Above Grade-level” • 63.2% Demonstrated growth		• 75% “At/Above Grade-level”- • 75% Demonstrated growth Grade 11 • 65% “At/Above Grade-level”- • 65% Demonstrated growth
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 6.02%	Chronic Absenteeism (2022 CA Dashboard) - 2.7%	As of May 2023 6.65%		Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	Cohort Dropout Rate 42.7%	2022 Dashboard 26.3%	As of May 2023 15%		Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) • 11%	2022 66.67%	As of May 2023 50%		EL Reclassification Rate >25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPI Status Level	No performance level	No performance level	TBD		ELs demonstrating progress as measured by ELPI “Medium” 45 to 54%
CAASPP Participation Rate	2022 ELA- 74% Math 75%	2022 ELA- 74% Math 75%	May 2023 ELA- 70% Math 68%		>95% Participation Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1a Basic Services - Teachers	All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio. (Funding Sources: LCFF)	$2,573,260.00	Yes
1.2	1.1b Basic Services - Common Core Curriculum	All scholars will have access to core curriculum which is Common Core-aligned. (Funding Sources: LCFF)	$51,046.00	No
1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	All teachers will utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	$1,064.00	Yes
1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS).	$4,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Behavior Interventions & Supports (PBIS)	(Funding Sources: LCFF, Title I)		
1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Response to Intervention (RtI). Scholars who are identified as needing Tier 2 and Tier 3 levels of support will have access to tutoring services. (Funding Sources: LCFF, ELO, ESSER III)	$50,982.00	Yes
1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.	$0.00	No
1.7	1.3a Staff Development Onboarding	All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department. (Funding Sources: LCFF)	$35,028.00	No
1.8	1.3b Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. (Funding Sources: LCFF, Title II)	$89,158.00	No
1.9	1.3c Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program. (Funding Sources: LCFF,)	$43,856.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	1.4a Orientation - Scholar and Learning Coach	All scholars and learning coaches will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. (Funding Sources: LCFF)	$8,567.00	No
1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	The Operations Department, through its McKinney-Vento Liaison, will make resources and programs available to scholars and their families experiencing homelessness and/or in foster care. (Funding Sources: Title I)	$18,190.00	Yes
1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged.	$0.00	Yes
1.13	1.6a Targeted Intervention English Learners	The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language acquisition/proficiency and academic achievement. (Funding Sources:Title I)	$49,969.00	Yes
1.14	1.6b Targeted Intervention - Students with Disabilities	The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics. (Funding Sources: LCFF)	$5,870.00	No

Goal Analysis [2022-23]

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

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

There are no substantiative differences in planned actions and actual implementation of these actions.

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

The school determined that four of the actions (1.1a, 1.1c, 1.2a, and 1.2b) that should have been labeled as contributing to increased and improved services were not. This will be corrected in the upcoming year. Allocation of funds for the AVID program were increased based on prior year spending.

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

The cohort graduation rate was 73.7% in 2022, but a performance level was not assigned due to the low number of graduates. Compass maintained a low rate of chronic absenteeism at 2.7% and a 0% suspension rate.

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

A participation rate metric will be added to ensure that the school reaches the 95% participation rate.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) • Track A - 98.11% • Track S - 72.02%	- 98.56%	P1-98.86%		Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	- 0%	0		Suspension Rate 0%
Engagement Offering Satisfaction	Satisfaction of Engagement Offerings	- 97.5%	As of March 2023 96%		Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	- 5 meetings	5 meetings		Parent Advisory Council Meetings: 4 per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	- 10 meetings	- 10 meetings		Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 70%	- 88%	95%		Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	Participation of Scholars participating in academic learning activities	• 51% participation in 30% or more synchronous instruction and live interaction	• 47% participation in 30% or more synchronous instruction and live interaction		Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	• Scholars 17% • Parents 34% • Staff 38%	• Scholars 30% • Parents 33% • Staff 37%		Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1a Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches. (Funding Sources: LCFF)	$0.00	No
2.2	2.1b Summer Session	Compass will offer a Summer Session that utilizes online courses and/or academic subscriptions to increase K-8 scholar engagement. (Funding Sources: ESSER III)	$10,010.00	No
2.3	2.1c Scholar Attendance	All teachers will offer engaging live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	$2,052.00	No
2.4	2.1d Scholar Attendance Counseling	Compass will provide live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars. Funding Sources: LCFF)	$90,807.00	No
2.5	2.2a Scholar Celebrations	Compass will provide end-of-year celebrations. (Funding Sources: LCFF)	$3,100.00	No
2.6	2.2b Scholar Recognition	Compass will provide scholar recognition opportunities throughout the school year.	$0.00	No
2.7	2.2c Parent Recognition	Compass will provide parent recognition opportunities throughout the school year.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	2.3a Scholar Extracurricular Activities	Compass will provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. (Funding Sources: LCFF)		No
2.9	2.3b Community Service	Compass will provide a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.	$0.00	No
2.10	2.3c Scholar Enrichment		$12,916.00	No
2.11	2.3d Parent Enrichment	Compass will provide a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.	$0.00	No
2.12	2.4a School Communication	Compass will provide tools to support one and two way communications with its educational partners.	$0.00	No
2.13	2.4b Technology Access	Compass will provide technology access to scholars who are unable to access required educational offerings.. (Funding Sources: Title IV)	$10,000.00	Yes
2.14	2.5 Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	2.6 Military Connected Support	Our dedicated Scholar Community Advocate will make resources and programs available to military families and scholars. These services will include transition support, enrollment, deployment support, and referrals to military community partners.	$0.00	No

Goal Analysis [2022-23]

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

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

Planned actions were implemented without significant variation from the plan.

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

There were no material differences between budgeted and actual expenditures.

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

Scholar attendance has remained high. Scholar participation in learning labs has increased. Parent and scholar participation in councils has continued. The suspension rate remains low.

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

No changes were made.

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

Goals and Actions

Goal

Goal #	Description
3	Increase college and career readiness for scholars.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	73.7%	73.7%	Projected: 75%		Graduation Rate (CA Dashboard): 75%
Graduates A-G Course Completion(UC/CSU eligibility)	2019-2020 13.3%	- 13%	6%		30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 4.3%	- 42%	27%		20% of scholars will have enrolled into at least one concurrent course
Scholars “Prepared” for College/Career (CA Dashboard)	(2018-19 Dashboard) 7% Prepared	- 31%	Projected 41%		15% College Career Indicator “Prepared

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1a Summer Session	Compass will offer a Summer Session for high school scholars wishing to earn extra credits in online classrooms. (Funding Sources: LCFF, ESSER III)	$6,812.00	No
3.2	3.1b Summer Tutoring	Compass will offer access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion. (Funding Sources: A-G Completion Improvement Grant)	$12,319.00	No
3.3	3.2a A-G Coursework	Compass will ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses. (Funding Sources: LCFF, A-G Completion Improvement Grant)	$8,407.00	No
3.4	3.2b Dual Enrollment	Compass will partner with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars. (Funding Sources: LCFF)	$0.00	No
3.5	3.2c AVID Elective	Compass will provide AVID courses to middle and high school scholars and provide the opportunity for them to earn the AVID Elective Digital Badge after completing the courses. (Funding Sources: LCFF)	$2,660.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	3.3 Recognized ASCA Model Program (RAMP)	Compass will implement the ASCA model program and apply to become a RAMP School in the 2022-23 school year. (Funding Sources: LCFF, Educator Effectiveness Grant)	$0.00	No
3.7	3.4a Family College Awareness/Preparation	Compass will provide scholar and parent training and resources on A-G requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	$0.00	No
3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	Compass will partner with various providers to expand college readiness opportunities.	$0.00	No
3.9	3.5 Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	$0.00	No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned and actual actions.

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

There were no material differences between budgeted and actual expenditures.

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

The graduation rate is projected to increase from 73.7% to 75% this year.

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

No changes are projected.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 40% of participation in ACOP for at-promise scholars	- 28%	TBD		60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 5.6%	11.3%	TBD		0% 5th Year Cohort

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 At- Promise Interventions/Supports	Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	4.2 Summer Session	Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap. Funds allocated in 3.1	$0.00	No
4.3	4.3 Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.	$0.00	No
4.4	4.4 Social-Emotional/Well Being	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	$0.00	No
4.5	4.5 Staff Development - Professional Learning		$0.00	No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned and actual actions.

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

There were no material differences between budgeted and actual expenditures.

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

The graduation rate is projected to increase from 73.7% to 75% this year.

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

No changes were made to the plan.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
466874	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.54%	0.00%	$0.00	6.54%

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

Required Descriptions

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

The Compass Charter Schools of Yolo (Compass) Leadership Team met several times throughout the year to review the goals they set for the LCAP. Everyone in the meeting representing various divisions and departments of the organization had input on adjusting the goals and actions and prioritized the needs of Foster Youth, English Learners, and Low-income scholars by hiring dedicated staff specifically to monitor and support these special populations including a McKinney-Vento Liaison and English Learner Tutors.

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

Our dedicated McKinney-Liaison will make resources and programs available to scholars and their families experiencing homelessness and/or are in foster care. The Liaison will continue to attend professional development training and PLC’s to ensure all targeted services are the most current available. English learners will continue to receive direct support sessions via trained EL tutors and access to Lexia for increasing language fluency and increasing our reclassification rates. Low-income scholars will continue to have access to MTSS tutoring to close skill gaps and/or 24/7 access to an online tutoring system.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Compass Charter Schools of Yolo did not receive any Projected Additional LCFF Concentration Grant (15 percent)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	25:1 ADA to FTE ratio	
Staff-to-student ratio of certificated staff providing direct services to students	25:1 ADA to FTE ratio	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,858,553.00			$231,996.00	$3,090,549.00	$2,812,557.00	$277,992.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1a Basic Services - Teachers	English Learners Foster Youth Low Income	$2,573,260.00				$2,573,260.00
1	1.2	1.1b Basic Services - Common Core Curriculum	All	$51,046.00				$51,046.00
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Low Income	$1,064.00				$1,064.00
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	English Learners Foster Youth Low Income	$4,476.00				$4,476.00
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	English Learners Foster Youth Low Income				$50,982.00	$50,982.00
1	1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All	$0.00				$0.00
1	1.7	1.3a Staff Development Onboarding	All	$35,028.00				$35,028.00
1	1.8	1.3b Staff Development - Professional Learning	All				$89,158.00	$89,158.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	1.3c Staff Development - Leadership Development	All	$43,856.00				$43,856.00
1	1.10	1.4a Orientation - Scholar and Learning Coach	All	$8,567.00				$8,567.00
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Foster Youth Low Income				$18,190.00	$18,190.00
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Low Income	$0.00				$0.00
1	1.13	1.6a Targeted Intervention English Learners	English Learners	$3,125.00			$46,844.00	$49,969.00
1	1.14	1.6b Targeted Intervention - Students with Disabilities	Students with Disabilities	$5,870.00				$5,870.00
2	2.1	2.1a Learning Coach Academy	All	$0.00				$0.00
2	2.2	2.1b Summer Session	All				$10,010.00	$10,010.00
2	2.3	2.1c Scholar Attendance	All	$2,052.00				$2,052.00
2	2.4	2.1d Scholar Attendance Counseling	All	$90,807.00				$90,807.00
2	2.5	2.2a Scholar Celebrations	All	$3,100.00				$3,100.00
2	2.6	2.2b Scholar Recognition	All	$0.00				$0.00
2	2.7	2.2c Parent Recognition	All	$0.00				$0.00
2	2.8	2.3a Scholar Extracurricular Activities	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.9	2.3b Community Service	All	$0.00				$0.00
2	2.10	2.3c Scholar Enrichment	All	$12,916.00				$12,916.00
2	2.11	2.3d Parent Enrichment	All	$0.00				$0.00
2	2.12	2.4a School Communication	All	$0.00				$0.00
2	2.13	2.4b Technology Access	Low Income	$0.00			$10,000.00	$10,000.00
2	2.14	2.5 Staff Development - Professional Learning	All	$0.00				$0.00
2	2.15	2.6 Military Connected Support	All	$0.00				$0.00
3	3.1	3.1a Summer Session	All				$6,812.00	$6,812.00
3	3.2	3.1b Summer Tutoring	All	$12,319.00				$12,319.00
3	3.3	3.2a A-G Coursework	All	$8,407.00				$8,407.00
3	3.4	3.2b Dual Enrollment	All	$0.00				$0.00
3	3.5	3.2c AVID Elective	All	$2,660.00				$2,660.00
3	3.6	3.3 Recognized ASCA Model Program (RAMP)	All	$0.00				$0.00
3	3.7	3.4a Family College Awareness/Preparation	All	$0.00				$0.00
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	All	$0.00				$0.00
3	3.9	3.5 Staff Development - Professional Learning	All	$0.00				$0.00
4	4.1	4.1 At- Promise Interventions/Supports	All	$0.00				$0.00
4	4.2	4.2 Summer Session	All	$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**4.3**	4.3 Extended Graduation Plan	All	$0.00				$0.00
4	**4.4**	4.4 Social-Emotional/Well Being	All	$0.00				$0.00
4	**4.5**	4.5 Staff Development - Professional Learning	All	$0.00				$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7134380	466874	6.54%	0.00%	6.54%	$2,581,925.00	0.00%	36.19 %	**Total:**	$2,581,925.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,581,925.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	1.1a Basic Services - Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,573,260.00	
1	**1.3**	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	Schoolwide	Low Income	All Schools	$1,064.00	
1	**1.4**	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,476.00	
1	**1.5**	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	**1.11**	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes	Schoolwide	Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes	Schoolwide	Low Income		$0.00	
1	1.13	1.6a Targeted Intervention English Learners	Yes	Schoolwide	English Learners		$3,125.00	
2	2.13	2.4b Technology Access	Yes	Schoolwide	Low Income	All Schools	$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,405,740.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	1.1a Basic Services - Teachers	No	$2,573,260.00	
1	**1.2**	1.1b Basic Services - Common Core Curriculum	No	$51,721.00	
1	**1.3**	1.1c Basic Services - Advancement Via Individual Determination (AVID)	No	$1,283.00	
1	**1.4**	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	No	$36,750.00	
1	**1.5**	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	No	$186,388.00	
1	**1.6**	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	No		
1	**1.7**	1.3a Staff Development Onboarding	No	$38,580.00	
1	**1.8**	1.3b Staff Development - Professional Learning	No	$81,480.00	
1	**1.9**	1.3c Staff Development - Leadership Development	No	$49,140.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	1.4a Orientation - Scholar and Learning Coach	No	$23,245.00	
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes	$18,190.00	
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes		
1	1.13	1.6a Targeted Intervention English Learners	Yes	$4,240.00	
1	1.14	1.6b Targeted Intervention - Students with Disabilities	No		
2	2.1	2.1a Learning Coach Academy	No		
2	2.2	2.1b Summer Session	No	$18,482.00	
2	2.3	2.1c Scholar Attendance	No	$5,570.00	
2	2.4	2.1d Scholar Attendance Counseling	No	$246,400.00	
2	2.5	2.2a Scholar Celebrations	No	$8,000.00	
2	2.6	2.2b Scholar Recognition	No		
2	2.7	2.2c Parent Recognition	No		
2	2.8	2.3a Scholar Extracurricular Activities	No	$33,135.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	2.3b Community Service	No		
2	2.10	2.3c Scholar Enrichment	No		
2	2.11	2.3d Parent Enrichment	No		
2	2.12	2.4a School Communication	No		
2	2.13	2.4b Technology Access			
2	2.14	2.5 Staff Development - Professional Learning	No		
2	2.15	2.6 Military Connected Support	No		
3	3.1	3.1a Summer Session	No	$27,160.00	
3	3.2	3.1b Summer Tutoring	No		
3	3.3	3.2a A-G Coursework	No		
3	3.4	3.2b Dual Enrollment	No		
3	3.5	3.2c AVID Elective	No	$2,716.00	
3	3.6	3.3 Recognized ASCA Model Program (RAMP)	No		
3	3.7	3.4a Family College Awareness/Preparation	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	No		
3	3.9	3.5 Staff Development - Professional Learning	No		
4	4.1	4.1 At- Promise Interventions/Supports	No		
4	4.2	4.2 Summer Session	Yes		
4	4.3	4.3 Extended Graduation Plan	Yes		
4	4.4	4.4 Social-Emotional/Well Being	No Yes		
4	4.5	4.5 Staff Development - Professional Learning			

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$4,240.00	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes				
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes				
1	1.13	1.6a Targeted Intervention English Learners	Yes	$4,240.00			
4	4.2	4.2 Summer Session	Yes				
4	4.3	4.3 Extended Graduation Plan	Yes				
4	4.4	4.4 Social-Emotional/Well Being	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	$0.00	0.00%	0.00%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

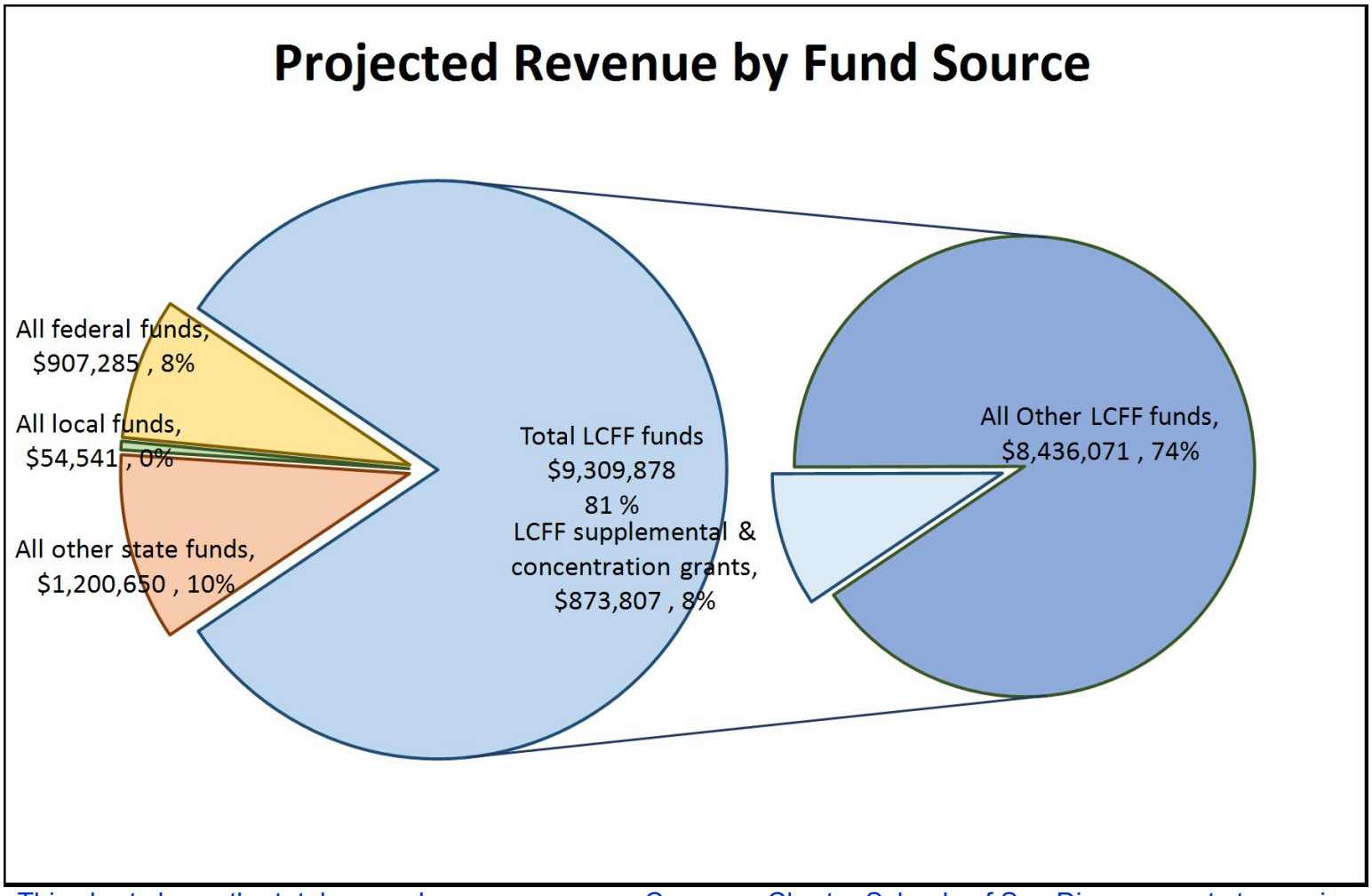
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools of San Diego
CDS Code: 37 68213 0127084
School Year: 2023-24
LEA contact information:
Elizabeth Brenner
Superintendent & CEO

(805)358-4761

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

Budget Overview for the 2023-24 School Year

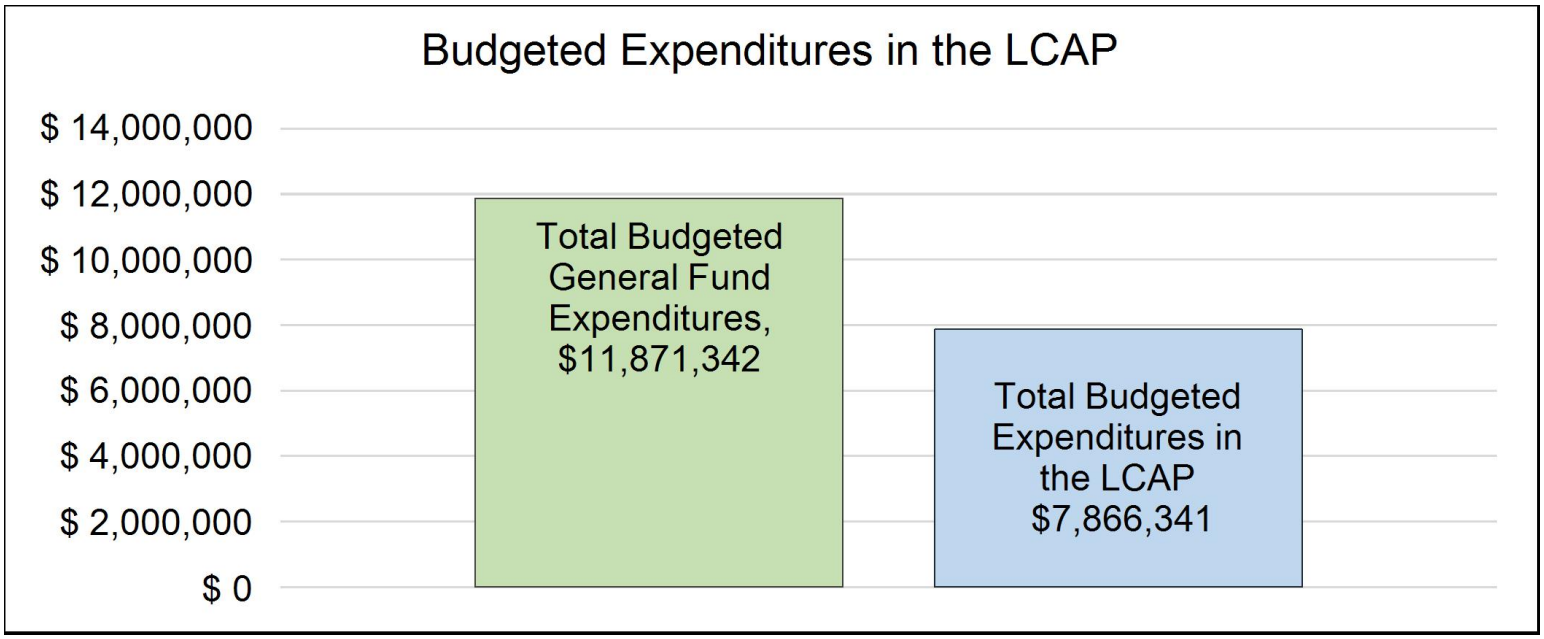


This chart shows the total general purpose revenue Compass Charter Schools of San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compass Charter Schools of San Diego is $11,472,353.63, of which $9,309,878.00 is Local Control Funding Formula (LCFF), $1,200,649.55 is other state funds, $54,541.41 is local funds, and $907,284.67 is federal funds. Of the $9,309,878.00 in LCFF Funds, $873,807.00 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compass Charter Schools of San Diego plans to spend $11,871,341.84 for the 2023-24 school year. Of that amount, $7,866,341.00 is tied to actions/services in the LCAP and $4,005,000.84 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include accounting, administrative, audit, legal and other general operational costs.

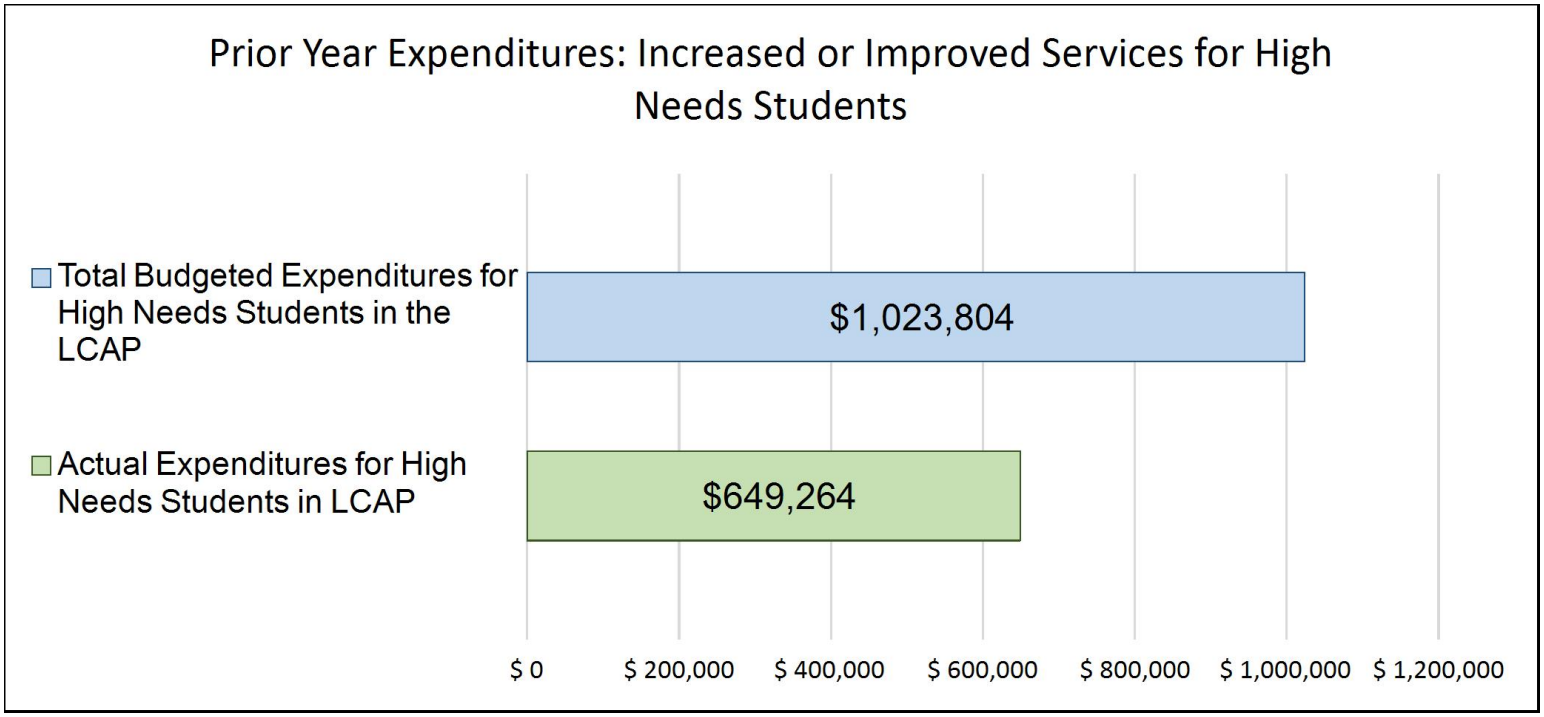
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Compass Charter Schools of San Diego is projecting it will receive $873,807.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter Schools of San Diego plans to spend $390,829.00 towards meeting this requirement, as described in the LCAP.

Compass strives to serve our high-needs scholars through a variety of supports. Each high-needs scholar has a personalized learning plan tailored to his/her needs. We provide live synchronous classes and office hours to ensure these scholars have the support they need. We have increased our direct support sessions for English Learners and adopted a research-based supplemental curriculum for our structured English Language Development classes. We have a full time McKinney

LCFF Budget Overview for Parents

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



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.

The text description of the above chart is as follows: In 2022-23, Compass Charter Schools of San Diego's LCAP budgeted $1,023,804.00 for planned actions to increase or improve services for high needs students. Compass Charter Schools of San Diego actually spent $649,264.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $374,540.00 had the following impact on Compass Charter Schools of San Diego’s ability to increase or improve services for high needs students:

This is year to date spend as of May 9, 2022 and a portion of this includes summer school expenses which have not yet been incurred.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of San Diego	Elizabeth Brenner Superintendent & CEO	ebrenner@compasscharters.org (805)358-4761

Plan Summary [2023-24]

General Information

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

Compass Charter Schools of San Diego (Compass) is a free, nonclassroom-based, public charter school which is directly funded by the State of California and the federal government. Compass provides 21st century online and home study learning programs authorized by Mountain Empire USD for scholars (students) in grades TK-12 who reside in San Diego county and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning. Scholars attend school primarily from home, supervised by a learning coach (LC), following a Personalized Learning Plan (PLP) that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated Supervising Teachers (ST).

The academic program provides choices for families who enroll. The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access if they cannot attend the live session. In our Options Learning Program, the learning coach (parent or guardian) is the primary instructor for their scholars and commits to providing a well-rounded education for their child. A credentialed supervising teacher guides the learning coach with curricular options, order requests, and academic progress. In both programs, each scholar is assigned an appropriately credentialed, Supervising Teacher who helps provide support to the scholar and learning coach on their educational journey. The supervising teacher is there to provide support as needed to scholars and as the family's go-to person for all the scholars' educational needs. The enrollment on Census day, 2022 was 997 scholars across grades TK through 12. Similar to the authorizing district, as of Census Day 2022 Compass serves 44.2% Socioeconomically Disadvantaged, 16% homeless, 0% foster youth, 14.2% English Learners,7.7% Students with Disabilities.

The mission of Compass is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. Our vision is to create a collaborative virtual learning community, which inspires scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-

long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches, teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

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

? benefits scholars who have health issues
? scholars who are parenting,
? scholars qualified as gifted and/or talented,
? scholars may require more time in certain subjects,
? scholar activities such as acting, dancing, and athletics require time during the normal school day,
? scholars who are working,
? scholars in need of an educational program with flexibility,
? scholars who find regular classroom settings do not meet their needs, or
? scholars seeking to learn in a secure and safe environment.

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

It is important to note that many high school scholars whose families choose an independent study charter school because the scholar was not successful in comprehensive high schools. This is important because many of the scholars in the high school program will come to us deficient in credits required to graduate, so we will make high school courses and credit recovery an option for all scholars who are deficient in credits.

Reflections: Successes

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

Compass uses the Renaissance STAR Assessment as a local measure for scholar academic achievement in Math and Reading for its scholars in grades 1-12. Scholars in TK-2 first take the Early Literacy Assessment to determine if their levels indicate they are ready to take

the STAR assessment. During the 2021-2022 school year, participation rates in these assessments were below 75%. The school implemented policies that encourage participation in these assessments and participation rates increased significantly in the Fall and Winter test administrations. The participation rates in all local assessments exceeds 95% for the 2022-2023 school year.
Compass scholars increased in their academic achievement on the CAASPP assessments in several areas when comparing the 2019 results to the 2022 results. In ELA, the percentage of scholars whose achievement was at or above standard in grades 3-8 increased from 28% to 45% and grades 11 scholars increased from 42% to 43%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 25% to 31%. Our English learners also increased their achievement levels from 6% to 12.5%.
In Math, scholar achievement in grades 3-8 increased from 11% at or above standard to 31%, and scholars in grade 11 increased from 15% to 22%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 9% to 19% and grade 11 scholars increased from 0% to 23%. Our English learners also increased their achievement levels from 3% to 8%. These achievement levels are indicators of the effectiveness of the implementation and expansion of targeted supports that mitigated learning loss during the pandemic.
The percentage of English Learner scholars making progress towards proficiency increased from 33% in 2019 to 43% in 2022. The percentage of scholars who decreased one ELPI level in 2022 decreased from 28% in 2019 to 16%.
The cohort graduation rate increased from 46.7% in 2019 to 63.8% in 2022 and the school is on track to exceed the 70% graduation rate goal for the 2022-2023 school year. Socioeconomically disadvantaged scholars graduated at a higher rate than the school wide percentage at 71%.
Compass maintained a low rate of chronic absenteeism at 3.1% and a 0% suspension rate.

Reflections: Identified Need

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

While scholars identified as socioeconomically disadvantaged in grades 3-8 increased in their achievement levels on the CAASPP assessments in ELA and Math, they are still achieving at lower rates when compared with all scholars. Our English language learners also saw an increase in achievement, but are below the school wide rate.

The achievement levels identified are not a true representation of the achievement of the scholars who completed the CAASPP because they have been impacted by the LOSS penalty for participation below 95%. The participation rate of 86% is largely a result of parents who choose to opt out of the state testing. An analysis of the local assessment scores of scholars whose families choose to opt out shows that if they had participated, their scores would most likely have been higher than the scores assigned to them through the LOSS penalty. The school will continue its efforts to increase the participation rate, but as long as the state allows parents to opt out, we will most likely not reach the 95% rate required.

Although progress has been made in the overall graduation rate, English learners and Hispanic scholars are graduating at rates below the school wide rate.

LCAP Highlights

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

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

Based on the feedback from our stakeholders, Compass will continue to focus on achieving the following LCAP goals for the 2023-24 academic years:

1. Increase scholar academic achievement in core academic subjects.

2. Increase scholar and parent engagement/involvement.

3. Increase college and career readiness for scholars.

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Compass Charter Schools of San Diego (Compass) was identified for Comprehensive Support and Improvement (CSI) on January 31, 2020 because of the low Graduation rate of 46.7%, In order to support the increase of the graduation rate to over 67%, Compass has implemented a school-wide Wildly Important Goal (WIG): by focusing on scholar engagement, 100% of our eligible scholars will graduate by the end of the 2023-24 school year. Through this school-wide WIG, all departments have developed their own aligned WIG that guide the goals of our Supervising Teachers (STs) and data collection. Lead and lag measures determine the development and data reporting for this WIG. This WIG data, at the department level, will be shared bimonthly to provide a compelling scoreboard to indicate the lead and lag measures. To further involve the stakeholders in the implementation and progress of the WIG, the goal will provide the focus for all collaborative ideation and work completed in staff committees, divisions and departments, the Parent Advisory Council (PAC), and the Scholar Leadership Council (SLC).
During the 2022-203 school year, the school completed the WASC self-study process. In response to feedback from the visiting team, the school has also added the goal of exceeding the 70% graduation rate in 2022-2023 on the CA Dashboard and achieving a 90% graduation rate by 2028.
The school has contracted with Learner Centered Collaborative to provide professional development and coaching to all leadership staff to support the development and implementation of goals that will result in an increased graduation rate.

In order to ensure that scholars remain on-track for graduation, Compass continues with the implementation of our tutoring program under the MTSS framework. Scholars are identified as needing tier 2 and tier 3 interventions based on diagnostic assessments. From these assessments, skill gaps are identified and an Individual Learning Path (ILP) curriculum will is assigned based on those gaps. The completion of this curriculum, which is used to fill learning gaps specific to reading and math, are monitored by the tutors under the MTSS framework and Supervising Teachers. Also, through our Positive Behavior Interventions and Support (PBIS) model, scholars who show engagement and improvement through this curriculum will be recognized with rewards. The incentives through our PBIS model have contributed to scholar growth and academic achievement, as well as improvement to our school-wide recognition program.
These efforts all support the goal of identifying scholars who need additional support and ensuring that they stay on track for graduation at every level.

Monitoring and Evaluating Effectiveness

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

Compass Charter Schools of San Diego (Compass) will monitor the implementation of the CSI plan to support scholars and school-wide improvement by partnering with Learner Centered Collaborative. Through monthly meetings, the Compass Leadership Team and the Learner Centered Collaborative have built capacity in the instructional systems through and annual growth plan tailored to each staff member. Compass will continue to include all stakeholders in the monitoring process by holding various Leadership Team meetings to review data collected thus far, monthly Town Halls to provide updates and allow time for questions to be asked by staff and answered by our

Superintendent. Teams regularly review scholar status and scholars are identified as on-watch or needing intervention based on assessment scores and curriculum progress. We will also continue to hold monthly leadership council meetings led by our scholars, learning coaches (parents) and staff to examine data, propose initiatives, and receive feedback.
Staff have access to a Graduation Cohort report that includes all scholars in grades 9-11 and provides important information about scholar progress towards graduation. Scholars who leave Compass before graduating are provided with support in transitioning to another educational environment. The records department ensures that families are contacted in order to verify that scholars have enrolled in other school and are not disconnected from their education.
Compass has a comprehensive Multi-Tiered System of Supports (MTSS) framework, supported by the Advancement Via Individual Determination (AVID) mindset, whereby scholars needing Tier 2 or Tier 3 support are invited to tutoring sessions to address math and reading skill gaps whereby tutors use supplemental curriculum through to address scholar needs. Scholars qualify for Tier 2 and 3 supports based on data gathered through diagnostic assessments and observations by the instructional staff and learning coaches. Tier 1 includes all core instruction held in various subjects for all grade levels. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed. The effectiveness is determined by course progress and improvement on supplemental assessments and benchmark data. The Assessment Coordinator provides the data from each diagnostic assessment to the ST, Scholar Success Coordinator, and tutors. Tutors under the MTSS framework provide targeted, 30-minute synchronous sessions that target specific skill gaps, as indicated in the diagnostic assessment and ILP supplemental curriculum to provide additional support and instruction to address needs.
As a result of these interventions, the graduation rate increased to 63.8% for all scholars and socioeconomically disadvantaged scholars graduated at a rate of 71% in 2022.

Engaging Educational Partners

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

Leadership Team Meeting (January 24, 2023). During this leadership meeting, the leadership team reviewed the LCAP timeline and current data collection and analysis procedures.

Parent Advisory Council (March 17, 2023). During this month's meeting, we discussed the mid-year LCAP update. Parents reviewed the current metrics and actions for each goal and provided feedback on how the school might increase parent engagement by recruiting parents to serve on the council.

Board of Directors Meeting (March 25, 2023). During this Board of Directors meeting, the mid-year LCAP update was shared with the board and discussed. The feedback was positive regarding the increase in dashboard measures and the board supports maintaining the current goals.

Annual Planning Survey (April 3-14, 2023). The annual planning survey was distributed to all education partners. We had over 200 responses.The results from the survey were used to inform the update of the LCAP.

Leadership Team Meeting (April 25th, 2023). During this leadership meeting, the team reviewed and discussed the annual planning survey results. They broke into teams to focus on each goal and provided recommendations for adjustments to the plan based on the feedback collected in the survey..
Monday Morning Memo (May 8, 2023) The superintendent recorded a video that reviewed the responses to the annual planning survey. This was distributed to all families and added to the school's Youtube channel.

Scholar Leadership Council (May 9, 2023). During this month's meeting, we discussed the Annual Planning survey results. Scholars provided ideas to increase engagement, including more in-person activities and clubs. They also provided ideas of how scholars can connect virtually and share ideas in a safe space.

Parent Advisory Council (May 12, 2023). During this meeting, we reviewed the annual planning survey results. Parents discussed ways to increase in-person opportunities through regular park days, coffee with the Superintendent, and possibly changing the scholar club days to avoid holidays.They also discussed increasing offerings at the school store and encouraging families to wear school logos in their community.

Board of Directors Public Hearing (May 20, 2023). During this Board of Directors Public Hearing, we reviewed and discussed the goals and actions set for the LCAPs. Board members inquired about the process for getting into the actions and for reaching the goals established in the LCAPs.

Board of Directors Meeting (June 24, 2023). Final Local Control and Accountability Plan approval.

A summary of the feedback provided by specific educational partners.

Feedback from parents and scholars was focused on increasing engagement by offering more in-person opportunities and increasing the ways that parents and scholars can connect virtually outside of the regular school schedule.

Staff feedback included suggestions for increasing participation in standardized testing and in scholar participation in support services. The data shows the support services that are being offered are effective when scholars take advantage of them. The school's dashboard measures in ELA and Math are severely impacted by the LOSS penalty due to low participation rates.

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

A participation metric for CAASPP has been added to Goal 1 to ensure that education partners understand the impact of low participation on the Dashboard.

No additional changes have been made to the goals, metrics and activities becasue they support the feedback.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain ample Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects		Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED, EL, Latino) • SBAC ELA - Grades 3-8, 11 (Meet/Exceed) • SBAC Math - Grades 3-8, 11 (Meet/Exceed) • CAST- (Meet/Exceed)	Compass Grades 3-8, 11 Scholars (2019) Schoolwide • SBAC ELA (3-8) 28% • SBAC ELA (11) 42% • SBAC Math (3-8) 11% • SBAC Math (11) 15% • CAST 30% SED	Compass Grades 3-8, 11 Scholars (2022) Schoolwide • SBAC ELA (3-8) 44.7% • SBAC ELA (11) 43.24% • SBAC Math (3-8) 31% • SBAC Math (11) 22% • CAST 32% SED • SBAC ELA (3-8) 31%	TBD		SBAC Grades 3-8, 11 Scholars Schoolwide • SBAC ELA (3-8) 39% • SBAC ELA (11) 49% • SBAC Math (3-8) 27% • SBAC Math (11) 21% • CAST 37% SED • SBAC ELA (3-8) 37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SBAC ELA (3-8) 25% • SBAC ELA (11) 42% • SBAC Math (3-8) 9% • SBAC Math (11) 0% • CAST 15% EL • SBAC ELA 6% • SBAC Math 3% • CAST 3% Latino • SBAC ELA (3-8) 28% • SBAC ELA (11) 23% • SBAC Math (3-8) 9% • SBAC Math (11) 7% • CAST 18%	• SBAC ELA (11) 38% • SBAC Math (3-8) 31% • SBAC Math (11) 22% • CAST 27% EL • SBAC ELA - 13% • SBAC Math - 8% • CAST 0% Latino • SBAC ELA (3-8) 31% • SBAC ELA (11) 42% • SBAC Math (3-8) 19% • SBAC Math (11) 32% • CAST 21%			• SBAC ELA (11) 50% • SBAC Math (3-8) 22% • SBAC Math (11) 12% • CAST 27% EL • SBAC ELA (3-8) 18% • SBAC ELA (11) 18% • SBAC Math (3-8) 11% • SBAC Math (11) 11% • CAST 18% Latino • SBAC ELA (3-8) 40% • SBAC ELA (11) 41% • SBAC Math (3-8) 22% • SBAC Math (11) 22% • CAST 30%
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal	Spring Internal ELA Assessment 2021-2022 SY Grades 3-8	Spring Internal ELA Assessment 2021-2022 SY Grades 3-8	Winter Internal ELA Assessment 2022-2023 SY Grades 3-8		Spring Internal ELA Assessment Grades 3-8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA assessments Grades 3-8 Grade 11	• 62% At/Above Grade-level • 63% Demonstrated growth Grade 11 • 52% At/Above Grade-level” • 82%Demonstrated growth	• 62% At/Above Grade-level • 63% Demonstrated growth over previous year Grade 11 • 52% At/Above Grade-level” • 82%Demonstrated growth over previous year	• 62.3% At/Above Grade-level • Demonstrated growth TBD Grade 11 • 52.2% At/Above Grade-level” • %Demonstrated growth TBD		• 70% At/Above Grade-level • 70% Demonstrated growth over previous year- Grade 11 • 60% At/Above Grade-level • 80% Demonstrated growth over previous year-
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments Grades 3-8 Grade 11	Spring Internal Math Assessment 2021-2022 SY Grades 3-8 • 59% At/Above Grade-level • 57% Demonstrated growth Grade 11	Spring Internal Math Assessment 2021-2022 SY Grades 3-8 • 59% At/Above Grade-level • 57% Demonstrated growth Grade 11	Winter Internal Math Assessment 2021-2022 SY Grades 3-8 • 58.6% At/Above Grade-level • % Demonstrated growth TBD		Spring Internal Math Assessment Grades 3-8 • 70% At/Above Grade-level • 70% Demonstrated growth over previous year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 48% At/Above Grade-level • 59% Demonstrated growth	• 48% At/Above Grade-level • 59% Demonstrated growth	Grade 11 • 56.5% At/Above Grade-level • % Demonstrated growth TBD		Grade 11 • 60% At/Above Grade-level”- • 70% Demonstrated growth over previous year-
Chronic Absenteeism	2019 CA Dashboard 6.02%	2022 Dashboard 3.1%	As of 5/12/23 5.41%		Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	2019 CA Dashboard 42.7%	2022 Dashboard 34.70%	As of 5/12/23 31%		Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) • 33%	EL Reclassification Rate (2022) • 12.59%	EL Reclassification Rate (2022) • 12.63%		EL Reclassification Rate >25%
ELPI Status Level	ELPI Status Level • “Low” 33.3%	ELPI Status Level • Low 43.2%	TBD		ELs demonstrating progress as measured by ELPI “Medium” 45 to 54%
CAASPP Participation Rates		ELA- 86% Math- 86%	TBD		95% Participation rate for all assessments

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1a Basic Services - Teachers	All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio. (Funding Sources: LCFF)	$3,851,018.00	Yes
1.2	1.1b Basic Services - Common Core Curriculum	All scholars will have access to core curriculum which is Common Core-aligned. (Funding Sources: LCFF)	$68,896.00	No
1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	All teachers will utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	$4,000.00	Yes
1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). (Funding Sources: LCFF)	$7,491.00	Yes
1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Response to Intervention (RtI). Scholars who are identified as needing Tier 2 and Tier 3 levels of support will have access to tutoring services. (Funding Sources: LCFF, ELO, ESSER III)	$64,754.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.	$0.00	No
1.7	1.3a Staff Development Onboarding	All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department. (Funding Sources: LCFF)	$50,015.00	No
1.8	1.3b Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. (Funding Sources: CSI)	$109,805.00	No
1.9	1.3c Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program. (Funding Sources: Educator Effectiveness Grant, Title II)	$53,380.60	No
1.10	1.4a Orientation - Scholar and Learning Coach	All scholars and learning coaches will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. (Funding Sources: LCFF)	$10,550.00	No
1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	The Operations Department, through its McKinney-Vento Liaison, will make resources and programs available to scholars and their families experiencing homelessness and/or in foster care. (Funding Sources: Title I)	$23,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged.		Yes
1.13	1.6a Targeted Intervention English Learners	The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language acquisition/proficiency and academic achievement. (Funding Sources: Title I)	$62,005.00	Yes
1.14	1.6b Targeted Intervention - Students with Disabilities	The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics. (Funding Sources: LCFF)	$1,923.00	No

Goal Analysis [2022-23]

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

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

There are no substantiative differences in planned actions and actual implementation of these actions.

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

The school determined that four of the actions (1.1a $1.864.759, 1.1c 3707.19, 1.2a $14,418, and 1.2b $137,830) that should have been labeled as contributing to increased and improved services were not. This will be corrected in the upcoming year. Allocation of funds for the AVID program were increased based on prior year spending.

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

As a result of the actions implemented in Goal 1, Compass scholars increased in their academic achievement on the CAASPP assessments in several areas when comparing the 2019 results to the 2022 results. In ELA, the percentage of scholars whose achievement was at or above standard in grades 3-8 increased from 28% to 45% and grades 11 scholars increased from 42% to 43%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 25% to 31%. Our English learners also increased their achievement levels from 6% to 12.5%.
In Math, scholar achievement in grades 3-8 increased from 11% at or above standard to 31%, and scholars in grade 11 increased from 15% to 22%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 9% to 19% and grade 11 scholars increased from 0% to 23%. Our English learners also increased their achievement levels from 3% to 8%. These achievement levels are indicators of the effectiveness of the implementation and expansion of targeted supports that mitigated learning loss during the pandemic.
The percentage of English Learner scholars making progress towards proficiency increased from 33% in 2019 to 43% in 2022. The percentage of scholars who decreased one ELPI level in 2022 decreased from 28% in 2019 to 16%.
The cohort graduation rate increased from 46.7% in 2019 to 63.8% in 2022 and the school is on track to exceed the 70% graduation rate goal for the 2022-2023 school year. Socioeconomically disadvantaged scholars graduated at a higher rate than the school wide percentage at 71%.
Compass maintained a low rate of chronic absenteeism at 3.1% and a 0% suspension rate.

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

A participation rate metric will be added to ensure that the school reaches the 95% participation rate.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) • Track A - 95.43% ?\- Track S - 88.68%	- 97.04%	As of May 2023 94.59%		Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	- 0%	0%		Suspension Rate 0%
Engagement Offering Satisfaction	97.5%	97.5%	As of March 2023 96%		Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	- 5 meetings	5		Parent Advisory Council Meetings: 4 per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	- 10 meetings	10		Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%	- 87%	98%		Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	• 50% participation in 30% or more synchronous instruction and live interaction	• 50% participation in 30% or more synchronous instruction and live interaction	• 47% participation in 30% or more synchronous instruction and live interaction		Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	• Scholars 32% • Parents 40% • Staff 38%	• Scholars 30% • Parents 33% • Staff 37%		Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff
- Chronic Absenteeism	• Chronic Absenteeism	2022 CA Dashboard 3.1%	May 2023 5.41%		- Chronic Absenteeism (CA Dashboard) <4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2019 CA Dashboard) 4.64%				

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1a Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.2	2.1b Summer Session	Compass will offer a Summer Session that utilizes online courses and/or academic subscriptions to increase K-8 scholar engagement. (Funding Sources: ESSER III)	$37.36	No
2.3	2.1c Scholar Attendance	All teachers will offer engaging live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	$7,715.00	No
2.4	2.1d Scholar Attendance Counseling	Compass will provide live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars. Funding Sources: LCFF)	$111,836.00	No
2.5	2.2a Scholar Celebrations	Compass will provide end-of-year celebrations. (Funding Sources: LCFF)	$10,395.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	2.2b Scholar Recognition	Compass will provide scholar recognition opportunities throughout the school year.		No
2.7	2.2c Parent Recognition	Compass will provide parent recognition opportunities throughout the school year.		No
2.8	2.3a Scholar Extracurricular Activities	Compass will provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. (Funding Sources: LCFF)	$43,312.00	No
2.9	2.3b Community Service	Compass will provide a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.		No
2.10	2.3c Scholar Enrichment	Compass will provide a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience. Funds allocated in 2.3a		No
2.11	2.3d Parent Enrichment	Compass will provide a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.		No
2.12	2.4a School Communication	Compass will provide tools to support one and two way communications with its educational partners.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	2.4b Technology Access	Compass will provide technology access to scholars who are unable to access required educational offerings.. (Funding Sources: Title IV)	$10,000.00	Yes
2.14	2.5 Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b		No
2.15	2.6 Military Connected Support	Our dedicated Scholar Community Advocate will make resources and programs available to military families and scholars. These services will include transition support, enrollment, deployment support, and referrals to military community partners.		No

Goal Analysis [2022-23]

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

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

Planned actions were implemented without significant variation from the plan.

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

There were no material differences between budgeted and actual expenditures.

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

Scholar attendance has increased. Scholar participation in learning labs has increased. Parent and scholar participation in councils has continued. The suspension rate remains low.

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

No changes were made.

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

Goals and Actions

Goal

Goal #	Description
3	Increase college and career readiness for scholars.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	Graduation Rate (2019 CA Dashboard): 46.7%	2022 Dashboard 63.8%	Projected 69%		Graduation Rate (CA Dashboard): 65%
Graduates A-G Course Completion(UC/CSU eligibility)	2019-2020 13.3%	17%	14%		30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 4.3%	29%	15%		20% of scholars will have enrolled into at least one concurrent course
Scholars “Prepared” for College/Career (CA Dashboard)	(2018-19 Dashboard) 7% Prepared	16%	Projected 15%		15% College Career Indicator “Prepared”

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1a Summer Session	Compass will offer a Summer Session for high school scholars wishing to earn extra credits in online classrooms. (Funding Sources: LCFF, ESSER III)	$23,609.00	No
3.2	3.1b Summer Tutoring	Compass will offer access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion. (Funding Sources: A-G Completion Improvement Grant)		No
3.3	3.2a A-G Coursework	Compass will ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses. (Funding Sources: LCFF, A-G Completion Improvement Grant)	$67,051.00	No
3.4	3.2b Dual Enrollment	Compass will partner with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars. (Funding Sources: LCFF)		No
3.5	3.2c AVID Elective	Compass will provide AVID courses to middle and high school scholars and provide the opportunity for them to earn the AVID Elective Digital Badge after completing the courses. (Funding Sources: LCFF)	$3,276.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Recognized ASCA Model Program (RAMP)	Compass will implement the ASCA model program and apply to become a RAMP School in the 2022-23 school year. (Funding Sources: LCFF, Educator Effectiveness Grant)	$2,000.00	No
3.7	3.4a Family College Awareness/Preparation	Compass will provide scholar and parent training and resources on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university, career-based training institution, or military.		No
3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	Compass will partner with various providers to expand college readiness opportunities. (Funding Sources: LCFF)		No
3.9	3.5 Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b		No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned and actual actions.

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

There were no material differences between budgeted and actual expenditures.

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

The graduation rate has increased from 46.7% t0 63.8%. Scholar completion of A-G courses has increased from 13.3% to 17%. Scholar participation in dual enrolment has increased from 4.3% to 29%.

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

No changes were made to the plan.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 47% of participation in ACOP for at-promise scholars	- 25%	TBD		60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 6.7%	- 4.3%	TBD		0% 5th Year Cohort

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 At- Promise Interventions/Supports	Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.		No

Action #	Title	Description	Total Funds	Contributing
4.2	4.2 Summer Session	Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap. Funds allocated in 3.1		Yes
4.3	4.3 Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.		Yes
4.4	4.4 Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b		No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned and actual actions.

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

There were no material differences between budgeted and actual expenditures.

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

The graduation rate has increased from 46.7% t0 63.8%. Scholar completion of A-G courses has increased from 13.3% to 17%. Scholar participation in dual enrolment has increased from 4.3% to 29%.

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

No changes were made to the plan.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
911176	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.50%	11.50%	$11,500.00	22.00%

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

Required Descriptions

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

The Compass Charter Schools of San Diego (Compass) Leadership Team met several times throughout the year to review the goals they set for the LCAP. Everyone in the meeting representing various divisions and departments of the organization had input on adjusting the goals and actions and prioritized the needs of Foster Youth, English Learners, and Low-income scholars by hiring dedicated staff specifically to monitor and support these special populations including a McKinney-Vento Liaison and English Learner Tutors.

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

Our dedicated McKinney-Liaison will make resources and programs available to scholars and their families experiencing homelessness and/or are in foster care. The Liaison will continue to attend professional development training and PLC’s to ensure all targeted services are the most current available. English learners will continue to receive direct support sessions via trained EL tutors and access to Lexia for increasing language fluency and increasing our reclassification rates. Low-income scholars will continue to have access to MTSS tutoring to close skill gaps and/or 24/7 access to an online tutoring system.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Compass Charter Schools of San Diego did not receive any Projected Additional LCFF Concentration Grant (15 percent)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	25:1 ADA to FTE ratio	
Staff-to-student ratio of certificated staff providing direct services to students	25:1 ADA to FTE ratio	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,260,899.00	$69,928.60		$255,821.36	$4,586,648.96	$4,120,494.36	$466,154.60

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1a Basic Services - Teachers	English Learners Foster Youth Low Income	$3,851,018.00				$3,851,018.00
1	1.2	1.1b Basic Services - Common Core Curriculum	All	$68,896.00				$68,896.00
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Low Income	$4,000.00				$4,000.00
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	English Learners Foster Youth Low Income	$7,491.00				$7,491.00
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	All	$64,754.00				$64,754.00
1	1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All	$0.00				$0.00
1	1.7	1.3a Staff Development Onboarding	All	$50,015.00				$50,015.00
1	1.8	1.3b Staff Development - Professional Learning	All				$109,805.00	$109,805.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	1.3c Staff Development - Leadership Development	All	$0.00	$26,595.60		$26,785.00	$53,380.60
1	1.10	1.4a Orientation - Scholar and Learning Coach	All	$10,550.00				$10,550.00
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Foster Youth Low Income				$23,580.00	$23,580.00
1	1.12	1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Low Income					
1	1.13	1.6a Targeted Intervention English Learners	English Learners				$62,005.00	$62,005.00
1	1.14	1.6b Targeted Intervention - Students with Disabilities	All	$1,923.00				$1,923.00
2	2.1	2.1a Learning Coach Academy	All					
2	2.2	2.1b Summer Session	All				$37.36	$37.36
2	2.3	2.1c Scholar Attendance	All	$7,715.00				$7,715.00
2	2.4	2.1d Scholar Attendance Counseling	All	$111,836.00				$111,836.00
2	2.5	2.2a Scholar Celebrations	All	$10,395.00				$10,395.00
2	2.6	2.2b Scholar Recognition	All					
2	2.7	2.2c Parent Recognition	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	2.3a Scholar Extracurricular Activities	All	$43,312.00				$43,312.00
2	2.9	2.3b Community Service	All					
2	2.10	2.3c Scholar Enrichment	All					
2	2.11	2.3d Parent Enrichment	All					
2	2.12	2.4a School Communication	All				$0.00	$0.00
2	2.13	2.4b Technology Access	Low Income				$10,000.00	$10,000.00
2	2.14	2.5 Staff Development - Professional Learning	All					
2	2.15	2.6 Military Connected Support	All					
3	3.1	3.1a Summer Session	All				$23,609.00	$23,609.00
3	3.2	3.1b Summer Tutoring	All					
3	3.3	3.2a A-G Coursework	All	$25,718.00	$41,333.00			$67,051.00
3	3.4	3.2b Dual Enrollment	All					
3	3.5	3.2c AVID Elective	English Learners Foster Youth Low Income	$3,276.00				$3,276.00
3	3.6	Recognized ASCA Model Program (RAMP)	All		$2,000.00			$2,000.00
3	3.7	3.4a Family College Awareness/Preparation	All					
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	All					
3	3.9	3.5 Staff Development - Professional Learning	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**4.1**	4.1 At- Promise Interventions/Supports	All					
4	**4.2**	4.2 Summer Session	English Learners Foster Youth Low Income					
4	**4.3**	4.3 Extended Graduation Plan	English Learners Foster Youth Low Income					
4	**4.4**	4.4 Staff Development - Professional Learning	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8676218	911176	10.50%	11.50%	22.00%	$3,865,785.00	0.00%	44.56 %	**Total:**	$3,865,785.00
								LEA-wide Total:	$0.00
								Limited Total:	$3,276.00
								Schoolwide Total:	$3,862,509.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	1.1a Basic Services - Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,851,018.00	
1	**1.3**	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	Schoolwide	Low Income	All Schools	$4,000.00	
1	**1.4**	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,491.00	
1	**1.11**	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes	Schoolwide	Foster Youth Low Income	All Schools		
1	**1.12**	1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Yes	Schoolwide	Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	1.6a Targeted Intervention English Learners	Yes	Schoolwide	English Learners	All Schools		
2	2.13	2.4b Technology Access	Yes	Schoolwide	Low Income	All Schools		
3	3.5	3.2c AVID Elective	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$3,276.00	
4	4.2	4.2 Summer Session	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	4.3	4.3 Extended Graduation Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$0.00	$7,282,141.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	1.1a Basic Services - Teachers	No		3,486,308
1	**1.2**	1.1b Basic Services - Common Core Curriculum	No		1,284,474
1	**1.3**	1.1c Basic Services - Advancement Via Individual Determination (AVID)	No		3,627
1	**1.4**	Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	No		81,314
1	**1.5**	Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	No		310,004
1	**1.6**	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	No		
1	**1.7**	1.3a Staff Development Onboarding			
1	**1.8**	1.3b Staff Development - Professional Learning			197,874
1	**1.9**	1.3c Staff Development - Leadership Development			17,340
1	**1.10**	1.4a Orientation - Scholar and Learning Coach	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	Yes		
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes		
1	1.13	Targeted Intervention English Learners			77,180
1	1.14	1.6b Targeted Intervention - Students with Disabilities	No		425,376
2	2.1	2.1a Learning Coach Academy	No		
2	2.2	2.1b Summer Session	No		
2	2.3	2.1c Scholar Attendance	No		
2	2.4	2.1d Scholar Attendance Counseling	No		
2	2.5	2.2a Scholar Celebrations	No		
2	2.6	2.2b Scholar Recognition	No		
2	2.7	2.2c Parent Recognition	No		500
2	2.8	2.3a Scholar Extracurricular Activities	No		101,889
2	2.9	2.3b Community Service	No		
2	2.10	2.3c Scholar Enrichment	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	2.3d Parent Enrichment	No		
2	2.12	2.4a School Communication	No		
2	2.13	2.4b Technology Access	Yes		
2	2.14	2.5 Staff Development - Professional Learning	No		
2	2.15	2.6 Military Connected Support			
3	3.1	3.1a Summer Session	No		11,570
3	3.2	3.1b Summer Tutoring	No		
3	3.3	3.2a A-G Coursework	No		1,284,474
3	3.4	3.2b Dual Enrollment	No		
3	3.5	3.2c AVID Elective	No		
3	3.6	3.3a Recognized ASCA Model Program (RAMP)	No		211
3	3.7	3.4a Family College Awareness/Preparation	No		
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.9**	3.5 Staff Development - Professional Learning	No		
4	**4.1**	4.1 At- Promise Interventions/Supports	No		
4	**4.2**	4.2 Summer Session	Yes		
4	**4.3**	4.3 Extended Graduation Plan	Yes		
4	**4.4**	4.4 Staff Development - Professional Learning	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
10000	$0.00	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	Yes				
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes				
2	2.13	2.4b Technology Access	Yes				
4	4.2	4.2 Summer Session	Yes				
4	4.3	4.3 Extended Graduation Plan	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
100,000	10000	1.5	11.50%	$0.00	0.00%	0.00%	$11,500.00	11.50%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Compass Charter Schools

2023-2024 LCAP Approval

June 22, 2023

Compass San Diego

Compass Los Angeles

Compass Yolo

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.

Our Values

COMPASS CHARTERS
Acheivement: Engage in and take charge of your learning.
Respect: Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.
Teamwork: Work cooperatively with all persons involved in your education. *Teamwork makes the Dreamwork*
Integrity: Behave following strong ethical principles, values, and academic honesty.
Communication:Frequently and proactively communicate with all persons involved in your education.

LCAP Timeline

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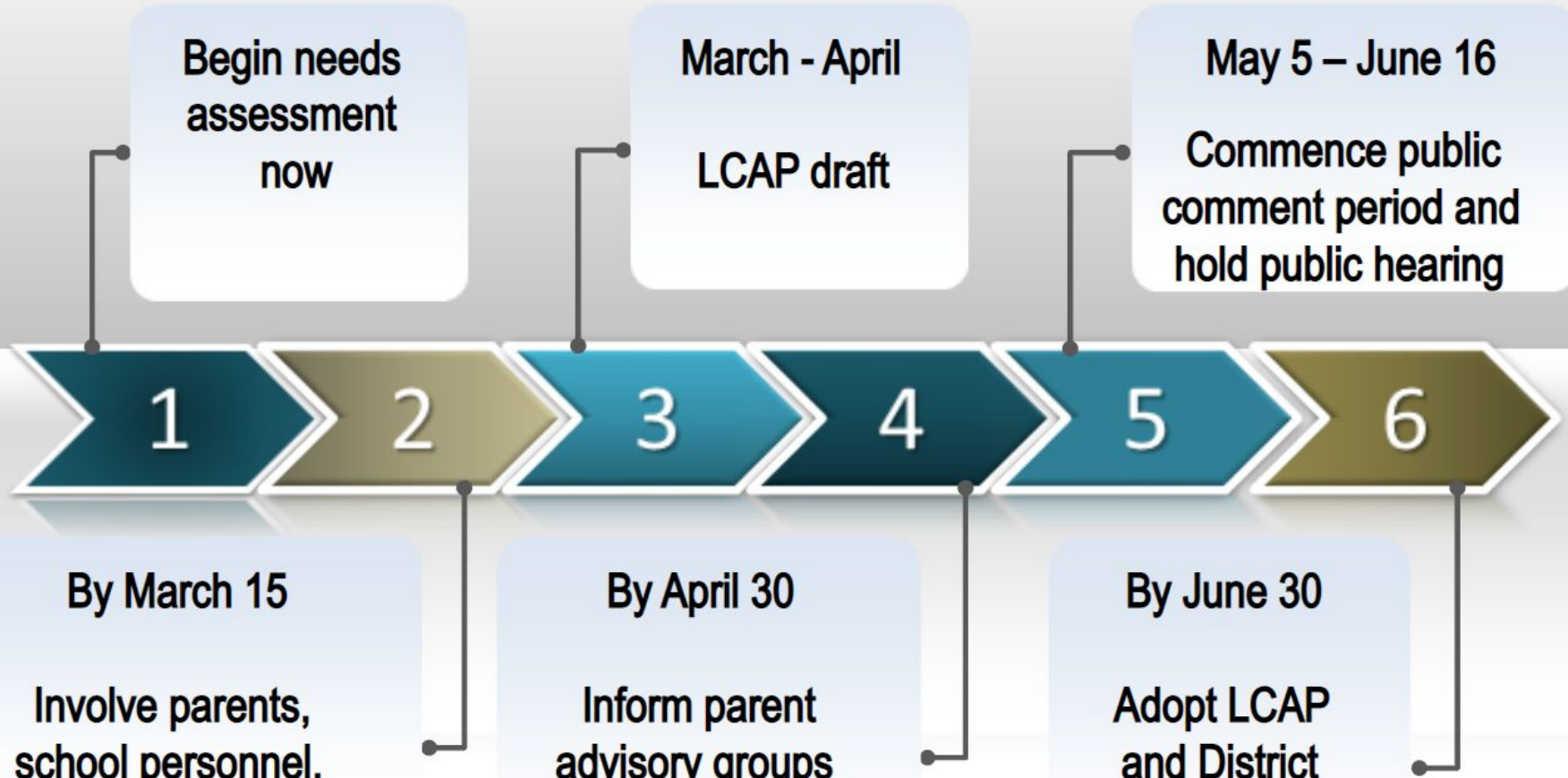

Goal 1- Metric Update

We added the end of year EL Reclassification rate.

	CCS of Los Angeles	CCS of San Diego	CCS of Yolo
EL Reclassification			
2020/2021	5.10%	1.80%	14.30%
2021/2022	18%	12.59%	66.67%
2022/2023 (as of 5/16/23)	22.86%	9.47%	100%

Goal 2 Metrics

CCS Parent and Scholar Engagement

	2019- 2020	2021-2022	2022-2023 YTD	**2023-2024 Goal**	Status
Scholar Participation in Academic Learning Activities	N/A	50% participation in >30% synch	47% of scholars participated in 30% or more synchronous instruction.	**>90%**	Decline
Participation in LCAP Survey		32% Scholars 40% Parents 38% Staff	30% Scholars 33% Parents 37% Staff	**>30%**	Met

Goal 3- Metric Update

The counseling department calculated projected graduation rate, A-G Course completion, Concurrent enrollment and Scholars “prepared” for College/Career. These projections were added to the final LCAP reports.

Thank you to Debra Stephan and her team for all of their hard work.

Goal 3 Metrics

Compass Los Angeles

	2019- 2020	2021-2022	2022-2023 Projected	**2023-2024 Goal**	Status
Graduation Rate	52.5%	64.5%	TBD	**65%**	Progress Towards Goal
Graduates A-G Course Completion	10%	17%	28%	**30%**	Progress Towards Goal
Concurrent Enrollment	7.8%	29%	20%	**20%**	Decline
Scholars Prepared for College and Career	15.7%	17%	24%	**25%**	Progress Towards Goal

Goal 3 Metrics

CCS of San Diego

	2019- 2020	2021-2022	2022-2023 Projected	**2023-2024 Goal**	Status
Graduation Rate	52.5%	63.8%	TBD	**65%**	Progress Towards Goal
Graduates A-G Course Completion	10%	17%	14%	**30%**	Progress Towards Goal
Concurrent Enrollment	7.8%	29%	15%	**20%**	Decline
Scholars Prepared for College and Career	15.7%	16%	26%	**25%**	Goal Exceeded

Goal 3 Metrics

CCS of Yolo

	2019- 2020	2021-2022	2022-2023 projected	**2023-2024 Goal**	Status
Graduation Rate	52.5%	64.5%		**65%**	Progress Towards Goal
Graduates A-G Course Completion	10%	17%	6%	**30%**	Decline
Concurrent Enrollment	7.8%	29%	27%	**20%**	Goal Exceeded
Scholars Prepared for College and Career	15.7%	31%	41%	**25%**	Goal Exceeded

Blueprint for Success

WIG #1:

100% of staff will report increased coherence, improved culture and greater connectedness by the end of the 2022-2023 school year.

WIG #2:

100% of eligible scholars will graduate by the end of the 2022-2023 school year

WASC Goals

Goal 1: Improve the 4 year graduation cohort in each school to meet or exceed state averages.
Goal 2: Increase participation in state testing to 95% and maintain 95% participation rates in local measures.
Goal 3: Increase college and career readiness for scholars by expanding the AVID program
Goal 4: Create and implement a comprehensive data plan that is accessible by 100% of Compass staff and families.

LCAP Goals

Goal #	Goal Description	State Priority
1	Increase scholar academic achievement in core academic subjects.	4, 7
2	Increase scholar and parent engagement/involvement.	3,5
3	Increase college and career readiness for scholars.	4,8
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.	4,5

Questions?

Contact:

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Coversheet

Policy Approval

Section:	XIII. Executive
Item:	B. Policy Approval
Purpose:	Vote
Submitted by:	
Related Material:	IS Board Policy 2023-2024.pdf IS Board Policy 2023-2024 (4887-3855-8052.v2).docx

Board Policy #: 13 SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES

Adopted/Ratified: October 3, 2019
Revision Date: March 22, 2020, March 28, 2021, July 31, 2021, September 29, 2021, July 26, 2022 , June 22, 2023

SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES

Compass Charter Schools (the "Charter School") shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Compass Charter Schools Board of Directors for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five (5) school days.

2. The Superintendent & CEO or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
    a. When any pupil fails to complete five (5) assignments during any period of five (5) school days.
    b. In the event a Scholar's educational progress falls below satisfactory levels as determined by the Charter School's Scholar Study Team Policy and Missed Assignment Policy which considers ALL of the following indicators:
        i. Achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
        ii. Completion of assignments, assessments, or other indicators that show evidence that the pupil is working on assignments.
        iii. Learning required concepts, as determined by the supervising teacher.
        iv. Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

The Charter School may also consider the following in determining satisfactory progress:

1. The required diagnostic assessment which is administered three times per year; or
2. Scholars' semester grades as determined by the teacher of record; or
3. Data gathered during monthly Connections Meetings.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
The Charter School has adopted tiered reengagement strategies* for the following pupils:

1. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four (4) continuous weeks of the Charter School's approved instructional calendar;
2. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
3. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;
3. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
4. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

For pupils in transitional kindergarten through grade 3, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by a Compass Charter Schools teacher or teachers of record shall be as follows:

1. Each teacher or teachers of record will provide daily synchronous instruction via an online video conferencing platform wherein scholars will have the opportunity to participate in daily lessons and learning activities with similar aged peers.
2. Daily synchronous instruction shall be approximately 30 minutes per day, but may be longer or shorter in duration at the discretion of the teacher or teachers of record.
3. The schedule for daily synchronous instruction will be communicated to scholars and their families via ParentSquare, Google calendar, and other virtual communication platforms.
4. Scholars shall be required to utilize their Compass Google accounts to access daily synchronous instruction.

For pupils in grades 4-8, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year provided by a Compass Charter Schools teacher or teachers of record shall be as follows:

1. Each teacher or teachers of record will provide weekly synchronous instruction via an online video conferencing platform wherein scholars will have the opportunity to participate in weekly lessons and learning activities with similar aged peers.
2. Weekly synchronous instruction shall be approximately 30 minutes per week, but may be longer or shorter in duration at the discretion of the credentialed staff member and/or supervising teacher.
3. The schedule for daily live interaction will be communicated to scholars and their families via ParentSquare, and/or Google calendar, and other virtual communication platforms.

For pupils in grades 9-12, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year provided by a Compass Charter Schools teacher or teachers of record shall be as follows:

1. Each credentialed staff member will provide weekly synchronous instruction via an online video conferencing platform wherein scholars will have the opportunity to participate in weekly lessons and learning activities with similar aged peers.
2. Weekly synchronous instruction shall be approximately 30 minutes per week, but may be longer or shorter in duration at the discretion of the credentialed staff member and/or supervising teacher. The schedule for weekly synchronous instruction will be communicated to scholars and their families via ParentSquare and/or Google calendar.
3. Scholars shall be required to utilize their Compass Google accounts to access weekly synchronous instruction.

The following plan* shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:

1. Upon written receipt of a family's wish to return to in-person instruction, the Charter School staff shall inform the family of their right to return to their district of residence for in-person instruction because the Charter School does not offer an in-person instruction option.
2. If the family specifically requests additional in-person options, the Charter School will provide a list of recommended alternatives based on the scholar's current address of residence. Parents may also visit https://www.greatschools.org/ to locate additional school options in their area.
3. The Charter School shall not have any obligation to assist the family with enrollment in a school district or another charter school, nor can the Charter School guarantee enrollment availability in any school.

A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
d. A statement of the policies adopted herein, pursuant to Education Code Section 51747(a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or

program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

The Superintendent & CEO may establish regulations to implement these policies in accordance with the law.

Board Policy #: 13 SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES

Adopted/Ratified: October 3, 2019
Revision Date: March 22, 2020, March 28, 2021, July 31, 2021, September 29, 2021, July 26, 2022 , May 20, 2023

Commented [AND1]: Reminder to update

SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES

Compass Charter Schools (the "Charter School") shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate- existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Compass Charter Schools Board of -Directors for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum- length of time that may elapse between the time an assignment is made and the date by -which the pupil must complete the assigned work shall be five (5) school days.

2. The Superintendent & CEO or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
   a. When any pupil fails to complete five (5) assignments during any period of five- (5) school days.
   b. In the event a Scholar's educational progress falls below satisfactory levels as determined by the Charter School's Scholar Study Team Policy and Missed Assignment Policy which considers ALL of the following indicators:
      i. Achievement and engagement in the independent study- program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth~~as indicated~~ in Education Code Section 52060(d) paragraphs (4) and (5).
      ii. Completion of assignments, assessments, or other indicators that show evidence that the pupil is working on assignments.
      iii. Learning required~~of~~ concepts, ~~and standard proficiency~~ as determined by the supervising teacher~~ and/or credentialed content expert~~.
      ~~ii.~~iv. Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher~~ and/or content expert~~.

The Charter School may also consider the following in determining satisfactory progress:

1. The required diagnostic assessment which is administered three times per year; or

2. Scholars' semester grades as determined by the teacher of record.; or
3. Data gathered during monthly Connections Meetings.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

The Charter School shall provide content aligned to grade level standards that is ~~provided at a level of quality and intellectual challenge~~ substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

~~Compass Charter Schools will maintain a current tiered re-engagement process pursuant of Ed. Code Sec. 51747.5 that includes a standard for synchronous instruction and live interaction.~~
The Charter School has adopted tiered reengagement strategies** for the following pupils:

1. All pupils who are not generating attendance for more than 10 percent of required ~~—~~minimum instructional time over four (4) continuous weeks of the Charter School's approved instructional calendar;
2. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
3. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least~~,~~ ~~but are not necessarily limited to,~~ all of the following:

1. ~~a.~~ Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;
3. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
4. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's

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* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

Commented [JAR2]: We converted the text associated with the asterisk into a footnote, for smoother reading.

However, we can consider removing altogether, as it is extremely unlikely that Compass would enroll a student who participates in IS for fewer than 15 schooldays.

achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:

For pupils in transitional kindergarten through grade 3,, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by a credentialed Compass Charter Schools staff teacher or teachers of record shall be as follows:

1. Each credentialed staff memberteacher or teachers of record will provide daily synchronous instruction via an online video conferencing platform wherein scholars will have the opportunity to participate in daily lessons and learning activities with similar aged peers.
2. Daily synchronous instruction shall be approximately 30 minutes per day, but may be longer or shorter in duration at the discretion of the Credentialed staff member and/or supervising teacher or teachers of record.
3. The schedule for daily synchronous instruction will be communicated to scholars and their families via ParentSquare, Google calendar, and other virtual communication platforms.
4. Scholars shall be required to utilize their Compass Google accounts to access daily synchronous instruction.

For pupils in grades 4-8,, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year provided by a credential Compass Charter Schools teacher or teachers of record staff shall be as follows:

Commented [JAR3]: Live interaction is not discussed in the numbered list.

1. Each teacher or teachers of record credentialed staff member will provide weekly synchronous instruction via an online video conferencing platform wherein scholars will have the opportunity to participate in weekly lessons and learning activities with similar aged peers.
2. Weekly synchronous instruction shall be approximately 30 minutes per week, but may be longer or shorter in duration at the discretion of the credentialed staff member and/or supervising teacher.
3. The schedule for daily synchronous instruction will be communicated to scholars and their families via ParentSquare, and/or Google calendar, and other virtual communication platforms.

For pupils in grades 9-12, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year provided by a credentialed Compass Charter Schools teacher or teachers of record staff shall be as follows:

1. Each credentialed staff member will provide weekly synchronous instruction via an online video conferencing platform wherein scholars will have the opportunity to participate in weekly lessons and learning activities with similar aged peers.

2. Weekly synchronous instruction shall be approximately 30 minutes per week, but may be longer or shorter in duration at the discretion of the credentialed staff member and/or supervising teacher. The schedule for weekly synchronous instruction will be communicated to scholars and their families via ParentSquare and/or Google calendar.
3. Scholars shall be required to utilize their Compass Google accounts to access weekly synchronous instruction.

The following plan* shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:

1. Upon written receipt of a family's wish to return to in-person instruction, the Charter School staff shall inform the family of their right to return to their district of residence for in-person instruction because the Charter School does not offer an in-person instruction option.
2. If the family specifically requests additional in-person options, the Charter School will provide a list of recommended alternatives based on the scholar's current address of residence. Parents may also visit https://www.greatschools.org/ to locate additional school options in their area.
3. The Charter School shall not have any obligation to assist the family with enrollment in a school district or another charter school, nor can the Charter School guarantee enrollment availability in any school.

~~The tiered re-engagement process, and aplan to transition pupils whose families want to return to in-person instruction with the exception of:~~

~~pupils who participate in an independent study program for fewer than 15 schooldays in a school year.~~

~~pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse.~~

~~independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.~~

~~Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.~~

Commented [JAR4]: Converted to a footnote. See note above.

A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress~~for reporting the pupil's progress~~.
b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.

c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
d. A statement of the policies adopted herein, pursuant to Education Code Section 51747(a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the
j. commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a

person -who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

~~k.~~ i. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

The Charter School shall comply with the Education Code sections 51745 through -51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

The Superintendent & CEO may establish regulations to implement these policies in accordance with the law.

Board Policy #: 14 SECTION 14 – CURRICULUM - SCHOOL CALENDAR

Adopted/Ratified: October 3, 2019
Revision Date: August 11, 2021

SECTION 14 – CURRICULUM – SCHOOL CALENDAR

When drafting the school calendar for each track, as applicable, the Superintendent & CEO, or designee, shall attempt to maximize the number of school days and promote high attendance levels. The school calendar for each track, as applicable, shall also reflect any commitments made in the charter petitions and any Memoranda of Understanding with any authorizer.

The Superintendent & CEO, or designee, shall annually present the proposed school calendar for each track, as applicable, for the following school year to the Board at its first meeting in January.

The school calendar for each track, as applicable, shall comply with all applicable legal requirements, including meeting the minimum number of required school days for charter schools, and shall, to the greatest extent possible, meet the needs of the community, scholars, staff and parents/guardians. The school calendar for each track, as applicable, shall indicate the beginning and end-of-school dates, regular school days, number of instructional days, professional development, legal holidays, vacation periods, and other pertinent dates.

Commented [JAR5]: I think this was included as part of the policy manual? We did not review.

Coversheet

Scholar Residency Policy Approval

Section:	XIII. Executive
Item:	C. Scholar Residency Policy Approval
Purpose:	Vote
Submitted by:	
Related Material:	Proposed New Residency policy summary.docx Compass Residency Policy- reviewed by YMC.docx Compass Residency Policy with tracked changes.docx

Proposed New policy

SECTION 43 – SCHOLAR POLICY –RESIDENCY POLICY

The executive summary provides an overview of California law and the residency requirements for enrollment in an independent study charter school, specifically Compass Charter Schools (CCS). Here are the key points:

1. Residency Requirements: California law mandates that a scholar enrolled in an independent study charter school must be a California resident and reside in the county where the apportionment claim is reported or in an adjacent county.
2. Definition of Residence: Residence is defined as a factual place of abode with some permanency, indicating more than a temporary stay. Owning a home in California or a specific county does not automatically qualify a scholar for enrollment unless they also reside in the home for at least three days per week during the school year.
3. Proof of Residency: CCS requires scholars to provide two current proof of residency documents before being unconditionally enrolled. Any change of address must be promptly communicated to the school within five business days through the Change of Contact Information Form available on the CCS website.
4. Housing Questionnaire: Each academic year, scholars are required to submit a Housing Questionnaire to verify residency. If the address provided does not match the household record, parents or guardians must submit two new proof of residence documents to the Records Department within five business days.
5. Extended Vacation Policy: A scholar going on an extended vacation of up to four months (cumulative or consecutive) in one school year will not lose California residency. Parents, guardians, or caregivers must submit an Extended Vacation Form, available on the CCS website, prior to the absence.
6. Residency Investigation: If there are doubts about a scholar's residency, CCS may conduct an investigation to authenticate the home address on file. If it is determined that a scholar lives outside the served county, CCS will provide a written notice of involuntary withdrawal due to non-residency within five days.
7. Residency Hearing: The notice of non-residency must include an explanation of the parent/guardian/education rights holder's right to request a hearing within five days. The hearing allows the scholar to present testimony, evidence, and witnesses, cross-examine adverse witnesses, and be represented by legal counsel or an advocate. If a hearing is not requested, the scholar will be disenrolled.
8. Exceptions: CCS will continue to serve certain categories of scholars who lose residency due to their specific status:

- Children of Military Families: CCS will allow scholars to continue their education regardless of changes in the military family's residence during the school year or due to the end of military service. High school scholars can continue until graduation.
- Homeless Youth: CCS will be considered the school of origin for homeless youth and allow them to continue their education for the duration of homelessness. If no longer homeless, high school scholars can continue until graduation.
- Foster Youth: CCS will be considered the school of origin for foster youth and allow them to continue their education for the duration of the court's jurisdiction. If jurisdiction is terminated, high school scholars can continue until graduation.
- Migratory Youth: CCS will be considered the school of origin for migratory youth and allow them to continue their education through the academic school year or until graduation if enrolled in high school.

The definitions and criteria for these exceptions are outlined in the summary.

It is important for parents, guardians, or caregivers to familiarize themselves with the residency requirements and promptly communicate any changes or potential exceptions to ensure compliance and continuity of enrollment in CCS.

Board Policy #: 43
Adopted/Ratified: July 7, 2023
Revision Date:

SECTION 43 – SCHOLAR POLICY –RESIDENCY POLICY

California law requires that certain residency requirements are established in order for a scholar to be enrolled in an independent study charter school for which average daily attendance may be claimed. California law requires that a scholar be a California resident and requires that the scholar is a resident of the county in which the apportionment claim is reported or of a county immediately adjacent to the county in which the apportionment claim is reported.

A scholar has residency in the state and county of the residence of the parent/guardian/caregiver with whom that scholar maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn. Owning a home in California or in a particular county does not qualify a scholar to attend CCS, unless it can be shown that the scholar is also living in the home at least three (3) days per week during the school year.

Compass Charter Schools ("CCS" or the "Charter School") requires (2) current proof of residency documents before the scholar is unconditionally enrolled. As stated in the Master Agreement and Acknowledgement of Responsibilities, it is the responsibility of parents, guardians, or adult foster care caregivers to inform the Charter School of any change of address. This information must be updated with the Records Department within five (5) business days to ensure timely communication with CCS staff. In order to request a change of contact information, the learning coach must complete the Change of Contact Information Form, which is located on CCS's website. Additionally, scholars will be asked to submit a Housing Questionnaire each academic year to verify residency. In the event the address does not match the current household record, parents, guardians or adult foster care caregivers will be required to submit (2) new proof of residence documents to the Records Department within (5) business days.

Reasonable evidence of residency for a student living with his or her parent or legal guardian shall be established by documentation showing the name and address of the parent or legal guardian within the prescribed service area, including, but not limited to, any of the following documentation:

1. Property tax payment receipts
2. Rental property contract, lease, or payment receipts
3. Utility service contract, statement, or payment receipts
4. Pay stubs
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the parent or legal guardian of a pupil

A scholar on an extended vacation lasting no more than four months (cumulatively or consecutively) in one school year, will not be deemed to have lost California residency. Parents,

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guardians, or adult foster care caregivers must submit an extended vacation form which is located on the CCS website. This form must be submitted prior to the absence. This policy covers extended travel, including vacations, participation in competitions, or activities relating to the scholar's obligations outside of school.

All materials will be mailed to the mailing address identified in the scholar's records in his/her proof of residence documentation. Pursuant to EC 48204.2(b)(1), if there are specific, articulable facts that gives CCS reason to believe that a scholar's residency is in question, CCS may investigate in order to determine the authenticity of the home address on file with the Charter School. When it is determined that a scholar lives outside of a county we serve, CCS will provide a written involuntary withdrawal notice due to non-residency within five days of the Charter School's intention to disenroll the scholar. Examples of such situations include, but are not limited to:

a. altered documents;
b. credible information from the property owner or neighbor that the student does not reside at the address provided;
c. results of a home visit by a Charter School employee indicating the student does not reside at the address provided;
d. credible information from the student stating he/she does not reside at the address provided; and/or
e. mail sent by the Charter School returned from the address provided.

The Executive Director or designee shall call and email the parent/guardian to obtain further residency information. This call may be followed up with a Verification of Residence Follow-up Letter to parent/guardian.

a. If a letter is returned with forwarding information the new address shall be immediately entered into the school record system. If the address corresponds to an area outside of the CCS service boundary, the Executive Director or designee shall attempt to conference with the parent/guardian.

b. If a letter is returned undeliverable, but without forwarding information, the Charter School must attempt to contact the parent/guardian to determine accurate information. If the parent refuses to provide such information, the Charter School shall exhaust all efforts to investigate as outlined below.

The Executive Director or designee may use reasonable investigatory methods, as appropriate, to determine residency. These methods may include, but are not limited to:

a. Examination of records;
b. Request for follow-up conference with parent/guardian;
c. Home visit by Charter School personnel;

d. Interview of student and parent/legal guardian;
e. Contacting the landlord or neighbors regarding whether or not the student resides at the address provided;
f. Hiring of private investigator;
g. Employing electronic tracking of school owned property including laptops and hotspots.

If necessary, the Executive Director or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Executive Director or designee shall make other reasonable efforts to determine whether the student resides in CCS's jurisdiction.

For any investigation conducted pursuant to this policy, CCS shall:

a. Not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.

b. Require that any employee or contractor of CCS engaged in the investigation truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation.

CCS shall use due diligent efforts to exhaust all investigative procedures outlined above to determine the student's actual address, before a determination to withdraw the student can be made.

If the Executive Director or designee, upon investigation, determines that a prospective enrolling student does not meet CCS's residency requirements and denies the student's enrollment in CCS, the Executive Director or designee shall send the student's parent/guardian written notice specifying the basis for CCS's determination. The notice shall contain an explanation of the parent/guardian/education rights holder's right to request a hearing adjudicated by a neutral officer within a reasonable number of days at which the scholar has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses and at which the scholar has the right to bring legal counsel or an advocate to dispute the finding of non-residency. This written notice shall specify CCS's intent to remove the student for failure to meet the residency requirements for continued enrollment, no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder.

The Involuntary Removal Notice shall include the facts leading to the decision regarding student's residency and an explanation of the student's basic rights including the right to request an appeal hearing before the effective date of the action or provide new evidence of residency. The burden shall be on the parent/guardian to show why CCS's determination to deny enrollment should be overruled. The hearing shall be consistent with the Charter School's involuntary removal procedures as described in its charter petition(s) and/or student handbooks. If the student's parent,

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guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until CCS issues a final decision. If an appeal is made, the burden shall be on the parent/legal guardian to show why the decision of Executive Director should be overruled. The Board of Directors or an impartial administrative panel designated by the Board of Directors shall review any new evidence and make a final decision within 20 school days. If the parent/guardian/educational rights holder does not request a hearing within five days of receipt of the notice, the right to a hearing is waived, and the scholar will be immediately disenrolled. If the scholar's parent, guardian, or educational rights holder initiates the hearing, the scholar shall remain enrolled and shall not be disenrolled until CCS issues a final decision. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled, effective on the date of the hearing. If the parent, guardian, or educational rights holder of a scholar in the Options program initiates the hearing, from the time CCS sends the notice until the resolution of the residency hearing, CCS will not provide educational support funds for the scholar. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

Exceptions: If any of the following categories of scholars lose residency due to their status as described below, CCS shall serve these children as articulated and in accordance with law.

Children of Military Families

CCS will serve children of military families as follows:

1) Allow the scholar to continue his or her education at CCS, regardless of change of residence of the military family during that school year, for the duration of the scholar's status as a child of a military family; or

2) For a scholar whose status changes due to the end of military service of his or her parent during a school year, comply with either of the following, as applicable:

a) If the scholar is enrolled in any of grades TK to 12, inclusive, allow the scholar to continue his or her education at CCS through the duration of that academic school year;

b) If the child is enrolled in high school, allow the scholar to continue his or her education at CCS through graduation.

"Children of military families" means a school-aged child or children, enrolled in Transitional Kindergarten through 12th grade, in the household of an active duty member. "Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.

Homeless Youth

CCS will be considered to be a pupil's school of origin for a homeless youth when the child attended the Charter School when permanently housed or was last enrolled in the Charter School before becoming homeless. CCS will serve homeless youth, as defined below, whose residency has changed as follows:

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1) Allow the scholar to continue his or her education in CCS, for the duration of homelessness.
2) If the pupil is no longer homeless before the end of the academic year, either of the following applies:
    a. If the homeless youth is in high school, CCS shall allow the formerly homeless child to continue his or her education in the Charter School through graduation.
    b. If the homeless youth is in transitional kindergarten or any of grades 1 to 12, inclusive, CCS shall allow the formerly homeless youth to continue his or her education in CCS through the duration of the academic year.

The term "homeless youth" or "homeless pupil" shall mean individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 USC section 11302(a)(1)); and includes—

1) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 42 USC section 11302(a)(2)(C));
3) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4) migratory children (as such term is defined in 20 USC section 6399) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

Foster Youth

CCS will be considered to be a pupil's school of origin for a foster youth when the child attended the Charter School at the initial detention or placement, or any subsequent change in placement of a foster child for the duration of the jurisdiction of the court. CCS will serve former foster youth, as defined below, whose residency has changed as follows:

1) If the jurisdiction of the court is terminated before the end of an academic year, CCS shall allow a former foster child who is in transitional kindergarten or any of grades 1 to 12, inclusive, to continue his or her education in the school of origin through the duration of the academic school year.
2) If the jurisdiction of the court is terminated while a foster child is in high school, CCS shall allow the former foster child to continue his or her education in CCS through graduation.

The term "foster youth" means a child who has been removed from his or her home pursuant to Welfare and Institutions ("W&I") Code section 309, is the subject of a petition filed under W&I Code sections 300 or 602 or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.

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Migratory Youth

CCS will be considered to be a pupil's school of origin for a migratory youth when the child attended the Charter School at the time the pupil's status changed to a pupil who is a migratory youth. CCS will serve migratory youth, as defined below, whose residency has changed as follows:

1) If the migratory youth is enrolled in kindergarten or any of grades TK to 12, inclusive, allow the pupil to continue their education at CCS through the duration of that academic school year.
2) If the migratory youth is enrolled in high school, allow the pupil to continue their education at CCS through graduation.

The term "migratory youth" means a child who has moved with a parent, guardian or other person having custody, from one school to another, either within the State of California or from another state within the 12-month period immediately preceding his or her identification as such a child, in order that the child, a parent, guardian or other member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Migratory youth" includes a child who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

Adopted: July 7, 2023

Amended:

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Scholars Scholar Policy #22

RESIDENCY POLICY

California law requires that certain residency requirements are established in order for a scholar to be enrolled in an independent study charter school for which average daily attendance may be claimed. California law requires that a scholar be a California resident and requires that the scholar is a resident of the county in which the apportionment claim is reported or of a county immediately adjacent to the county in which the apportionment claim is reported.

A scholar has residency in the state and county of the residence of the parent/guardian/caregiver with whom that scholar maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn. Owning a home in California or in a particular county does not qualify a scholar to attend CCS, unless it can be shown that the scholar is also living in the home at least three (3) days per week during the school year.

Compass Charter Schools ("CCS" or the "Charter School") requires (2) current proof of residency documents before the scholar is unconditionally enrolled. As stated in the Master Agreement and Acknowledgement of Responsibilities, it is the responsibility of parents, guardians, or adult foster care caregivers to inform the Charter Sschool of any change of address. This information must be updated with the Records Department within five (5) business days to ensure timely communication with ~~(~~CCS~~)~~ staff. In order to request a change of contact information, the learning coach must complete the Change of Contact Information Form, which is located on CCS's website. Additionally, scholars will be asked to submit a Housing Questionnaire each academic year to verify residency. In the event the address does not match the current household record, ~~-~~parents, guardians or adult foster care caregivers will be required to submit (2) new proof of residence documents to the Records Department within (5) business days.

Reasonable evidence of residency for a student living with his or her parent or legal guardian shall be established by documentation showing the name and address of the parent or legal guardian within the prescribed service area, including, but not limited to, any of the following documentation:

1. Property tax payment receipts
2. Rental property contract, lease, or payment receipts
3. Utility service contract, statement, or payment receipts
4. Pay stubs
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the parent or legal guardian of a pupil

Commented [AND1]: Pursuant to Ed Code 48204.1(a). Please note that this provision generally applies to school districts, and that a charter school may limit or further define what documentation shall be acceptable proof of residency.

You can use any or all of the following as acceptable proof of residency.

A scholar on an extended vacation lasting no more than four months (cumulatively or consecutively) in one school year, will not be deemed to have lost California residency. Parents, guardians, or adult foster care caregivers must submit an extended vacation form which is located on the CCS' website. This form must be submitted prior to the absence. This policy covers

extended travel, including vacations, participation in competitions, or activities relating to the scholar's obligations outside of school.

All materials will be mailed to the mailing address identified in the scholar's records in his/her proof of residence documentation. If there ~~is~~ are specific, articulable facts that gives CCS reason to believe that a scholar's residency is in question, CCS may investigate in order to determine the authenticity of the home address on file with the Charter S~~s~~chool. When it is determined that a scholar lives outside of a county we serve, CCS will provide a written involuntary withdrawal notice due to non-residency within five days of the Charter School's intention to disenroll the scholar. Examples of such situations include, but are not limited to:

a. altered documents;
b. credible information from the property owner or neighbor that the student does not reside at the address provided;
c. results of a home visit by a Charter School employee indicating the student does not reside at the address provided;
d. credible information from the student stating he/she does not reside at the address provided; and/or
e. mail sent by the Charter School returned from the address provided.

The Executive Director or designee shall call and email the parent/guardian to obtain further residency information. This call may be followed up with a Verification of Residence Follow-up Letter to parent/guardian.

a. If a letter is returned with forwarding information the new address shall be immediately entered into the school record system. If the address corresponds to an area outside of the CCS service boundary, the Executive Director or designee shall attempt to conference with the parent/guardian.

b. If a letter is returned undeliverable, but without forwarding information, the Charter School must attempt to contact the parent/guardian to determine accurate information. If the parent refuses to provide such information, the Charter School shall exhaust all efforts to investigate as outlined below.

The Executive Director or designee may use reasonable investigatory methods, as appropriate, to determine residency. These methods may include, but are not limited to:

a. Examination of records;
b. Request for follow-up conference with parent/guardian;
c. Home visit by Charter School personnel;
d. Interview of student and parent/legal guardian;
e. Contacting the landlord or neighbors regarding whether or not the student resides at the address provided;

Commented [AND2]: Pursuant to EC 48204.2(b)(1, which states that a policy regarding the investigation of a pupil to determine whether the pupil meets the residency requirements for school attendance in the school district shall identify the circumstances upon which the school district may initiate an investigation, which shall, at a minimum, require the school district employee to be able to identify specific, articulable facts supporting the belief that the parent or legal guardian of the pupil has provided false or unreliable evidence of residency

Commented [AND3]: Please let us know if we can provide a sample letter.

When mailing a verification of residency letter, be sure to write "Do Not Forward – Address Correction Requested" on the envelope. If a letter is returned with forwarding information, proceed to the Response to Investigation section below.

Commented [AND4]: Pursuant to EC 48204.2(b)(2)(A), which states that a policy regarding the investigation of a pupil to determine whether the pupil meets the residency requirements for school attendance in the school district shall describe the investigatory methods that may be used by the school district in the conduct of the investigation, including whether the school district will be employing the services of a private investigator.

f. Hiring of private investigator;
g. [INSERT]

If necessary, the Executive Director or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Executive Director or designee shall make other reasonable efforts to determine whether the student resides in CCS's jurisdiction.

For any investigation conducted pursuant to this policy, CCS shall:

a. Not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.

b. Require that any employee or contractor of CCS engaged in the investigation truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation.

CCS shall use due diligent efforts to exhaust all investigative procedures outlined above to determine the student's actual address, before a determination to withdraw the student can be made.

If the Executive Director or designee, upon investigation, determines that a prospective enrolling student does not meet CCS's residency requirements and denies the student's enrollment in CCS, the Executive Director or designee shall send the student's parent/guardian written notice specifying the basis for CCS's determination. The notice shall contain an explanation of the parent/guardian/education rights holder's right to request a hearing adjudicated by a neutral officer within a reasonable number of days at which the scholar has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses and at which the scholar has the right to bring legal counsel or an advocate to dispute the finding of non-residency. This written notice shall specify CCS's intent to remove the student for failure to meet the residency requirements for continued enrollment, no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder.

The Involuntary Removal Notice shall include the facts leading to the decision regarding student's residency and an explanation of the student's basic rights including the right to request an appeal hearing before the effective date of the action or provide new evidence of residency. The burden shall be on the parent/guardian to show why CCS's determination to deny enrollment should be overruled. The hearing shall be consistent with the Charter School's involuntary removal procedures as described in its charter petition(s) and/or student handbooks. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until CCS issues a final decision. If an appeal is made, the burden shall be on the parent/legal guardian to show why the decision of Executive Director should be overruled. The Board of Directors or an impartial administrative panel designated by the Board of Directors

Commented [AND5]: You may include any other investigatory methods the school plans to utilize.

Commented [AND6]: EC 48204.2(b)(3).

Commented [AND7]: EC 48204.2(b)(4).

Commented [AND8]: Pursuant to EC 48204.2(b)(5), a school district must specify the basis for a determination of non-residency of a pupil, and provide a process to appeal that determination. If an appeal is made, the burden shall be on the appealing party to show why the decision of the school district should be overruled.

While we believe this provision is not directly applicable to charter schools, charter schools ARE bound by the requirements of AB1360 to provide due process before involuntary removing a student for any reason

Commented [AND9]: Please let us know if we can provide a sample notice.

shall review any new evidence and make a final decision within 20 school days. If the parent/guardian/educational rights holder does not request a hearing within five days of receipt of the notice, the right to a hearing is waived, and the scholar will be immediately disenrolled. If the scholar's parent, guardian, or educational rights holder initiates the hearing, the scholar shall remain enrolled and shall not be disenrolled until CCS issues a final decision. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled, effective on the date of the hearing. If the parent, guardian, or educational rights holder of a scholar in the Options program initiates the hearing, from the time CCS sends the notice until the resolution of the residency hearing, CCS will not provide educational support funds for the scholar. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

Commented [AND10]: If the school wants, we could have the initial determination done by another administrator and then the appeal go to the Executive Director

Commented [JAR11]: Has this been challenged?

Exceptions: If any of the following categories of scholars lose residency due to their status as described below, CCS shall serve these children as articulated and in accordance with law.

Children of Military Families

CCS will serve children of military families as follows:

1) Allow the scholar to continue his or her education at CCS, regardless of change of residence of the military family during that school year, for the duration of the scholar's status as a child of a military family; or

2) For a scholar whose status changes due to the end of military service of his or her parent during a school year, comply with either of the following, as applicable:

a) If the scholar is enrolled in any of grades TK to 12, inclusive, allow the scholar to continue his or her education at CCS through the duration of that academic school year;

b) If the child is enrolled in high school, allow the scholar to continue his or her education at CCS through graduation.

"Children of military families" means a school-aged child or children, enrolled in Transitional Kindergarten through 12th grade, in the household of an active duty member. "Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.

Homeless Youth

Commented [12]: Previous guidance stated that the federal protections of MKV can't extend outside of the country. Can we confirm this with legal/auditors?

Commented [JAR13R13]: I don't think I follow the question. Is it possible to clarify?

CCS will be considered to be a pupil's school of origin for a homeless youth when the child attended the Charter School when permanently housed or was last enrolled in the Charter School before becoming homeless. CCS will serve homeless youth, as defined below, whose residency has changed as follows:

1) Allow the scholar to continue his or her education in CCS, for the duration of homelessness.
2) If the pupil is no longer homeless before the end of the academic year, either of the following applies:

a. If the homeless youth is in high school, CCS shall allow the formerly homeless child to continue his or her education in the Charter School through graduation.
b. If the homeless youth is in transitional kindergarten or any of grades 1 to 12, inclusive, CCS shall allow the formerly homeless youth to continue his or her education in CCS through the duration of the academic year.

The term "homeless youth" or "homeless pupil" shall mean individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 USC section 11302(a)(1)); and includes—

1) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 42 USC section 11302(a)(2)(C));
3) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4) migratory children (as such term is defined in 20 USC section 6399) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

Foster Youth

CCS will be considered to be a pupil's school of origin for a foster youth when the child attended the Charter School at the initial detention or placement, or any subsequent change in placement of a foster child for the duration of the jurisdiction of the court. CCS will serve former foster youth, as defined below, whose residency has changed as follows:

1) If the jurisdiction of the court is terminated before the end of an academic year, CCS shall allow a former foster child who is in transitional kindergarten or any of grades 1 to 12, inclusive, to continue his or her education in the school of origin through the duration of the academic school year.
2) If the jurisdiction of the court is terminated while a foster child is in high school, CCS shall allow the former foster child to continue his or her education in CCS through graduation.

The term "foster youth" means a child who has been removed from his or her home pursuant to Welfare and Institutions ("W&I") Code section 309, is the subject of a petition filed under W&I Code sections 300 or 602 or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.

Migratory Youth –

CCS will be considered to be a pupil's school of origin for a migratory youth when the child attended the Charter School at the time the pupil's status changed to a pupil who is a migratory

youth. CCS will serve migratory youth, as defined below, whose residency has changed as follows:

1) If the migratory youth is enrolled in kindergarten or any of grades TK to 12, inclusive, allow the pupil to continue their education at CCS through the duration of that academic school year.
2) If the migratory youth is enrolled in high school, allow the pupil to continue their education at CCS through graduation.

The term "migratory youth" means a child who has moved with a parent, guardian or other person having custody, from one school to another, either within the State of California or from another state within the 12-month period immediately preceding his or her identification as such a child, in order that the child, a parent, guardian or other member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Migratory youth" includes a child who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

Adopted:

Amended:

Coversheet

Upcoming Meetings

Section: XIV. Closing Items
Item: A. Upcoming Meetings
Purpose: Vote
Submitted by:
Related Material: Simple Board of Directors Annual Calendar - 2023-24.pdf

Proposed Annual Governance Calendar
2023-24

September 30, 2023	**December 2, 2023**
• 10:00-2:00 • Carson Doubletree	• 10:00-2:00 • Carson Doubletree
January 27, 2024	**March 30, 2024**
• 10:00-2:00 • Carson Doubletree	• 10:00-2:00 • Carson Doubletree
May 25, 2024	**June 22, 2024**
• 10:00-2:00 • Carson Doubletree	• 10:00-2:00 • Carson Doubletree
Standing Agenda Items	
Reports: • Parent Advisory Council Report • Scholar Leadership Council Report • Superintendent's Report • Academic Services Report • Operations Report • People Report Proposed reports: • Scholar Spotlight- Options and Online • Committee Reports	