Compass Charter Schools

Meeting of the Retiring Compass Board of Directors

Annual Meeting

Date and Time

Saturday June 13, 2026 at 10:00 AM PDT

Location

Location:
The Carson Doubletree
2 Civic Plaza Dr.
Carson, CA 90745
Mont Blanc Room

This meeting is available for public viewing as a webinar: https://compasscharters-org.zoom.us/j/81949864888

If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the school's Executive Assistant via email at twrigley@cmpasscharters.org or call (805) 405-5898 at least twenty four (24) hours before the meeting. The school will use reasonable best efforts to accommodate your disability. This agenda is available for public inspection at the school's main office and at https://app2.boardontrack.com/public/vlrxGa/year.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**10:00 AM**

		Purpose	Presenter	Time
	Opening Items			
A.	Call the Meeting to Order		Thomas Arnett	1 m
B.	Record Attendance		Tami Wrigley	2 m

II. Approval of minutes and agenda — 10:03 AM

A.	Approval of the minutes and agenda	Vote	Thomas Arnett	3 m

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 13, 2026 Retiring Board Meeting Agenda
- Approval of the May 19, 2026 Meeting Minutes

B.	Approval of the May 19, 2026 Regular Meeting Minutes	Approve Minutes	Thomas Arnett	1 m

III. Public Comment — 10:07 AM

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/wP1s15iB6xRSAEzP8) and submit it to Tami Wrigley. 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. Consent Agenda — 10:17 AM

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.

- April 2026 Financial Statements
- Executive Summary of School Safety Plan Updates

A.	Consent Items	Vote	Thomas Arnett	5 m

V. Communications — 10:22 AM

A.	Board Member Communication	Discuss	Thomas Arnett	5 m

- Thomas Arnett
- Therese Christopher
- Dr. Minita Clark
- Heather Hardy
- Samantha Herrod
- Corey Riley
- Dr. William Stinde

VI. Board Business — 10:27 AM

A.	Approve Samantha Herrod's new term as Board Member	Vote	Thomas Arnett	5 m
B.	New Board Member Search Recommended new Board member: Noël Russell Unterburger	Vote	Thomas Arnett	10 m

		Purpose	Presenter	Time
VII.	**LCAP Approval**			**10:42 AM**
A.	2026-27 LCAP CCS Los Angeles, San Diego, and Yolo	Vote	Elizabeth Brenner	15 m
B.	Approval of the 2025-26 Local Indicators CCS Los Angeles, San Diego, Yolo	Vote	Elizabeth Brenner	5 m
VIII.	**Operations Division**			**11:02 AM**
A.	Division Update	FYI	Danielle Gamez	3 m
B.	2026-2027 Initial Budget Presentation	FYI	Danielle Gamez	
C.	CCS Los Angeles: FY27 Initial Budget	Vote	Danielle Gamez	5 m
D.	CCS San Diego: FY27 Initial Budget	Vote	Danielle Gamez	5 m
E.	CCS Yolo: FY27 Initial Budget	Vote	Danielle Gamez	5 m
F.	Board Policy #6 Fiscal Controls Revision	Vote	Danielle Gamez	5 m
G.	Approval to Submit Consolidated Application (FY 2026–2027) Request Board authorization for the Superintendent or designee to submit the FY26–27 Consolidated Application for Title I, II, III (San Diego only), and IV funding on behalf of Compass Charter Schools.	Vote	Danielle Gamez	5 m
H.	26-27 Technology Partnership Agreement - EdTech101 & CCS	Vote	Danielle Gamez	5 m
IX.	**People Division**			**11:35 AM**
A.	People Division Update Attachments: • People Division Report • Additions Report • Terminations Report	FYI	Sophie Trivino	
B.	2026-27 Staff Salary Schedules	Vote	Sophie Trivino	5 m

		Purpose	Presenter	Time
X.	**Academic Services**			**11:40 AM**
A.	Academic Division Updates	FYI	Greg Cohen	
	• Academic Division Update			
B.	Basic Supplies for Scholars - Quote	Vote	Greg Cohen	5 m
C.	Scholar Handbook	Discuss	Greg Cohen	5 m
XI.	**Superintendent's Report**			**11:50 AM**
A.	Annual Recognitions	FYI	Elizabeth Brenner	1 m
	5 Year Anniversary Recognition 10 Year Anniversary Recognition			
B.	Superintendent's Report	Discuss	Elizabeth Brenner	5 m
XII.	**Closing Items**			**11:56 AM**
A.	Adjourn Meeting	Vote	Thomas Arnett	1 m

Coversheet

Approval of the May 19, 2026 Regular Meeting Minutes

Section:	II. Approval of minutes and agenda
Item:	B. Approval of the May 19, 2026 Regular Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Meeting of the Compass Board of Directors on May 19, 2026

DRAFT

Compass Charter Schools

Minutes

Meeting of the Compass Board of Directors

Date and Time
Tuesday May 19, 2026 at 6:00 PM

Location
This meeting will be held virtually through Zoom.

Participants are able to view the meeting from a computer, tablet or smartphone.

Please click the link below to join the webinar:
https://compasscharters-org.zoom.us/j/81949864888

Doubletree Carson, 2 Civic Plaza Dr, Carson, CA 90745, Executive Boardroom
Homewood Suites, 28901 Canwood St, Agoura Hills, CA 91301, Board room
2540 Huntington Drive, Suite 107, San Marino, CA 91108
Doubletree Campbell - Pruneyard Plaza, 1995 S Bascom Ave, Campbell, CA 95008, Vineyard room

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Directors Present
H. Hardy (remote), S. Herrod (remote), T. Arnett (remote), T. Christopher (remote), W. Stinde (remote)

Directors Absent
C. Riley, M. Clark

Ex Officio Members Present
E. Brenner (remote), T. Wrigley (remote)

Non Voting Members Present
E. Brenner (remote), T. Wrigley (remote)

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 Tuesday May 19, 2026 at 6:05 PM.

B. Record Attendance

II. Consent Items

A. Consent Items

T. Arnett made a motion to approve the Consent Items.
W. Stinde seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Clark	Absent
C. Riley	Absent
H. Hardy	Aye
T. Christopher	Aye
T. Arnett	Aye
W. Stinde	Aye
S. Herrod	Aye

B. Approval of the March 10, 2026 Regular Meeting Minutes

T. Arnett made a motion to approve the minutes from Meeting of the Compass Board of Directors on 03-10-26.
W. Stinde seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
H. Hardy	Aye
C. Riley	Absent
M. Clark	Absent
W. Stinde	Aye
T. Christopher	Aye
T. Arnett	Aye
S. Herrod	Aye

III. Public Comment

A. Public Comment

A member of the public spoke about about the Scholar Handbook and other school-related concerns.

IV. Communications

A. Board Member Communication

Following public comment regarding updates to the Scholar Handbook that were approved in the Consent Items vote, Dr. Stinde made a motion to reconsider the approval of the Consent Items for further review of the updates. No second was made to the motion, and no action was taken.

B. Parent Advisory Council Update

Ms. Herrod announced the Firebird Scholarship recipients for each charter:
Los Angeles - Marely Lopez Montes
San Diego - Kendra Sanchez
Yolo - Hana Seal

C. Scholar Leadership Council Report

There was no comment regarding the Scholar Leadership Council Report

V. Scholar Spotlight

A. Scholar Spotlight

There was no comment on the Scholar Spotlight.

VI. LCAP Public Hearing

A. LCAP Public Comment

The LCAP public hearing opened at 6:22 pm.
A member of the public spoke about training spending listed in the LCAP reports.

B. LCAP Draft Documents

Ms. Brenner addressed corrected errors in the LCAPs and discussed information regarding testing.
The LCAP public hearing closed at 6:34 pm.

VII. Operations Division

A. Division Update

Dr. Gamez commented briefly on her Division update.

B. School Pathways Student Information System Renewal

S. Herrod made a motion to approve the School Pathways Student Information System Renewal.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Riley	Absent
T. Christopher	Aye
T. Arnett	Aye
S. Herrod	Aye
M. Clark	Absent
W. Stinde	Aye
H. Hardy	Aye

C. Los Angeles County Office Space Lease

W. Stinde made a motion to approve the Los Angeles County Office Space Lease.
H. Hardy seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Christopher	Aye
T. Arnett	Aye
W. Stinde	Aye
M. Clark	Absent
C. Riley	Absent

Roll Call

S. Herrod	Aye
H. Hardy	Aye

VIII. People Division

A. People Division Update

There were no questions regarding the People Division update.

B. 2026-27 Staff Calendars

There was no discussion regarding the staff calendars.

IX. Academic Services

A. Academic Division Updates

There was no discussion regarding the Academic Division update.

B. Special Education Contracts for 26-27 SY and ESY

W. Stinde made a motion to approve the Special Education Contracts for 26-27 SY and ESY.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Christopher	Aye
S. Herrod	Aye
C. Riley	Absent
H. Hardy	Aye
M. Clark	Absent
T. Arnett	Aye
W. Stinde	Aye

C. Update: Board Policy #16: Concurrent Enrollment Policy

T. Arnett made a motion to approve the update to Board Policy #16: Concurrent Enrollment Policy.
H. Hardy seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Christopher	Aye
C. Riley	Absent
W. Stinde	Aye
H. Hardy	Aye
S. Herrod	Aye

Roll Call

M. Clark	Absent
T. Arnett	Aye

D. Accelerated ED Contract

S. Herrod made a motion to approve the Accelerated ED Contract.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Riley	Absent
T. Christopher	Aye
T. Arnett	Aye
H. Hardy	Aye
W. Stinde	Aye
S. Herrod	Aye
M. Clark	Absent

X. Superintendent's Report

A. Superintendent's Report

Ms. Brenner presented the Superintendent's Report.

XI. Board Business

A. New Board Member Search

T. Arnett made a motion to approve Dr. Jeffery Flagg and Tamara Harvey to the Compass Board of Directors.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Christopher	Aye
H. Hardy	Aye
T. Arnett	Aye
S. Herrod	Aye
C. Riley	Absent
M. Clark	Absent
W. Stinde	Aye

B. Update to Bylaws

W. Stinde made a motion to approve the update to the Bylaws.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Herrod	Aye
T. Arnett	Aye
W. Stinde	Aye
H. Hardy	Aye
M. Clark	Absent
T. Christopher	Aye
C. Riley	Absent

C. Certificate of Amendment to Articles of Incorporation

H. Hardy made a motion to approve the Certificate of Amendment to Articles of Incorporation.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Christopher	Aye
M. Clark	Absent
W. Stinde	Aye
C. Riley	Absent
S. Herrod	Aye
T. Arnett	Aye
H. Hardy	Aye

D. Approve the Board Calendar for the 2026-27 SY

S. Herrod made a motion to Approve the Board Calendar for the 2026-27 SY without the August 14th date, which will be reschedule at a later time.
H. Hardy seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

H. Hardy	Aye
T. Christopher	Aye
W. Stinde	Aye
T. Arnett	Aye
C. Riley	Absent
S. Herrod	Aye
M. Clark	Absent

E. Approve LCC Contract

T. Arnett made a motion to approve the LCC Contract.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Arnett	Aye

Roll Call

M. Clark	Absent
S. Herrod	Aye
T. Christopher	Aye
W. Stinde	Aye
H. Hardy	Aye
C. Riley	Absent

XII. Closed Session

A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Gov. Code § 54957(b)(1)) Title: Superintendent and CEO

The Board went into Closed Session at 7:36 pm.

B. Report Out from Closed Session

The Board reconvened from Closed Session at 8:25 pm.
Mr. Arnett reported that the Board finished the CEO evaluation process and shared their feedback with the CEO.

XIII. Closing Items

A. Upcoming Meetings

Ms. Herrod stated that the upcoming June 2 meeting conflicts with Elections, and it was agreed that the date should be rescheduled.
The next meeting is on Saturday, June 13, 2026. The meeting is in person at the Doubletree Carson at 10:00 am.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:29 PM.

Respectfully Submitted,
T. Arnett
T. Arnett made a motion to adjourn the meeting.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Arnett	Aye
S. Herrod	Aye
H. Hardy	Aye
T. Christopher	Aye
C. Riley	Absent
M. Clark	Absent

Roll Call

W. Stinde Aye

Coversheet

Consent Items

Section: IV. Consent Agenda
Item: A. Consent Items
Purpose: Vote
Submitted by: Greg Cohen
Related Material: Compass Charter Schools_FY2026_April.pdf
CCS P&L April 2026.xlsx
CCS CR April 2026.xlsx
CCS BS April 2026.xlsx
Executive Summary - School Safety Plan Update.pdf
AMS-Prop 28- Fy 25-26-CCS Yolo - Board Approval 2026_06_13.pdf
AMS-Prop 28- Fy 25-26-CCS SD - Board Approval 2026_06_13.pdf
AMS-Prop 28- Fy 25-26-CCS LA - Board Approval 2026_06_13.pdf

BACKGROUND:

Prop 28 Reports:
Per California Education Code Section 8820(g)(4), Prop 28 annual reports must be officially approved by the governing board and posted publicly on the school's website. This item seeks approval for the FY 2025-26 reports for Compass Los Angeles, San Diego, and Yolo before publication.

As a fully virtual instructional program, Compass allocated funds across all three charters to support three Supervising Teachers. Key activities included:

- Expanded live synchronous arts instruction, learning labs, and virtual clubs (TK-12) to increase student engagement.
- Developed high school art course sequences, music practice logs, elementary Minecraft/Roblox arts courses, and a new animation course.
- Provided teacher oversight and evaluation of external vendor-facilitated arts classes to align with state standards.

193 scholars from LA, 119 from SD and 69 from Yolo were served by Prop 28 this past year.

RECOMMENDATION:

Prop 28 Reports: It is recommended that the Governing Board approve the FY 2025-26 Proposition 28 Annual Reports.

CSMC

Financials through Apr 30, 2026

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 Apr 30, 2026, compared against our board-approved 2nd Interim Budget on 03/10/2026, based on an enrollment count of 2,203 students enrolled and enrollment ADA of 2,148.76.

YTD Revenues through **Apr 30, 2026,** are **$24,258,131** or **-9.1% under** our current budget due to the late timing of receiving the April LCFF payment for Los Angeles and Yolo and the February through April ILPT payments for San Diego. Compass has also yet to receive Federal SPED funds expected in June.

YTD Expenses through **Apr 30, 2026,** are **$27,033,342** or **1.2% over** our current budget due to total Personnel expenses being under the budgeted amount by about $600K (with the largest variance coming from Certificated Teacher Salaries). We have worked on closely reviewing the payroll roster that will more accurately reflect staffing levels during the Initial Budgeting process). This is entirely offset by over expending in 4100- Approved textbooks and core curriculum by about $800K. (This line item is where Options scholars purchase instructional items throughout the year; the formula to calculate the budgeted amount has been revised to more accurately reflect actual spend).

Therefore, net income is **($2,775,211)**.

Balance Sheet:

As of Apr 30, 2026, we had total cash of $8,358,299, short-term liabilities of $4,305,903, and long-term liabilities of $200,054. The ending fund balance is $5,131,103.

Compared against the previous closed month, reconciled cash decreased by $1.1M.

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:
194.1%	> 100.0 %

Formula:
(Cash) / (Current Liabilities)

Current Ratio (Liquidity)

Ability to pay short-term obligations

Current:	Target:
2.2	> 1.0

Formula:
(Current Assets) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds

Current:	Target:
3.1	> 3 months

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

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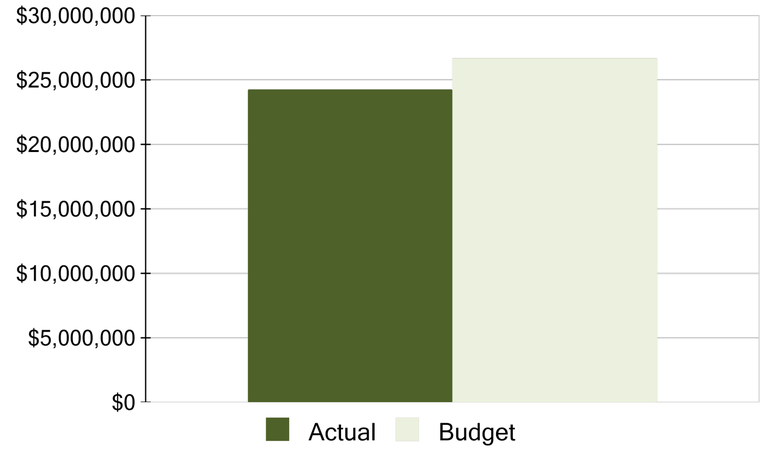
Financial Snapshot

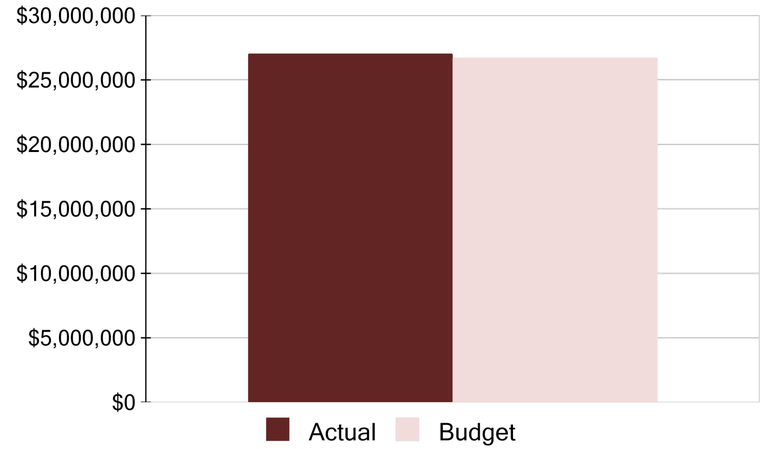
FY 2025-2026, July - April

Cash Balance
$8,365,721

Revenue to Date



Expense to Date



Revenue Summary	
Actual	$24,258,131
Budget	$26,687,245
Actual to Budget	-9.1%

Expense Summary	
Actual	$27,033,342
Budget	$26,721,322
Actual to Budget	1.2%

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Actual to Budget Summary

FY 2025-2026, July - April

	July - April			2025-2026		
Account Description	**Actual**	**Budget**	**Variance $**	**Total Budget**	**Actual to Total Budget %**	**Remaining Budget**
LCFF Revenue	$19,579,580	$22,071,459	($2,491,879)	$27,543,688	71.1%	$7,964,108
Federal Revenue	$607,488	$949,532	($342,044)	$1,744,306	34.8%	$1,136,819
State Revenue	$3,910,727	$3,529,597	$381,130	$4,435,884	88.2%	$525,156
Local Revenue	$160,336	$136,657	$23,679	$143,201	112.0%	($17,135)
Total Revenue	$24,258,131	$26,687,245	($2,429,114)	$33,867,079	71.6%	$9,608,948
Benefits	$4,421,453	$4,122,748	($298,705)	$5,346,976	82.7%	$925,523
Classified Salaries	$3,168,799	$3,377,910	$209,112	$4,109,427	77.1%	$940,629
Certificated Salaries	$11,046,682	$11,765,466	$718,785	$13,820,561	79.9%	$2,773,879
Total Personnel Expenses	$18,636,933	$19,266,124	$629,191	$23,276,964	80.1%	$4,640,031
Services	$4,374,738	$4,297,212	($77,526)	$5,102,623	85.7%	$727,885
Books and Supplies	$4,021,672	$3,157,987	($863,685)	$4,236,868	94.9%	$215,196
Total Operational Expenses	$8,396,410	$7,455,198	($941,211)	$9,339,491	89.9%	$943,081
Total Expenses	$27,033,342	$26,721,322	($312,020)	$32,616,455	82.9%	$5,583,112
Net Income	($2,775,211)	($34,077)	($2,741,134)	$1,250,625	-221.9%	$4,025,836

Revenue
$24,258,131

Expenses
$27,033,342

Surplus / (Deficit)
($2,775,211)

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

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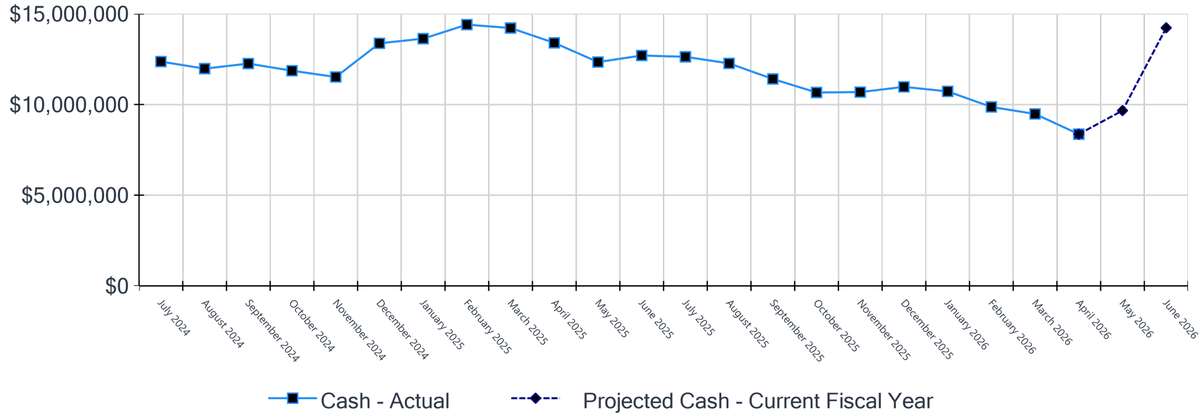
Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2024	$12,366,145.46	Actual
August 2024	$11,977,697.30	Actual
September 2024	$12,256,076.46	Actual
October 2024	$11,861,823.58	Actual
November 2024	$11,518,092.98	Actual
December 2024	$13,374,731.25	Actual
January 2025	$13,630,095.42	Actual
February 2025	$14,404,735.08	Actual
March 2025	$14,217,309.19	Actual
April 2025	$13,398,375.40	Actual
May 2025	$12,341,750.18	Actual
June 2025	$12,700,623.27	Actual

	Cash Amount	Actual or Projected
July 2025	$12,629,218.43	Actual
August 2025	$12,265,847.69	Actual
September 2025	$11,408,065.94	Actual
October 2025	$10,663,174.37	Actual
November 2025	$10,682,872.42	Actual
December 2025	$10,973,591.32	Actual
January 2026	$10,722,441.14	Actual
February 2026	$9,864,545.55	Actual
March 2026	$9,478,407.24	Actual
April 2026	$8,365,720.67	Actual
May 2026	$9,664,276.32	Projected
June 2026	$14,228,228.75	Projected

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Balance Sheet Summary FY 2025-2026 - April

Assets	
Current Assets	
Accounts Receivable	$131,093
Cash and Cash Equivalents	$8,365,721
Employee Advances	$1,395
Prepaid Expenses	$60,954
Short Term Investments	$876,544
Total Current Assets	**$9,435,707**
Fixed Assets	
Fixed Assets	$196,134
Total Fixed Assets	**$196,134**
Other Assets	
Other Assets	$5,220
Total Other Assets	**$5,220**
Total Assets	**$9,637,060**

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	$179,051
Accrued Liabilities	$3,210,709
Other Short Term Liability	$916,143
Total Short-term Liabilities	**$4,305,903**
Long-term Liabilities	
Other Liabilities	$200,054
Total Long-term Liabilities	**$200,054**
Total Liabilities	**$4,505,957**
Total Unrestricted Net Assets	$7,906,314
Total Net Increase/(Decrease) in Net Assets	($2,775,211)
Total Net Assets	**$5,131,103**
Total Liabilities and Net Assets	**$9,637,060**

Liquidity Ratio

2.2

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.

Yolo LCFF Overpayment balance as of March 2026: $2,455,910.13

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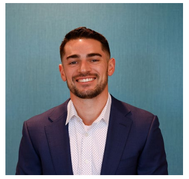
CSMC

CSMC Charter School Support Team

Kristin Nowak
Executive VP of Strategic Management
knowak@csmci.com



Aaron Guibord
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Report created on 5/13/2026 3:33:50 PM for Compass Charter Schools

Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Accounting	5/15/2026	Form 990 Return of Exempt Organization -	School	Yes	
Finance	5/20/2026	Charter school information survey due to CDE - Charter schools report and certify their information with the California Department of Education (CDE) for fiscal year (FY) 2025–26 through the Charter School Certification of Information for the purposes of informing state and federal policy, supporting charter school authorization and oversight, and promoting transparency of the state's public school system.	CSMC with School Support	No	https://www.cde.ca.gov/sp/ch/cscertinfo.asp
Payroll	5/31/2026	New Fiscal Payroll Calendar approved -	School	No	
Finance	6/30/2026	Approval of Dashboard Local Indicators Report - California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard. The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA).	School	Yes	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
Finance	6/30/2026	Approval of ConApp / CARS report forms close - The Consolidated Application and Reporting System (CARS) is a data collection system to apply for Title Funding and to report on the use of those funds.	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/aa/co/index.asp
Finance	6/30/2026	Approval of Preliminary Budget - Local educational agencies (LEAs) are required to adopt a budget by July 1 of each year.	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/fi/ir/budgetstatus.asp
Finance	6/30/2026	Approval of LCAP - On or before July 1 of each year, a charter school must complete an LCAP using the template adopted	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#CS
Student Data	7/25/2026	CALPADS EOY Submission Deadline - End-of-Year (EOY) Submissions to CALPADS The CALPADS End-of-Year (EOY) submissions consist of four separate reports that capture key student data metrics. EOY 1 focuses on student discipline incidents and outcomes, EOY 2 reports student enrollment, mobility, and chronic absenteeism, EOY 3 details student course completion and Career Technical Education (CTE) participation, and EOY 4 captures student program participation, including special education and other state-funded programs. These submissions ensure compliance with state and federal reporting requirements and impact various funding and accountability measures.	CSMC with School Support	No	https://documentation.calpads.org/Training/EOYReportingRoadmap/

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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

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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 P&L April 2026.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 April 2026.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 April 2026.xlsx

The following executive summary details the primary differences between the **March 1, 2026**, and **June 1, 2026**, drafts of the Compass Charter Schools (CCS) Comprehensive School Safety Plan (CSSP). The June draft primarily reflects the full integration of **Senate Bill (SB) 848** mandates, which address professional boundaries, child neglect reporting, and trauma-informed drill protocols.

The final, complete version of the 2025-2026 Comprehensive School Safety Plan is maintained in a secure digital drive accessible to the Governing Board and authorized staff. In accordance with Board Policy #18, non-sensitive portions of this plan are available to the public upon request, though specific tactical response details remain confidential to ensure school site safety.

1. Integration of SB 848 Mandates (June Draft Only)

The most substantial updates in the June draft involve new requirements to ensure safe learning environments and transparent professional conduct.

- **Professional Boundaries (Section 2.9):** The June draft introduces an entirely new section dedicated to professional boundaries. This policy explicitly defines acceptable conduct between adults and pupils, among pupils, and among staff and volunteers.
- **Communication Limits:** Per SB 848, the June draft establishes strict limits on communication between staff and pupils. It prohibits direct text messaging and social media engagement unless a parent/guardian is included or school-sanctioned platforms (e.g., ParentSquare, Zoom) are used.
- **Supervision of Environments:** The June draft adds requirements to ensure all learning environments—both virtual and physical—are designed to be "easily supervised" to prevent secluded interactions.
- **Trauma-Informed Drill Protocols:** The June draft updates Section 4 to prohibit "high-intensity" active shooter drills that mimic real violence (e.g., using fake blood, actors, or "swarming" techniques). It also adds mandatory advance notice for parents and the right for parents to opt their children out of these drills.

2. Expanded Mandatory Reporting and Hiring Practices

While both drafts address child safety, the June draft expands definitions and responsibilities in accordance with new legislation.

- **Reporting Terminology:** The June draft updates all references from "child abuse reporting" to "**child abuse or neglect reporting**," ensuring neglect is explicitly covered.

- **Expanded Mandated Reporters:** The June draft designates **Governing Board members** and certain adult volunteers (those interacting with pupils without immediate supervision) as mandated reporters.
- **Enhanced Employee Screening:** Section 2.1 in the June draft is strengthened to include mandatory screening for **sex offenses** (as defined in Section 44010) and requires inquiries into past educational employers regarding any history of "**egregious misconduct**".

3. Crime Assessment and Notification

- **Assessment Scope:** In accordance with SB 848, the June draft expands its crime assessment procedures to include **all crime** committed on schoolsites or at school-related functions, rather than focusing solely on "school crime".
- **Verified Crime Notification:** The June draft updates the Superintendent's authority to notify parents and staff of verified **violent crimes or sex offenses** occurring at a schoolsite.

4. Administrative and Logistical Updates

- **Record of Changes:** The June draft includes two additional official changes (Change 7 and Change 8) in its "Record of Changes" table, formalizing the integration of SB 98, AB 49, and SB 848.
- **Appendix C Refinement:** While both drafts contain Appendix C (Immigration Enforcement Access), the June draft change log specifies the integration of requirements for **board reporting** and the **exhaustion of emergency care instructions** (contacting all family leads before Child Protective Services).

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Compass Charter School of Yolo

CDS Code: 57727020139436

Charter School Number: 2059

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Compass began funding Prop 28 programs during the school year 2024-25. As an organization made up of three aligned charters, Compass used the funds for three supervising teachers to focus on and support art and music offerings, using funding for each charter to pay proportionality for a teacher. Prop 28 funds were used to pay Supervising Teachers to: 1. Enrich, improve and teach Online Classes for all grades. Previously, online art classes were taught by the supervising teacher (teacher of record). Prop 28 teachers expanded live synchronous instruction and learning labs to include more art. 2. Review requirements of classes facilitated by a vendor when necessary, and assign standards to evaluate work. 3. Develop

provided both synchronously and/or asynchronously, including creating new scope and sequences for High School Art Courses and creating practice logs for music courses. Prop 28 teachers also refined and enhanced available art supplies for scholars. Prop 28 teachers planned an animation course, made available in the 25-26 school year. Lastly, Prop 28 teachers supported elementary courses in Minecraft and Roblox. 4. Host 6th-12th Art Club and 6th-12th Music Club, prepared TK-5 Arts & Crafts Club, included in 25-26, and created a Compass Virtual Art Museum. Some circles incorporated the restorative practice of community circles to build connection and community among the young artists. 5. In applicable situations, served as the supervising teacher for art and music scholars. Note: Compass is a virtual program, with no physical sites

2. Number of full-time equivalent teachers (certificated)	1.0

(certificated).

3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	69
6. Number of school sites providing arts education.	0
Date of Approval by Governing Board/Body	6/13/2026 12:00:00 AM

Annual Report Data URL

https://short.compasscharters.org/prop28fy2526ccs

Submission Date 6/4/2026 1:56:04 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Compass Charter Schools of San Diego
CDS Code: 3768213-0127084
Charter School Number: 1454
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Compass began funding Prop 28 programs during the school year 2024-25. As an organization made up of three aligned charters, Compass used the funds for three supervising teachers to focus on and support art and music offerings, using funding for each charter to pay proportionality for a teacher. Prop 28 funds were used to pay Supervising Teachers to: 1. Enrich, improve and

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included in 25-26, and created a Compass Virtual Art Museum. Some circles incorporated the restorative practice of community circles to build connection and community among the young artists. 5. In applicable situations, served as the supervising teacher for art and music scholars. Note: Compass is a virtual program, with no physical sites

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	119
6. Number of school	0

sites providing arts education.

Date of Approval by Governing Board/Body	6/13/2026 12:00:00 AM

Annual Report Data URL

https://short.compasscharters.org/prop28fy2526

Submission Date	6/4/2026 1:56:16 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Compass Charter Schools of Los Angeles
CDS Code: 1975309-0135145
Charter School Number: 1651
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Compass began funding Prop 28 programs during the school year 2024-25. As an organization made up of three aligned charters, Compass used the funds for three supervising teachers to focus on and support art and music offerings, using funding for each charter to pay proportionality for a teacher. Prop 28 funds were used to pay Supervising Teachers to: 1. Enrich, improve and

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2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	193
6. Number of school	0

sites providing arts education.

Date of Approval by Governing Board/Body	6/13/2026 12:00:00 AM

Annual Report Data URL

https://short.compasscharters.org/prop28fy2526

Submission Date	6/4/2026 1:56:34 PM

Coversheet

2026-27 LCAP CCS Los Angeles, San Diego, and Yolo

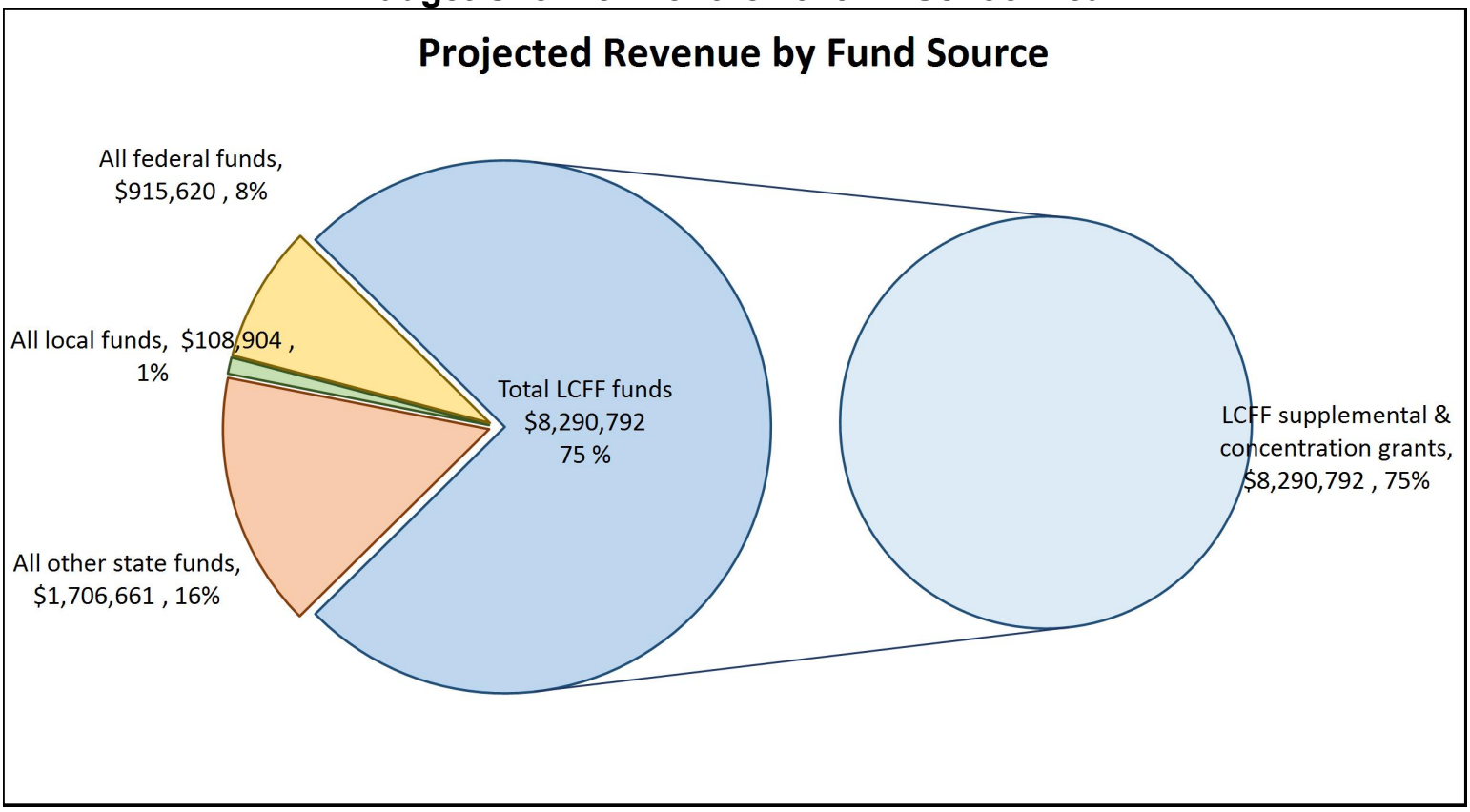
Section:	VII. LCAP Approval
Item:	A. 2026-27 LCAP CCS Los Angeles, San Diego, and Yolo
Purpose:	Vote
Submitted by:	
Related Material:	2026_LCAP_CCS_SD.pdf 2026_LCAP_CCS_Yolo.pdf 2026_LCAP_CCS_LA.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools of San Diego
CDS Code: 37 68213 0127084
School Year: 2026-27
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 2026-27 School Year

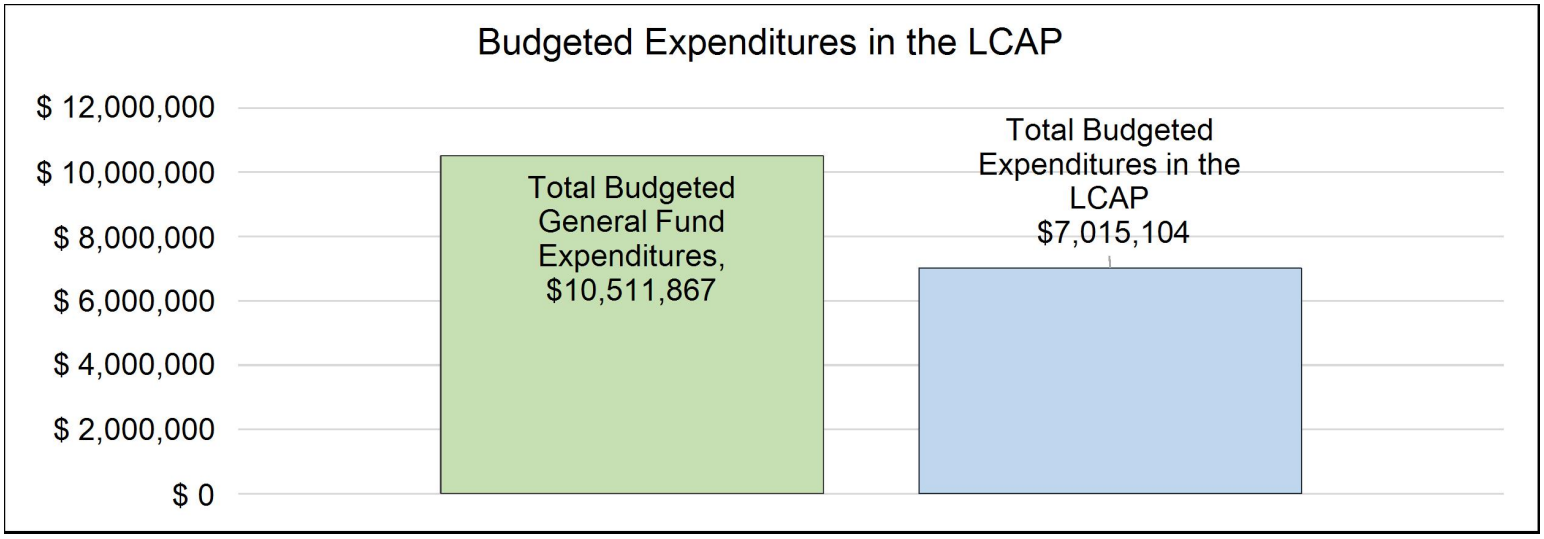


This chart shows the total general purpose revenue Compass Charter Schools of San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compass Charter Schools of San Diego is $11,021,977, of which $8,290,792 is Local Control Funding Formula (LCFF), $1,706,661 is other state funds, $108,904 is local funds, and $915,620 is federal funds. Of the $8,290,792 in LCFF Funds, $8,290,792 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

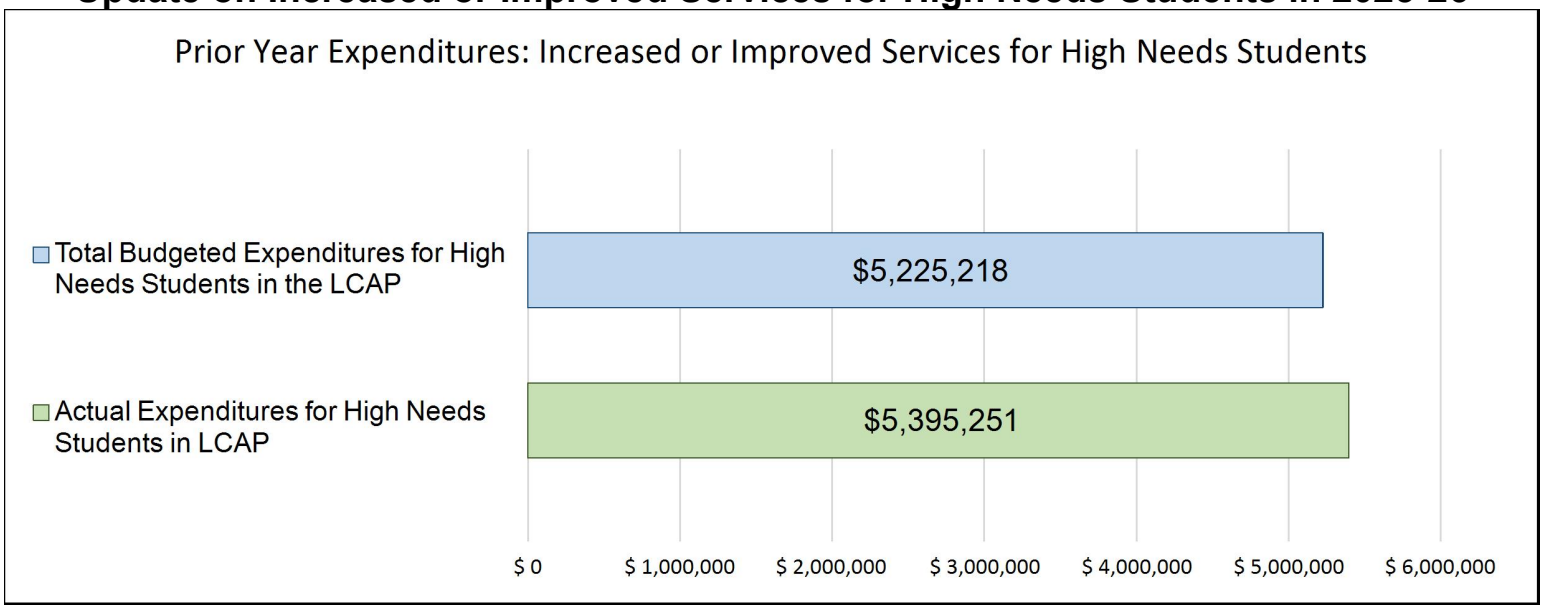
The text description of the above chart is as follows: Compass Charter Schools of San Diego plans to spend $10,511,867 for the 2026-27 school year. Of that amount, $7,015,104 is tied to actions/services in the LCAP and $3,496,763 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Compass Charter Schools of San Diego is projecting it will receive $8,290,792 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 $5,975,103 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Compass Charter Schools of San Diego's LCAP budgeted $5,225,218 for planned actions to increase or improve services for high needs students. Compass Charter Schools of San Diego actually spent $5,395,251 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 blended and virtual learning programs authorized by Mountain Empire USD for scholars in grades TK-12 who reside in San Diego county and its adjacent counties. Compass offers high-quality, rigorous instructional programs via virtual learning. Scholars attend school primarily from home, supervised by a professional, fully qualified, certificated Supervising Teacher (ST) and supported by a parent or guardian who serves as the Learning Coach (LC). Scholars follow a Personalized Learning Plan (PLP) that integrates technology and standards-aligned curriculum that maximizes personalized learning. Scholars have the opportunity to participate in engaging activities including virtual clubs, celebrations, and field trips. The school provides a wide range of support services in a Multi-tiered System of Support that utilizes multiple assessments to identify areas of need and assign interventions. Staff provide tutoring, social-emotional support services, and emergent multi-lingual support. Instruction is provided synchronously and asynchronously in all subject areas. All Compass high school scholars have access to an a-g approved curriculum and courses. The school is accredited by the Western Association of Schools and Colleges (WASC).
The enrollment on Census day, 2025 was 842 scholars across grades TK through 12. Compass serves 46.4% Socioeconomically Disadvantaged, 10.2% English Learners, 13.2% Homeless and 13.4% Students with Disabilities.
The mission of Compass is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. Our vision is to create an innovative, collaborative learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for future success. through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Participation rates and achievement rates in CAASPP ELA and Math increased to 96% in 2025. The school will continue to set goals around providing support in ELA and Math to increase the percentage of scholars testing at or above grade level. ELA scores increased schoolwide and in all subgroups with the largest increase in Scholars with disabilities at 31.4 points. Math scores also increased schoolwide and in all subgroups with the largest increases in scholars with disabilities at 43.4 points and scholars experiencing homelessness at 43.7 points. These increases can be partially attributed to the high participation rate which resulted in no LOSS penalty.

Scholar engagement remains high as evidenced by a low chronic absenteeism rate of 4.5%, but this was an increase over previous year and needs to be monitored. The graduation rate increased by 6.4% and is now at 71.9%. The school plans to remain above 70% to exit Continuous School Improvement next year..
The school will continue to monitor staffing and access to core curriculum. These measures are consistently met each year as the school maintains a 25:1 credentialed staff to scholar ratio and ensures that all scholars have access to core curriculum. In the 2024-2025 school year, additional core curriculum was also adopted for scholars with special needs.
The percentage of emergent multilingual scholars who made progress toward English proficiency increased 9.6% with 40.9% making progress. We will continue to provide support for our EL scholars with a focus on the LTEL population. EL tutors embed ELPAC strategies within their live instruction throughout the school year to help prepare scholars for the Summative assessment. These strategies focus on listening, speaking, reading, and writing. All emergent multilingual scholars receive weekly emails with updates regarding their progress in the ELD Course. In addition, all session links are shared following each lesson with recordings and Nearpod lessons. These recordings and Nearpod lessons can be used for asynchronous instruction via an Exit Ticket should a scholar not be able to attend. Instructional resources and supports are shared with supervising teachers via professional learning (EL Roadmap and Lexia Live!), through the EL Curriculum Guide, and as embedded within IC Weekly Digest. Lastly, multiple opportunities are continually provided for our Learning Coaches to be informed and engaged within their scholars learning. In addition to our EL WOW, there is an annual ELPAC Information Night, an ELAC (English Learner Advisory Committee) was implemented with a goal of achieving LC engagement and opportunities to further train, provide a voice, and connect with our EMS community.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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

Support for Identified Schools

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

Needs Assessment
Compass Charter Schools of San Diego (Compass) is currently in Year 3 of the Comprehensive Support and Improvement (CSI) cycle, which began on January 31, 2020, due to a low graduation rate of 46.7%. Compass completes annual comprehensive needs assessments, including the specific examination of graduation rates.

Through the initial and continuous needs assessment, Compass realized that low graduation rates can be attributed to various factors including scholars entering the school credit deficient, showing signs of mental health barriers, and high mobility (multiple school enrollments).

One consistent throughout our continuous assessments and actions is addressing these challenges by continuing to train and build capacity in staff to implement a comprehensive approach, combining, partner engagement, academic support, mental health resources, access to education resources and targeted interventions. Our thinking has evolved to include more shared leadership and change management process, to further involve staff in decisions and provide ownership in outcomes. This school improvement plan provides a roadmap for tackling these issues and improving graduation rates.

Through further reflection and assessment, Compass' understanding of scholar needs continues to develop and deepen. Last year, Compass realized that access to technology was a critical factor, as less than a third of scholars had a school issued device, needed to reliably provide access, alongside the verification and accountability that accompanies reliable school log-ins. Further, Compass that at-promise scholars, too often would slip into tiered re-engagements, and then an independent study evaluation– further affecting graduation outcomes. Another need our school has identified is accurate, accessible and actionable data. Compass has worked with vendors in the past for support but have realized this need is not yet met.

This Year 3 plan is also informed by current-year data showing a 2025 graduation rate of 71.9%—a 6.4% increase from the previous year (25% higher than 2020)—and over 95% participation in local Renaissance STAR assessments. We are past our 22-23 WASC self-study goal of exceeding the 70% graduation rate in 2022-2023 and looking to achieve a 90% graduation rate by 2028.

Compass departments continue to collaboratively implement evidence-based interventions, including academic resources and mental health supports, tracked via bimonthly "Wildly Important Goal" (WIG) reviews. To further support increased graduation rates, and sharpen the focus on at-promise scholars, Compass is working to grow its AVID program and investing in the Covey Leader in Me certification for the upcoming

year, utilizing a "train the trainer" model specifically designed to build internal staff capacity, with the expectation of increased capability, teamwork, adaptability and and problem solving. This strategy complements existing leadership coaching with Learner Centered Collaborative and the expansion of mental health services through Care Solace and the CYBHI cohort.

Based on self-assessments and WASC mid-cycle reflections, Compass departments continue to collaboratively implement evidence-based interventions to address graduation rates and scholar challenges. These include academic resources, mental health supports, and targeted interventions executed by trained personnel. Compass utilizes lead and lag measures to track WIG progress and meets bimonthly to review data and maintain a transparent performance scoreboard.

This data-driven approach informs the development of strategies and interventions, which are further refined through feedback from education partners including the Parent Advisory Council (PAC) and the Scholar Leadership Council (SLC). The school continues building on partnership work started with Learner Centered Collaborative, Core Strengths, Covey and other organizations to provide professional development and coaching to all leadership and staff to support the development and implementation of goals addressing our reason for CSI eligibility. These efforts should contribute to an increased graduation rate. The school also is increasing resources that focus on mental health by partnering with more community organizations and mental health professionals to offer services and training, fostering a culture of well-being and resilience, which will also positively impact our graduation rate.

Resource Inequities
Addressing inequities is central to the Compass strategy for improving graduation rates. The school recognizes the need to support scholars facing significant barriers, such as those from marginalized communities or those experiencing mental health challenges. To address these disparities, Compass implements a Multi-Tiered System of Supports (MTSS) framework that includes counseling, tutoring, comprehensive data tracking, and personalized learning plans based on diagnostic assessments. Additionally, Compass partners with a mental health care coordination team to bridge gaps to providers. In the 2025-26 school year, participation in the CYBHI provided funding to hire a Licensed Clinical Social Worker (LCSW) to further support at-risk scholars.

Compass also introduced a school-wide Whatever It Takes “WIT” initiative last year, that brought staff together weekly to identify any resource inequities or potential problems with scholars, and provided a format to problem solve and action plan solutions to better support the scholars. Alongside parent, scholar and technology surveys, Compass was better able to identify inequities and trends, and take actions to provide support. From this data, Compass is taking steps to identify and deliver earlier and more effective intervention when scholars are in tiered-reengagement. Compass is hiring a Wellness and Engagement Counselor, using partial CYBHI funding, to support these scholars most vulnerable to not having success in our program.

Compass continues to refine a Positive Behavior Interventions and Support (PBIS) model that rewards scholar engagement and improvement, contributing to academic achievement and school-wide recognition. Through active partnerships with families and regular parent workshops, Compass ensures that all scholars have the support they need to succeed and graduate on time.
As mentioned, a critical inequity Compass identified was also technology access: in previous years, only 28% of scholars had school-issued devices, leaving the majority to rely on personal technology that was often incompatible with rigorous virtual curriculum requirements, accurate reporting, and reliable communication.

This lack of functional technology directly hindered graduation outcomes by causing lower engagement, delays in credit completion, and restricted access to live teacher support.

In response, the Chromebook initiative has successfully provided school-issued devices to 91% of scholars to date, with a target of 100% to ensure every scholar, particularly those from marginalized backgrounds, has the tools required for cohort progress and timely graduation.

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 and evaluate the implementation of the Comprehensive Support and Improvement (CSI) plan to support scholars and school-wide improvement, aiming to achieve a graduation rate of 73%. This goal will eliminate Compass from being identified as a CSI school for low graduation rates.

The school will leverage its partnership work with the capacity building organizations mentioned above and with internal personalized growth plans, to help evaluate our instructional leadership efficacy and performance.

To ensure inclusive monitoring, Compass continues to hold various Leadership Team meetings to review collected data, including comprehensive annual surveys and monthly Town Halls for updates and Q&A sessions with the Superintendent. Academic progress will be regularly reviewed, with students identified as on-watch or needing intervention based on assessment scores and curriculum progress. Additionally, monthly leadership council meetings led by scholars, learning coaches (parents), and staff will be conducted to examine data, propose initiatives, and receive feedback. Staff will have access to a Graduation Cohort report, detailing the progress of scholars towards graduation.

Compass has shifted its approach to data systems, after having an inconsistent experience with vendors, and is planning on utilizing internal talent and AI technology to identify organizational and individual scholar strengths and weaknesses, informing school strategy and interventions. Scholars who leave Compass before graduating will receive support in transitioning to another educational environment, ensuring they continue their education. The refined Multi-Tiered System of Supports (MTSS) framework, supported by the AVID mindset and a comprehensive school counseling program, invites scholars needing Tier 2 or Tier 3 support to tutoring sessions for addressing skill gaps in math and reading. Diagnostic assessments and observations by instructional staff and learning coaches determine eligibility for these supports. Progress is monitored regularly, with the effectiveness determined by course progress and improvements on assessments. For the 2026-2027 school year, Compass will create a Tiered Re-engagement Oversight Team (TROT) and hire a Wellness Engagement Counselor (as mentioned) to further support disengaged scholars, with the expectation that independent study evaluation withdrawals will decrease.

As a result of these interventions, the overall graduation rate increased from 63.8% in 2022 to 71.9% in 2025, with graduation rates for socioeconomically disadvantaged scholars rising to 76.7% in 2025. These efforts have demonstrated measurable success, and Compass aims to sustain these improvements to reach the 73% overall target. Ultimately, achieving a graduation rate of 68% or higher on the CDE dashboard serves as a primary indicator of successful plan execution. With the 2025 rate reaching 71.9%, Compass acknowledges the positive impact of its strategic improvements and remains committed to ongoing growth

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Board of Directors	Board of Directors - Compass Charter Schools is governed by a California nonprofit public-benefit corporation and has an independent Board of Directors who meet six times per year to oversee the school's management, operation, activities, and affairs. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations. In earlier meetings, there was discussion on the importance of designing Annual Survey questions to best capture valuable insights from parents and scholars. The members also reviewed the Mid-year LCAP presentation, which outlined goals of enhancing engagement and academic achievement. Later sessions revolved around analyzing data results from the Annual Survey to gain a better understanding of what scholars, parents, and staff valued and what they thought needed improving. These discussions helped in refining final goals for the LCAP.
Administrators	All Leadership Meeting - This meeting gathers the cabinet members and directors of each department and meets on a monthly basis. The team tackles projects and issues that affect all internal departments including Finance, HR, Operations, Academic Programs and Support, Finance, HR, Operations, and IT.

Educational Partner(s)	Process for Engagement
	During several meetings, the creation and update of the Mid-year LCAP and final LCAP were discussed and included LCAP expenditures, data review, goal proposal, funding allocations, contracts review, and metrics alignment. The Leadership Team also met on additional occasions regarding the Annual survey. All Management Team meeting - The CCS Management team meets monthly and is made up of our Directors, Coordinators, and Managers. The meeting's purpose is to develop leadership, build trust within the organization, and improve communication and consistency in our organization. Throughout the year, this group actively participated in Covey Speed of Trust sessions, followed by collaborative exercises in small focus groups to foster camaraderie and strengthen connections between departments. Additionally, the team has sessions dedicated to creating, reviewing, and updating information related to scholar achievement goals, school culture, Annual Survey and the LCAP.
Teachers and other school personnel	Town Hall Meetings - This meeting is held monthly for all employees and serves as a platform to dispense information regarding our school's performance, organizational goals, structural changes, and scholar program updates. Once per quarter, the topics focus on data received from the California School Dashboard, CALPADS, DataQuest, and other reporting systems. Time is allotted for staff to share achievements and to bring forward ideas for improvements. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected staff members' thoughts and feedback. More than 75% of staff responded to the survey. Personnel were asked to rate the importance of academic achievement, college preparedness, community involvement, school culture, parent involvement, scholar engagement, and positive mental health. There were also questions about collaboration and trust between peers, teams, departments, and administrators, as well as questions regarding the effectiveness of internal processes and software systems. The final portion asked their opinion about the four goals of the LCAP plan.

Educational Partner(s)	Process for Engagement
	Annual conference - The school holds an annual, in person conference for all staff that offers employees a dedicated time and space away from the usual work environment to focus on LCAP goals, strategic planning, skill development, team building, and employee engagement.
Parents	Parent Advisory Council - The Parent Advisory Council serves to provide parent assessment on school policies and procedures at CCS, and to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During these meetings, the Parent Advisory Council members formulated strategies for recruiting parents to join the PAC. They brainstormed ways to boost participation in state testing, and established connections to the District English Learner Advisory Committee. The Superintendent provided an overview of the LCAP and solicited feedback from the group. Members also played a role in shaping the Annual Survey by reviewing questions from previous Annual Surveys, and by making updates to existing questions and creating new topics to explore. After the Annual Survey ran, participants engaged in discussion regarding results and explored ideas for future goals and initiatives. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected parents' thoughts and feedback. Over 309 parents responded to the survey, submitting answers to questions about the quality of teaching, curriculum, hours spent on school work and study, and parent communication methods. Parents were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan. Parent Suggestion Box - The Parent Suggestion box is a form that parents can fill out to make suggestions or share ideas they have to make Compass Charter Schools better for its scholars, families, and

Educational Partner(s)	Process for Engagement
	staff. Suggestions that are submitted are reviewed by the Parent Advisory Council.
Scholars	Scholar Leadership Council - The Scholar Leadership Council is made up of 10 - 20 scholars who provide scholar feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During this school year, scholars provided and refined survey questions for the Annual Survey, ensuring that the questions resonated with scholars across all grade levels and accurately captured their feedback. They determined goals for the number of council members and increased participation in council meetings. In addition, they talked about results from the Annual Survey and shared their feedback on the data presented. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected scholars' thoughts and feedback, and 225 scholars responded to the survey. They submitted answers to questions about the quality of teaching, live synchronous instruction, hours spent on schoolwork and study, and scholar communication methods. Scholars were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan. Scholar Suggestion Box - The Scholar Suggestion box is a form that scholars can fill out to make suggestions or share their ideas to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed and discussed by the Scholar leadership Council.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Local Control and Accountability Plan (LCAP) at Compass Charter Schools was significantly influenced by feedback from various stakeholders, gathered through multiple structured interactions and surveys. Here's an overview of how this feedback shaped the LCAP:

Board of Directors
Survey Design and Data Analysis: The Board emphasized the importance of designing Annual Survey questions to extract meaningful insights from parents and scholars. They reviewed mid-year LCAP presentations and data from these surveys to understand the priorities and areas for improvement, which informed the final LCAP goals.
Goal Refinement: Discussions and analyses of the survey data during Board meetings led to a refinement of the LCAP goals, ensuring they aligned with the needs and preferences of the school community.

All Leadership Meetings
LCAP Expenditures and Metrics: Leadership meetings focused on the creation and updates of the mid-year and final LCAP. Discussions included reviewing LCAP expenditures, funding allocations, and goal proposals, as well as ensuring metrics alignment with the LCAP objectives.
Survey Feedback Integration: The Leadership Team reviewed data from the Annual Survey in these meetings, ensuring that the feedback collected was used to guide decisions and updates to the LCAP.

All Management Team Meetings
Collaborative Goal Setting: Management meetings included sessions on scholar achievement goals, school culture, and the Annual Survey. Feedback from these meetings was used to update the LCAP, fostering a collaborative approach to goal setting and policy development.
Trust and Communication: The team participated in Covey Speed of Trust sessions to build trust and improve communication, which helped in creating a more cohesive plan that considered diverse departmental insights. This year, the leadership team developed and deployed a new Change Model that has resulted in seven project teams that are working on specific improvements based on input from staff, scholars, and families. This approach to change starts with ideas from our educational partners and builds on them.

Town Hall Meetings
Open Feedback and Improvement Ideas: Town Hall meetings provided a platform for all employees to discuss the school’s performance, share achievements, and propose improvements. Monthly topics included data from various reporting systems, which fed into the LCAP refinement process.
Staff Contributions: These meetings allowed staff to bring forward ideas for improvements, which were considered in the LCAP updates.

Annual Survey

Comprehensive Feedback Collection: The Annual Survey, with a high response rate from staff, collected detailed feedback on academic achievement, college preparedness, school culture, and other areas. This feedback directly influenced the LCAP by highlighting the priorities and concerns of the staff.
Evaluation of Goals: The survey included questions about the four goals of the LCAP plan, enabling the school to adjust these goals based on staff input.

Conference
Focused Planning and Team Building: The annual conference provided a dedicated time for strategic planning, skill development, and team building. Feedback and discussions from the Retreat sessions, including interactions between Board members and management teams, played a critical role in shaping the LCAP.

Through these structured interactions and feedback mechanisms, Compass Charter Schools ensured that the LCAP is responsive to the needs and priorities of its education partners, thereby enhancing engagement, academic achievement, and overall school improvement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure all scholars are achieving at grade level and mastering the state standards through a personalized learning plan as measured by state and local assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%	2022-23 97.7%	2023-24 100%	100%	0%
1.2	% of students who have access to standards-aligned instructional materials according to the Williams' Textbook Sufficiency Report	Sufficient	Sufficient	Sufficient	Sufficient	No difference
1.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Good	Good	Exemplary	Exemplary	Increased to Exemplary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects	4 or 5 in all subjects	4 or 5 in all subjects	5 in all subjects	Increased 1 Level
1.5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	Schoolwide SBAC ELA (3-8) 48% SBAC ELA (11) 53% SED SBAC ELA (3-8) 36% SBAC ELA (11) 57% SpEd SBAC ELA (3-8) 44% SBAC ELA (11) 40% EL SBAC ELA (ALL GRADES) 10% Homeless SBAC ELA (3-8) 17% SBAC ELA (11) 67%	Schoolwide SBAC ELA (3-8) 46% SBAC ELA (11) 52% SED SBAC ELA (3-8) 41% SBAC ELA (11) 43% SpEd SBAC ELA (3-8) 29% SBAC ELA (11) 0% EL SBAC ELA (ALL GRADES) 12% Homeless SBAC ELA (3-8) 38% SBAC ELA (11) 38%	Schoolwide SBAC ELA (3-8) 47% SBAC ELA (11) 54% SED SBAC ELA (3-8) 38% SBAC ELA (11) 47% SpEd SBAC ELA (3-8) 31% SBAC ELA (11) 0% EL SBAC ELA (ALL GRADES) 3% Homeless SBAC ELA (3-8) 37% SBAC ELA (11) 57%	Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60% EL SBAC ELA (3-8) 60% SBAC ELA (11) 60% Homeless SBAC ELA (3-8) 60% SBAC ELA (11) 60%	Schoolwide SBAC ELA (3-8) -1% SBAC ELA (11) +1% SED SBAC ELA (3-8) +2% SBAC ELA (11) -10% SpEd SBAC ELA (3-8) -12% SBAC ELA (11) -40% EL SBAC ELA (ALL GRADES) -7% Homeless SBAC ELA (3-8) +20 SBAC ELA (11) -10
1.6	CAASPP Math	Schoolwide	Schoolwide	Schoolwide	Schoolwide	Schoolwide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	SBAC Math (3-8) 27% SBAC Math (11) 13% SED SBAC Math (3-8) 17% SBAC Math (11) 19% SpEd SBAC Math (3-8) 30% SBAC Math (11) 0% EL SBAC Math (all grades) 5% Homeless SBAC Math (3-8) 6% SBAC Math (11) 22%	SBAC Math (3-8) 31% SBAC Math (11) 19% SED SBAC Math (3-8) 25% SBAC Math (11) 19% SpEd SBAC Math (3-8) 29% SBAC Math (11) 0% EL SBAC Math (all grades) 3% Homeless SBAC Math (3-8) 21% SBAC Math (11) 17%	SBAC Math (3-8) 35% SBAC Math (11) 46% SED SBAC Math (3-8) 20% SBAC Math (11) 33% SpEd SBAC Math (3-8) 14% SBAC Math (11) 40% EL SBAC Math (all grades) 3% Homeless SBAC Math (3-8) 24% SBAC Math (11) 29%	SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50% EL SBAC Math (all grades) 50% Homeless SBAC Math (3-8) 50% SBAC Math (11) 50%	SBAC Math (3-8) +8% SBAC Math (11) +33% SED SBAC Math (3-8) +3% SBAC Math (11) +14 SpEd SBAC Math (3-8) -16% SBAC Math (11) +40 EL SBAC Math (all grades) -2% Homeless SBAC Math (3-8) +18% SBAC Math (11) +7%
1.7	CAASPP Participation rate	ELA 89% Math 89%	ELA 91% Math 91%	ELA 96% Math 96%	ELA 95% Math 95%	ELA +7 Math +7
1.8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	64% making progress	31% making progress	40.9% making progress	60% making progress	-23.1%
1.9	EL Reclassification Rate	23%	14%	10.5%	50%	-12.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	CAST	Schoolwide CAST 30% SED CAST 19%	Schoolwide CAST 34% SED CAST 34%	Schoolwide CAST 36% SED CAST 29%	Schoolwide CAST 40% SED CAST 40%	Schoolwide CAST +6% SED CAST +10%
1.11	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 58% “At/Above Grade-level” Grade 11 56% “At/Above Grade-level”	Grades 3-8 63.2% “At/Above Grade-level” Grade 11 65.9% “At/Above Grade-level”	Grades 3-8 55.5% “At/Above Grade-level” Grade 11 75% “At/Above Grade-level	Grades 3-8 60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”	Grades 3-8 +5.2% “At/Above Grade-level” Grade 11 +9.9% “At/Above Grade-level”
1.12	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 65% Demonstrated growth Grade 11 61% Demonstrated growth	Grades 3-8 62.8% Demonstrated growth Grade 11 78.8% Demonstrated growth	Grades 3-8 61% Demonstrated growth Grade 11 83% Demonstrated growth	Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	Grades 3-8 -2.2% “At/Above Grade-level” Grade 11 +17.8% “At/Above Grade-level”
1.13	Percent of scholars at/ above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 34% “At/Above Grade-level” Grade 11 12% “At/Above Grade-level”	Grades 3-8 56.0% “At/Above Grade-level” Grade 11 65.0% “At/Above Grade-level”	Grades 3-8 34.6% “At/Above Grade-level” Grade 11 48.5% “At/Above Grade-level”	Grades 3-8 60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”	Grades 3-8 +22% “At/Above Grade-level” Grade 11 +53% “At/Above Grade-level”
1.14	Percent of scholars demonstrating growth on Spring STAR Math	Grades 3-8 62% Demonstrated growth	Grades 3-8 50.7% Demonstrated growth	Grades 3-8 57% Demonstrated growth	Grades 3-8 60% Demonstrated growth	Grades 3-8 -11.3% “At/Above Grade-level”

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments Grades 3-8 and Grade 11	Grade 11 54% Demonstrated growth	Grade 11 75.8% Demonstrated growth	Grade 11 75% Demonstrated growth	Grade 11 60% Demonstrated growth	Grade 11 +21.8% “At/Above Grade-level”

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
The implementation of services for English Learners (EL), Socioeconomically Disadvantaged (SED), Homeless, and Foster Youth scholars at the school was largely aligned with the original plan. Each scholar was assigned a highly qualified, appropriately credentialed supervising teacher (ST) with a maximum caseload of 25, who developed and supported a personalized learning plan (PLP) using standards-aligned instructional materials. This caseload is less than the originally planned caseload of 28 to ensure adequate services.

EL scholars received targeted language acquisition instruction through interactive English Language Development (ELD) programs such as Lexia and NearPod EL, and all unduplicated scholars had access to the necessary curriculum and supplemental resources. Instructional Coaches (ICs) and EL staff provided ongoing professional learning focused on ELD integration, instructional differentiation, and effective use of supplemental materials. Observations of integrated ELD strategies were recorded and reviewed through shared spreadsheets, allowing the EL Coordinator and instructional leadership to track implementation across classrooms. EL tutors utilized bite-sized professional development resources designed collaboratively by the EL and Assessment Coordinators, and tutoring was supplemented by live sessions, asynchronous support, and Skills Bootcamps. All EM scholars were rostered in Lexia and NearPod EL, with the team trained and ready to provide targeted language acquisition instruction. The EL team is also using resources from Cengage and Vista as they review for future alternate ELD curriculum. Tutors planned lessons to implement ELD standards-based lessons that focus on phonemic awareness, vocabulary, reading comprehension, fluency, and writing. Progress monitoring systems are in place via our Headquarters to track scholar growth, and we are monitoring scholars that may need ongoing support for staff to ensure effective use of curriculum and instructional strategies.

The school implemented targeted interventions and monitoring through MTSS structures, supported 504 scholars with tailored instruction, and provided TeachTown and other curriculum enhancements for scholars with special needs. All unduplicated scholars in grades K–8 were invited to a summer session regardless of benchmark status, contributing to increased services. Scholars with special needs participated in the CAA when appropriate. This participation contributed to an increase in overall participation and a reduction of the LOSS penalty.

We've maintained a formal curriculum review process to ensure all instructional materials are standards-aligned, rigorous, and meet scholar needs. This includes the integration of Bright Thinker as a digital core curriculum resource and a full audit of current materials. We are also revising the Board-Approved Curriculum list to reflect updated offerings and compliance expectations. This process supports stronger instructional alignment and program clarity across all grade spans.

Substantive Differences Between Planned and Actual Implementation:

There were no substantive differences between planned and actual implementation.

Challenges:

Ensuring all targeted scholars RSVP and attend intervention sessions required additional outreach and follow-up, suggesting a challenge in consistent engagement. We are continuing our search for a learning platform that enables the tracking of session attendance for all support classes.
The school has struggled to find a comprehensive data system that provides actionable scholar achievement data. This year, the school began a partnership with Educlimber that will be fully implemented for the 2026-27 SY.

Successes:
Strategic efforts to increase state assessment participation, resulted in an increase in participation to 96% which meant that we did not incur a LOSS penalty. Overall scholars increased 12 points in ELA and 18 points in Math. Scholars with Disabilities increased 31.4 points in ELA and 43.4 points in Math. EL Scholars maintained .5 points in ELA and increased 22.9 points in Math.

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 and/or planned percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective practices:
ELD Materials and Instruction (Action 1.3): This action has demonstrated significant effectiveness for Emergent Multilingual Scholars (EMS). Mid-year data shows that 20% of EMS scholars attending at least half of their tutoring sessions moved up a benchmark category, a substantial increase from just 5% in the previous year. Furthermore, average EL tutoring attendance rose to 57%, continuing a multi-year upward trend. The Cengage/National Geographic pilot has also seen high levels of engagement, particularly from scholars who were previously unengaged
.

Multi-Tiered System of Supports (MTSS) (Action 1.8): The MTSS framework is yielding strong results in intervention efficacy. As of the mid-year update, 33% of scholars completely tested out of needing intervention support. Additionally, scholars with 504 plans showed growth, with 68% at or above grade level in Reading (a 5% increase from the previous year) and 61% at or above grade level in Math.

Support for Scholars with Special Needs (Action 1.1): The full implementation of the TeachTown curriculum is considered "On Track". To increase its effectiveness, the school added a monthly TeachTown academy to improve how staff and scholars utilize these materials

Emerging practices
Summer School Interventions (Action 1.4): While the RTI Virtual Summer Camp was successfully held in July 2025, participation was a challenge. Only 22% of invited unduplicated scholars RSVP'd to participate. However, for those who did attend, engagement was relatively high, with 63% meeting at least half of the minute expectations and 50% participating for the full four weeks

.

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

English Language Development (ELD): For the 2025-26 school year, the school is proposing a title change for Action 1.3 to "Enhancing Language Proficiency and Reclassification Readiness" or "Targeted Language Support for Emergent Multilingual Scholars". The updated description will emphasize accelerating language acquisition and increasing reclassification rates as measured by ELPI growth
.
Curriculum Alignment: A formal curriculum review is underway for the 2025-2026 school year to ensure materials are rigorous and meet scholar needs, which includes the integration of Bright Thinker as a digital core resource and an audit of current materials.

Reading Screeners: Beginning in 2025-26, the school will implement Amira Learning as an adaptive reading screener for K-2 scholars to proactively identify reading difficulties, aligning with new California statewide requirements.

Tutoring Expansion: Action 1.8 has been updated to include UPchieve, providing on-demand, 24/7 tutoring for all scholars in grades 6-12.

State Assessment Participation: In response to prior "LOSS penalties" regarding participation rates, the school is implementing a new incentive plan and "WOW" sessions for parents to emphasize the importance of state testing

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed teachers	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 25 scholars and provides a personalized learning plan customized to meet their unique needs.	$5,510,071.00	Yes
1.2	Standards-aligned instructional materials	All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	$876,223.00	No
1.3	ELD Materials	EL scholars will have access to ELD standards-based curriculum and materials including Lexia and NearPod English Learner Program (NearPod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	$114,438.00	Yes
1.4	Professional Development for staff serving EL scholars	Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	$1,812.00	Yes
1.5	MTSS Supports	All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL. In addition, beginning in the 2025–26 school year, CCS will implement Amira Learning as an adaptive reading screener to proactively identify reading difficulties in K–2 scholars. This implementation aligns with California's new statewide	$250,507.00	Yes

Action #	Title	Description	Total Funds	Contributing
		requirement for all schools to administer a state-approved reading difficulties screener starting in the 2025–26 school year. To ensure effective use of the Amira platform, teachers will participate in grant-funded professional learning focused on interpreting results, informing instructional decisions, and supporting early literacy development within the MTSS framework at CCS. We will also be using UPchieve to provide on-demand, 24/7 tutoring for all scholars in grades 6–12. This platform offers content-specific academic support whenever students need it.		
1.7	Increased participation on state assessments	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties with a focus on African American families in order to increase scores on the CAASPP ELA and Math assessments.	$5,982.00	No
1.9	Support for scholars with special needs	Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	$18,061.00	No
1.10	Professional Development on serving scholars with special needs	Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	$2,000.00	No
1.11	Summer School Interventions	All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	$1,196.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase scholar and parent engagement and involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Scholar and parent engagement is critical to scholar success, especially in a virtual environment. Parents provide a nurturing learning environment in the home and work closely with credentialed teachers to ensure that each scholar is learning in the way that is best for them. High levels of engagement lead to high levels of attendance, progress, and retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey participation	71% staff participation 16% Scholar participation 29% Parent/ LC participation	81% staff participation 17% Scholar participation 28% Parent/ LC participation	75% staff participation 10% Scholar participation 21% Parent/ LC participation	90% staff participation 60% Scholar participation 60% Parent/ LC participation	Staff participation: +13% Parent participation: 0 Scholar participation:-1%
2.2	% of students reporting on the school climate survey that they feel safe at school	77%	99%	100%	80%	+23%
2.3	Building Relationships Between School Staff and Families rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas	4 or 5 in all areas	5 in all areas	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas	4 or 5 in all areas	5 in all areas	0
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas	4 or 5 in all areas	5 in all areas	0
2.6	Attendance Rates	95%	95%	97%	>90%	+2%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 2: Increase scholar and parent engagement and involvement is currently "On Track," with significant progress made in creating a safe digital learning environment, providing targeted parent support, and refining leadership and mental health frameworks

.

Successes in Implementation

Technological Access and Security: . To ensure a safe environment, 19 apps were added to the Clever portal to support single sign-on (SSO) and multi-factor authentication, while Chromebooks now enforce content filtering and secure email communication. Combined with the Chromebook pilot from the previous year, this brings the total number of CCS Chromebooks in the field to about 75% of our scholar population, with the remaining 25% of scholars using their own device (BYOD). Our goal for the 2026-2027 school year is to distribute Chromebooks to all remaining scholars who are currently using their own devices, so that 100% of all Compass families have a Compass-issued device at home (minus any family that chooses to opt out).

.

Learning Coach Academy: This program has seen strong engagement, with approximately 87 registrants participating in sessions covering diverse topics such as AI, time management, and CAASPP test preparation

.

Scholar Leadership: The Scholar Leadership Council is successfully implementing the Leader In Me curriculum, with some members having completed the program.

.

English Learner Engagement: A curriculum pilot using Cengage (National Geographic) for grades 6-12 has led to increased participation, particularly among scholars who were previously not engaged

.

Substantive Differences in Planned vs. Actual Actions

Reflections on practice have led to several adjustments to the original planned actions for Goal 2:

Mental Health Framework: Rather than just establishing partnerships, the school is currently piloting a centralized referral process for Tier 2 and Tier 3 supports to reduce service duplication and ensure a "seamless continuum of care" across all grade levels

.
Engagement Activity Scope: Action 2.8 was specifically updated to include "end-of-year scholar celebrations." This change was made to ensure that specific fiscal charges for these events align correctly with the goal's objectives
.
Leadership Curriculum: The planned action for scholar input was enhanced by the integration of the Leader In Me curriculum to build specific leadership capacity within the council
.
Relevant Challenges
Service Coordination: The need to pilot a centralized referral system highlights a prior challenge with service duplication in the school's mental health infrastructure
.
Subgroup Participation Gaps: While engagement offerings are available to all, data shows varying registration rates among subgroups. For instance, as of April 2026, 19% of SED scholars registered for engagement offerings, compared to only 12% of EL scholars and 14% of homeless scholars
.
Administrative Fiscal Planning: There are ongoing discussions regarding how to potentially include administrative costs for virtual meetings, such as those for the English Learner Advisory Committee (ELAC), which currently have no associated cost

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 amount budgeted for Technology access for SED Scholars in goal 2.2 exceeded the original planned amount due to 1 to 1 technology initiative.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The majority of actions were effective or showed clear progress in meeting the goal of equitable access and support. Actions with strong implementation—especially around technology, mental health, EL support, and engagement—are yielding tangible academic and well-being outcomes. Areas needing further development include parent engagement (especially among EL families), and consistent implementation of scholar voice structures like the leadership council.

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

Changes to Planned Actions and Infrastructure
To eliminate service duplication and build a sustainable continuum of care, the school is expanding its infrastructure by integrating a dedicated School Counseling Clinician and participating in the California Children and Youth Behavioral Health Initiative (CYBHI). This collaborative framework transitions the school from a pilot phase to a permanent, centralized referral process for Tier 2 and Tier 3 supports. By leveraging CYBHI resources and statewide networks, the school will expand direct clinical reach across all grade levels (TK–12), provide

immediate crisis and therapeutic intervention, and establish a financially sustainable ecosystem to secure long-term behavioral and mental health supports for scholars and families.
.
Scholar Leadership Curriculum (Action 2.2): For the 2025-26 school year, the Scholar Leadership Council has integrated the Leader In Me curriculum into its planned activities. This addition is specifically designed to build leadership capacity within the council and provide staff with resources to support both scholars and parents
.
Scholar Engagement Scope (Action 2.8): The description for this action was updated to explicitly include "end-of-year scholar celebrations". This modification was made to ensure that specific fiscal charges (identified as codes 5812-090 and 5830-090) are accurately aligned with the goal's objectives

Refined Focus on Technology and Security
Safe Online Environment (Action 2.5): The school has refined its approach to digital safety by incorporating managed digital systems and expanding the use of the Clever portal. By adding 19 specific apps to Clever, the school has implemented secure single-sign on (SSO) and multi-factor authentication (MFA) to reduce password exposure and better protect scholar data.

Metric 1 was updated to only include the participation rates. Past reports included extraneous data that was unnecessary. The participation numbers were not altered.
.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Annual Survey	Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	$2,991.00	No
2.2	Technology Access for SED scholars	Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	$44,230.00	Yes
2.3	Safe Online Environment	Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	$10,768.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	ELAC	Strengthen parent engagement and support for Emergent Multilingual Scholars (EMS) by establishing and sustaining an English Learner Advisory Committee (ELAC) within each school.	$5,402.00	Yes
2.5	Parent and Scholar input	The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.		No
2.6	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.7	Scholar Engagement Activities	Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, scholar-led clubs, and end-of-year scholar celebrations. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.	$44,858.00	Yes
2.8	Mental Health Supports	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a	$86,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures that high school scholars are equipped with the necessary skills and resources for success beyond graduation, whether they choose to pursue higher education or enter the workforce directly. Focusing on college and career readiness aligns with state and national standards, addresses achievement gaps, and contributes to community and economic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%	100%	100%	100%	0
3.2	% of students prepared for college	25%	22%	32.7%	50%	-3%
3.3	HS Graduation Rate	61% SED 69%	66% SED 61%	71.9% SED 76.7%	>75%	+5% SED -8%
3.4	a-g completion	12%	15%	26%	50%	50% +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	CTE Pathway Completion	0	0	0	10%	0
3.6	Both CTE & a-g Completion	0	0	0	10%	0
3.7	College credit courses completed	12%	18%	20%	50%	+6%
3.8	%of graduates earning a Golden State Seal Merit Diploma	29%	31%	51%	35%	+2%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Successes in Implementation
High Credit Recovery Achievement: The July 2025 high school summer school program was highly effective, with 75% of participants focused on credit recovery. This contributed to the 72% graduation rate.

.
Robust Support for Homeless Scholars: The Scholar Community Advocate (SCA) has successfully established a system for identifying and supporting families experiencing homelessness
.
Five-Year Cohort Interventions: The school has finalized tasks to provide targeted interventions—including concurrent enrollment and summer school—specifically for scholars requiring an additional year to meet graduation requirements
Substantive Differences in Planned vs. Actual Actions

The most significant difference between the original plan and actual implementation involves the school's data infrastructure:
Data System Replacement (Action 3.2): The school originally planned to use the Abre data suite to track retention rates and identify trends among subgroups. However, reflections on practice led to a shift in strategy, and Abre is being replaced with EduClimber and Parsec Analytics to better meet these tracking needs. For the 2026-2027 school year, the school is looking at building capacity within its IT team to perform these analytics in house to ensure stability and accuracy.
.
Relevant Challenges

.
Fluctuating Subgroup Populations: Data for homeless scholars shows a dynamic population; requiring constant monitoring by the Scholar Community Advocate to ensure no scholar loses access to necessary services
.
Overall, Goal 3 remains focused on removing barriers for scholars at risk of academic failure through flexible credit options and dedicated advocacy for those facing economic or housing instability
.

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.

Actual expenditures exceeded the projected expenditure totals. This is due to the inclusion of payroll expenditures for counseling and AVID. Adjustments will be made to allow for these expenses next year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective Actions
Support for Scholars with Special Needs (Action 3.4):This action has been highly effective in expanding opportunities for vulnerable populations. The school successfully created and implemented a full Alternative Diploma track specifically designed to support the transition of scholars with special needs.
Course Scheduling and Graduation Support (Action 3.5):The focus on personalized scheduling—including concurrent enrollment and summer school—has likely contributed to the dramatic rise in the HS Graduation Rate, which jumped from a 61% baseline to 71.9% in Year 2. The impact on Socioeconomically Disadvantaged (SED) scholars was even more pronounced, rising from 69% to 76.7%.

Effective but Ongoing Actions
AVID Program (Action 3.3):This action is considered On Track. Writing strategies have been delivered in academic sessions, and 30 staff members attended AVID professional learning. While academic rigor is being integrated, the decline in a-g completion suggests that these strategies may need more time to translate into standard metric growth.
Course Offerings (Action 3.1):The school successfully finalized tasks to annually review and update the course catalog to ensure a broad course of study, which has effectively maintained 100% course access for all scholars.

Ineffective or Challenging Actions

CTE Pathway Completion (Metric 3.5):Actions to date have been ineffective in producing graduates with CTE completions. The Year 2 outcome remains at 0, significantly missing the target of 10%.
Support for College Preparedness (Metric 3.2): Data indicates a significant challenge in this area; overall college preparedness rose significantly from 25% to 32.7%.

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

Changes to Planned Actions and Strategy

Alternative Diploma Pathways (Action 3.4): Reflections on the needs of scholars with special needs led to the successful creation and implementation of a full Alternative Diploma track. This represents a shift from the development phase to a fully operational program designed to support transition-aged scholars (18–22)
.
AVID Professional Learning Frequency (Action 3.3): To increase schoolwide implementation and buy-in, the school has committed to offering quarterly professional learning for all academic staff, a refinement from more sporadic earlier sessions.

Course Catalog Review (Action 3.1): Tasks have been finalized to conduct an annual review and update of the course catalog to ensure a broad course of study is maintained and remains accessible to all scholars, including those with disabilities

The school is exploring a partnership with two charter schools and a Community College to create access to a Dual Enrollment Program focusing on improving college career readiness.. Enrollment in two courses will begin in the Fall of the 2026-27 SY.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Course Offerings	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.		No
3.2	RAMP Certification	Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.		No
3.3	AVID Program	AVID District Leadership training and memberships. Professional Learning provided to all instructional staff by AVID ToSA.	$7,991.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Program for Scholars with Special needs	The school will develop a support and transition program for scholars with special needs 18 -22 year old.	$2,243.00	No
3.5	Course Scheduling	The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.		Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Compass identifies scholars who are at-promise as those who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, showing a lack of interest for academics, emotional or behavioral problems, a past record of academic underachievement, economic disadvantage, low scores on math or English standardized tests, and expressing a disconnection from the school learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	HS Dropout Rate	20%	24%	13%	<10%	+4%
4.2	Middle School dropout rate	3.9%	1.69%	4.02%		+.03%
4.3	Suspension Rate*	0	0	0	0	0
4.4	Expulsion Rate*	0	0	0	0	0
4.5	Chronic Absenteeism Rate*	Overall 3.3%	.4%	4.5%	Overall <5%	-2.9%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Successes in Implementation
Highly Effective Credit Recovery: The high school summer school program in July 2025 was a major success, with 75% of participants focused on credit recovery
. Notably, 95% of these scholars passed at least one course, and 87% passed every credit recovery course they attempted

.
Support for Homeless Scholars (Action 4.5): The Scholar Community Advocate (SCA) has effectively identified and supported vulnerable families. As of April 2026, 87 scholars (14.15%) in the San Diego region were identified and properly coded in the Student Information System to receive essential connections to housing, food, and mental health services

New Re-engagement Strategy: In response to data on summer course completion, the school is implementing a new post-summer re-engagement plan
. This involves prioritized credit recovery placement in the early fall for scholars who did not successfully complete their summer courses

Decreasing Dropout Rates: While Year 1 outcomes showed a significant increase in the HS Dropout Rate to 24%, the Year 2 outcome saw an decrease to 13%, making progress towards the target of keeping it below 10%
. The middle school dropout rate rose slightly from 3.9% in Year 1 to 4.02% in Year 2
.
Overall Chronic Absenteeism: The overall chronic absenteeism rate rose slightly to 4.5% in the Year 2 outcome, which is below the target of <5%, but needs to be monitored.
.
Dynamic Populations: Identifying and maintaining resource connections for homeless scholars is a constant challenge due to the high mobility of the population; identified numbers in the San Diego region fluctuated from 93 scholars in December 2025 to 87 in April 2026

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 significant differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective Actions
High School Summer School (Action 4.1): This action has been highly effective in supporting credit recovery. In July 2025, 75% of participants focused on credit recovery, with 95% passing at least one course and 87% passing all attempted courses

Targeted African American Absenteeism Support (Action 4.2): This initiative has seen significant success. The chronic absenteeism rate for African American scholars dropped from a 22.2% baseline to 8.5% in the Year 2 outcome, representing a major improvement toward the <5% target
.
Support for Homeless Scholars (Action 4.5): The Scholar Community Advocate (SCA) has effectively identified and supported vulnerable families. Scholars were identified and properly coded in the Student Information System to receive essential connections to housing, food, and mental health services
.
Actions with Mixed or Stalled Effectiveness
Overall Retention Tracking (Action 4.3): The implementation of the Abre data suite was deemed ineffective for identifying trends and supporting at-promise scholars
. As a result, the school is replacing Abre with Parsec Analytics, and internal systems to better track retention rates by grade level and subgroup
.
HS Dropout Rate (Metric 4.1): While the dropout rate is improved from the 20% baseline, it rose to 13% in the Year 2 outcome after having been as low as 7% in Year 1, missing the target of <10%
.
Overall Chronic Absenteeism (Metric 4.5): Effectiveness has been inconsistent schoolwide. Despite gains with African American scholars, the overall chronic absenteeism rate rose to 6.8% in Year 2, which is above the 6.4% baseline and the <5% target
.
Future Strategy Adjustments
Based on reflections of prior practice, the school is implementing a new post-summer re-engagement plan for scholars who do not complete their summer courses
. This will include prioritized credit recovery placement in the early fall to more effectively serve those facing barriers to graduation

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

Post-Summer Re-engagement Plan: To increase the impact of summer programming, the school is implementing a new re-engagement plan specifically for scholars who did not complete their summer courses. This plan includes prioritized early fall credit recovery placement to ensure these scholars do not fall further behind
.
Targeted Attendance Monitoring (Action 4.2): The strategy has been refined to include individualized plans for each scholar and the use of the new data systems to provide "early alerts" to staff when attendance issues first arise
.
Metric and Reporting Adjustments
Streamlining Metrics: The school updated the reporting for its metrics to remove extraneous data that was deemed unnecessary in past reports. This change is intended to provide greater clarity on actual participation and outcome numbers without altering the underlying data

.
Focus on Impact: The analysis notes that these refinements aim to specifically reduce dropout rates and more effectively serve scholars who express a disconnection from the school learning environment
.
These changes reflect a shift toward more robust data analytics and immediate follow-up interventions for scholars who struggle to complete traditional or summer coursework.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Credit Recovery	Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility	$7,874.00	No
4.3	Retention rates	The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	$7,478.00	No
4.4	Support for 5 year grad cohort	The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.		No
4.5	Support for Homeless Scholars	Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	$14,051.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target 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.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$736,238.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.746%	0.000%	$0.00	9.746%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Credentialed teachers **Need:** 50% of the scholars have been identified as unduplicated and they receive a personalized education plan that is overseen by an appropriately credentialed teacher. **Scope:**	Each pupil is assessed for their academic, SEL, and financial needs to determine and assign supports specific to their needs	1.11, 1.12,1.13,1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** MTSS Supports **Need:** 32% Completely tested out of needing intervention support (increase of 2% from 23/24 BOY to MOY) 74% of 504 scholars are at or above grade level in Math (increase of 14% from 23/24) 80% of 504 scholars are at or above grade level in Reading (increase of 14% from 23/24) **Scope:** Schoolwide	All scholars are identified for interventions according to the MTSS protocols. Unduplicated students are provided with supports specific to their needs.	1.11, 1.12,1.13,1.14
2.2	**Action:** Technology Access for SED scholars **Need:** Low income families need computers and internet access to participate in virtual learning. **Scope:** Schoolwide	The school has prioritized SED families to receive this technology to remove barriers they may encounter due to financial burden.	2.2.2.6
2.7	**Action:** Scholar Engagement Activities **Need:** Families experience barriers to participation in engagement activities such as transportation, costs associated with bringing additional family members, and language barriers.	All families have access to engagement activities. This action is to specifically provide additional support to families experiencing barriers to participation.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.8	**Action:** Mental Health Supports **Need:** School climate survey results show that unduplicated pupils will benefit from increased mental health services. **Scope:** Schoolwide	Mental health services are provided to all pupils with an emphasis on ensuring that families that have language or income barriers have equal access to these services.	2.2
3.3	**Action:** AVID Program **Need:** Scholars of SED families graduate at a rate of 60.5% this is a decline of 8.3% and is 5% lower than the overall graduation rate. **Scope:** Schoolwide	AVID is provided to the students of SED families to improve college readiness	2.2, 2.3, 2.7
4.5	**Action:** Support for Homeless Scholars **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Credentialed teachers **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
1.3	**Action:** ELD Materials **Need:** 31% of EL Scholars are making progress towards proficiency. 14% of scholars have achieved reclassification. **Scope:** Limited to Unduplicated Student Group(s)	EL scholars have access to resources specific to language development.	1.8,1.9
1.4	**Action:** Professional Development for staff serving EL scholars	Teachers will learn strategies to improve EL proficiency	1.8, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 31% of EL Scholars are making progress towards proficiency. 14% of scholars have achieved reclassification. **Scope:** Limited to Unduplicated Student Group(s)		
1.11	**Action:** Summer School Interventions **Need:** SED students SBAC Math (3-8) 25%; SBAC Math (11) 19% EL students SBAC Math (all grades) 3% SED students SBAC ELA (3-8) 41%; SBAC ELA (11) 43% EL students SBAC ELA (ALL GRADES) 12% **Scope:** Limited to Unduplicated Student Group(s)	100% of unduplicated scholars in grades tk-7 (23-24 school year) were invited to summer session. 22% of the unduplicated scholars participated in this summer session. Of those 22% who participated, 34% met the 800 minute expectation, 75% worked a total of 400 minutes or more, and 44% worked 3+ weeks (out of the 4 week session).	1.5, 1.6, 1.8, 1.11, 1.12
2.4	**Action:** ELAC **Need:** The parents of emergent multilingual scholars need a voice in the school's process for providing services. **Scope:** Limited to Unduplicated Student Group(s)	This council is specifically for the parents of EL scholars.	2.3, 2.4
3.5	**Action:** Course Scheduling	A counselor is assigned to work with SED scholars to develop a personalized graduation plan that	2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 24% of SED students are prepared for college, the graduation rate for SED students is 61% **Scope:** Limited to Unduplicated Student Group(s)	identifies any areas of need and ensures they are on track to graduate.	
4.5	**Action:** Support for Homeless Scholars **Need:** Our families experiencing homelessness have additional barriers to HS graduation. **Scope:** Limited to Unduplicated Student Group(s)	Our dedicated liaison works with each family to identify barriers and connect them with the support they need to be successful.	4.1, 4.2,4.5

For any limited 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, as applicable.

Additional Concentration Grant Funding

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students	25:1	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,554,544.00	736,238.00	9.746%	0.000%	9.746%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,908,723.00	$86,928.00	$0.00	$19,453.00	$7,015,104.00	$5,869,068.00	$1,146,036.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialed teachers	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$5,510,071.00	$0.00	$5,510,071.00				$5,510,071.00	
1	1.2	Standards-aligned instructional materials	All	No			All Schools		$0.00	$876,223.00	$876,223.00				$876,223.00	
1	1.3	ELD Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$114,438.00	$114,438.00				$114,438.00	
1	1.4	Professional Development for staff serving EL scholars	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,812.00	$0.00	$1,812.00				$1,812.00	
1	1.5	MTSS Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$244,884.00	$5,623.00	$250,507.00				$250,507.00	
1	1.7	Increased participation on state assessments	All	No			All Schools		$0.00	$5,982.00	$5,982.00				$5,982.00	
1	1.9	Support for scholars with special needs	Students with Disabilities	No			All Schools		$0.00	$18,061.00	$18,061.00				$18,061.00	
1	1.10	Professional Development on serving scholars with special needs	Students with Disabilities	No			All Schools		$2,000.00	$0.00	$2,000.00				$2,000.00	
1	1.11	Summer School Interventions	English Learners Low Income	Yes	Limited to Unduplicated	English Learners Low Income	All Schools		$0.00	$1,196.00	$1,196.00				$1,196.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
2	2.1	Annual Survey	All	No			All Schools		$0.00	$2,991.00	$2,991.00				$2,991.00	
2	2.2	Technology Access for SED scholars	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$44,230.00	$44,230.00				$44,230.00	
2	2.3	Safe Online Environment	All	No			All Schools		$0.00	$10,768.00	$10,768.00				$10,768.00	
2	2.4	ELAC	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$4,322.00	$1,080.00				$5,402.00	$5,402.00	
2	2.5	Parent and Scholar input	All	No			All Schools									
2	2.6	Learning Coach Academy	All	No			All Schools									
2	2.7	Scholar Engagement Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$44,858.00	$44,858.00				$44,858.00	
2	2.8	Mental Health Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$86,928.00	$0.00		$86,928.00			$86,928.00	
3	3.1	Course Offerings	All	No			All Schools									
3	3.2	RAMP Certification	All	No			All Schools									
3	3.3	AVID Program		Yes	Schoolwide		All Schools		$5,000.00	$2,991.00	$7,991.00				$7,991.00	
3	3.4	Program for Scholars with Special needs	Students with Disabilities	No			All Schools		$0.00	$2,243.00	$2,243.00				$2,243.00	
3	3.5	Course Scheduling		Yes	Limited to Unduplicated Student Group(s)		All Schools									
4	4.1	Credit Recovery	All	No			All Schools		$0.00	$7,874.00	$7,874.00				$7,874.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Retention rates	All	No			All Schools		$0.00	$7,478.00	$7,478.00				$7,478.00	
4	4.4	Support for 5 year grad cohort	All	No			All Schools									
4	4.5	Support for Homeless Scholars	Low Income	Yes	Schoolwide Limited to Unduplicated Student Group(s)	Low Income	All Schools		$14,051.00	$0.00				$14,051.00	$14,051.00	

2026-27 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
$7,554,544.00	736,238.00	9.746%	0.000%	9.746%	$5,975,103.00	0.000%	79.093 %	**Total:**	$5,975,103.00
								LEA-wide Total:	$0.00
								Limited Total:	$5,627,517.00
								Schoolwide Total:	$347,586.00

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	Credentialed teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$5,510,071.00	
1	1.3	ELD Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$114,438.00	
1	1.4	Professional Development for staff serving EL scholars	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,812.00	
1	1.5	MTSS Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$250,507.00	
1	1.11	Summer School Interventions	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$1,196.00	
2	2.2	Technology Access for SED scholars	Yes	Schoolwide	Low Income	All Schools	$44,230.00	
2	2.4	ELAC	Yes	Limited to Unduplicated Student Group(s)	English Learners	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 (%)
2	2.7	Scholar Engagement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$44,858.00	
2	2.8	Mental Health Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.3	AVID Program	Yes	Schoolwide		All Schools	$7,991.00	
3	3.5	Course Scheduling	Yes	Limited to Unduplicated Student Group(s)		All Schools		
4	4.4	Support for 5 year grad cohort				All Schools		
4	4.5	Support for Homeless Scholars	Yes	Schoolwide Limited to Unduplicated Student Group(s)	Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,578,595.00	$6,747,921.00

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**	Credentialed teachers	Yes	$4,841,239.00	$4,841,239.00
1	**1.2**	Standards-aligned instructional materials	No	$1,264,530.00	$1,264,530.00
1	**1.3**	ELD Materials	Yes	$142,379.00	$142,379.00
1	**1.4**	Professional Development for staff serving EL scholars	Yes	$1,812.00	$1,812.00
1	**1.5**	MTSS Supports	Yes	$79,659.00	$138,951.00
1	**1.7**	Increased participation on state assessments	No	$7,182.00	$4,500.00
1	**1.9**	Support for scholars with special needs	No	$21,684.00	$21,684.00
1	**1.10**	Professional Development on serving scholars with special needs	No	$2,000.00	$700.00
1	**1.11**	Summer School Interventions	Yes	$14,127.00	$14,127.00
2	**2.1**	Annual Survey	No	$3,591.00	$2,000.00
2	**2.2**	Technology Access for SED scholars	Yes	$32,169.00	$112,593.00

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	2.3	Safe Online Environment	No	$12,927.00	$12,927.00
2	2.4	ELAC	Yes	$5,100.00	$1,500.00
2	2.5	Parent and Scholar input	No		$5,218.00
2	2.6	Learning Coach Academy	No		$90.00
2	2.7	Scholar Engagement Activities	Yes	$53,875.00	$53,875.00
2	2.8	Mental Health Supports	Yes	$4,460.00	$4,460.00
3	3.1	Course Offerings	No		$311.00
3	3.2	RAMP Certification	No	$1,247.00	$1,247.00
3	3.3	AVID Program	Yes	$8,538.00	$23,084.00
3	3.4	Program for Scholars with Special needs	No	$2,693.00	$500.00
3	3.5	Course Scheduling	Yes	$22,572.00	$32,270.00
4	4.1	Credit Recovery	No	$24,789.00	$24,789.00
4	4.3	Retention rates	No	$12,734.00	$12,734.00

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)
4	**4.4**	Support for 5 year grad cohort	No		$1,440.00
4	**4.5**	Support for Homeless Scholars	Yes	$19,288.00	$28,961.00

2025-26 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)
	$5,225,218.00	$5,395,251.00	($170,033.00)	0.000%	0.000%	0.000%

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	1.1	Credentialed teachers	Yes	$4,841,239.00	$4,841,239.00		
1	1.3	ELD Materials	Yes	$142,379.00	$142,379.00		
1	1.4	Professional Development for staff serving EL scholars	Yes	$1,812.00	$1,812.00		
1	1.5	MTSS Supports	Yes	$79,659.00	$138,951.00		
1	1.11	Summer School Interventions	Yes	$14,127.00	$14,127.00		
2	2.2	Technology Access for SED scholars	Yes	$32,169.00	$112,593.00		
2	2.4	ELAC	Yes	$5,100.00	$1,500.00		
2	2.7	Scholar Engagement Activities	Yes	$53,875.00	$53,875.00		
2	2.8	Mental Health Supports	Yes	$4,460.00	$4,460.00		
3	3.3	AVID Program	Yes	$8,538.00	$23,084.00		
3	3.5	Course Scheduling	Yes	$22,572.00	$32,270.00		
4	4.5	Support for Homeless Scholars	Yes	$19,288.00	$28,961.00		

2025-26 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)
10,096,376		0.0	0.000%	$5,395,251.00	0.000%	53.438%	$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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).

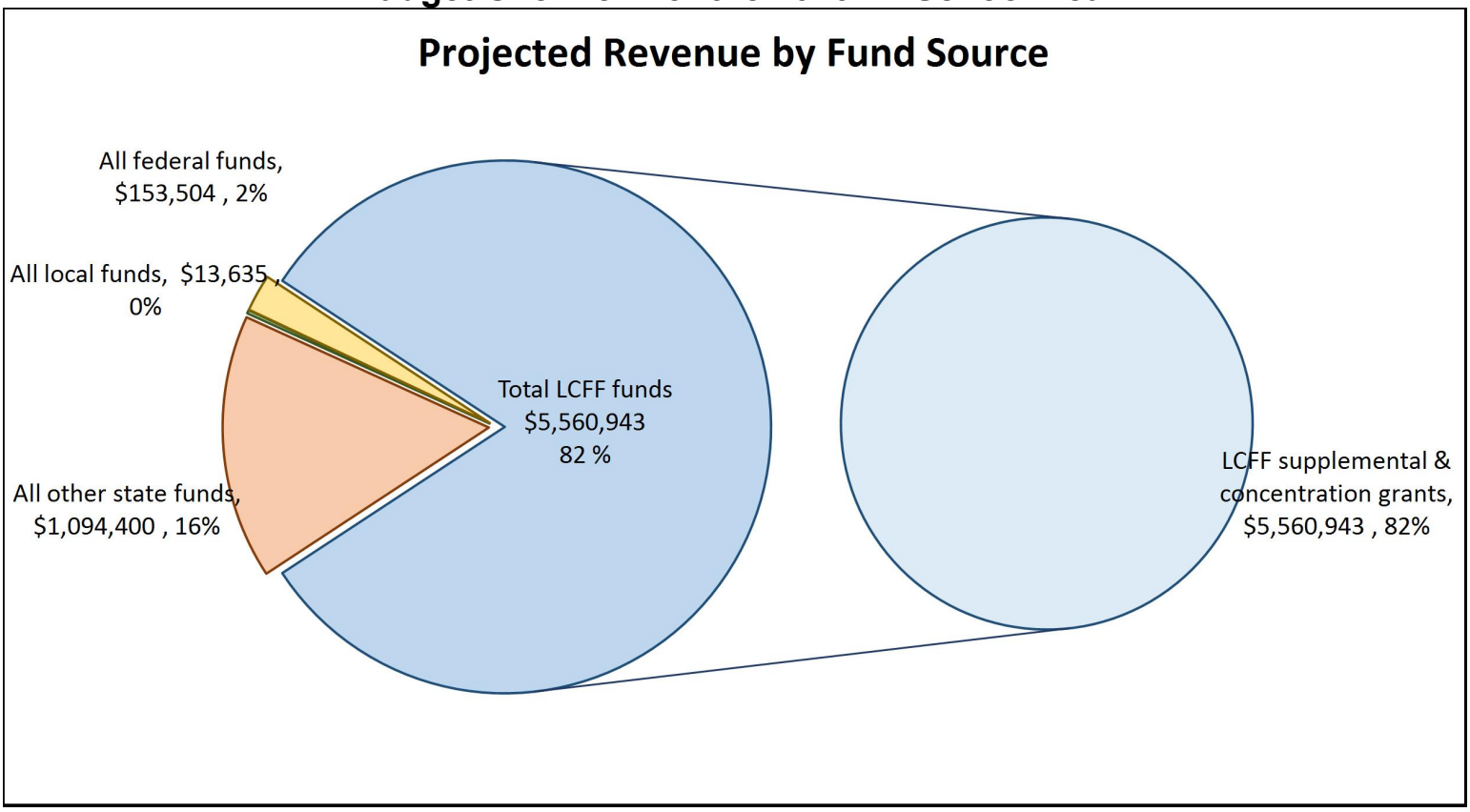
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter School of Yolo
CDS Code: 57 72702 0139436
School Year: 2026-27
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 2026-27 School Year

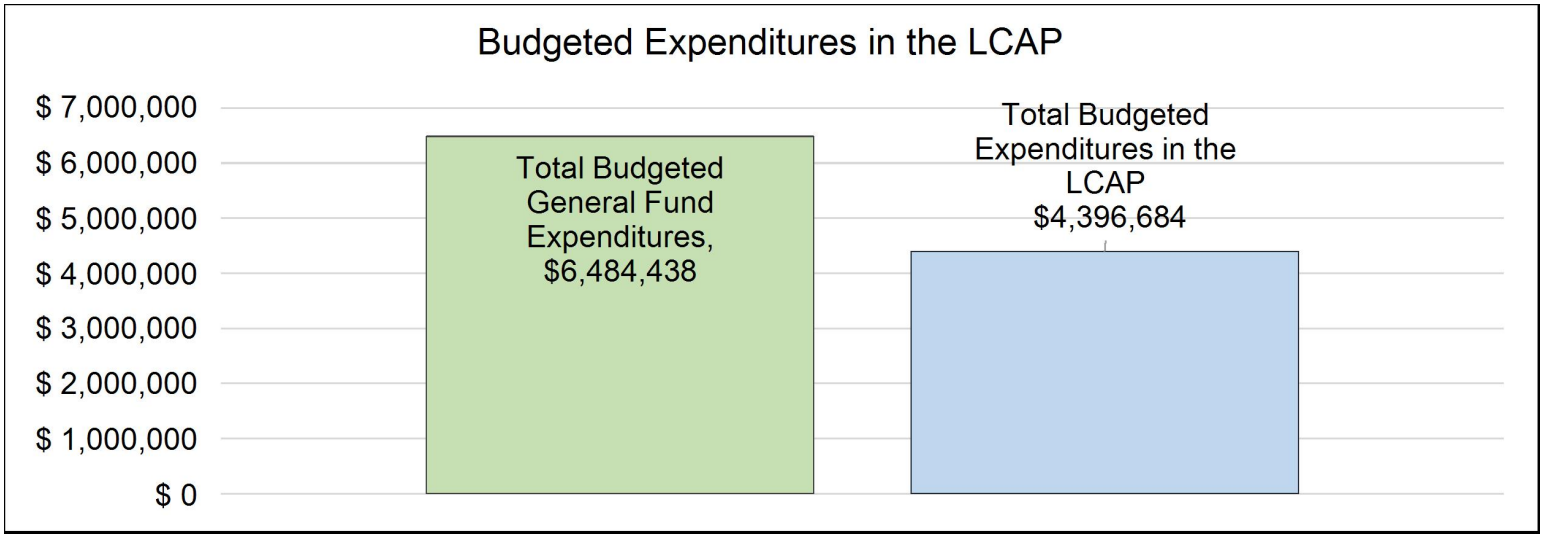


This chart shows the total general purpose revenue Compass Charter School of Yolo expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compass Charter School of Yolo is $6,822,482, of which $5,560,943 is Local Control Funding Formula (LCFF), $1,094,400 is other state funds, $13,635 is local funds, and $153,504 is federal funds. Of the $5,560,943 in LCFF Funds, $5,560,943 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 School of Yolo plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

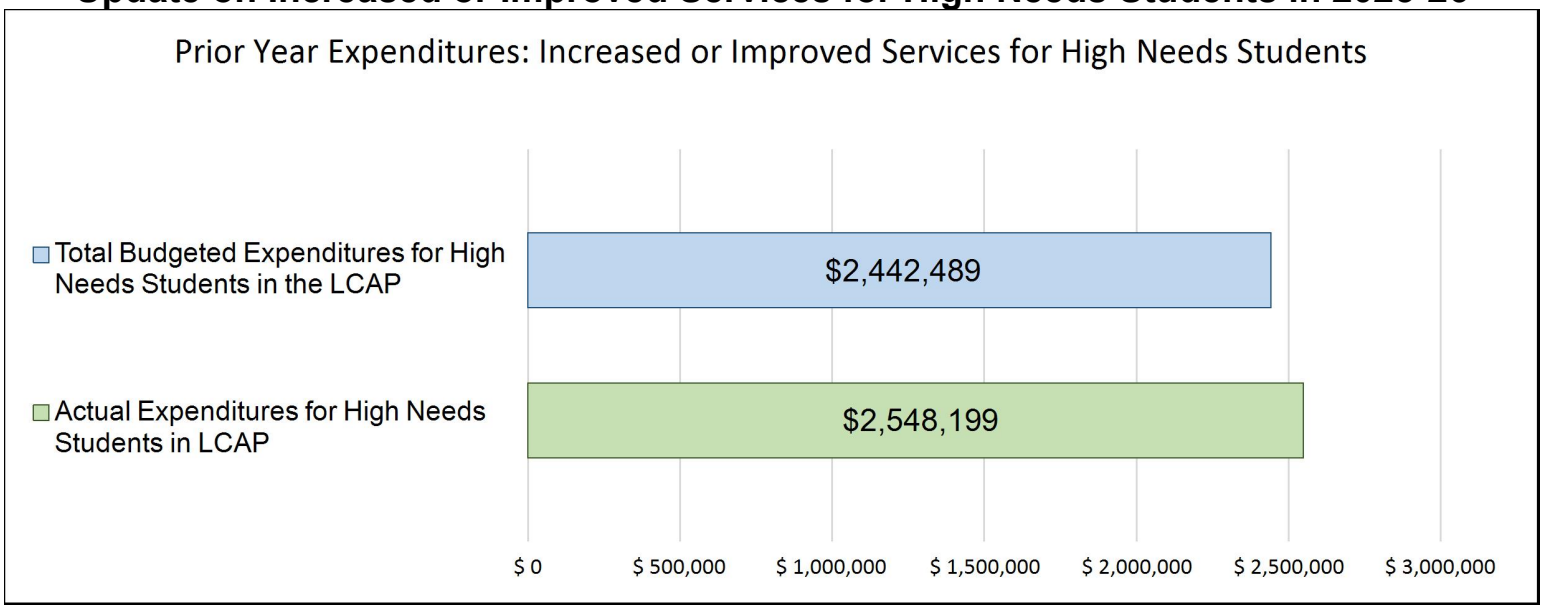
The text description of the above chart is as follows: Compass Charter School of Yolo plans to spend $6,484,438. for the 2026-27 school year. Of that amount, $4,396,684 is tied to actions/services in the LCAP and $2,087,754 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Compass Charter School of Yolo is projecting it will receive $5,560,943 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter School of Yolo must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter School of Yolo plans to spend $3,635,844 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Compass Charter School 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 School 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 2025-26, Compass Charter School of Yolo's LCAP budgeted $2,442,489 for planned actions to increase or improve services for high needs students. Compass Charter School of Yolo actually spent $2,548,199 for actions to increase or improve services for high needs students in 2025-26.

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 School of Yolo	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 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. We continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.
At Compass, scholars 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 their learning. We partner with our families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) commits to supporting 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 each scholar.
In compliance with AB 130 and AB 167, scholars 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. During this instruction, 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 teachers also provide Q&A office

hours, small group instruction, and one on one sessions to further support scholars. In addition to academic support, each scholar is provided with curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

The mission of Compass is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. We support our scholars, learning coaches, teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).
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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Participation rates and achievement rates in CAASPP ELA and Math have improved over the years. The school will continue to set goals around providing support in ELA and Math to increase the percentage of scholars testing at or above grade level. SED scholars are performing lower than their peers. In this plan, goals are the same for all populations and resources will be concentrated on subgroups that show the greatest gap in achievement. IN 2025 the CAASPP participation increased 93% which reduced the LOSS penalty to 2%. Although efforts were concentrated in 2025 to increase participation, some parents utilize their right to opt out of state testing even though it negatively impacts the school. The school has continued to work towards a goal to increase participation to 95% in order to avoid the LOSS penalty. Academic achievement increased in ELA and Math schoolwide and in in most subgroups. Schoolwide scores increased 35.3 points in ELA and 41.4 points in Math.

Scholar engagement dipped in the area of chronic absenteeism that increased 4.1%.
The school will continue to monitor staffing and access to core curriculum. These measures are consistently met each year as the school maintains a 25:1 credentialed staff to scholar ratio and ensures that all scholars have access to core curriculum. In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Board of Directors	Board of Directors - Compass Charter Schools is governed by a California nonprofit public-benefit corporation and has an independent Board of Directors who meet six times per year to oversee the school's management, operation, activities, and affairs. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations. In earlier meetings, there was discussion on the importance of designing Annual Survey questions to best capture valuable insights from parents and scholars. The members also reviewed the Mid-year LCAP presentation, which outlined goals of enhancing engagement and academic achievement. Later sessions revolved around analyzing data results from the Annual Survey to gain a better understanding of what scholars, parents, and staff valued and what they thought needed improving. These discussions helped in refining final goals for the LCAP.
Administrators	All Leadership Meeting - This meeting gathers the cabinet members and directors of each department and meets on a monthly basis. The team tackles projects and issues that affect all internal departments including Finance, HR, Operations, Academic Programs and Support, Finance, HR, Operations, and IT.

Educational Partner(s)	Process for Engagement
	During several meetings, the creation and update of the Mid-year LCAP and final LCAP were discussed and included LCAP expenditures, data review, goal proposal, funding allocations, contracts review, and metrics alignment. The Leadership Team also met on additional occasions regarding the Annual survey. All Management Team meeting - The CCS Management team meets monthly and is made up of our Directors, Coordinators, and Managers. The meeting's purpose is to develop leadership, build trust within the organization, and improve communication and consistency in our organization. Throughout the year, this group actively participated in Covey Speed of Trust sessions, followed by collaborative exercises in small focus groups to foster camaraderie and strengthen connections between departments. Additionally, the team has sessions dedicated to creating, reviewing, and updating information related to scholar achievement goals, school culture, Annual Survey and the LCAP.
Teachers and other school personnel	Town Hall Meetings - This meeting is held monthly for all employees and serves as a platform to dispense information regarding our school's performance, organizational goals, structural changes, and scholar program updates. Once per quarter, the topics focus on data received from the California School Dashboard, CALPADS, DataQuest, and other reporting systems. Time is allotted for staff to share achievements and to bring forward ideas for improvements. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected staff members' thoughts and feedback. More than 75% of staff responded to the survey. Personnel were asked to rate the importance of academic achievement, college preparedness, community involvement, school culture, parent involvement, scholar engagement, and positive mental health. There were also questions about collaboration and trust between peers, teams, departments, and administrators, as well as questions regarding the effectiveness of internal processes and software systems. The final portion asked their opinion about the four goals of the LCAP plan.

Educational Partner(s)	Process for Engagement
	Annual conference - The school holds an annual, in person conference for all staff that offers employees a dedicated time and space away from the usual work environment to focus on LCAP goals, strategic planning, skill development, team building, and employee engagement.
Parents	Parent Advisory Council - The Parent Advisory Council serves to provide parent assessment on school policies and procedures at CCS, and to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During these meetings, the Parent Advisory Council members formulated strategies for recruiting parents to join the PAC. They brainstormed ways to boost participation in state testing, and established connections to the District English Learner Advisory Committee. The Superintendent provided an overview of the LCAP and solicited feedback from the group. Members also played a role in shaping the Annual Survey by reviewing questions from previous Annual Surveys, and by making updates to existing questions and creating new topics to explore. After the Annual Survey ran, participants engaged in discussion regarding results and explored ideas for future goals and initiatives. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected parents' thoughts and feedback. Over 309 parents responded to the survey, submitting answers to questions about the quality of teaching, curriculum, hours spent on school work and study, and parent communication methods. Parents were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan. Parent Suggestion Box - The Parent Suggestion box is a form that parents can fill out to make suggestions or share ideas they have to make Compass Charter Schools better for its scholars, families, and

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Educational Partner(s)	Process for Engagement
	staff. Suggestions that are submitted are reviewed by the Parent Advisory Council.
Scholars	Scholar Leadership Council - The Scholar Leadership Council is made up of 10 - 20 scholars who provide scholar feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During this school year, scholars provided and refined survey questions for the Annual Survey, ensuring that the questions resonated with scholars across all grade levels and accurately captured their feedback. They determined goals for the number of council members and increased participation in council meetings. In addition, they talked about results from the Annual Survey and shared their feedback on the data presented. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected scholars' thoughts and feedback, and 225 scholars responded to the survey. They submitted answers to questions about the quality of teaching, live synchronous instruction, hours spent on schoolwork and study, and scholar communication methods. Scholars were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan. Scholar Suggestion Box - The Scholar Suggestion box is a form that scholars can fill out to make suggestions or share their ideas to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed and discussed by the Scholar leadership Council.

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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Local Control and Accountability Plan (LCAP) at Compass Charter Schools was significantly influenced by feedback from various stakeholders, gathered through multiple structured interactions and surveys. Here's an overview of how this feedback shaped the LCAP:

Board of Directors
Survey Design and Data Analysis: The Board emphasized the importance of designing Annual Survey questions to extract meaningful insights from parents and scholars. They reviewed mid-year LCAP presentations and data from these surveys to understand the priorities and areas for improvement, which informed the final LCAP goals.
Goal Refinement: Discussions and analyses of the survey data during Board meetings led to a refinement of the LCAP goals, ensuring they aligned with the needs and preferences of the school community.

All Leadership Meetings
LCAP Expenditures and Metrics: Leadership meetings focused on the creation and updates of the mid-year and final LCAP. Discussions included reviewing LCAP expenditures, funding allocations, and goal proposals, as well as ensuring metrics alignment with the LCAP objectives.
Survey Feedback Integration: The Leadership Team reviewed data from the Annual Survey in these meetings, ensuring that the feedback collected was used to guide decisions and updates to the LCAP.

All Management Team Meetings
Collaborative Goal Setting: Management meetings included sessions on scholar achievement goals, school culture, and the Annual Survey. Feedback from these meetings was used to update the LCAP, fostering a collaborative approach to goal setting and policy development.
Trust and Communication: The team participated in Covey Speed of Trust sessions to build trust and improve communication, which helped in creating a more cohesive plan that considered diverse departmental insights. This year, the leadership team developed and deployed a new Change Model that has resulted in seven project teams that are working on specific improvements based on input from staff, scholars, and families. This approach to change starts with ideas from our educational partners and builds on them.

Town Hall Meetings
Open Feedback and Improvement Ideas: Town Hall meetings provided a platform for all employees to discuss the school’s performance, share achievements, and propose improvements. Monthly topics included data from various reporting systems, which fed into the LCAP refinement process.
Staff Contributions: These meetings allowed staff to bring forward ideas for improvements, which were considered in the LCAP updates.

Annual Survey

Comprehensive Feedback Collection: The Annual Survey, with a high response rate from staff, collected detailed feedback on academic achievement, college preparedness, school culture, and other areas. This feedback directly influenced the LCAP by highlighting the priorities and concerns of the staff.
Evaluation of Goals: The survey included questions about the four goals of the LCAP plan, enabling the school to adjust these goals based on staff input.

Conference
Focused Planning and Team Building: The annual conference provided a dedicated time for strategic planning, skill development, and team building. Feedback and discussions from the Retreat sessions, including interactions between Board members and management teams, played a critical role in shaping the LCAP.

Through these structured interactions and feedback mechanisms, Compass Charter Schools ensured that the LCAP is responsive to the needs and priorities of its education partners, thereby enhancing engagement, academic achievement, and overall school improvement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure all scholars are achieving at grade level and mastering the state standards through a personalized learning plan as measured by state and local assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%	2022-23 97.7%	2023-24 97%	100%	-.3%
1.2	% of students who have access to standards-aligned instructional material	100%	100%	100%	100%	0
1.3	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects	4 or 5 in all subjects	5 in all subjects	5 in all subjects	Increased one level
1.4	CAASPP ELA	Schoolwide	Schoolwide	Schoolwide	Schoolwide	Schoolwide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	SBAC ELA (3-8) 52% SBAC ELA (11) 48% SED SBAC ELA (3-8) 34% SBAC ELA (11) 30% SpEd SBAC ELA (3-8) 33% SBAC ELA (11) 0%	SBAC ELA (3-8) 51% SBAC ELA (11) 58% SED SBAC ELA (3-8) 41% SBAC ELA (11) 67% SpEd SBAC ELA (3-8) 29% SBAC ELA (11) 20%	SBAC ELA (3-8) 53% SBAC ELA (11) 67% SED SBAC ELA (3-8) 55% SBAC ELA (11) 25% SpEd SBAC ELA (3-8) 25% SBAC ELA (11) 50%	SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%	SBAC ELA (3-8) +1% SBAC ELA (11) +19% SED SBAC ELA (3-8) +21% SBAC ELA (11) -5% SpEd SBAC ELA (3-8) -8% SBAC ELA (11) +50%
1.5	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	Schoolwide SBAC Math (3-8) 34% SBAC Math (11) 32% SED SBAC Math (3-8) 18% SBAC Math (11) 11% SpEd SBAC Math (3-8) 27% SBAC Math (11) 0%	Schoolwide SBAC Math (3-8) 36% SBAC Math (11) 21% SED SBAC Math (3-8) 23% SBAC Math (11) 0% SpEd SBAC Math (3-8) 18% SBAC Math (11) 0%	Schoolwide SBAC Math (3-8) 36% SBAC Math (11) 33% SED SBAC Math (3-8) 31% SBAC Math (11) 0% SpEd SBAC Math (3-8) 6% SBAC Math (11) 0%	Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50%	Schoolwide SBAC Math (3-8) +2% SBAC Math (11) +1% SED SBAC Math (3-8) +13% SBAC Math (11) -11% SpEd SBAC Math (3-8) -21% SBAC Math (11) 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Participation rate	ELA 77% Math 77%	ELA 86% Math 86%	ELA 93% Math 93%	ELA 95% Math 95%	ELA +16% Math +16%
1.7	CAST	Schoolwide CAST 38% SED CAST 21%	Schoolwide CAST 40% SED CAST 31%	Schoolwide CAST 42% SED CAST 41%	Schoolwide CAST 40% SED CAST 40%	Schoolwide CAST +4% SED CAST +20%
1.8	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 61% “At/Above Grade-level” Grade 11 68% “At/Above Grade-level”	Grades 3-8 67.2% “At/Above Grade-level” Grade 11 84.6% “At/Above Grade-level”	Grades 3-8 65.3% “At/Above Grade-level” Grade 11 80% “At/Above Grade-level” 84.6% “At/Above Grade-	Grades 3-8 60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”	Grades 3-8 +6.2% “At/Above Grade-level” Grade 11 -16.6% “At/Above Grade-level”
1.9	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 63% Demonstrated growth Grade 11 75% Demonstrated growth	Grades 3-8 67.5% Demonstrated growth Grade 11 75.0% Demonstrated growth	Grades 3-8 62% Demonstrated growth Grade 11 73.0% Demonstrated growth	Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	Grades 3-8 +4.5% Demonstrated growth Grade 11 0% Demonstrated growth
1.10	Percent of scholars at/ above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 37% “At/Above Grade-level” Grade 11 32% “At/Above Grade-level”	Grades 3-8 62.1% “At/Above Grade-level” Grade 11 76.9% “At/Above Grade-level”	Grades 3-8 40% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level"	Grades 3-8 60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”	Grades 3-8 +25.1% “At/Above Grade-level” Grade 11 +44.9% “At/Above Grade-level”

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 61% Demonstrated growth Grade 11 54% Demonstrated growth	Grades 3-8 55.4% Demonstrated growth Grade 11 66.7% Demonstrated growth	Grades 3-8 59% Demonstrated growth Grade 11 62% Demonstrated growth	Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	Grades 3-8 -5.6% Demonstrated growth Grade 11 +12.7% Demonstrated growth

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
The implementation of services for English Learners (EL), Socioeconomically Disadvantaged (SED), Homeless, and Foster Youth scholars at the school was largely aligned with the original plan. Each scholar was assigned a highly qualified, appropriately credentialed supervising teacher (ST) with a maximum caseload of 25, who developed and supported a personalized learning plan (PLP) using standards-aligned instructional materials. This caseload is less than the originally planned caseload of 28 to ensure adequate services.

The school implemented targeted interventions and monitoring through MTSS structures, supported 504 scholars with tailored instruction, and provided TeachTown and other curriculum enhancements for scholars with special needs. All unduplicated scholars in grades K–8 were invited to a summer session regardless of benchmark status, contributing to increased services. Scholars with special needs participated in the CAA when appropriate. This participation contributed to an increase in overall participation and a reduction of the LOSS penalty.

We've maintained a formal curriculum review process to ensure all instructional materials are standards-aligned, rigorous, and meet scholar needs. This includes the integration of Bright Thinker as a digital core curriculum resource and a full audit of current materials. We are also revising the Board-Approved Curriculum list to reflect updated offerings and compliance expectations. This process supports stronger instructional alignment and program clarity across all grade spans.

Substantive Differences Between Planned and Actual Implementation:

There were no substantive differences between planned and actual implementation.

Challenges:

Ensuring all targeted scholars RSVP and attend intervention sessions required additional outreach and follow-up, suggesting a challenge in consistent engagement. We are continuing our search for a learning platform that enables the tracking of session attendance for all support classes. The school has struggled to find a comprehensive data system that provides actionable scholar achievement data. This year, the school began a partnership with Educlimber that will be fully implemented for the 2026-27 SY.

Successes:
Strategic efforts to increase state assessment participation, resulted in an increase in participation to 93% which reduced the LOSS penalty. Overall, ELA scores increased 35.3 points and Math increased 41.4 points. SED scholars increased 30.5 points in ELA and 42.9 points in math.

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 and/or planned percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective practices:
.
Multi-Tiered System of Supports (MTSS) (Action 1.5): The MTSS framework is yielding strong results in intervention efficacy. As of the mid-year update, 33% of scholars completely tested out of needing intervention support. Additionally, scholars with 504 plans showed growth, with 68% at or above grade level in Reading (a 5% increase from the previous year) and 61% at or above grade level in Math.

Support for Scholars with Special Needs (Action 1.1): The full implementation of the TeachTown curriculum is considered "On Track". To increase its effectiveness, the school added a monthly TeachTown academy to improve how staff and scholars utilize these materials

Emerging practices
Summer School Interventions (Action 1.4): While the RTI Virtual Summer Camp was successfully held in July 2025, participation was a challenge.

.

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

Curriculum Alignment: A formal curriculum review was completed for the 2025-2026 school year to ensure materials are rigorous and meet scholar needs, which includes the integration of Bright Thinker as a digital core resource and an audit of current materials.

Reading Screeners: Beginning in 2025-26, the school implemented Amira Learning as an adaptive reading screener for K-2 scholars to proactively identify reading difficulties, aligning with new California statewide requirements.

Tutoring Expansion: Action 1.8 has been updated to include UPchieve, providing on-demand, 24/7 tutoring for all scholars in grades 6-12.

State Assessment Participation: In response to prior "LOSS penalties" regarding participation rates, the school is implementing a new incentive plan and "WOW" and "LCA" sessions for parents to emphasize the importance of state testing. Increasing proactive communication efforts to parents and scholars around the importance of state testing including videos and sharing the impact of opting out and personalize outreach had a positive impact on participation.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed teachers	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.	$3,410,687.00	Yes
1.2	Standards-aligned instructional materials	All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	$599,104.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	ELD Materials	EL scholars will have access to ELD standards-based curriculum and materials including Lexia and NearPod English Learner Program (NearPod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	$14,104.00	Yes
1.4	Professional Development for staff serving EL scholars	Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	$1,000.00	Yes
1.5	MTSS Supports	All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL. In addition, beginning in the 2025–26 school year, CCS will implement Amira Learning as an adaptive reading screener to proactively identify reading difficulties in K–2 scholars. This implementation aligns with California's new statewide requirement for all schools to administer a state-approved reading difficulties screener starting in the 2025–26 school year. To ensure effective use of the Amira platform, teachers will participate in grant-funded professional learning focused on interpreting results, informing instructional decisions, and supporting early literacy development within the MTSS framework at CCS. We will also be using UPchieve to provide on-demand, 24/7 tutoring for all scholars in grades 6–12. This platform offers content-specific academic support whenever students need it.	$155,074.00	Yes
1.7	Increased participation on state assessments	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties in order to increase scores on the CAASPP ELA and Math assessments.	$3,702.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Support for scholars with special needs	Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	$11,177.00	No
1.10	Professional Development on serving scholars with special needs	Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	$2,000.00	No
1.11	Summer School Interventions	All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	$740.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase scholar and parent engagement and involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Scholar and parent engagement is critical to scholar success, especially in a virtual environment. Parents provide a nurturing learning environment in the home and work closely with credentialed teachers to ensure that each scholar is learning in the way that is best for them. High levels of engagement lead to high levels of attendance, progress, and retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey participation	71% staff participation 16% Scholar participation 29% Parent/ LC participation	81% staff participation 17% Scholar participation 28% Parent/ LC participation	75% staff participation 10% Scholar participation 21% Parent/ LC participation	90% staff participation 60% Scholar participation 60% Parent/ LC participation	Staff participation: +10% Parent participation: -1% Scholar participation:+1%
2.2	% of students reporting on the school climate survey that they feel safe at school	73%	99%	100%	80%	+26%
2.3	Building Relationships Between School Staff and Families rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas	4 or 5 in all areas	5 in all areas	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas	4 or 5 in all areas	5 in all areas	0
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas	4 or 5 in all areas	5 in all areas	0
2.6	Attendance Rates	99%	95%	97%	>90%	-4%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 2: Increase scholar and parent engagement and involvement is currently "On Track," with significant progress made in creating a safe digital learning environment, providing targeted parent support, and refining leadership and mental health frameworks
.
Successes in Implementation
Technological Access and Security: The school has successfully maintained 1:1 technology access. Combined with the Chromebook pilot from the previous year, this brings the total number of CCS Chromebooks in the field to about 75% of our scholar population, with the remaining 25% of scholars using their own device (BYOD). This number includes 314 Chromebooks for scholars in CCS Yolo. Our goal for the 2026-2027 school year is to distribute Chromebooks to all remaining scholars who are currently using their own devices, so that 100% of all Compass families have a Compass-issued device at home (minus any family that chooses to opt out). To ensure a safe environment, 19 apps were added to the Clever portal to support single sign-on (SSO) and multi-factor authentication, while Chromebooks now enforce content filtering and secure email communication
.
Learning Coach Academy: This program has seen strong engagement, with parents participating in sessions covering diverse topics such as AI, time management, and CAASPP test preparation
.
Scholar Leadership: The Scholar Leadership Council is successfully implementing the Leader In Me curriculum, with three members having completed the program.
.
Substantive Differences in Planned vs. Actual Actions
Reflections on practice have led to several adjustments to the original planned actions for Goal 2:
Mental Health Framework: Rather than just establishing partnerships, the school is currently piloting a centralized referral process for Tier 2 and Tier 3 supports to reduce service duplication and ensure a "seamless continuum of care" across all grade levels
.

Engagement Activity Scope: Action 2.8 was specifically updated to include "end-of-year scholar celebrations." This change was made to ensure that specific fiscal charges for these events align correctly with the goal's objectives
.
Leadership Curriculum: The planned action for scholar input was enhanced by the integration of the Leader In Me curriculum to build specific leadership capacity within the council
.
Relevant Challenges
Service Coordination: The need to pilot a centralized referral system highlights a prior challenge with service duplication in the school's mental health infrastructure
.
Subgroup Participation Gaps: While engagement offerings are available to all, data shows varying registration rates among subgroups. For instance, as of April 2026, 19% of SED scholars registered for engagement offerings, compared to only 12% of EL scholars and 14% of homeless scholars
.

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 amount budgeted for Technology access for SED Scholars in goal 2.2 exceeded the original planned amount due to 1 to 1 technology initiative.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The majority of actions were effective or showed clear progress in meeting the goal of equitable access and support. Actions with strong implementation—especially around technology, mental health, EL support, and engagement—are yielding tangible academic and well-being outcomes. Areas needing further development include parent engagement (especially among EL families), and consistent implementation of scholar voice structures like the leadership council.

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

Changes to Planned Actions and Infrastructure
To eliminate service duplication and build a sustainable continuum of care, the school is expanding its infrastructure by integrating a dedicated School Counseling Clinician and participating in the California Children and Youth Behavioral Health Initiative (CYBHI). This collaborative framework transitions the school from a pilot phase to a permanent, centralized referral process for Tier 2 and Tier 3 supports. By leveraging CYBHI resources and statewide networks, the school will expand direct clinical reach across all grade levels (TK–12), provide immediate crisis and therapeutic intervention, and establish a financially sustainable ecosystem to secure long-term behavioral and mental health supports for scholars and families.
.

Scholar Leadership Curriculum (Action 2.5): For the 2025-26 school year, the Scholar Leadership Council has integrated the Leader In Me curriculum into its planned activities. This addition is specifically designed to build leadership capacity within the council and provide staff with resources to support both scholars and parents
.
Scholar Engagement Scope (Action 2.7): The description for this action was updated to explicitly include "end-of-year scholar celebrations". This modification was made to ensure that specific fiscal charges (identified as codes 5812-090 and 5830-090) are accurately aligned with the goal's objectives

Refined Focus on Technology and Security
Safe Online Environment (Action 2.5): The school has refined its approach to digital safety by incorporating managed digital systems and expanding the use of the Clever portal. By adding 19 specific apps to Clever, the school has implemented secure single-sign on (SSO) and multi-factor authentication (MFA) to reduce password exposure and better protect scholar data.

Metric 1 was updated to only include the participation rates. Past reports included extraneous data that was unnecessary. The participation numbers were not altered.
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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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Annual Survey	Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	$1,851.00	No
2.2	Technology Access for SED scholars	Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	$20,684.00	Yes
2.3	Safe Online Environment	Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	$6,663.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Parent and Scholar input	The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.		No
2.6	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.7	Scholar Engagement Activities	Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, scholar-led clubs, and end-of-year scholar celebrations. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.	$27,766.00	Yes
2.8	Mental Health Supports	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	$59,228.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures that high school scholars are equipped with the necessary skills and resources for success beyond graduation, whether they choose to pursue higher education or enter the workforce directly. Focusing on college and career readiness aligns with state and national standards, addresses achievement gaps, and contributes to community and economic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%	100%	100%	100%	0
3.2	% of students prepared for college	25%	18%	18.8%	50%	-6.2%
3.3	HS Graduation Rate	86%	76%	75%	>75%	-11%
3.4	a-g completion	6%	15%	12.5%	50%	+6.5%
3.5	CTE Pathway Completion	0	0	0	10%	0
3.6	Both CTE & a-g Completion	0	0	0	10%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	College credit courses completed	27%	24%	25%	50%	-2%
3.8	% of graduates earning a Golden State Seal Merit Diploma	42%	45%	13%	35%	-2%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Successes in Implementation
High Credit Recovery Achievement: The July 2025 high school summer school program was highly effective, with participants focused on credit recovery. This contributed to the 75% graduation rate.

Five-Year Cohort Interventions: The school has finalized tasks to provide targeted interventions—including concurrent enrollment and summer school—specifically for scholars requiring an additional year to meet graduation requirements. This year, four scholars graduated in their fifth year.
Substantive Differences in Planned vs. Actual Actions

The most significant difference between the original plan and actual implementation involves the school's data infrastructure:
Data System Replacement (Action 3.2): The school originally planned to use the Abre data suite to track retention rates and identify trends among subgroups. However, reflections on practice led to a shift in strategy, and Abre is being replaced with EduClimber and Parsec Analytics to better meet these tracking needs. For the 2026-2027 school year, the school is looking at building capacity within its IT team to perform these analytics in house to ensure stability and accuracy.
.

Overall, Goal 3 remains focused on removing barriers for scholars at risk of academic failure through flexible credit options and dedicated advocacy for those facing economic or housing instability
.

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.

Actual expenditures exceeded the projected expenditure totals. This is due to the inclusion of payroll expenditures for counseling and AVID. Adjustments will be made to allow for these expenses next year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective Actions
Support for Scholars with Special Needs (Action 3.4):This action has been highly effective in expanding opportunities for vulnerable populations. The school successfully created and implemented a full Alternative Diploma track specifically designed to support the transition of scholars with special needs.
Course Scheduling and Graduation Support (Action 3.5):The focus on personalized scheduling—including concurrent enrollment and summer school—has supported the graduation rate of 75%. Small class size leads to volatility in this metric. This year's graduating class was 20 scholars.

Effective but Ongoing Actions
AVID Program (Action 3.3):This action is considered On Track. Writing strategies have been delivered in academic sessions, and 30 staff members attended AVID professional learning. While academic rigor is being integrated, the decline in a-g completion suggests that these strategies may need more time to translate into standard metric growth.
Course Offerings (Action 3.1):The school successfully finalized tasks to annually review and update the course catalog to ensure a broad course of study, which has effectively maintained 100% course access for all scholars.

Ineffective or Challenging Actions
RAMP Certification (Action 3.2): This action has experienced setbacks. While the program is high-quality, the Yolo site did not earn RAMP designation for the 2025/26 school year, missing the rubric requirements by 2-3 points. The school is now participating as a Program of Promise for 2027 to make the needed modifications.
CTE Pathway Completion (Metric 3.5):Actions to date have been ineffective in producing graduates with CTE completions. The Year 2 outcome remains at 0, significantly missing the target of 10%.
Support for SED College Preparedness (Metric 3.2): Data indicates a significant challenge in this area; while overall college preparedness rose slightly, the percentage of SED scholars prepared for college dropped from a 26.5% baseline to 12.8% in the Year 2 outcome.

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

Changes to Planned Actions and Strategy
RAMP Certification Strategy (Action 3.2): After narrowly missing the rubric requirements for the 2025/26 school year by 2–3 points at the Yolo site, the school has adjusted its strategy
Instead of immediate re-application, the school will make necessary modifications and participate as a "Program of Promise" participant for 2027 to continue strengthening its counseling framework.

Alternative Diploma Pathways (Action 3.4): Reflections on the needs of scholars with special needs led to the successful creation and implementation of a full Alternative Diploma track. This represents a shift from the development phase to a fully operational program designed to support transition-aged scholars (18–22)
.
AVID Professional Learning Frequency (Action 3.3): To increase schoolwide implementation and buy-in, the school has committed to offering quarterly professional learning for all academic staff, a refinement from more sporadic earlier sessions.

Course Catalog Review (Action 3.1): Tasks have been finalized to conduct an annual review and update of the course catalog to ensure a broad course of study is maintained and remains accessible to all scholars, including those with disabilities

The school is exploring a partnership with two charter schools and a Community College to create a consortium to provide access to a Dual Enrollment Program focusing on improving college career readiness.. Enrollment in two courses will begin in the Fall of the 2026-27 SY.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Course Offerings	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.		No
3.2	RAMP Certification	Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.		No
3.3	AVID Program	AVID District Leadership training and memberships. Professional Learning provided to all instructional staff by AVID ToSA.	$6,851.00	Yes
3.4	Program for Scholars with Special needs	The school will develop a support and transition program for scholars with special needs 18 -22 year old.	$1,388.00	No
3.5	Course Scheduling	The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.		Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Compass identifies scholars who are at-promise as those who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, showing a lack of interest for academics, emotional or behavioral problems, a past record of academic underachievement, economic disadvantage, low scores on math or English standardized tests, and expressing a disconnection from the school learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	HS Dropout Rate	10%	10%	31%	<10%	0
4.2	Middle School dropout rate	10%	1.49%	7.89%	<10%	-8.51%
4.3	Suspension Rate*	0	0	0	0	0
4.4	Expulsion Rate*	0	0	0	0	0
4.5	Chronic Absenteeism Rate*	Overall 2%	1.2	5.3%	Overall <5%	-.8%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Successes in Implementation

Highly Effective Credit Recovery: The high school summer school program in July 2025 was a success, with 75% of participants focused on credit recovery. Notably, 91% of these scholars passed at least one course, and 82% passed every credit recovery course they attempted

Vulnerable Population Advocacy: The Scholar Community Advocate (SCA) successfully established a system to identify and support families experiencing homelessness
Scholars were identified and correctly coded in the Student Information System (SIS) to ensure they receive essential housing, food, and mental health resources
.

New Re-engagement Strategy: In response to data on summer course completion, the school is implementing a new post-summer re-engagement plan
. This involves prioritized credit recovery placement in the early fall for scholars who did not successfully complete their summer courses
.
Relevant Challenges
Rising Dropout Rates: While Year 1 outcomes maintained a the HS Dropout Rate at 10%, the Year 2 outcome saw an increase to 31%, missing the target of keeping it below 10%. An analysis of scholars who left the school without graduating will provide information about changes to be implemented in the 2026-27 SY.
. Similarly, the middle school dropout rate rose from 1.4% in Year 1 to 7.89% in Year 2 while staying under the 10% goal.
.
Overall Chronic Absenteeism: Chronic absenteeism increased 4.1%.
.
Dynamic Populations: Identifying and maintaining resource connections for homeless scholars is a constant challenge due to the high mobility of the population.

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 significant differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective Actions
High School Summer School (Action 4.1): This action has been highly effective in supporting credit recovery. In July 2025, 75% of participants focused on credit recovery, with 92% passing at least one course and 83% passing all attempted courses. This success directly enabled two scholars to graduate who might not have otherwise
.
Support for Homeless Scholars (Action 4.5): The Scholar Community Advocate (SCA) has effectively identified and supported vulnerable families. Scholars were identified and properly coded in the Student Information System to receive essential connections to housing, food, and mental health services
.

Actions with Mixed or Stalled Effectiveness
Overall Retention Tracking (Action 4.3): The implementation of the Abre data suite was deemed ineffective for identifying trends and supporting at-promise scholars
. As a result, the school is replacing Abre with Parsec Analytics, and internal systems to better track retention rates by grade level and subgroup
.
Overall Chronic Absenteeism (Metric 4.5): Effectiveness has been inconsistent schoolwide. Despite gains with African American scholars, the overall chronic absenteeism rate rose to 6.8% in Year 2, which is above the 6.4% baseline and the <5% target
.
Future Strategy Adjustments
Based on reflections of prior practice, the school is implementing a new post-summer re-engagement plan for scholars who do not complete their summer courses
. This will include prioritized credit recovery placement in the early fall to more effectively serve those facing barriers to graduation

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

Post-Summer Re-engagement Plan: To increase the impact of summer programming, the school is implementing a new re-engagement plan specifically for scholars who did not complete their summer courses. This plan includes prioritized early fall credit recovery placement to ensure these scholars do not fall further behind
.
Targeted Attendance Monitoring (Action 4.2): While the action to reduce chronic absenteeism remains, the strategy has been refined to include individualized plans for each scholar and the use of the new data systems to provide "early alerts" to staff when attendance issues first arise
.
Metric and Reporting Adjustments
.
Focus on Impact: The analysis notes that these refinements aim to specifically reduce dropout rates and more effectively serve scholars who express a disconnection from the school learning environment
.
These changes reflect a shift toward more robust data analytics and immediate follow-up interventions for scholars who struggle to complete traditional or summer coursework.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Credit Recovery	Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility	$4,872.00	No
4.3	Retention rates	The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	$4,627.00	No
4.4	Support for 5 year grad cohort	The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.		No
4.5	Support for Homeless Scholars	Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	$8,695.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target 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.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$403,087	$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
7.815%	0.000%	$0.00	7.815%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Credentialed teachers **Need:** 41% of the scholars have been identified as unduplicated and they receive a personalized education plan that is overseen by an appropriately credentialed teacher. **Scope:**	Each pupil is assessed for their academic, SEL, and financial needs to determine and assign supports specific to their needs	1.11, 1.12,1.13,1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.5	**Action:** MTSS Supports **Need:** 13.3% of unduplicated pupils require urgent intervention, 6.6% require intervention and 13.3% are on watch in ELA. 16.6% of unduplicated pupils require urgent intervention, 8% require intervention and 15% are on watch in Math **Scope:** Schoolwide	All scholars are identified for interventions according to the MTSS protocols. Unduplicated students are provided with supports specific to their needs.	1.11, 1.12,1.13,1.14
2.2	**Action:** Technology Access for SED scholars **Need:** Low income families need computers and internet access to participate in virtual learning. **Scope:** Schoolwide	The school has prioritized SED families to receive this technology to remove barriers they may encounter due to financial burden.	2.2.2.6
2.7	**Action:** Scholar Engagement Activities **Need:** Families experience barriers to participation in engagement activities such as transportation, costs associated with bringing additional family members, and language barriers.	All families have access to engagement activities. This action is to specifically provide additional support to families experiencing barriers to participation.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.8	**Action:** Mental Health Supports **Need:** School climate survey results show that unduplicated pupils will benefit from increased mental health services. **Scope:** Schoolwide	Mental health services are provided to all pupils with an emphasis on ensuring that families that have language or income barriers have equal access to these services.	2.2
3.3	**Action:** AVID Program **Need:** Scholars of SED families benefit from AVID services. **Scope:** Schoolwide	AVID is provided to the students of SED families to improve college readiness	2.2, 2.3, 2.7

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** ELD Materials **Need:** The ELD scholar population is below 11. The school provides resources for these scholars to support their language development. **Scope:** Limited to Unduplicated Student Group(s)	EL scholars have access to resources specific to language development.	1.8,1.9
1.4	**Action:** Professional Development for staff serving EL scholars **Need:** The ELD scholar population is below 11. The school provides resources for these scholars to support their language development. **Scope:** Limited to Unduplicated Student Group(s)	Teachers will learn strategies to improve EL proficiency	1.8, 1.9
1.11	**Action:** Summer School Interventions **Need:** SED scholars: SBAC ELA (3-8) 34% SBAC ELA (11) 30% SED scholars: SBAC Math (3-8) 18%, SBAC Math (11) 11%	100% of SEL and EL scholars were offered summer school. 44% of scholars attending summer school are in these populations	1.5, 1.6, 1.8, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.5	**Action:** Course Scheduling **Need:** Continued support to ensure that SED students are prepared for college and maintain a high graduation rate **Scope:** Limited to Unduplicated Student Group(s)	A counselor is assigned to work with SED scholars to develop a personalized graduation plan that identifies any areas of need and ensures they are on track to graduate.	2.2, 2.3, 2.4
4.5	**Action:** Support for Homeless Scholars **Need:** Our families experiencing homelessness have additional barriers to HS graduation. **Scope:** Limited to Unduplicated Student Group(s)	Our dedicated liaison works with each family to identify barriers and connect them with the support they need to be successful.	4.1, 4.2,4.5

For any limited 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, as applicable.

Additional Concentration Grant Funding

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,157,856	403,087	7.815%	0.000%	7.815%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,280,985.00	$59,228.00	$0.00	$0.00	$4,340,213.00	$3,635,190.00	$705,023.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialed teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$3,410,687.00	$0.00	$3,410,687.00				$3,410,687.00	
1	1.2	Standards-aligned instructional materials	All	No			All Schools		$0.00	$599,104.00	$599,104.00				$599,104.00	
1	1.3	ELD Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$14,104.00	$14,104.00				$14,104.00	
1	1.4	Professional Development for staff serving EL scholars	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.5	MTSS Supports		Yes	Schoolwide		All Schools		$151,580.00	$3,494.00	$155,074.00				$155,074.00	
1	1.7	Increased participation on state assessments	All African American	No			All Schools		$0.00	$3,702.00	$3,702.00				$3,702.00	
1	1.9	Support for scholars with special needs	Students with Disabilities	No			All Schools		$0.00	$11,177.00	$11,177.00				$11,177.00	
1	1.10	Professional Development on serving scholars with special needs	Students with Disabilities	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.11	Summer School Interventions		Yes	Limited to Unduplicated Student Group(s)		All Schools		$0.00	$740.00	$740.00				$740.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Annual Survey	All	No			All Schools		$0.00	$1,851.00	$1,851.00				$1,851.00	
2	2.2	Technology Access for SED scholars	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$20,684.00	$20,684.00				$20,684.00	
2	2.3	Safe Online Environment	All	No			All Schools		$0.00	$6,663.00	$6,663.00				$6,663.00	
2	2.5	Parent and Scholar input	All	No			All Schools									
2	2.6	Learning Coach Academy	All	No			All Schools									
2	2.7	Scholar Engagement Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$27,766.00	$27,766.00				$27,766.00	
2	2.8	Mental Health Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$59,228.00	$0.00		$59,228.00			$59,228.00	
3	3.1	Course Offerings	All	No			All Schools									
3	3.2	RAMP Certification	All	No			All Schools									
3	3.3	AVID Program		Yes	Schoolwide		All Schools		$5,000.00	$1,851.00	$6,851.00				$6,851.00	
3	3.4	Program for Scholars with Special needs	Students with Disabilities	No			All Schools		$0.00	$1,388.00	$1,388.00				$1,388.00	
3	3.5	Course Scheduling		Yes	Limited to Unduplicated Student Group(s)		All Schools									
4	4.1	Credit Recovery	All	No			All Schools		$0.00	$4,872.00	$4,872.00				$4,872.00	
4	4.3	Retention rates	All	No			All Schools		$0.00	$4,627.00	$4,627.00				$4,627.00	
4	4.4	Support for 5 year grad cohort	All	No			All Schools									
4	4.5	Support for Homeless Scholars	Low Income	Yes	Limited to Unduplicated Student	Low Income	All Schools		$8,695.00	$0.00	$8,695.00				$8,695.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											

2026-27 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
5,157,856	403,087	7.815%	0.000%	7.815%	$3,645,601.00	0.000%	70.681 %	**Total:**	$3,645,601.00
								LEA-wide Total:	$0.00
								Limited Total:	$24,539.00
								Schoolwide Total:	$3,621,062.00

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	Credentialed teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,410,687.00	
1	1.3	ELD Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$14,104.00	
1	1.4	Professional Development for staff serving EL scholars	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	
1	1.5	MTSS Supports	Yes	Schoolwide		All Schools	$155,074.00	
1	1.11	Summer School Interventions	Yes	Limited to Unduplicated Student Group(s)		All Schools	$740.00	
2	2.2	Technology Access for SED scholars	Yes	Schoolwide	Low Income	All Schools	$20,684.00	
2	2.7	Scholar Engagement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$27,766.00	

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 (%)
2	2.8	Mental Health Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.3	AVID Program	Yes	Schoolwide		All Schools	$6,851.00	
3	3.5	Course Scheduling	Yes	Limited to Unduplicated Student Group(s)		All Schools		
4	4.4	Support for 5 year grad cohort				All Schools		
4	4.5	Support for Homeless Scholars	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$8,695.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,151,342.00	$3,263,076.00

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**	Credentialed teachers	Yes	$2,326,673.00	$2,326,673.00
1	**1.2**	Standards-aligned instructional materials	No	$665,332.00	$665,332.00
1	**1.3**	ELD Materials	Yes	$10,818.00	$24,539.00
1	**1.4**	Professional Development for staff serving EL scholars	Yes	$1,000.00	$1,000.00
1	**1.5**	MTSS Supports	Yes	$26,884.00	$73,143.00
1	**1.7**	Increased participation on state assessments	No	$3,452.00	$2,500.00
1	**1.9**	Support for scholars with special needs	No	$10,422.00	$14,966.00
1	**1.10**	Professional Development on serving scholars with special needs	No	$2,000.00	$2,000.00
1	**1.11**	Summer School Interventions	Yes	$2,848.00	$2,848.00
2	**2.1**	Annual Survey	No	$1,726.00	$1,000.00
2	**2.2**	Technology Access for SED scholars	Yes	$14,213.00	$42,247.00

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	2.3	Safe Online Environment	No	$6,213.00	$6,213.00
2	2.5	Parent and Scholar input	No		$2,960.00
2	2.6	Learning Coach Academy	No		
2	2.7	Scholar Engagement Activities	Yes	$25,890.00	$25,890.00
2	2.8	Mental Health Supports	Yes	$1,405.00	$1,405.00
3	3.1	Course Offerings	No		$176.00
3	3.2	RAMP Certification	No	$574.00	$574.00
3	3.3	AVID Program	Yes	$6,726.00	$12,811.00
3	3.4	Program for Scholars with Special needs	No	$1,295.00	$500.00
3	3.5	Course Scheduling	Yes	$21,186.00	$21,186.00
4	4.1	Credit Recovery	No	$11,915.00	$11,915.00
4	4.3	Retention rates	No	$5,924.00	$5,924.00
4	4.4	Support for 5 year grad cohort	No		$817.00

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)
4	**4.5**	Support for Homeless Scholars	Yes	$4,846.00	$16,457.00

2025-26 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)
	$2,442,489.00	$2,548,199.00	($105,710.00)	0.000%	0.000%	0.000%

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	1.1	Credentialed teachers	Yes	$2,326,673.00	$2,326,673.00		
1	1.3	ELD Materials	Yes	$10,818.00	$24,539.00		
1	1.4	Professional Development for staff serving EL scholars	Yes	$1,000.00	$1,000.00		
1	1.5	MTSS Supports	Yes	$26,884.00	$73,143.00		
1	1.11	Summer School Interventions	Yes	$2,848.00	$2,848.00		
2	2.2	Technology Access for SED scholars	Yes	$14,213.00	$42,247.00		
2	2.7	Scholar Engagement Activities	Yes	$25,890.00	$25,890.00		
2	2.8	Mental Health Supports	Yes	$1,405.00	$1,405.00		
3	3.3	AVID Program	Yes	$6,726.00	$12,811.00		
3	3.5	Course Scheduling	Yes	$21,186.00	$21,186.00		
4	4.5	Support for Homeless Scholars	Yes	$4,846.00	$16,457.00		

2025-26 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)
4,511,209		0.0	0.000%	$2,548,199.00	0.000%	56.486%	$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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).

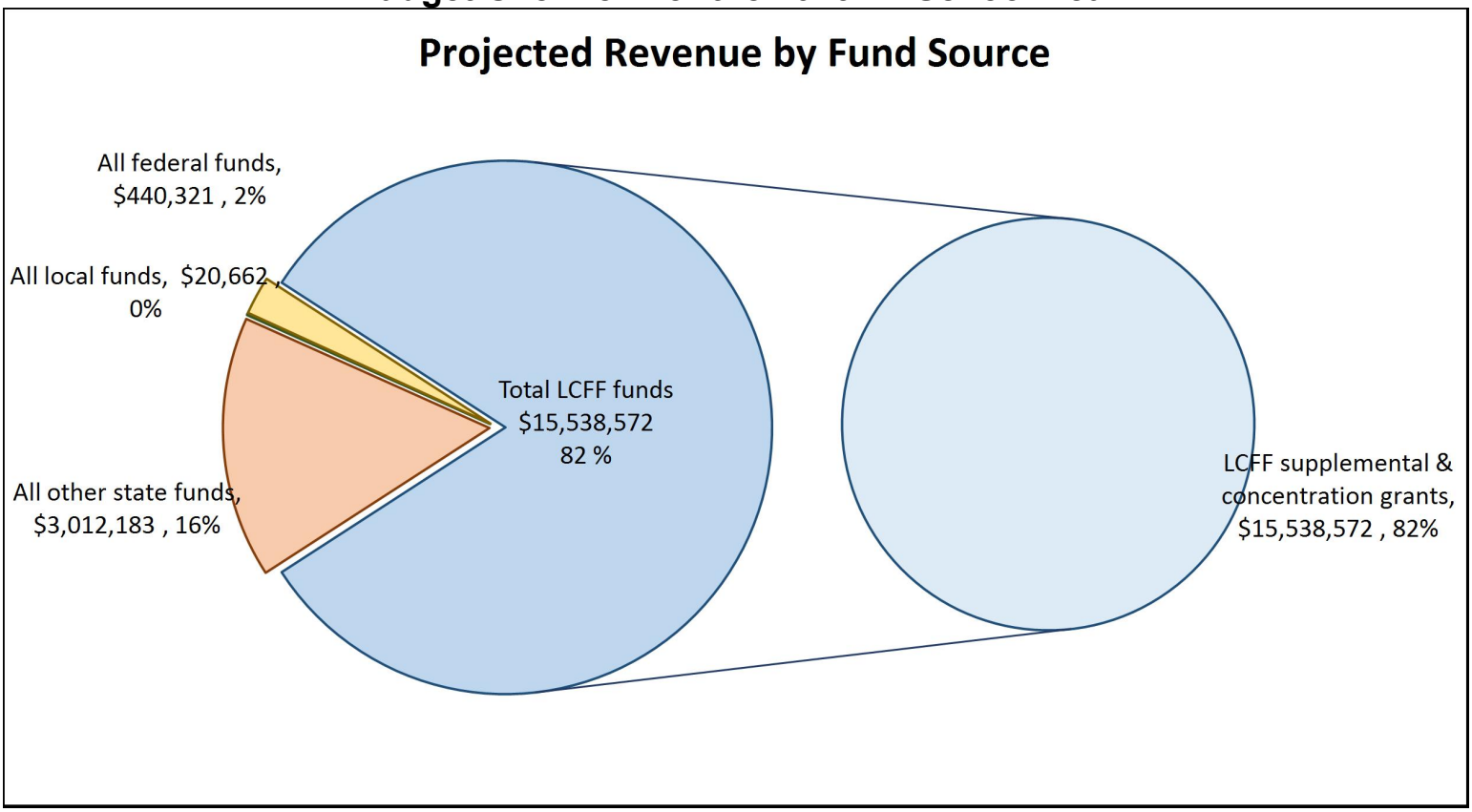
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools Los Angeles
CDS Code: 10623310130880
School Year: 2026-27
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 2026-27 School Year

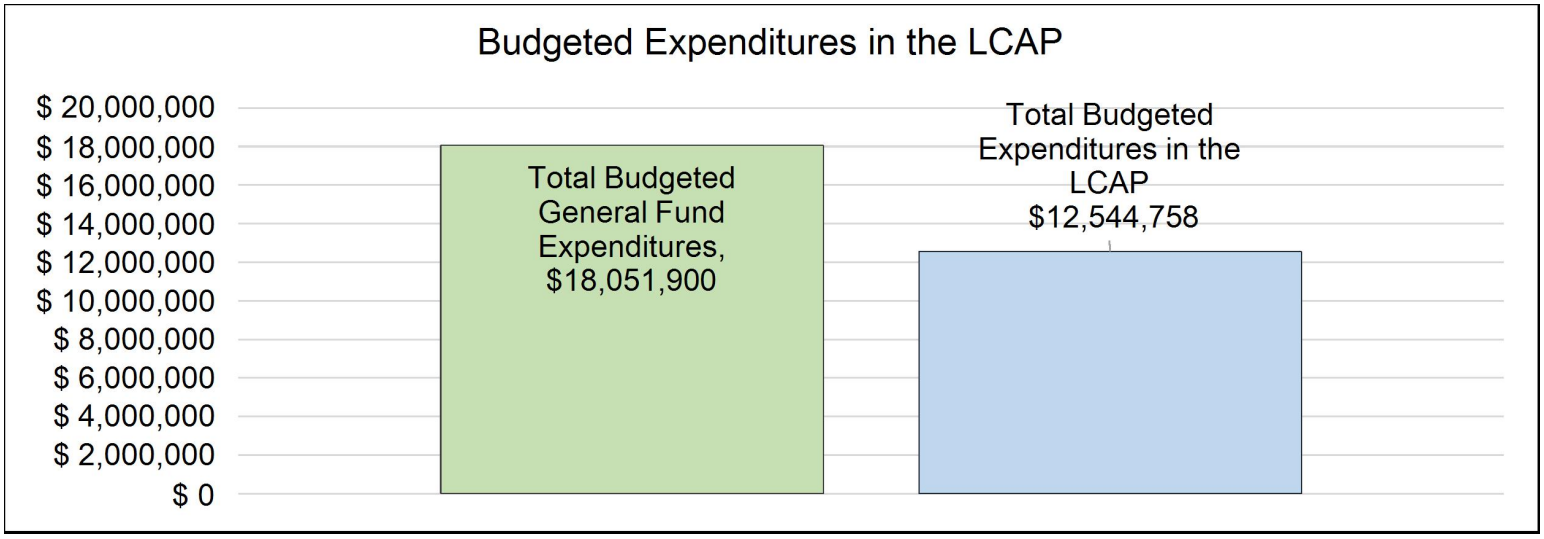


This chart shows the total general purpose revenue Compass Charter Schools Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compass Charter Schools Los Angeles is $19,011,738, of which $15,538,572 is Local Control Funding Formula (LCFF), $3,012,183 is other state funds, $20,662 is local funds, and $440,321 is federal funds. Of the $15,538,572 in LCFF Funds, $15,538,572 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 Los Angeles plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

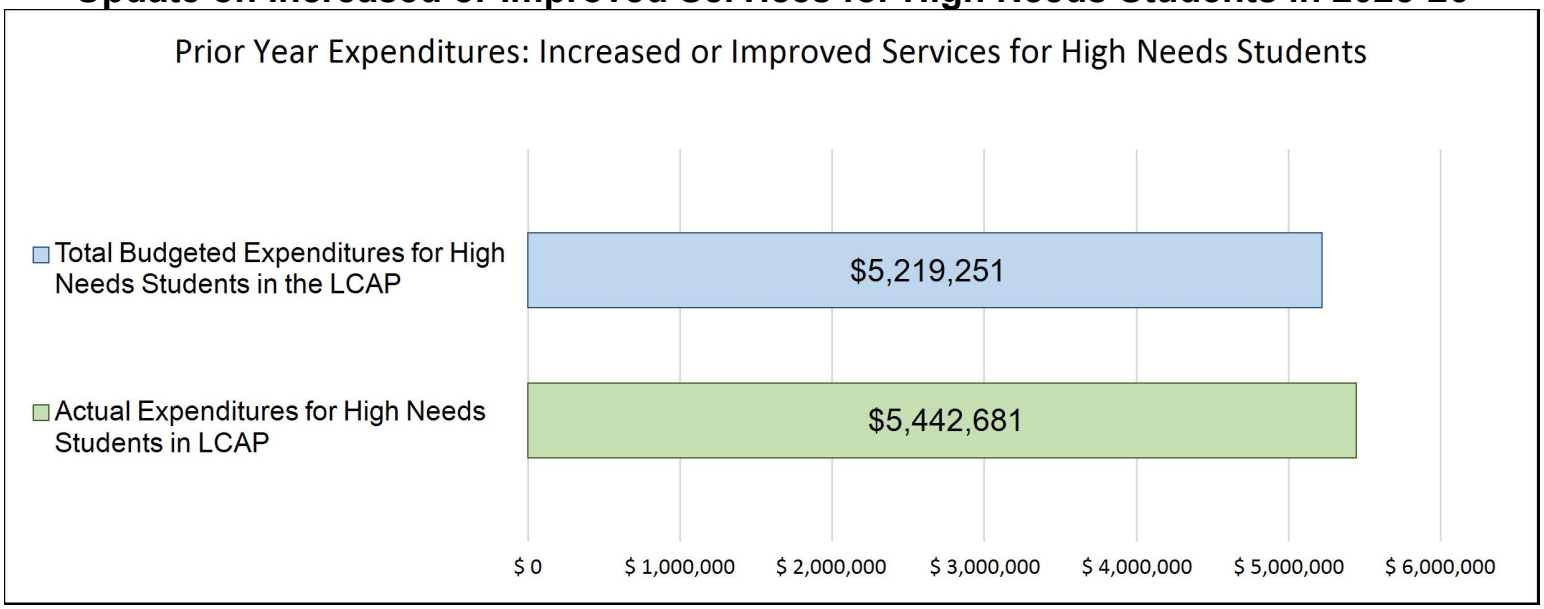
The text description of the above chart is as follows: Compass Charter Schools Los Angeles plans to spend $18,051,900 for the 2026-27 school year. Of that amount, $12,544,758 is tied to actions/services in the LCAP and $5,507,142 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Compass Charter Schools Los Angeles is projecting it will receive $15,538,572 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter Schools Los Angeles plans to spend $10,386,741 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Compass Charter Schools 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 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 2025-26, Compass Charter Schools Los Angeles's LCAP budgeted $5,219,251 for planned actions to increase or improve services for high needs students. Compass Charter Schools Los Angeles actually spent $5,442,681 for actions to increase or improve services for high needs students in 2025-26.

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 Los Angeles	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 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. We continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.
At Compass, scholars 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 their learning. We partner with our families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) commits to supporting 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 each scholar.

In compliance with AB 130 and AB 167, scholars 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. 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 teachers also provide Q&A office hours, small group instruction, and one on one sessions to further support scholars. In addition to academic support, each scholar is provided with curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Participation rates and achievement rates in CAASPP ELA and Math increased each year, and the school will continue to set goals around providing support in ELA and Math to increase the percentage of scholars testing at or above grade level. In 2025 the participation rate increased from 90% to 94% which reduced the previously high LOSS penalty that negatively impacted the school's ranking. The school has added a goal to increase participation to 95% in order to continue to avoid the LOSS penalty. Our ELA scores increased 13.8 points and Math increased 22.6 points.

Although the school was not assigned a color due to low numbers, 42% of our EL scholars are making progress towards language proficiency. This increased by 5.3%. We will continue to provide support for our EL scholars. EL tutors embed ELPAC strategies within their live instruction throughout the school year to help prepare scholars for the Summative assessment. These strategies focus on listening, speaking, reading, and writing. All emergent multilingual scholars receive weekly emails with updates regarding their progress in the ELD Course. In addition, all session links are shared following each lesson with recordings and Nearpod lessons. These recordings and Nearpod lessons can be used for asynchronous instruction via an Exit Ticket should a scholar not be able to attend. Instructional resources and supports are shared with supervising teachers via professional learning (EL Roadmap and Lexia Live!), through the EL Curriculum Guide, and as embedded within IC Weekly Digest. Lastly, multiple opportunities are continually provided for our Learning Coaches to be informed and engaged within their scholars learning. In addition to our EL WOW, there is an annual ELPAC Information Night. In 23/24, an ELAC (English Learner Advisory Committee) was implemented with a goal of achieving LC engagement and opportunities to further train, provide a voice, and connect with our EMS community.

Our graduation rate declined 3.9% at 75.7%. The school continues to work towards a 100% graduation rate by providing support to scholars in every HS grade level and by identifying scholars who are not on track to graduate so that they can take advantage of summer school courses to get them back on track.

The school will continue to monitor staffing and access to core curriculum. These measures are consistently met each year as the school maintains a 25:1 credentialed staff to scholar ratio and ensures that all scholars have access to core curriculum. In the 2025-2026 school year, additional core curriculum was also fully implemented for scholars with special needs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Compass Charter School of LA was identified as eligible for technical assistance due to the performance of our African American scholars on the CAASPP ELA and Math assessments and Chronic absenteeism in the 2023-24 school year. In 2024, we increased our participation rate for African American Scholars from 78% to 87% through an information campaign and teachers working with families to remove barriers to participation which helped reduce the LOSS penalty. In 2025 we achieved a 96% participation rate which eliminated the LOSS penalty.

In 2024 and 2025 African American scholars are out of the red in all categories. They increased in ELA by 32.2 points, which moved them to the Yellow rating. In Math, we saw an increase of 36.6 points, which moved them into the Yellow ranking. The school will use the Renaissance Place Math and Reading assessments, along with CAASPP results, to create individual learning plans for scholars who are performing below grade level in accordance with the school's MTSS policy. The school will track African American scholars as a group to further identify achievement gaps that may need to be addressed with specific strategies.

African American scholars had an 8.5%% rate of chronic absenteeism, which was a 3.9% decrease and therefore resulted in a Green rating. The school will continue to provide targeted engagement strategies to work with each family to further reduce the low attendance rate and create an individual plan for each scholar to improve attendance.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/a

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Board of Directors	Board of Directors - Compass Charter Schools is governed by a California nonprofit public-benefit corporation and has an independent Board of Directors who meet six times per year to oversee the school's management, operation, activities, and affairs. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations. In earlier meetings, there was discussion on the importance of designing Annual Survey questions to best capture valuable insights from parents and scholars. The members also reviewed the Mid-year LCAP presentation, which outlined goals of enhancing engagement and academic achievement. Later sessions revolved around analyzing data results from the Annual Survey to gain a better understanding of what scholars, parents, and staff valued and what they thought needed improving. These discussions helped in refining final goals for the LCAP.
Administrators	All Leadership Meeting - This meeting gathers the cabinet members and directors of each department and meets on a monthly basis. The team tackles projects and issues that affect all internal departments including Finance, HR, Operations, Academic Programs and Support, Finance, HR, Operations, and IT.

Educational Partner(s)	Process for Engagement
	During several meetings, the creation and update of the Mid-year LCAP and final LCAP were discussed and included LCAP expenditures, data review, goal proposal, funding allocations, contracts review, and metrics alignment. The Leadership Team also met on additional occasions regarding the Annual survey. All Management Team meeting - The CCS Management team meets monthly and is made up of our Directors, Coordinators, and Managers. The meeting's purpose is to develop leadership, build trust within the organization, and improve communication and consistency in our organization. Throughout the year, this group actively participated in Covey Speed of Trust sessions, followed by collaborative exercises in small focus groups to foster camaraderie and strengthen connections between departments. Additionally, the team has sessions dedicated to creating, reviewing, and updating information related to scholar achievement goals, school culture, Annual Survey and the LCAP.
Teachers and other school personnel	Town Hall Meetings - This meeting is held monthly for all employees and serves as a platform to dispense information regarding our school's performance, organizational goals, structural changes, and scholar program updates. Once per quarter, the topics focus on data received from the California School Dashboard, CALPADS, DataQuest, and other reporting systems. Time is allotted for staff to share achievements and to bring forward ideas for improvements. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected staff members' thoughts and feedback. More than 75% of staff responded to the survey. Personnel were asked to rate the importance of academic achievement, college preparedness, community involvement, school culture, parent involvement, scholar engagement, and positive mental health. There were also questions about collaboration and trust between peers, teams, departments, and administrators, as well as questions regarding the effectiveness of internal processes and software systems. The final portion asked their opinion about the four goals of the LCAP plan.

Educational Partner(s)	Process for Engagement
	Annual conference - The school holds an annual, in person conference for all staff that offers employees a dedicated time and space away from the usual work environment to focus on LCAP goals, strategic planning, skill development, team building, and employee engagement.
Parents	Parent Advisory Council - The Parent Advisory Council serves to provide parent assessment on school policies and procedures at CCS, and to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During these meetings, the Parent Advisory Council members formulated strategies for recruiting parents to join the PAC. They brainstormed ways to boost participation in state testing, and established connections to the District English Learner Advisory Committee. The Superintendent provided an overview of the LCAP and solicited feedback from the group. Members also played a role in shaping the Annual Survey by reviewing questions from previous Annual Surveys, and by making updates to existing questions and creating new topics to explore. After the Annual Survey ran, participants engaged in discussion regarding results and explored ideas for future goals and initiatives. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected parents' thoughts and feedback. Over 309 parents responded to the survey, submitting answers to questions about the quality of teaching, curriculum, hours spent on school work and study, and parent communication methods. Parents were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan. Parent Suggestion Box - The Parent Suggestion box is a form that parents can fill out to make suggestions or share ideas they have to make Compass Charter Schools better for its scholars, families, and

Educational Partner(s)	Process for Engagement
	staff. Suggestions that are submitted are reviewed by the Parent Advisory Council.
Scholars	Scholar Leadership Council - The Scholar Leadership Council is made up of 10 - 20 scholars who provide scholar feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During this school year, scholars provided and refined survey questions for the Annual Survey, ensuring that the questions resonated with scholars across all grade levels and accurately captured their feedback. They determined goals for the number of council members and increased participation in council meetings. In addition, they talked about results from the Annual Survey and shared their feedback on the data presented. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected scholars' thoughts and feedback, and 225 scholars responded to the survey. They submitted answers to questions about the quality of teaching, live synchronous instruction, hours spent on schoolwork and study, and scholar communication methods. Scholars were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan. Scholar Suggestion Box - The Scholar Suggestion box is a form that scholars can fill out to make suggestions or share their ideas to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed and discussed by the Scholar leadership Council.

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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Local Control and Accountability Plan (LCAP) at Compass Charter Schools was significantly influenced by feedback from various stakeholders, gathered through multiple structured interactions and surveys. Here's an overview of how this feedback shaped the LCAP:

Board of Directors
Survey Design and Data Analysis: The Board emphasized the importance of designing Annual Survey questions to extract meaningful insights from parents and scholars. They reviewed mid-year LCAP presentations and data from these surveys to understand the priorities and areas for improvement, which informed the final LCAP goals.
Goal Refinement: Discussions and analyses of the survey data during Board meetings led to a refinement of the LCAP goals, ensuring they aligned with the needs and preferences of the school community.

All Leadership Meetings
LCAP Expenditures and Metrics: Leadership meetings focused on the creation and updates of the mid-year and final LCAP. Discussions included reviewing LCAP expenditures, funding allocations, and goal proposals, as well as ensuring metrics alignment with the LCAP objectives.
Survey Feedback Integration: The Leadership Team reviewed data from the Annual Survey in these meetings, ensuring that the feedback collected was used to guide decisions and updates to the LCAP.

All Management Team Meetings
Collaborative Goal Setting: Management meetings included sessions on scholar achievement goals, school culture, and the Annual Survey. Feedback from these meetings was used to update the LCAP, fostering a collaborative approach to goal setting and policy development.
Trust and Communication: The team participated in Covey Speed of Trust sessions to build trust and improve communication, which helped in creating a more cohesive plan that considered diverse departmental insights. This year, the leadership team developed and deployed a new Change Model that has resulted in seven project teams that are working on specific improvements based on input from staff, scholars, and families. This approach to change starts with ideas from our educational partners and builds on them.

Town Hall Meetings
Open Feedback and Improvement Ideas: Town Hall meetings provided a platform for all employees to discuss the school’s performance, share achievements, and propose improvements. Monthly topics included data from various reporting systems, which fed into the LCAP refinement process.
Staff Contributions: These meetings allowed staff to bring forward ideas for improvements, which were considered in the LCAP updates.

Annual Survey

Comprehensive Feedback Collection: The Annual Survey, with a high response rate from staff, collected detailed feedback on academic achievement, college preparedness, school culture, and other areas. This feedback directly influenced the LCAP by highlighting the priorities and concerns of the staff.
Evaluation of Goals: The survey included questions about the four goals of the LCAP plan, enabling the school to adjust these goals based on staff input.

Conference
Focused Planning and Team Building: The annual conference provided a dedicated time for strategic planning, skill development, and team building. Feedback and discussions from the Retreat sessions, including interactions between Board members and management teams, played a critical role in shaping the LCAP.

Through these structured interactions and feedback mechanisms, Compass Charter Schools ensured that the LCAP is responsive to the needs and priorities of its education partners, thereby enhancing engagement, academic achievement, and overall school improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase scholar academic achievement in core academic subjects	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure all scholars are achieving at grade level and mastering the state standards through a personalized learning plan as measured by state and local assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%	2022-23 94.7%	2023-24 100%	100%	0
1.2	% of students who have access to standards-aligned instructional materials according to the Williams' Textbook Sufficiency Report	Sufficient	Sufficient	Sufficient	Sufficient	0
1.3	Facilities in "Good" Repair as Measured by	Exemplary	Exemplary	Exemplary	Exemplary	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Facility Inspection Tool (FIT)					
1.4	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects	4 in all subjects	5 in all subjects	5 in all subjects	Increase of 1 level
1.5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	Schoolwide SBAC ELA (3-8) 38% SBAC ELA (11) 63% SED SBAC ELA (3-8) 33% SBAC ELA (11) 58% African American SBAC ELA (3-8) 32% SBAC ELA (11) 67% SpEd SBAC ELA (3-8) 19% SBAC ELA (11) 50%	Schoolwide SBAC ELA (3-8) 44% SBAC ELA (11) 64% SED SBAC ELA (3-8) 42% SBAC ELA (11) 54% African American SBAC ELA (3-8) 43% SBAC ELA (11) 83% SpEd SBAC ELA (3-8) 25% SBAC ELA (11) 33%	Schoolwide SBAC ELA (3-8) 42% SBAC ELA (11) 55% SED SBAC ELA (3-8) 39% SBAC ELA (11) 48% African American SBAC ELA (3-8) 43% SBAC ELA (11) 50% SpEd SBAC ELA (3-8) 13% SBAC ELA (11) 22%	Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% African American SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%	Schoolwide SBAC ELA (3-8) +4% SBAC ELA (11) -8% SED SBAC ELA (3-8) +6% SBAC ELA (11) -10% African American SBAC ELA (3-8) +11% SBAC ELA (11) -17% SpEd SBAC ELA (3-8) -6% SBAC ELA (11) -28%
1.6	CAASPP Math % of students in grades 3-8 and 11 who meet or	Schoolwide SBAC Math (3-8) 28% SBAC Math (11) 28%	Schoolwide SBAC Math (3-8) 31%	Schoolwide SBAC Math (3-8) 27%	Schoolwide SBAC Math (3-8) 50%	Schoolwide SBAC Math (3-8) -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceed standards in Math CAASPP.	SED SBAC Math (3-8) 21% SBAC Math (11) 25% African American SBAC Math (3-8) 16% SBAC Math (11) 33% SpEd SBAC Math (3-8) 18% SBAC Math (11) 0%	SBAC Math (11) 25% SED SBAC Math (3-8) 30% SBAC Math (11) 11% African American SBAC Math (3-8) 25% SBAC Math (11) 17% SpEd SBAC Math (3-8) 17% SBAC Math (11) 0%	SBAC Math (11) 29% SED SBAC Math (3-8) 26% SBAC Math (11) 16% African American SBAC Math (3-8) 11% SBAC Math (11) 50% SpEd SBAC Math (3-8) 15% SBAC Math (11) 22%	SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% African American SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50%	SBAC Math (11) +1% SED SBAC Math (3-8) +5% SBAC Math (11) -9% African American SBAC Math (3-8) -5% SBAC Math (11) +17% SpEd SBAC Math (3-8) -3% SBAC Math (11) +22%
1.7	CAASPP Participation rate	ELA 84% Math 84%	ELA 90% Math 89%	ELA 94% Math 94%	ELA 95% Math 95%	ELA +10% Math +10%
1.8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	63% making progress	37% making progress	42.1%	60% making progress	-20.9%
1.9	EL Reclassification Rate	23%	28%	10.5%	50%	-12.5%
1.10	CAST	Schoolwide CAST 32% SED	Schoolwide CAST 40% SED	Schoolwide CAST 31.6% SED	Schoolwide CAST 40% SED	Schoolwide CAST -.4% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAST 21%	CAST 40%	CAST 25.5%	CAST 40%	CAST +4.5%
1.11	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 50% “At/Above Grade-level” Grade 11 62% “At/Above Grade-level”	Grades 3-8 70% “At/Above Grade-level” Grade 11 76% “At/Above Grade-level”	Grades 3-8 66.3% “At/Above Grade-level” Grade 11 60.6% “At/Above Grade-level”	Grades 3-8 60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”	Grades 3-8 + 20% “At/Above Grade-level” Grade 11 +14% “At/Above Grade-level”
1.12	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 61% Demonstrated growth Grade 11 75% Demonstrated growth	Grades 3-8 60% Demonstrated growth Grade 11 56% Demonstrated growth	Grades 3-8 66% Demonstrated growth Grade 11 72% Demonstrated growth	Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	Grades 3-8 -1%% Demonstrated growth Grade 11 -19%% Demonstrated growth
1.13	Percent of scholars at/ above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 53% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”	Grades 3-8 56% “At/Above Grade-level” Grade 11 64% “At/Above Grade-level”	Grades 3-8 42.8% “At/Above Grade-level” Grade 11 56.6% “At/Above Grade-level”	Grades 3-8 60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”	Grades 3-8 +3% Demonstrated growth Grade 11 +4% Demonstrated growth
1.14	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 60% Demonstrated growth Grade 11	Grades 3-8 55% Demonstrated growth	Grades 3-8 64% Demonstrated growth	Grades 3-8 60% Demonstrated growth	Grades 3-8 -5% Demonstrated growth Grade 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		68% Demonstrated growth	Grade 11 76% Demonstrated growth	Grade 11 79% Demonstrated growth	Grade 11 60% Demonstrated growth	+8% Demonstrated growth

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
The implementation of services for English Learners (EL), Socioeconomically Disadvantaged (SED), Homeless, and Foster Youth scholars at the school was largely aligned with the original plan. Each scholar was assigned a highly qualified, appropriately credentialed supervising teacher (ST) with a maximum caseload of 25, who developed and supported a personalized learning plan (PLP) using standards-aligned instructional materials. This caseload is less than the originally planned caseload of 28 to ensure adequate services.

EL scholars received targeted language acquisition instruction through interactive English Language Development (ELD) programs such as Lexia and NearPod EL, and all unduplicated scholars had access to the necessary curriculum and supplemental resources. Instructional Coaches (ICs) and EL staff provided ongoing professional learning focused on ELD integration, instructional differentiation, and effective use of supplemental materials. Observations of integrated ELD strategies were recorded and reviewed through shared spreadsheets, allowing the EL Coordinator and instructional leadership to track implementation across classrooms. EL tutors utilized bite-sized professional development resources designed collaboratively by the EL and Assessment Coordinators, and tutoring was supplemented by live sessions, asynchronous support, and Skills Bootcamps. All EL scholars were rostered in Lexia and NearPod EL, with the team trained and ready to provide targeted language acquisition instruction. The EL team is also using resources from Cengage and Vista as they review for future alternate ELD curriculum. Tutors planned lessons to implement ELD standards-based lessons that focus on phonemic awareness, vocabulary, reading comprehension, fluency, and writing. Progress monitoring systems are in place via our Headquarters to track scholar growth, and we are monitoring scholars that may need ongoing support for staff to ensure effective use of curriculum and instructional strategies.

The school implemented targeted interventions and monitoring through MTSS structures, supported 504 scholars with tailored instruction, and provided TeachTown and other curriculum enhancements for scholars with special needs. All unduplicated scholars in grades K–8 were invited to a summer session regardless of benchmark status, contributing to increased services. Scholars with special needs participated in the CAA when appropriate. This participation contributed to an increase in overall participation and a reduction of the LOSS penalty.

We've maintained a formal curriculum review process to ensure all instructional materials are standards-aligned, rigorous, and meet scholar needs. This includes the integration of Bright Thinker as a digital core curriculum resource and a full audit of current materials. We are also revising the Board-Approved Curriculum list to reflect updated offerings and compliance expectations. This process supports stronger instructional alignment and program clarity across all grade spans.

Substantive Differences Between Planned and Actual Implementation:

There were no substantive differences between planned and actual implementation.

Challenges:

Ensuring all targeted scholars RSVP and attend intervention sessions required additional outreach and follow-up, suggesting a challenge in consistent engagement. We are continuing our search for a learning platform that enables the tracking of session attendance for all support classes.
The school has struggled to find a comprehensive data system that provides actionable scholar achievement data. This year, the school began a partnership with Educlimber that will be fully implemented for the 2026-27 SY.

Successes:
Strategic efforts to increase state assessment participation, particularly among African American families, resulted in an increase in participation to 96% which meant that we did not incur a LOSS penalty. Our African American scholars increased 32.2 points in ELA and 36.6 points in Math. Our overall participation rate was 94% and scores increased by 13.8 points in ELA and 22.6 Points in Math. Scholars with Disabilities increased 32 points in ELA and 35 points in Math.

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 and/or planned percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective practices:
ELD Materials and Instruction (Action 1.3): This action has demonstrated significant effectiveness for Emergent Multilingual Scholars (EMS). Mid-year data shows that 20% of EMS scholars attending at least half of their tutoring sessions moved up a benchmark category, a substantial increase from just 5% in the previous year. Furthermore, average EL tutoring attendance rose to 57%, continuing a multi-year upward trend. The Cengage/National Geographic pilot has also seen high levels of engagement, particularly from scholars who were previously unengaged
.

Multi-Tiered System of Supports (MTSS) (Action 1.8): The MTSS framework is yielding strong results in intervention efficacy. As of the mid-year update, 33% of scholars completely tested out of needing intervention support. Additionally, scholars with 504 plans showed growth, with 68% at or above grade level in Reading (a 5% increase from the previous year) and 61% at or above grade level in Math.

Support for Scholars with Special Needs (Action 1.1): The full implementation of the TeachTown curriculum is considered "On Track". To increase its effectiveness, the school added a monthly TeachTown academy to improve how staff and scholars utilize these materials

Emerging practices
Summer School Interventions (Action 1.4): While the RTI Virtual Summer Camp was successfully held in July 2025, participation was a challenge. Only 22% of invited unduplicated scholars RSVP'd to participate. However, for those who did attend, engagement was relatively high, with 63% meeting at least half of the minute expectations and 50% participating for the full four weeks

.

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

English Language Development (ELD): For the 2025-26 school year, the school is proposing a title change for Action 1.3 to "Enhancing Language Proficiency and Reclassification Readiness" or "Targeted Language Support for Emergent Multilingual Scholars". The updated description will emphasize accelerating language acquisition and increasing reclassification rates as measured by ELPI growth
.
Curriculum Alignment: A formal curriculum review is underway for the 2025-2026 school year to ensure materials are rigorous and meet scholar needs, which includes the integration of Bright Thinker as a digital core resource and an audit of current materials.

Reading Screeners: Beginning in 2025-26, the school will implement Amira Learning as an adaptive reading screener for K-2 scholars to proactively identify reading difficulties, aligning with new California statewide requirements.

Tutoring Expansion: Action 1.8 has been updated to include UPchieve, providing on-demand, 24/7 tutoring for all scholars in grades 6-12.

State Assessment Participation: In response to prior "LOSS penalties" regarding participation rates, the school is implementing a new incentive plan and "WOW" sessions for parents to emphasize the importance of state testing. This year the school added an EOY assembly CAASPP rally - we use donated prizes to raffle off scholars to incentivize them to complete their assessments. Increasing proactive communication efforts to parents and scholars around the importance of state testing including videos and sharing the impact of opting out and personalize outreach had a positive impact on participation.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed teachers	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.	$9,504,313.00	Yes
1.2	Standards-aligned instructional materials	All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	$1,652,395.00	No
1.3	ELD Materials	EL scholars will have access to ELD standards-based curriculum and materials including Lexia and Nearpod English Learner Program (Nearpod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	$56,390.00	Yes
1.4	Professional Development for staff serving EL scholars	Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	$5,472.00	Yes
1.5	MTSS Supports	All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL. In addition, beginning in the 2025–26 school year, CCS will implement Amira Learning as an	$507,135.00	Yes

Action #	Title	Description	Total Funds	Contributing
		adaptive reading screener to proactively identify reading difficulties in K–2 scholars. This implementation aligns with California's new statewide requirement for all schools to administer a state-approved reading difficulties screener starting in the 2025–26 school year. To ensure effective use of the Amira platform, teachers will participate in grant-funded professional learning focused on interpreting results, informing instructional decisions, and supporting early literacy development within the MTSS framework at CCS. We will also be using UPchieve to provide on-demand, 24/7 tutoring for all scholars in grades 6–12. This platform offers content-specific academic support whenever students need it.		
1.6	Personalized Support for African American Scholars	Compass Charter School of LA has been identified as eligible for technical assistance due to the performance of our African American scholars on the CAASPP ELA and Math assessments. Each scholar who is performing below grade level will receive a personalized plan to ensure that they have the support needed to increase their proficiency in each subject. Families will work with their teacher to choose the curriculum, tutoring, and resources needed. This sub-group will be monitored to ensure that they are making progress at the same or higher rates than their peers.		No
1.7	Increased participation on state assessments	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties with a focus on African American families in order to increase scores on the CAASPP ELA and Math assessments.	$10,316.00	No
1.8	Professional Development for serving African American scholars	Staff will participate in professional development opportunities that target serving the unique needs of the African American population.	$2,000.00	No
1.9	Support for scholars with special needs	Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	$31,146.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Development on serving scholars with special needs	Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	$2,000.00	No
1.11	Summer School Interventions	All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	$2,063.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase scholar and parent engagement and involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Scholar and parent engagement is critical to scholar success, especially in a virtual environment. Parents provide a nurturing learning environment in the home and work closely with credentialed teachers to ensure that each scholar is learning in the way that is best for them. High levels of engagement lead to high levels of attendance, progress, and retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey participation	71% staff participation 16% Scholar participation 29% Parent/ LC participation	81% staff participation 17% Scholar participation 28% Parent/ LC participation	75% staff participation 10% Scholar participation 21% Parent/ LC participation	90% staff participation 60% Scholar participation 60% Parent/ LC participation	Staff participation: +4% Scholar participation: -6% Parent participation: -8%
2.2	% of students reporting on the school climate survey that they feel safe at school	74%	99%	100%	80%	+26%
2.3	Building Relationships Between School Staff	4 or 5 in all areas	4 or 5 in all areas	4 or 5 in all areas	5 in all areas	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Families rating on the Local Indicators					
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas	4 or 5 in all areas	5 in all areas	0
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas	4 or 5 in all areas	5 in all areas	0
2.6	Attendance Rates	95%	95%	97%	>90%	+2%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 2: Increase scholar and parent engagement and involvement is currently "On Track," with significant progress made in creating a safe digital learning environment, providing targeted parent support, and refining leadership and mental health frameworks

.

Successes in Implementation

Technological Access and Security: To ensure a safe environment, 19 apps were added to the Clever portal to support single sign-on (SSO) and multi-factor authentication, while Chromebooks now enforce content filtering and secure email communication. Combined with the Chromebook pilot from the previous year, this brings the total number of CCS Chromebooks in the field to about 75% of our scholar population, with the remaining 25% of scholars using their own device (BYOD). Our goal for the 2026-2027 school year is to distribute Chromebooks to all remaining scholars who are currently using their own devices, so that 100% of all Compass families have a Compass-issued device at home (minus any family that chooses to opt out).

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Learning Coach Academy: This program has seen strong engagement, with approximately 87 registrants participating in sessions covering diverse topics such as AI, time management, and CAASPP test preparation

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Scholar Leadership: The Scholar Leadership Council is successfully implementing the Leader In Me curriculum, with members having completed the program.

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English Learner Engagement: A curriculum pilot using Cengage (National Geographic) for grades 6-12 has led to increased participation, particularly among scholars who were previously not engaged

.

Substantive Differences in Planned vs. Actual Actions

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Reflections on practice have led to several adjustments to the original planned actions for Goal 2:
Mental Health Framework: Rather than just establishing partnerships, the school is currently piloting a centralized referral process for Tier 2 and Tier 3 supports to reduce service duplication and ensure a "seamless continuum of care" across all grade levels
.
Engagement Activity Scope: Action 2.8 was specifically updated to include "end-of-year scholar celebrations." This change was made to ensure that specific fiscal charges for these events align correctly with the goal's objectives
.
Leadership Curriculum: The planned action for scholar input was enhanced by the integration of the Leader In Me curriculum to build specific leadership capacity within the council
.
Relevant Challenges
Service Coordination: The need to pilot a centralized referral system highlights a prior challenge with service duplication in the school's mental health infrastructure
.
Subgroup Participation Gaps: While engagement offerings are available to all, data shows varying registration rates among subgroups. For instance, as of April 2026, 19% of SED scholars registered for engagement offerings, compared to only 12% of EL scholars and 14% of homeless scholars
.
Administrative Fiscal Planning: There are ongoing discussions regarding how to potentially include administrative costs for virtual meetings, such as those for the English Learner Advisory Committee (ELAC), which currently have no associated cost

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 amount budgeted for Technology access for SED Scholars in goal 2.2 exceeded the original planned amount due to 1 to 1 technology initiative.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The majority of actions were effective or showed clear progress in meeting the goal of equitable access and support. Actions with strong implementation—especially around technology, mental health, EL support, and engagement—are yielding tangible academic and well-being outcomes. Areas needing further development include parent engagement (especially among EL families), and consistent implementation of scholar voice structures like the leadership council.

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

Changes to Planned Actions and Infrastructure
To eliminate service duplication and build a sustainable continuum of care, the school is expanding its infrastructure by integrating a dedicated School Counseling Clinician and participating in the California Children and Youth Behavioral Health Initiative (CYBHI). This

collaborative framework transitions the school from a pilot phase to a permanent, centralized referral process for Tier 2 and Tier 3 supports. By leveraging CYBHI resources and statewide networks, the school will expand direct clinical reach across all grade levels (TK–12), provide immediate crisis and therapeutic intervention, and establish a financially sustainable ecosystem to secure long-term behavioral and mental health supports for scholars and families.
.
Scholar Leadership Curriculum (Action 2.2): For the 2025-26 school year, the Scholar Leadership Council has integrated the Leader In Me curriculum into its planned activities. This addition is specifically designed to build leadership capacity within the council and provide staff with resources to support both scholars and parents
.
Scholar Engagement Scope (Action 2.8): The description for this action was updated to explicitly include "end-of-year scholar celebrations". This modification was made to ensure that specific fiscal charges (identified as codes 5812-090 and 5830-090) are accurately aligned with the goal's objectives

Refined Focus on Technology and Security
Safe Online Environment (Action 2.5): The school has refined its approach to digital safety by incorporating managed digital systems and expanding the use of the Clever portal. By adding 19 specific apps to Clever, the school has implemented secure single-sign on (SSO) and multi-factor authentication (MFA) to reduce password exposure and better protect scholar data.

Metric 1 was updated to only include the participation rates. Past reports included extraneous data that was unnecessary. The participation numbers were not altered.
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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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Annual Survey	Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	$5,158.00	No
2.2	Technology Access for SED scholars	Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	$70,637.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Safe Online Environment	Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	$18,568.00	No
2.4	ELAC	Strengthen parent engagement and support for Emergent Multilingual Scholars (EMS) by establishing and sustaining an English Learner Advisory Committee (ELAC) within each school.	$5,100.00	Yes
2.5	Parent and Scholar input	The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.		No
2.6	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.7	Scholar Engagement Activities	Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, scholar-led clubs, and end-of-year scholar celebrations. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.	$77,376.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Mental Health Supports	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	$162,072.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures that high school scholars are equipped with the necessary skills and resources for success beyond graduation, whether they choose to pursue higher education or enter the workforce directly. Focusing on college and career readiness aligns with state and national standards, addresses achievement gaps, and contributes to community and economic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%	100%	100%	100%	0
3.2	% of students prepared for college	23.2% SED 26.5%	42% SED 37.5%	24.6% SED 12.8%	50%	+1.4% SED -13.7%
3.3	HS Graduation Rate	62.1% SED 48.6%	80% SED 76%	75.7% SED 70.8%	>75%	+13.6% SED +22.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	a-g completion	24.1%	32%	18.6%	50%	-5.5%
3.5	CTE Pathway Completion	0	0	0	10%	0
3.6	Both CTE & a-g Completion	0	0	0	10%	0
3.7	College credit courses completed	11%	33%	16%	50%	+5%
3.8	%of graduates earning a Golden State Seal Merit Diploma	58%	55%	44%	35%	-14%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Successes in Implementation
High Credit Recovery Achievement: The July 2025 high school summer school program was highly effective, with 75% of participants focused on credit recovery. This contributed to the 75% graduation rate.

.
Robust Support for Homeless Scholars: The Scholar Community Advocate (SCA) has successfully established a system for identifying and supporting families experiencing homelessness
.
Five-Year Cohort Interventions: The school has finalized tasks to provide targeted interventions—including concurrent enrollment and summer school—specifically for scholars requiring an additional year to meet graduation requirements
Substantive Differences in Planned vs. Actual Actions

The most significant difference between the original plan and actual implementation involves the school's data infrastructure:
Data System Replacement (Action 3.2): The school originally planned to use the Abre data suite to track retention rates and identify trends among subgroups. However, reflections on practice led to a shift in strategy, and Abre is being replaced with EduClimber and Parsec Analytics to better meet these tracking needs. For the 2026-2027 school year, the school is looking at building capacity within its IT team to perform these analytics in house to ensure stability and accuracy.
.
Relevant Challenges

Systemic Transition: While the move to new data platforms like Parsec and Clarity is intended to improve tracking, the current status for this specific action is listed as "N/A," reflecting the ongoing transition period between software suites
.
Fluctuating Subgroup Populations: Data for homeless scholars shows a dynamic population; requiring constant monitoring by the Scholar Community Advocate to ensure no scholar loses access to necessary services
.
Overall, Goal 3 remains focused on removing barriers for scholars at risk of academic failure through flexible credit options and dedicated advocacy for those facing economic or housing instability
.

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.

Actual expenditures exceeded the projected expenditure totals. This is due to the inclusion of payroll expenditures for counseling and AVID. Adjustments will be made to allow for these expenses next year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective Actions
Support for Scholars with Special Needs (Action 3.4):This action has been highly effective in expanding opportunities for vulnerable populations. The school successfully created and implemented a full Alternative Diploma track specifically designed to support the transition of scholars with special needs.
Course Scheduling and Graduation Support (Action 3.5):The focus on personalized scheduling—including concurrent enrollment and summer school—has likely contributed to the dramatic rise in the HS Graduation Rate, which jumped from a 62.1% baseline to 75.7% in Year 2. The impact on Socioeconomically Disadvantaged (SED) scholars was even more pronounced, rising from 48.6% to 70.8%.

Effective but Ongoing Actions
AVID Program (Action 3.3):This action is considered On Track. Writing strategies have been delivered in academic sessions, and 30 staff members attended AVID professional learning. While academic rigor is being integrated, the decline in a-g completion suggests that these strategies may need more time to translate into standard metric growth.
Course Offerings (Action 3.1):The school successfully finalized tasks to annually review and update the course catalog to ensure a broad course of study, which has effectively maintained 100% course access for all scholars.

Ineffective or Challenging Actions
RAMP Certification (Action 3.2): This action has experienced setbacks. While the program is high-quality, the Los Angeles site did not earn RAMP designation for the 2025/26 school year, missing the rubric requirements by 2-3 points. The school is now participating as a Program of Promise for 2027 to make the needed modifications.
CTE Pathway Completion (Metric 3.5):Actions to date have been ineffective in producing graduates with CTE completions. The Year 2 outcome remains at 0, significantly missing the target of 10%.
Support for SED College Preparedness (Metric 3.2): Data indicates a significant challenge in this area; while overall college preparedness rose slightly, the percentage of SED scholars prepared for college dropped from a 26.5% baseline to 12.8% in the Year 2 outcome.

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

Changes to Planned Actions and Strategy
RAMP Certification Strategy (Action 3.2): After narrowly missing the rubric requirements for the 2025/26 school year by 2–3 points at the Los Angeles site, the school has adjusted its strategy
Instead of immediate re-application, the school will make necessary modifications and participate as a "Program of Promise" participant for 2027 to continue strengthening its counseling framework.

Alternative Diploma Pathways (Action 3.4): Reflections on the needs of scholars with special needs led to the successful creation and implementation of a full Alternative Diploma track. This represents a shift from the development phase to a fully operational program designed to support transition-aged scholars (18–22)
.
AVID Professional Learning Frequency (Action 3.3): To increase schoolwide implementation and buy-in, the school has committed to offering quarterly professional learning for all academic staff, a refinement from more sporadic earlier sessions.

Course Catalog Review (Action 3.1): Tasks have been finalized to conduct an annual review and update of the course catalog to ensure a broad course of study is maintained and remains accessible to all scholars, including those with disabilities

The school is exploring a partnership with two charter schools and a Community College to create a consortium to provide access to a Dual Enrollment Program focusing on improving college career readiness. Enrollment in two courses will begin in the Fall of the 2026-27 SY.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Course Offerings	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.		No
3.2	RAMP Certification	Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.		No

Action #	Title	Description	Total Funds	Contributing
3.3	AVID Program	AVID District Leadership training and memberships. Professional Learning provided to all instructional staff by AVID ToSA.	$10,158.00	Yes
3.4	Program for Scholars with Special needs	The school will develop a support and transition program for scholars with special needs 18 -22 year old.	$3,869.00	No
3.5	Course Scheduling	The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.		Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Compass identifies scholars who are at-promise as those who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, showing a lack of interest for academics, emotional or behavioral problems, a past record of academic underachievement, economic disadvantage, low scores on math or English standardized tests, and expressing a disconnection from the school learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	HS Dropout Rate	20%	7%	13%	<10%	-7%
4.2	Middle School dropout rate	6.94%	1.4%	4.33%	<10%	-2.61%
4.3	Suspension Rate*	0	0	0	0	0
4.4	Expulsion Rate*	0	0	0	0	0
4.5	Chronic Absenteeism Rate*	Overall 6.4% African American 22.2%	Overall 4% African American 12.3%	Overall 6.8% African American 8.5%	Overall <5% African American <5%	+.4% African American -13.7%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Successes in Implementation
Highly Effective Credit Recovery: The high school summer school program in July 2025 was a major success, with 75% of participants focused on credit recovery
Notably, 91% of Scholars in Compass Charters Schools of Los Angeles who participated in high school summer school passed one or more classes and 87% of scholars passed all courses.

Subgroup Attendance Improvement: Significant progress was made in reducing chronic absenteeism for African American scholars, which dropped from a 22.2% baseline to 8.5% in the Year 2 outcome
.
Vulnerable Population Advocacy: The Scholar Community Advocate (SCA) successfully established a system to identify and support families experiencing homelessness
Scholars were identified and correctly coded in the Student Information System (SIS) to ensure they receive essential housing, food, and mental health resources
.

New Re-engagement Strategy: In response to data on summer course completion, the school is implementing a new post-summer re-engagement plan
. This involves prioritized credit recovery placement in the early fall for scholars who did not successfully complete their summer courses
.
Relevant Challenges
Rising Dropout Rates: While Year 1 outcomes showed a significant drop in the HS Dropout Rate to 7%, the Year 2 outcome saw an increase to 13%, missing the target of keeping it below 10%
. Similarly, the middle school dropout rate rose from 1.4% in Year 1 to 4.33% in Year 2
.
Overall Chronic Absenteeism: Despite the success with the African American subgroup, the overall chronic absenteeism rate rose slightly to 6.8% in the Year 2 outcome, which is above the target of <5%
.
Dynamic Populations: Identifying and maintaining resource connections for homeless scholars is a constant challenge due to the high mobility of the population; identified numbers in the San Diego region fluctuated from 93 scholars in December 2025 to 87 in April 2026

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 significant differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective Actions
High School Summer School (Action 4.1): This action has been highly effective in supporting credit recovery. In July 2025, 75% of participants focused on credit recovery, with 91% of Scholars who participated in high school summer school passing one or more classes and 87% of scholars passing all courses.
.
Targeted African American Absenteeism Support (Action 4.2): This initiative has seen significant success. The chronic absenteeism rate for African American scholars dropped from a 22.2% baseline to 8.5% in the Year 2 outcome, representing a major improvement toward the <5% target
.
Support for Homeless Scholars (Action 4.5): The Scholar Community Advocate (SCA) has effectively identified and supported vulnerable families. Scholars were identified and properly coded in the Student Information System to receive essential connections to housing, food, and mental health services
.
Actions with Mixed or Stalled Effectiveness
Overall Retention Tracking (Action 4.3): The implementation of the Abre data suite was deemed ineffective for identifying trends and supporting at-promise scholars
. As a result, the school is replacing Abre with Parsec Analytics, and internal systems to better track retention rates by grade level and subgroup
.
HS Dropout Rate (Metric 4.1): While the dropout rate is improved from the 20% baseline, it rose to 13% in the Year 2 outcome after having been as low as 7% in Year 1, missing the target of <10%
.
Overall Chronic Absenteeism (Metric 4.5): Effectiveness has been inconsistent schoolwide. Despite gains with African American scholars, the overall chronic absenteeism rate rose to 6.8% in Year 2, which is above the 6.4% baseline and the <5% target
.
Future Strategy Adjustments
Based on reflections of prior practice, the school is implementing a new post-summer re-engagement plan for scholars who do not complete their summer courses
. This will include prioritized credit recovery placement in the early fall to more effectively serve those facing barriers to graduation

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

Post-Summer Re-engagement Plan: To increase the impact of summer programming, the school is implementing a new re-engagement plan specifically for scholars who did not complete their summer courses. This plan includes prioritized early fall credit recovery placement to ensure these scholars do not fall further behind
.

Targeted Attendance Monitoring (Action 4.2): While the action to reduce chronic absenteeism for African American scholars remains, the strategy has been refined to include individualized plans for each scholar and the use of the new data systems to provide "early alerts" to staff when attendance issues first arise

.

Metric and Reporting Adjustments

Streamlining Metrics: The school updated the reporting for its metrics to remove extraneous data that was deemed unnecessary in past reports. This change is intended to provide greater clarity on actual participation and outcome numbers without altering the underlying data

.

Focus on Impact: The analysis notes that these refinements aim to specifically reduce dropout rates and more effectively serve scholars who express a disconnection from the school learning environment

.

These changes reflect a shift toward more robust data analytics and immediate follow-up interventions for scholars who struggle to complete traditional or summer coursework.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Credit Recovery	Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility	$13,577.00	No
4.2	Reduce Chronic absenteeism for African American Scholars	The school is in differentiated assistance because African American scholars had a 22.2% rate of chronic absenteeism, which was a 9.7% increase and therefore resulted in a red rating. This rate is significantly higher than the overall rate of 6.4%. The school will provide targeted engagement strategies to work with each family to determine the cause of the low attendance rate and create an individual plan for each scholar to improve attendance. Attendance will also be tracked in the Abre data system to alert staff early on if a scholar is having attendance issues.		No
4.3	Retention rates	The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	$12,895.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Support for 5 year grad cohort	The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.		No
4.5	Support for Homeless Scholars	Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	$24,231.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target 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.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,419,393	$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
10.053%	81.541%	$10,427,347.00	91.594%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Credentialed teachers **Need:** 52% of the scholars have been identified as unduplicated and they receive a personalized education plan that is overseen by an appropriately credentialed teacher. **Scope:**	Each pupil is assessed for their academic, SEL, and financial needs to determine and assign supports specific to their needs	1.11, 1.12,1.13,1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.5	**Action:** MTSS Supports **Need:** 22% of unduplicated pupils require urgent intervention, 16% require intervention and 12% are on watch in ELA. 25% of unduplicated pupils require urgent intervention, 13% require intervention and 11% are on watch in Math. **Scope:** Schoolwide	All scholars are identified for interventions according to the MTSS protocols. Unduplicated students are provided with supports specific to their needs.	1.11, 1.12,1.13,1.14
2.2	**Action:** Technology Access for SED scholars **Need:** Low income families need computers and internet access to participate in virtual learning. **Scope:** Schoolwide	The school has prioritized SED families to receive this technology to remove barriers they may encounter due to financial burden.	2.2.2.6
2.7	**Action:** Scholar Engagement Activities **Need:** Families experience barriers to participation in engagement activities such as transportation, costs associated with bringing additional family members, and language barriers.	All families have access to engagement activities. This action is to specifically provide additional support to families experiencing barriers to participation.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.8	**Action:** Mental Health Supports **Need:** School climate survey results show that unduplicated pupils will benefit from increased mental health services. **Scope:** Schoolwide	Mental health services are provided to all pupils with an emphasis on ensuring that families that have language or income barriers have equal access to these services.	2.2
3.3	**Action:** AVID Program **Need:** Scholars of SED families graduate at a rate of 48.6% **Scope:** Schoolwide	AVID is provided to the students of SED families to improve college readiness	2.2, 2.3, 2.7

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** ELD Materials **Need:** 63% of EL Scholars are making progress towards proficiency. 23% of scholars have achieved reclassification. **Scope:** Limited to Unduplicated Student Group(s)	EL scholars have access to resources specific to language development.	1.8,1.9
1.4	**Action:** Professional Development for staff serving EL scholars **Need:** 63% of EL Scholars are making progress towards proficiency. 23% of scholars have achieved reclassification. **Scope:** Limited to Unduplicated Student Group(s)	Teachers will learn strategies to improve EL proficiency	1.8, 1.9
1.11	**Action:** Summer School Interventions **Need:** SED students SBAC Math (3-8) 21%, SBAC Math (11) 25%, SBAC ELA (3-8) 33%, SBAC ELA (11) 58% EL Reclassification rate is 23%	100% of SEL and EL scholars were offered summer school. 44% of scholars attending summer school are in these populations	1.5, 1.6, 1.8, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.4	**Action:** ELAC **Need:** The parents of emergent multilingual scholars need a voice in the school's process for providing services. **Scope:** Limited to Unduplicated Student Group(s)	This council is specifically for the parents of EL scholars.	2.3, 2.4
3.5	**Action:** Course Scheduling **Need:** 26.5% of SED students are prepared for college, the graduation rate for SED students is 48.6% **Scope:** Limited to Unduplicated Student Group(s)	A counselor is assigned to work with SED scholars to develop a personalized graduation plan that identifies any areas of need and ensures they are on track to graduate.	2.2, 2.3, 2.4
4.5	**Action:** Support for Homeless Scholars **Need:** Our families experiencing homelessness have additional barriers to HS graduation. **Scope:**	Our dedicated liaison works with each family to identify barriers and connect them with the support they need to be successful.	4.1, 4.2,4.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

For any limited 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, as applicable.

Additional Concentration Grant Funding

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students	25:1	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	14,119,179	1,419,393	10.053%	81.541%	91.594%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,014,799.00	$162,072.00	$0.00	$0.00	$12,176,871.00	$10,197,113.00	$1,979,758.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialed teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$9,504,313.00	$0.00	$9,504,313.00				$9,504,313.00	10.862%
1	1.2	Standards-aligned instructional materials	All	No			All Schools		$0.00	$1,652,395.00	$1,652,395.00				$1,652,395.00	
1	1.3	ELD Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$56,390.00	$56,390.00				$56,390.00	10.862%
1	1.4	Professional Development for staff serving EL scholars	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$5,472.00	$5,472.00				$5,472.00	10.862%
1	1.5	MTSS Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$497,397.00	$9,738.00	$507,135.00				$507,135.00	10.862%
1	1.6	Personalized Support for African American Scholars	African American	No			All Schools									
1	1.7	Increased participation on state assessments	All African American	No			All Schools		$0.00	$10,316.00	$10,316.00				$10,316.00	
1	1.8	Professional Development for serving African American scholars	African American	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.9	Support for scholars with special needs	Students with Disabilities	No			All Schools		$0.00	$31,146.00	$31,146.00				$31,146.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Professional Development on serving scholars with special needs	Students with Disabilities	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.11	Summer School Interventions	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$0.00	$2,063.00	$2,063.00				$2,063.00	10.862%
2	2.1	Annual Survey	All	No			All Schools		$0.00	$5,158.00	$5,158.00				$5,158.00	
2	2.2	Technology Access for SED scholars	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$70,637.00	$70,637.00				$70,637.00	10.862%
2	2.3	Safe Online Environment	All	No			All Schools		$0.00	$18,568.00	$18,568.00				$18,568.00	
2	2.4	ELAC	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$4,100.00	$1,000.00	$5,100.00				$5,100.00	10.862%
2	2.5	Parent and Scholar input	All	No			All Schools									
2	2.6	Learning Coach Academy	All	No			All Schools									
2	2.7	Scholar Engagement Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$77,376.00	$77,376.00				$77,376.00	10.862%
2	2.8	Mental Health Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$162,072.00	$0.00		$162,072.00			$162,072.00	10.862%
3	3.1	Course Offerings	All	No			All Schools									
3	3.2	RAMP Certification	All	No			All Schools									
3	3.3	AVID Program	Low Income	Yes	Schoolwide	Low Income	All Schools		$5,000.00	$5,158.00	$10,158.00				$10,158.00	10.862%
3	3.4	Program for Scholars with Special needs	Students with Disabilities	No			All Schools		$0.00	$3,869.00	$3,869.00				$3,869.00	
3	3.5	Course Scheduling	Low Income	Yes	Limited to Unduplicated Student	Low Income	All Schools									10.862%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
4	**4.1**	Credit Recovery	All	No			All Schools		$0.00	$13,577.00	$13,577.00				$13,577.00	
4	**4.2**	Reduce Chronic absenteeism for African American Scholars	African American	No			All Schools									
4	**4.3**	Retention rates	All	No			All Schools		$0.00	$12,895.00	$12,895.00				$12,895.00	
4	**4.4**	Support for 5 year grad cohort	All	No			All Schools									
4	**4.5**	Support for Homeless Scholars	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$24,231.00	$0.00	$24,231.00				$24,231.00	10.862%

2026-27 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
14,119,179	1,419,393	10.053%	81.541%	91.594%	$10,262,875.00	130.344%	203.031 %	**Total:**	$10,262,875.00
								LEA-wide Total:	$0.00
								Limited Total:	$93,256.00
								Schoolwide Total:	$10,169,619.00

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	Credentialed teachers	Yes	Schoolwide	English Learners Foster Youth Low Income		$9,504,313.00	10.862%
1	1.3	ELD Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners		$56,390.00	10.862%
1	1.4	Professional Development for staff serving EL scholars	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,472.00	10.862%
1	1.5	MTSS Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$507,135.00	10.862%
1	1.11	Summer School Interventions	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$2,063.00	10.862%
2	2.2	Technology Access for SED scholars	Yes	Schoolwide	Low Income	All Schools	$70,637.00	10.862%
2	2.4	ELAC	Yes	Limited to Unduplicated	English Learners	All Schools	$5,100.00	10.862%

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 (%)
				Student Group(s)				
2	2.7	Scholar Engagement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income		$77,376.00	10.862%
2	2.8	Mental Health Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		10.862%
3	3.3	AVID Program	Yes	Schoolwide	Low Income	All Schools	$10,158.00	10.862%
3	3.5	Course Scheduling	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		10.862%
4	4.5	Support for Homeless Scholars	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$24,231.00	10.862%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,232,754.00	$7,456,487.00

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**	Credentialed teachers	Yes	$4,828,755.00	$4,828,755.00
1	**1.2**	Standards-aligned instructional materials	No	$1,896,416.00	$1,896,416.00
1	**1.3**	ELD Materials	Yes	$55,633.00	$67,341.00
1	**1.4**	Professional Development for staff serving EL scholars	Yes	$5,472.00	$2,500.00
1	**1.5**	MTSS Supports	Yes	$115,975.00	$200,718.00
1	**1.6**	Personalized Support for African American Scholars	No		
1	**1.7**	Increased participation on state assessments	No	$9,366.00	$4,500.00
1	**1.8**	Professional Development for serving African American scholars	No	$2,000.00	$2,000.00
1	**1.9**	Support for scholars with special needs	No	$28,278.00	$28,278.00
1	**1.10**	Professional Development on serving scholars with special needs	No	$2,000.00	$2,000.00
1	**1.11**	Summer School Interventions	Yes	$17,917.00	$17,917.00

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	2.1	Annual Survey	No	$4,683.00	$2,000.00
2	2.2	Technology Access for SED scholars	Yes	$53,529.00	$115,922.00
2	2.3	Safe Online Environment	No	$16,858.00	$16,858.00
2	2.4	ELAC	Yes	$5,100.00	$1,500.00
2	2.5	Parent and Scholar input	No		$8,122.00
2	2.6	Learning Coach Academy	No		
2	2.7	Scholar Engagement Activities	Yes	$73,242.00	$73,242.00
2	2.8	Mental Health Supports	Yes	$6,587.00	$5,000.00
3	3.1	Course Offerings	No		$500.00
3	3.2	RAMP Certification	No	$1,583.00	$1,583.00
3	3.3	AVID Program	Yes	$9,683.00	$35,156.00
3	3.4	Program for Scholars with Special needs	No	$3,512.00	$500.00
3	3.5	Course Scheduling	Yes	$18,866.00	$49,469.00

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)
4	**4.1**	Credit Recovery	No	$32,328.00	$32,328.00
4	**4.2**	Reduce Chronic absenteeism for African American Scholars	No		
4	**4.3**	Retention rates	No	$16,479.00	$16,479.00
4	**4.4**	Support for 5 year grad cohort	No		$2,242.00
4	**4.5**	Support for Homeless Scholars	Yes	$28,492.00	$45,161.00

2025-26 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)
$15870028	$5,219,251.00	$5,442,681.00	($223,430.00)	0.000%	0.000%	0.000%

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	1.1	Credentialed teachers	Yes	$4,828,755.00	$4,828,755.00		
1	1.3	ELD Materials	Yes	$55,633.00	$67,341.00		
1	1.4	Professional Development for staff serving EL scholars	Yes	$5,472.00	$2,500.00		
1	1.5	MTSS Supports	Yes	$115,975.00	$200,718.00		
1	1.11	Summer School Interventions	Yes	$17,917.00	$17,917.00		
2	2.2	Technology Access for SED scholars	Yes	$53,529.00	$115,922.00		
2	2.4	ELAC	Yes	$5,100.00	$1,500.00		
2	2.7	Scholar Engagement Activities	Yes	$73,242.00	$73,242.00		
2	2.8	Mental Health Supports	Yes	$6,587.00	$5,000.00		
3	3.3	AVID Program	Yes	$9,683.00	$35,156.00		
3	3.5	Course Scheduling	Yes	$18,866.00	$49,469.00		
4	4.5	Support for Homeless Scholars	Yes	$28,492.00	$45,161.00		

2025-26 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)
12,787,820	$15870028	0.0	124.103%	$5,442,681.00	0.000%	42.561%	$10,427,347.00	81.541%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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
November 2024

Coversheet

Approval of the 2025-26 Local Indicators CCS Los Angeles, San Diego, Yolo

Section: VII. LCAP Approval
Item: B. Approval of the 2025-26 Local Indicators CCS Los Angeles, San Diego, Yolo
Purpose: Vote
Submitted by:
Related Material: 2026_Local_Indicator_CCS_San_Diego.pdf
2026_Local_Indicator_CCS_Yolo.pdf
2026_Local_Indicators_CCS_Los_Angeles.pdf

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	45.8	66.3%	31.4%	0%	2.1%	.2%	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					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

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	N/A
Career Technical Education	1					
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
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					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

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):

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

Practices	Rating Scale Number
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.	5
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.	5
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 reviewed the questions for the annual survey and added questions that they felt were important to scholars and parents. Compass conducted its annual survey with mostly the same questions to ensure input from all groups of scholars, families, and staff, as well as our authorizers, Board of Directors, and the 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 continued strength in the following areas: flexibility (flexibility that's available for scheduling, pacing, curriculum, ways to meet state standards, and the ability to complete school work from home), supportive teachers (teachers' understanding, helpfulness, guidance, communication, and availability), independence (being able to work independently and at one's own pace), online nature/ease of use (convenience of online learning, absence of travel, and ease of using the online platform), individualized/personalized learning (ability to tailor education to individual needs, learn in preferred ways, and pursue personal interests), positive learning environment (positive attitudes of teachers, an enjoyable learning experience, as well as a supportive, non-judgmental, inclusive environment), resources/availability of resources (appreciation for the availability and providing of resources, curriculum support, and access to online resources as well as subscriptions), extracurricular/enrichment programs (clubs, field trips, diverse extracurricular activities, and access to enrichment programs along with additional classes), community and family orientation (family-oriented atmosphere, caring community, sense of community, and engagement events), and special education support (positive experiences and support for special education needs were noted). Further, our tiered re-engagement process continues to focus on restorative practices that solicit collaboration between families and the LEA to further support scholars academic progress and engagement.

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 review input from parents and scholars via open suggestion forms throughout the year.. In addition, Compass conducted a schoolwide annual planning survey in March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the 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: streamlining material and educational resource ordering process, addressing issues with semester limits and deadlines), curriculum and instruction (adding more creative, hands-on projects, less rigidity, more recorded classes, and improving video quality in courses), social interaction (increased opportunities for social interaction, including more field trips and real-life activities), support and resources (enhancing support for special needs students and increasing local staff and events), communication (improved communication regarding deadlines), workload awareness (concern about the overall workload and the pace of the online curriculum), and local availability and vendor variety (more local vendors and services, especially in rural or remote areas as well as easier vendor approval processes).

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 prioritizes and focuses on improving engagement of underrepresented families through building meaningful relationships with school staff based on feedback received from educational partner input and local data. One example of how Compass has built relationships is through providing extracurricular (engagement) offerings for scholars, learning coaches, and families to attend. As Compass has provided these engagement offerings, there has been reflection about registration and participation rates of underrepresented scholars for these events. In order to have productive conversations around this topic, the Engagement department, in partnership with the Staff Support department, built out a specific data tracking system that visually shows the percentages of emergent multilingual scholars, McKinney-Vento scholars, foster scholars, and socio-economically disadvantaged scholars. This scoreboard is now able to be the basis for conversations both cross-departmentally and district-wide to assess ways for improving the engagement rates of these underrepresented families within these offerings. Additionally, as Compass looks forward to celebrating the graduating 12th grade scholars and promoting 8th grade scholars at in-person ceremonies, there will continue to be a focus on ensuring that particularly our emergent multilingual scholars and their families feel a sense of belonging during such special educational milestones. Compass recently added and will continue to acknowledge the "Multilingual Achievement" award that recognizes scholars at 12th grade graduation for achieving the distinction of Reclassified Fluent English Proficient (RFEP) during their educational career. Also, to deepen relationships with multilingual families, Compass is preparing for new initiatives to increase accessibility and remove language barriers at the ceremonies. These efforts include displaying a multilingual greeting and providing clear instructions on how to utilize real-time translation applications during the events. Another example of how Compass builds communication between staff and families is through a recent initiative to offer the Pre-Master Agreement meeting in both Spanish and English to ensure that Spanish speaking families and learning coaches are on the same page as staff for what is expected of them to be successful in the day-to-day expectations of Compass' programs. To further increase accessibility, Compass will be providing families with multiple ways to complete this requirement such as live group sessions, recorded presentations, and asynchronous NearPod lessons.

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):

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

Practices	Rating Scale Number
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.	5
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.	4

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 (CCS) demonstrates significant strengths and ongoing progress in building partnerships for student outcomes, primarily centered on the collaborative relationship between Supervising Teachers (STs) and families. STs are the foundation of CCS partnerships, with parents frequently describing them as "lifelines" and "cheerleaders" who are essential to their scholars' success. Families report that STs provide "invested partnerships" and are vital for navigating the personalized learning path. The school actively supports parents in their role as "Learning Coaches" through resources like the **Learning Coach Academy** and **AVID Learning Coach Resources**, which families report as helpful for supporting their scholars at home. The Options program is a major strength, allowing parents the autonomy to select personalized curriculum and schedules while maintaining professional oversight and accountability from CCS staff. The school utilizes multiple channels to maintain partnerships, including the Monday Morning Update (MMU), ParentSquare, and Connection Meetings, where STs and parents collaborate monthly on academic goals. Progress in Building Partnerships 2026-27 Local Performance Indicator Self-Reflection for Compass Charter Schools Los Angeles Page 12 of 22 There is broad consensus among staff and parents that LCAP Goal 2 (Increase scholar and parent engagement and involvement) is foundational to student success, with many stakeholders reporting that CCS is taking positive steps toward this goal. Staff reports indicate that internal initiatives like Whatever It Takes (WIT) meetings have improved collaboration between departments, shifting the culture toward a collective "OUR scholars" mentality to better serve families. Progress is being made in providing greater teacher expertise for high school scholars through the introduction of content-specific credentialed teachers, intended to better prepare students for post-secondary outcomes. The school has made progress in fostering in-person connections through an increase in field trips and the addition of local park meet-ups, which parents cite as valuable opportunities for peer and community connection.

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.

A primary focus area for improvement is the fragmentation of digital platforms. Parents and staff frequently report "communication overload" and frustration with navigating multiple systems such as ParentSquare, School Pathways, Seesaw, Clever, and Buzz. Partners are calling for a centralized portal or dashboard to streamline communication, work submissions, and access to resources, which would allow learning coaches to focus more on instruction rather than IT management. A multi departmental team is looking into providing a more cohesive communication platform including updating the school's website to incorporate current platforms and streamline access points.

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 (CCS) is committed to improving the engagement of underrepresented families by intentionally incorporating their voices into school planning and providing targeted, data-driven support systems. The school leverages established groups, such as the English Learner Advisory Committee (ELAC) and the Parent Advisory Council (PAC), to provide parents from these communities with a formal platform to influence LCAP goals . To overcome systemic barriers like language differences and technical hurdles, the school is looking into expanding local outreach partnerships, specifically through organizations like the Parent Institute for Quality Education (PIQE), which encourages community involvement and enrichment initiatives. Key efforts to foster these outcomes involve the strategic use of state funding to provide specialized instruction, tutoring, and comprehensive social-emotional support specifically for foster youth, English learners, and low-income students to ensure they remain on track for graduation . The school is also refining its progress monitoring for EMS Newcomers and Long-term English Learners through dedicated roles like the EL Coordinator and cross-departmental collaboration with the Whatever It Takes (WIT) team. . Furthermore, leadership is exploring ways to include parents more directly in high-stakes decisions regarding school funding and program formats to ensure diverse homeschooling philosophies are respected . Staff members have also recommended diversifying field trips and scholar resources to better reflect the diverse cultural and geographic backgrounds of the school community . While these structures are in place, the school remains focused on reducing communication friction and moving toward authentic partnerships that go beyond procedural compliance to deeply understand the operational realities of all families.

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):

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

Practices	Rating Scale Number
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.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5

Practices	Rating Scale Number
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.	5
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.

Leadership regularly uses surveys, feedback forms, and Town Hall meetings to gather input from staff, scholars, and parents. The school utilizes formal groups like the Parent Advisory Council (PAC), English Learner Advisory Committee (ELAC), and the Options Advisory Committee to provide a platform for stakeholder voices in school planning. Management explicitly solicits feedback when working out new processes, which helps employees feel empowered to contribute to the school's evolution. The school uses analytics from stakeholder surveys to inform and refine its Local Control Accountability Plan (LCAP) goals, ensuring that school priorities reflect community needs. In 2025, the school launched "Solution Boxes" for staff, scholars, and parents, to submit ideas for solutions throughout the school year. Submissions are reviewed and discussed by the committee that serves the partner group. Throughout the year, several changes have been implemented based on submissions to the solutions boxes.

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 is focusing on moving toward a more authentic and proactive model for gathering stakeholder input in order to address a recurring perception that feedback is sought only after decisions have already 2026-27 Local Performance Indicator Self-Reflection for Compass Charter Schools Los Angeles Page 14 of 22 been finalized in the form of a newly implemented Change Model. This model is grounded in Steven Covey's Change Model and is being implemented at all levels of the organization. Staff members across multiple years have expressed a strong desire to be included earlier in the planning process, particularly when considering fundamental changes to the school model or program requirements, to ensure their expertise helps shape directives rather than just facilitating their implementation. This improvement involves shifting the format of key collaborative spaces, such as the weekly huddle and school town halls, away from performative information sessions that merely rehash updates and toward true forums for dialogue where concerns, questions, and suggestions are meaningfully addressed. Additionally, there is a push for significantly greater transparency from senior leadership, including making cabinet meeting notes or high-level discussion points more accessible to provide staff and families with a clearer understanding of the data and rationale driving major policy shifts. Improvement efforts also center on ensuring that senior decision-makers deeply understand the operational realities and diverse philosophies of the programs they lead, specifically the Options department, so that front-line expertise from Supervising Teachers and the direct input of parents regarding school funding and format authentically influence the school's trajectory. By fostering a culture where feedback is consistently considered and the rationale behind denied solutions is clearly explained, the school aims to rebuild organizational trust and ensure that its strategic decisions are genuinely supported by those closest to the scholars

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.

Compass Charter Schools aims to improve the engagement of underrepresented families by intentionally including them in the decision-making process through established advisory groups such as the Parent Advisory Council (PAC) and the English Learner Advisory Committee (ELAC). These committees provide a structured platform for families to influence school planning and Local Control Accountability Plan (LCAP) goals, though stakeholder feedback indicates that for this input to be truly impactful, families must be involved earlier in the planning stages before major decisions are finalized. To overcome identified participation barriers such as language differences and technical hurdles, the school plans to leverage local outreach partnerships, to encourage community involvement and provide enrichment opportunities like community gardens. Furthermore, the school is focusing on educational equity by utilizing state funding for targeted interventions and tutoring for foster youth, English learners, and low income students, while also refining its progress monitoring for newcomers and long-term English learners to ensure their academic and social-emotional needs are authentically represented. Leadership is also exploring ways to involve parents more directly in high-stakes decisions regarding school funding and program formats to ensure that the diverse philosophies of homeschooling families are respected and used to shape the school's future direction. Additionally, staff have recommended diversifying field trips and scholar resources to better reflect the diverse backgrounds and geographic locations of the school community, thereby fostering a more inclusive environment for seeking input

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

This year, the school again used its annual survey, which included questions from the Mental Health portion of the California Healthy Kids Survey, to help assess the perception of school climate. Although staff worked diligently to encourage participation, the participation rate was less than 20%-- low, but double last year's 10% participation rate.

Results of the mental health and school climate questions:

Some data points of measuring student perceptions of student safety and connectedness are:

"who really cares about me":
Gr. 3–5: 50.0%, down from 24–25's: 87.9%;
Gr. 6–8: 50.0%, down from 24–25's: 55.3%;
Gr. 9–12: 79.5%, up from 24–25's: 62.3%;

"who notices when I'm not there":
Gr. 3–5: 50.0%, down from 24–25's: 66.7%;
Gr. 6–8: 50.0%, down from 24–25's: 53.2%;
Gr. 9–12: 69.2%, down from 24–25's: 72.5%;

"who listens to me when I have something to say":
Gr. 3–5: 100.0%, up from 24–25's: 84.8%;
Gr. 6–8: 50.0%, down from 24–25's: 76.6%;
Gr. 9–12: 69.2%, down from 24–25's: 79.7%;

I feel…

"close to people at this school" (Strongly Agree/Agree):
Gr. 3–5: 72.7%, down from 24–25's: 75.0%;
Gr. 6–8: 50.0%, up from 24–25's: 41.2%;
Gr. 9–12: 82.1%, up from 24–25's: 63.4%;

"like I am part of this school" (Strongly Agree/Agree):
Gr. 3–5: 90.9%, up from 24–25's: 90.6%;
Gr. 6–8: 86.4%, down from 24–25's: 88.2%;
Gr. 9–12: 92.5%, down from 24–25's: 92.9%;

"safe in my school" (Strongly Agree/Agree):
Gr. 3–5: 100.0%, up from 24–25's: 96.9%;
Gr. 6–8: 90.9%, down from 24–25's: 96.1%;
Gr. 9–12: 100.0%, up from 24–25's: 95.7%;

The data on student perceptions of safety and connectedness provide important insights into the school environment across different grade levels. This data compares from last year to see trends.

Seeing a dip in "an adult who really cares about me" and "who listens to me when i have something to say," while a rise in "who notices when I'm not there" is puzzling and could be related to ST switches or student attrition and enrollments throughout the year. Our academic leadership team will make this a priority for staff in the next school year.

Additionally, a dip in students feeling close to to other people at this school, but a slight rise in feeling "a part of this school" is also interesting. One wonder is if the staff training and application on ensuring standard based curriculum is assigned, learned and assessed may be an influence on these trends.

Compass is moving to internalize speech therapy positions, and last year contracted with Care Solace to provide additional mental health support. Further, Compass started weekly WIT (Whatever It Takes) meetings that focus on scholars identified by staff as needing attention. Our belief is that as these initiatives grow, the indicators on scholar connectedness will also improve.

Scholars continue to feel safe at Compass.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In conclusion, while the overall perception of safety is robust, there are areas that need attention, particularly the decline in perceived care and the decreasing sense of peer connectedness. To address these issues, schools should consider enhancing support systems (including WIT, Care Solace) during the transitional middle school years, improving attendance monitoring and engagement strategies, and implementing programs that foster stronger peer relationships, especially as students advance to higher grades. By focusing on these areas, the school can work towards creating a more supportive, connected, and engaging environment for all students.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Compass has identified as an area of opportunity, more consistent longitudinal data on social emotional learning and mental health, to guide program and service. This school year, Compass administered mySAEBERS, through Renaissance learning for more consistent SEL data collection and analysis. Compass will also work towards getting more participation to surveys to support school climate.. With consistent and present data, Compass will better leverage its engagement opportunities and support services.

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 Clever 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 reached 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 school ensures that all scholars have 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. 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 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.					

Coordinating Services	1	2	3	4	5
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.					
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.					

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	31.8	65.2%	30.1%	0	3.7%	.9%	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					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

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	N/A
Career Technical Education	1					
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
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					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

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):

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

Practices	Rating Scale Number
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.	5
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.	5
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 reviewed the questions for the annual survey and added questions that they felt were important to scholars and parents. Compass conducted its annual survey with mostly the same questions to ensure input from all groups of scholars, families, and staff, as well as our authorizers, Board of Directors, and the 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 continued strength in the following areas: flexibility (flexibility that's available for scheduling, pacing, curriculum, ways to meet state standards, and the ability to complete school work from home), supportive teachers (teachers' understanding, helpfulness, guidance, communication, and availability), independence (being able to work independently and at one's own pace), online nature/ease of use (convenience of online learning, absence of travel, and ease of using the online platform), individualized/personalized learning (ability to tailor education to individual needs, learn in preferred ways, and pursue personal interests), positive learning environment (positive attitudes of teachers, an enjoyable learning experience, as well as a supportive, non-judgmental, inclusive environment), resources/availability of resources (appreciation for the availability and providing of resources, curriculum support, and access to online resources as well as subscriptions), extracurricular/enrichment programs (clubs, field trips, diverse extracurricular activities, and access to enrichment programs along with additional classes), community and family orientation (family-oriented atmosphere, caring community, sense of community, and engagement events), and special education support (positive experiences and support for special education needs were noted). Further, our tiered re-engagement process continues to focus on restorative practices that solicit collaboration between families and the LEA to further support scholars academic progress and engagement.

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 review input from parents and scholars via open suggestion forms throughout the year.. In addition, Compass conducted a schoolwide annual planning survey in March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the 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: streamlining material and educational resource ordering process, addressing issues with semester limits and deadlines), curriculum and instruction (adding more creative, hands-on projects, less rigidity, more recorded classes, and improving video quality in courses), social interaction (increased opportunities for social interaction, including more field trips and real-life activities), support and resources (enhancing support for special needs students and increasing local staff and events), communication (improved communication regarding deadlines), workload awareness (concern about the overall workload and the pace of the online curriculum), and local availability and vendor variety (more local vendors and services, especially in rural or remote areas as well as easier vendor approval processes).

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 prioritizes and focuses on improving engagement of underrepresented families through building meaningful relationships with school staff based on feedback received from educational partner input and local data. One example of how Compass has built relationships is through providing extracurricular (engagement) offerings for scholars, learning coaches, and families to attend. As Compass has provided these engagement offerings, there has been reflection about registration and participation rates of underrepresented scholars for these events. In order to have productive conversations around this topic, the Engagement department, in partnership with the Staff Support department, built out a specific data tracking system that visually shows the percentages of emergent multilingual scholars, McKinney-Vento scholars, foster scholars, and socio-economically disadvantaged scholars. This scoreboard is now able to be the basis for conversations both cross-departmentally and district-wide to assess ways for improving the engagement rates of these underrepresented families within these offerings. Additionally, as Compass looks forward to celebrating the graduating 12th grade scholars and promoting 8th grade scholars at in-person ceremonies, there will continue to be a focus on ensuring that particularly our emergent multilingual scholars and their families feel a sense of belonging during such special educational milestones. Compass recently added and will continue to acknowledge the "Multilingual Achievement" award that recognizes scholars at 12th grade graduation for achieving the distinction of Reclassified Fluent English Proficient (RFEP) during their educational career. Also, to deepen relationships with multilingual families, Compass is preparing for new initiatives to increase accessibility and remove language barriers at the ceremonies. These efforts include displaying a multilingual greeting and providing clear instructions on how to utilize real-time translation applications during the events. Another example of how Compass builds communication between staff and families is through a recent initiative to offer the Pre-Master Agreement meeting in both Spanish and English to ensure that Spanish speaking families and 2026-27 Local Performance Indicator Self-Reflection for Compass Charter Schools Los Angeles Page 11 of 22 learning coaches are on the same page as staff for what is expected of them to be successful in the day-to-day expectations of Compass' programs. To further increase accessibility, Compass will be providing families with multiple ways to complete this requirement such as live group sessions, recorded presentations, and asynchronous NearPod lessons.

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):

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

Practices	Rating Scale Number
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.	5
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.	4

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 (CCS) demonstrates significant strengths and ongoing progress in building partnerships for student outcomes, primarily centered on the collaborative relationship between Supervising Teachers (STs) and families. STs are the foundation of CCS partnerships, with parents frequently describing them as "lifelines" and "cheerleaders" who are essential to their scholars' success. Families report that STs provide "invested partnerships" and are vital for navigating the personalized learning path. The school actively supports parents in their role as "Learning Coaches" through resources like the **Learning Coach Academy** and **AVID Learning Coach Resources**, which families report as helpful for supporting their scholars at home. The Options program is a major strength, allowing parents the autonomy to select personalized curriculum and schedules while maintaining professional oversight and accountability from CCS staff. The school utilizes multiple channels to maintain partnerships, including the Monday Morning Update (MMU), ParentSquare, and Connection Meetings, where STs and parents collaborate monthly on academic goals. Progress in Building Partnerships 2026-27 Local Performance Indicator Self-Reflection for Compass Charter Schools Los Angeles Page 12 of 22 There is broad consensus among staff and parents that LCAP Goal 2 (Increase scholar and parent engagement and involvement) is foundational to student success, with many stakeholders reporting that CCS is taking positive steps toward this goal. Staff reports indicate that internal initiatives like Whatever It Takes (WIT) meetings have improved collaboration between departments, shifting the culture toward a collective "OUR scholars" mentality to better serve families. Progress is being made in providing greater teacher expertise for high school scholars through the introduction of content-specific credentialed teachers, intended to better prepare students for post-secondary outcomes. The school has made progress in fostering in-person connections through an increase in field trips and the addition of local park meet-ups, which parents cite as valuable opportunities for peer and community connection.

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.

A primary focus area for improvement is the fragmentation of digital platforms. Parents and staff frequently report "communication overload" and frustration with navigating multiple systems such as ParentSquare, School Pathways, Seesaw, Clever, and Buzz. Partners are calling for a centralized portal or dashboard to streamline communication, work submissions, and access to resources, which would allow learning coaches to focus more on instruction rather than IT management. A multi departmental team is looking into providing a more cohesive communication platform including updating the school's website to incorporate current platforms and streamline access points.

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 (CCS) is committed to improving the engagement of underrepresented families by intentionally incorporating their voices into school planning and providing targeted, data-driven support systems. The school leverages established groups, such as the English Learner Advisory Committee (ELAC) and the Parent Advisory Council (PAC), to provide parents from these communities with a formal platform to influence LCAP goals . To overcome systemic barriers like language differences and technical hurdles, the school is looking into expanding local outreach partnerships, specifically through organizations like the Parent Institute for Quality Education (PIQE), which encourages community involvement and enrichment initiatives. Key efforts to foster these outcomes involve the strategic use of state funding to provide specialized instruction, tutoring, and comprehensive social-emotional support specifically for foster youth, English learners, and low-income students to ensure they remain on track for graduation . The school is also refining its progress monitoring for EMS Newcomers and Long-term English Learners through dedicated roles like the EL Coordinator and cross-departmental collaboration with the Whatever It Takes (WIT) team. . Furthermore, leadership is exploring ways to include parents more directly in high-stakes decisions regarding school funding and program formats to ensure diverse homeschooling philosophies are respected . Staff members have also recommended diversifying field trips and scholar resources to better reflect the diverse cultural and geographic backgrounds of the school community . While these structures are in place, the school remains focused on reducing communication friction and moving toward authentic partnerships that go beyond procedural compliance to deeply understand the operational realities of all families.

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):

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

Practices	Rating Scale Number
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.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
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.	5

Practices	Rating Scale Number
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.

Leadership regularly uses surveys, feedback forms, and Town Hall meetings to gather input from staff, scholars, and parents. The school utilizes formal groups like the Parent Advisory Council (PAC), English Learner Advisory Committee (ELAC), and the Options Advisory Committee to provide a platform for stakeholder voices in school planning. Management explicitly solicits feedback when working out new processes, which helps employees feel empowered to contribute to the school's evolution. The school uses analytics from stakeholder surveys to inform and refine its Local Control Accountability Plan (LCAP) goals, ensuring that school priorities reflect community needs. In 2025, the school launched "Solution Boxes" for staff, scholars, and parents, to submit ideas for solutions throughout the school year. Submissions are reviewed and discussed by the committee that serves the partner group. Throughout the year, several changes have been implemented based on submissions to the solutions boxes.

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 is focusing on moving toward a more authentic and proactive model for gathering stakeholder input in order to address a recurring perception that feedback is sought only after decisions have already 2026-27 Local Performance Indicator Self-Reflection for Compass Charter Schools Los Angeles Page 14 of 22 been finalized in the form of a newly implemented Change Model. This model is grounded in Steven Covey's Change Model and is being implemented at all levels of the organization. Staff members across multiple years have expressed a strong desire to be included earlier in the planning process, particularly when considering fundamental changes to the school model or program requirements, to ensure their expertise helps shape directives rather than just facilitating their implementation. This improvement involves shifting the format of key collaborative spaces, such as the weekly huddle and school town halls, away from performative information sessions that merely rehash updates and toward true forums for dialogue where concerns, questions, and suggestions are meaningfully addressed. Additionally, there is a push for significantly greater transparency from senior leadership, including making cabinet meeting notes or high-level discussion points more accessible to provide staff and families with a clearer understanding of the data and rationale driving major policy shifts. Improvement efforts also center on ensuring that senior decision-makers deeply understand the operational realities and diverse philosophies of the programs they lead, specifically the Options department, so that front-line expertise from Supervising Teachers and the direct input of parents regarding school funding and format authentically influence the school's trajectory. By fostering a culture where feedback is consistently considered and the rationale behind denied solutions is clearly explained, the school aims to rebuild organizational trust and ensure that its strategic decisions are genuinely supported by those closest to the scholars

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.

Compass Charter Schools aims to improve the engagement of underrepresented families by intentionally including them in the decision-making process through established advisory groups such as the Parent Advisory Council (PAC) and the English Learner Advisory Committee (ELAC). These committees provide a structured platform for families to influence school planning and Local Control Accountability Plan (LCAP) goals, though stakeholder feedback indicates that for this input to be truly impactful, families must be involved earlier in the planning stages before major decisions are finalized. To overcome identified participation barriers such as language differences and technical hurdles, the school plans to leverage local outreach partnerships, to encourage community involvement and provide enrichment opportunities like community gardens. Furthermore, the school is focusing on educational equity by utilizing state funding for targeted interventions and tutoring for foster youth, English learners, and lowincome students, while also refining its progress monitoring for newcomers and long-term English learners to ensure their academic and social-emotional needs are authentically represented. Leadership is also exploring ways to involve parents more directly in high-stakes decisions regarding school funding and program formats to ensure that the diverse philosophies of homeschooling families are respected and used to shape the school's future direction. Additionally, staff have recommended diversifying field trips and scholar resources to better reflect the diverse backgrounds and geographic locations of the school community, thereby fostering a more inclusive environment for seeking input

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

This year, the school again used its annual survey, which included questions from the Mental Health portion of the California Healthy Kids Survey, to help assess the perception of school climate. Although staff worked diligently to encourage participation, the participation rate was less than 20%-- low, but double last year's 10% participation rate.

Results of the mental health and school climate questions:

Some data points of measuring student perceptions of student safety and connectedness are:

There is a teacher or some other adult from my school...

"who really cares about me":
Gr. 3–5: 75.0%, down from 24–25's: 100.0%;
Gr. 6–8: 66.7%, up from 24–25's: 64.7%;
Gr. 9–12: 77.8%, up from 24–25's: 55.6%;

"who notices when I'm not there":
Gr. 3–5: 75.0%, up from 24–25's: 57.1%;
Gr. 6–8: 50.0%, down from 24–25's: 58.8%;
Gr. 9–12: 88.9%, up from 24–25's: 55.6%;

"who listens to me when I have something to say":
Gr. 3–5: 87.5%, up from 24–25's: 85.7%;
Gr. 6–8: 100.0%, up from 24–25's: 76.5%;
Gr. 9–12: 66.7%, down from 24–25's: 77.8%;

I feel…
"close to people at this school" (Strongly Agree/Agree):
Gr. 3–5: 62.5%, up from 24–25's: 50.0%;
Gr. 6–8: 75.0%, same as 24–25's: 75.0%;
Gr. 9–12: 54.5%, down from 24–25's: 72.2%;

"like I am part of this school" (Strongly Agree/Agree):
Gr. 3–5: 100.0%, up from 24–25's: 83.3%;
Gr. 6–8: 75.0%, down from 24–25's: 90.0%;
Gr. 9–12: 90.9%, up from 24–25's: 88.9%;

"safe in my school" (Strongly Agree/Agree):
Gr. 3–5: 100.0%, same as 24–25's: 100.0%;
Gr. 6–8: 100.0%, same as 24–25's: 100.0%;
Gr. 9–12: 100.0%, same as 24–25's: 100.0%;

The data on student perceptions of safety and connectedness across different grade levels reveal key insights into the school environment. This data compares similar groups from last year. The drops in responses to "notices when I'm not there" and "who listens to me when I have something to say." are concerning, and contradict rising numbers in closeness, feeling a part of the school, and safety.

While the sample size is small, these trends are worthy of evaluating our practices. One wonder is these dis could be related to ST switches or student attrition and enrollments throughout the year. Our academic leadership team will make this a priority for staff in the next school year.

Compass is moving to internalize speech therapy positions, and last year contracted with Care Solace to provide additional mental health support. Further, Compass started weekly WIT (Whatever It Takes) meetings that focus on scholars identified by staff as needing attention. Our belief is that as these initiatives grow, the indicators on scholar connectedness will also improve.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

While the overall perception of safety is strong, there are significant dips in students' feelings of connectedness and being noticed. To address these issues, schools should enhance attendance monitoring and responsiveness, implement programs to foster peer connections and a sense of belonging, particularly in middle school, and continue maintaining high safety standards. By focusing on these areas, the school can create a more supportive and connected environment for all students. It is also noteworthy that the sense of belonging, for a virtual school, is so high.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Compass has identified as an area of opportunity, more consistent longitudinal data on social emotional learning and mental health, to guide program and service. This school year, Compass administered mySAEBERS, through Renaissance learning for more consistent SEL data collection and analysis. Compass will also work towards getting more participation to surveys to support school climate.. With consistent and present data, Compass will better leverage its engagement opportunities and support services

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 reached 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. Our team has a robust catalog of course offerings based on standards-based, board-approved curriculum linked to our student information system which tracks course enrollment and completion. As a virtual school, our curriculum is available online, and the school ensures that all scholars have 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. 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,					

Coordinating Instruction	1	2	3	4	5
gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative 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.					

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	45	60.9%	36.5%	0%	2.6%	0%	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					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

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	N/A
Career Technical Education	1					
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
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					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

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):

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

Practices	Rating Scale Number
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.	5
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.	5
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 reviewed the questions for the annual survey and added questions that they felt were important to scholars and parents. Compass conducted its annual survey with mostly the same questions to ensure input from all groups of scholars, families, and staff, as well as our authorizers, Board of Directors, and the 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 continued strength in the following areas: flexibility (flexibility that's available for scheduling, pacing, curriculum, ways to meet state standards, and the ability to complete school work from home), supportive teachers (teachers' understanding, helpfulness, guidance, communication, and availability), independence (being able to work independently and at one's own pace), online nature/ease of use (convenience of online learning, absence of travel, and ease of using the online platform), individualized/personalized learning (ability to tailor education to individual needs, learn in preferred ways, and pursue personal interests), positive learning environment (positive attitudes of teachers, an enjoyable learning experience, as well as a supportive, non-judgmental, inclusive environment), resources/availability of resources (appreciation for the availability and providing of resources, curriculum support, and access to online resources as well as subscriptions), extracurricular/enrichment programs (clubs, field trips, diverse extracurricular activities, and access to enrichment programs along with additional classes), community and family orientation (family-oriented atmosphere, caring community, sense of community, and engagement events), and special education support (positive experiences and support for special education needs were noted).

Further, our tiered re-engagement process continues to focus on restorative practices that solicit collaboration between families and the LEA to further support scholars academic progress and engagement.

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 review input from parents and scholars via open suggestion forms throughout the year.. In addition, Compass conducted a schoolwide annual planning survey in March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the 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: streamlining material and educational resource ordering process, addressing issues with semester limits and deadlines), curriculum and instruction (adding more creative, hands-on projects, less rigidity, more recorded classes, and improving video quality in courses), social interaction (increased opportunities for social interaction, including more field trips and real-life activities), support and resources (enhancing support for special needs students and increasing local staff and events), communication (improved communication regarding deadlines), workload awareness (concern about the overall workload and the pace of the online curriculum), and local availability and vendor variety (more local vendors and services, especially in rural or remote areas as well as easier vendor approval processes).

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 prioritizes and focuses on improving engagement of underrepresented families through building meaningful relationships with school staff based on feedback received from educational partner input and local data. One example of how Compass has built relationships is through providing extracurricular (engagement) offerings for scholars, learning coaches, and families to attend. As Compass has provided these engagement offerings, there has been reflection about registration and participation rates of underrepresented scholars for these events. In order to have productive conversations around this topic, the Engagement department, in partnership with the Staff Support department, built out a specific data tracking system that visually shows the percentages of emergent multilingual scholars, McKinney-Vento scholars, foster scholars, and socio-economically disadvantaged scholars. This scoreboard is now able to be the basis for conversations both cross-departmentally and district-wide to assess ways for improving the engagement rates of these underrepresented families within these offerings.

Additionally, as Compass looks forward to celebrating the graduating 12th grade scholars and promoting 8th grade scholars at in-person ceremonies, there will continue to be a focus on ensuring that particularly our emergent multilingual scholars and their families feel a sense of belonging during such special educational milestones. Compass recently added and will continue to acknowledge the "Multilingual Achievement" award that recognizes scholars at 12th grade graduation for achieving the distinction of Reclassified Fluent English Proficient (RFEP) during their educational career. Also, to deepen relationships with multilingual families, Compass is preparing for new initiatives to increase accessibility and remove language barriers at the ceremonies. These efforts include displaying a multilingual greeting and providing clear instructions on how to utilize real-time translation applications during the events.

Another example of how Compass builds communication between staff and families is through a recent initiative to offer the Pre-Master Agreement meeting in both Spanish and English to ensure that Spanish speaking families and

learning coaches are on the same page as staff for what is expected of them to be successful in the day-to-day expectations of Compass' programs. To further increase accessibility, Compass will be providing families with multiple ways to complete this requirement such as live group sessions, recorded presentations, and asynchronous NearPod lessons.

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):

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

Practices	Rating Scale Number
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.	5
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.	4

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 (CCS) demonstrates significant strengths and ongoing progress in building partnerships for student outcomes, primarily centered on the collaborative relationship between Supervising Teachers (STs) and families. STs are the foundation of CCS partnerships, with parents frequently describing them as "lifelines" and "cheerleaders" who are essential to their scholars' success. Families report that STs provide "invested partnerships" and are vital for navigating the personalized learning path.
The school actively supports parents in their role as "Learning Coaches" through resources like the **Learning Coach Academy** and **AVID Learning Coach Resources**, which families report as helpful for supporting their scholars at home. The Options program is a major strength, allowing parents the autonomy to select personalized curriculum and schedules while maintaining professional oversight and accountability from CCS staff. The school utilizes multiple channels to maintain partnerships, including the Monday Morning Update (MMU), ParentSquare, and Connection Meetings, where STs and parents collaborate monthly on academic goals.
Progress in Building Partnerships

There is broad consensus among staff and parents that LCAP Goal 2 (Increase scholar and parent engagement and involvement) is foundational to student success, with many stakeholders reporting that CCS is taking positive steps toward this goal.
Staff reports indicate that internal initiatives like Whatever It Takes (WIT) meetings have improved collaboration between departments, shifting the culture toward a collective "OUR scholars" mentality to better serve families.
Progress is being made in providing greater teacher expertise for high school scholars through the introduction of content-specific credentialed teachers, intended to better prepare students for post-secondary outcomes. The school has made progress in fostering in-person connections through an increase in field trips and the addition of local park meet-ups, which parents cite as valuable opportunities for peer and community connection.

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.

A primary focus area for improvement is the fragmentation of digital platforms. Parents and staff frequently report "communication overload" and frustration with navigating multiple systems such as ParentSquare, School Pathways, Seesaw, Clever, and Buzz. Partners are calling for a centralized portal or dashboard to streamline communication, work submissions, and access to resources, which would allow learning coaches to focus more on instruction rather than IT management. A multi departmental team is looking into providing a more cohesive communication platform including updating the school's website to incorporate current platforms and streamline access points.

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 (CCS) is committed to improving the engagement of underrepresented families by intentionally incorporating their voices into school planning and providing targeted, data-driven support systems. The school leverages established groups, such as the English Learner Advisory Committee (ELAC) and the Parent Advisory Council (PAC), to provide parents from these communities with a formal platform to influence LCAP goals
. To overcome systemic barriers like language differences and technical hurdles, the school is looking into expanding local outreach partnerships, specifically through organizations like the Parent Institute for Quality Education (PIQE), which encourages community involvement and enrichment initiatives.
Key efforts to foster these outcomes involve the strategic use of state funding to provide specialized instruction, tutoring, and comprehensive social-emotional support specifically for foster youth, English learners, and low-income students to ensure they remain on track for graduation
. The school is also refining its progress monitoring for EMS Newcomers and Long-term English Learners through dedicated roles like the EL Coordinator and cross-departmental collaboration with the Whatever It Takes (WIT) team.
. Furthermore, leadership is exploring ways to include parents more directly in high-stakes decisions regarding school funding and program formats to ensure diverse homeschooling philosophies are respected
. Staff members have also recommended diversifying field trips and scholar resources to better reflect the diverse cultural and geographic backgrounds of the school community
. While these structures are in place, the school remains focused on reducing communication friction and moving toward authentic partnerships that go beyond procedural compliance to deeply understand the operational realities of all families.

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):

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

Practices	Rating Scale Number
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.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
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.	5
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.

Leadership regularly uses surveys, feedback forms, and Town Hall meetings to gather input from staff, scholars, and parents. The school utilizes formal groups like the Parent Advisory Council (PAC), English Learner Advisory Committee (ELAC), and the Options Advisory Committee to provide a platform for stakeholder voices in school planning. Management explicitly solicits feedback when working out new processes, which helps employees feel empowered to contribute to the school's evolution. The school uses analytics from stakeholder surveys to inform and refine its Local Control Accountability Plan (LCAP) goals, ensuring that school priorities reflect community needs. In 2025, the school launched "Solution Boxes" for staff, scholars, and parents, to submit ideas for solutions throughout the school year. Submissions are reviewed and discussed by the committee that serves the partner group. Throughout the year, several changes have been implemented based on submissions to the solutions boxes.

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 is focusing on moving toward a more authentic and proactive model for gathering stakeholder input in order to address a recurring perception that feedback is sought only after decisions have already

been finalized in the form of a newly implemented Change Model. This model is grounded in Steven Covey's Change Model and is being implemented at all levels of the organization. Staff members across multiple years have expressed a strong desire to be included earlier in the planning process, particularly when considering fundamental changes to the school model or program requirements, to ensure their expertise helps shape directives rather than just facilitating their implementation. This improvement involves shifting the format of key collaborative spaces, such as the weekly huddle and school town halls, away from performative information sessions that merely rehash updates and toward true forums for dialogue where concerns, questions, and suggestions are meaningfully addressed. Additionally, there is a push for significantly greater transparency from senior leadership, including making cabinet meeting notes or high-level discussion points more accessible to provide staff and families with a clearer understanding of the data and rationale driving major policy shifts. Improvement efforts also center on ensuring that senior decision-makers deeply understand the operational realities and diverse philosophies of the programs they lead, specifically the Options department, so that front-line expertise from Supervising Teachers and the direct input of parents regarding school funding and format authentically influence the school's trajectory. By fostering a culture where feedback is consistently considered and the rationale behind denied solutions is clearly explained, the school aims to rebuild organizational trust and ensure that its strategic decisions are genuinely supported by those closest to the scholars

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.

Compass Charter Schools aims to improve the engagement of underrepresented families by intentionally including them in the decision-making process through established advisory groups such as the Parent Advisory Council (PAC) and the English Learner Advisory Committee (ELAC). These committees provide a structured platform for families to influence school planning and Local Control Accountability Plan (LCAP) goals, though stakeholder feedback indicates that for this input to be truly impactful, families must be involved earlier in the planning stages before major decisions are finalized. To overcome identified participation barriers such as language differences and technical hurdles, the school plans to leverage local outreach partnerships, to encourage community involvement and provide enrichment opportunities like community gardens. Furthermore, the school is focusing on educational equity by utilizing state funding for targeted interventions and tutoring for foster youth, English learners, and low-income students, while also refining its progress monitoring for newcomers and long-term English learners to ensure their academic and social-emotional needs are authentically represented. Leadership is also exploring ways to involve parents more directly in high-stakes decisions regarding school funding and program formats to ensure that the diverse philosophies of homeschooling families are respected and used to shape the school's future direction. Additionally, staff have recommended diversifying field trips and scholar resources to better reflect the diverse backgrounds and geographic locations of the school community, thereby fostering a more inclusive environment for seeking input

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

This year, the school used its annual survey, which included questions from the Mental Health portion of the California Healthy Kids Survey, to help assess the perception of school climate. Although staff worked diligently to encourage participation, the participation rate again was less than 20%-- with a decrease in participation from 401 scholars to 227 scholars participating. Feedback from educational partners indicated that the timing of the survey was difficult and the window was too short. The school will consider adjusting the survey window next year to increase participation.

Results of the mental health and school climate questions:

Some data points of measuring student perceptions of student safety and connectedness are:

There is a teacher or some other adult from my school...
"who really cares about me":
Gr. 3–5: 66.7%, up from 24–25's: 64.7%;
Gr. 6–8: 83.9%, up from 24–25's: 66.1%;
Gr. 9–12: 65.9%, up from 24–25's: 65.3%;

"who notices when I'm not there":
Gr. 3–5: 46.7%, down from 24–25's: 55.9%;
Gr. 6–8: 58.1%, down from 24–25's: 62.5%;
Gr. 9–12: 54.5%, down from 24–25's: 58.7%;

"who listens to me when I have something to say":
Gr. 3–5: 86.7%, up from 24–25's: 85.3%;
Gr. 6–8: 83.9%, up from 24–25's: 71.4%;
Gr. 9–12: 75.0%, down from 24–25's: 86.7%;

I feel…
"close to people at this school" (Strongly Agree/Agree):
Gr. 3–5: 75.0%, up from 24–25's: 63.6%;
Gr. 6–8: 78.1%, up from 24–25's: 65.6%;
Gr. 9–12: 75.6%, up from 24–25's: 56.5%;

"like I am part of this school" (Strongly Agree/Agree):
Gr. 3–5: 100.0%, up from 24–25's: 78.8%;
Gr. 6–8: 96.9%, up from 24–25's: 86.9%;
Gr. 9–12: 93.2%, down from 24–25's: 94.1%;

"safe in my school" (Strongly Agree/Agree):
Gr. 3–5: 100.0%, same as 24–25's: 100.0%;
Gr. 6–8: 100.0%, same as 24–25's: 100.0%;
Gr. 9–12: 95.6%, down from 24–25's: 98.8%;

The data on student perceptions of safety and connectedness across different grade levels reveal key insights into the school environment over a year. The data included compared the same three student cohorts from one grade to the next. While this is not exact due to turnover and different scholars taking the survey, the inconsistent trends from one grade to the next highlights the need for better attendance monitoring and responsiveness as students advance through school. Compass has begun weekly student focused meetings bringing together various staff (WIT-Whatever It Takes meetings), and additional mental health supports. These efforts, along with our culture building, we hope will help all scholars feel more included, heard and safe.

While there are no drastic changes in data between the years, indications are that Compass has successfully created a secure environment for its students, which is fundamental for their well-being and academic success, but there is room for improvement. The data reveals that while students generally feel supported by adults, there is room for improvement in ensuring that absences are noticed and addressed, particularly in higher grades. Additionally, there is a concerning trend of declining connectedness as students progress through the grades, necessitating efforts to foster peer relationships and a stronger sense of community, especially in middle school. The consistently high perception of safety across all grades is a significant strength of the school environment. To address these findings, it is recommended to continue attendance monitoring systems and expanding the number of WIT meetings, to ensure students feel noticed and cared for, create programs and activities aimed at building peer relationships, particularly in middle school, and continue prioritizing and maintaining high standards of safety. By addressing these areas, the school can work towards creating a more inclusive, supportive, and connected environment for all students. Lastly, it is important to notice that the sample size is relatively small. While Compass did increase its number of student participation, there is room for improvement here as well.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

An area of strength for Compass is the connectivity and sense of belonging scholars experience at Compass. Overall, 95% of scholars indicated that they are happy to be at this school.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Compass has identified as an area of opportunity, more consistent longitudinal data on social emotional learning and mental health, to guide program and service. This school year, Compass administered my SAEBERS, through Renaissance learning for more consistent SEL data collection and analysis. Compass will also work towards getting more participation to surveys to support school climate.. With consistent and present data, Compass will better leverage its engagement opportunities and support services.

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 and our approved Curriculum list. 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 Clever 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 reached 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. Our team has a robust catalog of course offerings based on standards-based, board-approved curriculum linked to our student information system which tracks course enrollment and completion. As a virtual school, our curriculum is available online, and the school ensures that all scholars have 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. 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 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.					

Coordinating Services	1	2	3	4	5
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.					
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.					

Coversheet

Division Update

Section:	VIII. Operations Division
Item:	A. Division Update
Purpose:	FYI
Submitted by:	Danielle Gamez
Related Material:	Operations Division Board Report 6.13.26.pdf

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Operations Division |June 13th, 2026

CBO Update

Dr. Danielle Gamez
Chief Business Officer

Reflecting on my first full year as CBO, I'm grateful and look forward to growing in my role and building relationships with the school and our educational partners.

I'm especially proud of this incredible team's growth and accomplishments, which the next few slides will highlight.

Community Providers

Team Welcome & Growth

In November, the CP Dept welcomed **Willie Vargas**! Willie quickly learned responsibilities like handling provider applications, VCI renewals, and EMR orders. This year, Willie helped onboard 101 new providers!

Donnell Tyler managed an impressive workload, processing over 13,000 EMR orders and 8,000 invoices. Her expertise and dedication keep operations running smoothly.

Professional Development

Kim Constanza completed Franklin Covey training to enhance productivity and collaboration. She stepped in to support Operations with MAs, demonstrating initiative and teamwork.

CP Team Highlights with STs & Coordinators:

Linh Haas partnered with STs to enhance renewal and provider spreadsheets, improving visibility and workflow across teams.

Jeanne Hlebo collaborated on the EE Pilot Plan and the **Compass Ordering Guide** (formerly LC Guidelines). She also provided suggestions for new OPS features.

Future Outlook: OPS is redesigning its website for a launch by the start of the new school year.

IT Department

Marco Mattaliano, Krisha Moeller, Miguel Aguilar

IT Department: Year-End Celebrations

2025-2026 Projects & Initiatives

Highlighted Projects & Integrations

- **Identity Management (IDM) System & Clever Apps**
  - Scholar accounts are now automatically provisioned and archived in our systems (Google, Zoom, Helpdesk, Clever, etc.) upon enrollment and withdrawal.
  - New apps have continuously been added to the Clever Dashboard throughout the year to improve ease of access.
- **Improved Chromebook Ordering/Shipment System (w/ Alerts)**
  - Chromebooks are now automatically ordered and shipped to scholars upon MA approval. STs are now also automatically notified about shipments.
  - IT is currently working on improving automation in the Chromebook **return** lifecycle, as well. More info to come!

IT Department: Year-End Celebrations

2025-2026 Projects & Initiatives

Highlighted Projects & Integrations

- **Zoho Forms - Not Returning Form, ID Badge Request Form, and more to come!**
  - IT has been working with other teams/departments to improve our Forms systems so **(A)** families/staff have to input less information and **(B)** workflows are routed to the right people.
- **eSports League with Amazon Luna**
  - IT & Engagement have kickstarted our first eSports League. Amazon Luna allows scholars to safely participate remotely using their Chromebooks!

1:1 Chromebook Pilot

Compass issued a total of 1,218 to scholars in the 2025-2026 school year, bringing our current total to 1,712 Chromebooks in field.

# of Chromebooks in Field

1,712

% of Scholars with Chromebooks

75%

Goal is to reach full 1:1 Chromebooks by 2026-2027!

Finance

Wins!

Fiscal policies reviewed, updated, and aligned with solid fiscal practices.

Continuous improvement and refining of fiscal controls have led to more efficient budget tracking.

On the Horizon

- Fiscal Automation Tools (Thank you Krisha!)
- Budget education and outreach initiatives
- More professional learning!

Honing our Practice

- DG - Payroll Certification and maintained CBO certification
- Brooklynn - School Business Finance Certification
- Melissa completed “How to Supervise People”
- Nicole and Brooklynn attended their first CASBO Conference
- The whole team completed a training series on Grant Basics and SACS Coding

Operations Department

Operations Department

Enrollment/ Compliance

400+ apps (Jan-May)

227 new signed MA

1665 returning signed

Reviewing 26/27 MA

Attendance

Reduced attendance errors by approximately **30%** and increased error-free attendance submissions by **45%**

Marketing

- New website - Aug 2026 launch
- Enrollment Pipeline & Reporting
- Zoom Backgrounds
- Compass Chronicle

Records

1541 requests fulfilled

505 contact changes

Streamlined forms via Zoho Forms

Resolved **106** support tickets via Operations Helpdesk and many more over email, chat, and phone!

Scholar Community Advocate

Served **347 scholars**. Focused on stability, housing, food, and technology access across McKinney-Vento, Military-connected Youth, and Foster Youth.

Enrollment Capacity Update

1892 / 2290 capacity reached (83%)

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Thank you!

Questions & Comments

Coversheet

2026-2027 Initial Budget Presentation

Section:	VIII. Operations Division
Item:	B. 2026-2027 Initial Budget Presentation
Purpose:	FYI
Submitted by:	Danielle Gamez
Related Material:	2026-06-01 CCS FY27 Preliminary Budget PPT.pdf

CSMC

FY27

FY27 INITIAL BUDGET

Compass Charter Schools

FY27 Initial California Budget Highlights

FY27

- COLA: 2.87%
- Augmentation Add on: 1.44%
- SSPD additional funding
- *NEW SUBSTANTIAL COST*: Required up to 14 weeks paid pregnancy disability leave
  - Not yet calculated OR included in Initial Budgets
  - Once finalized and further direction provided, will be included in 1st interim projections

The 2026-27 California state budget requires all TK-12 local educational agencies to provide employees with up to 14 weeks of paid pregnancy disability leave. The fiscal impact of this mandate is covered through an ongoing 4.31% Cost-of-Living Adjustment (COLA), allowing districts to absorb the new costs without needing new state appropriations. California State Portal | CA.gov +1

FY27 Initial Budget Summary

FY27

Compass Charter Schools Budget Summary 2026-27 Budget- Initial Budget 4.31% COLA											
		78,710 Ending position after transfer		59,247 Ending position after transfer		41,058 Ending position after transfer					
	FY26 1st Interim Budget Ending Position	$ 660,836		$ 335,375		$ 254,415		$ 1,250,627		ADA 2,148.76	
		Los Angeles		San Diego		Yolo		Total		2,201.64	
Revenues		51.43%		30.12%		18.46%					
	State	17,592,129		9,623,356		6,301,490		33,516,975			
	Federal	440,322		915,620		153,504		1,509,446			
	Local	1,571,926		940,937		580,536		3,093,398			
	Total Revenue	$ 19,604,376		$ 11,479,913		$ 7,035,529		$ 38,119,819			
Expenses											
1000	Certificated Salaries	7,580,567	40.7%	4,439,008	40.2%	2,720,482	40.7%	14,740,058	40.5%		
2000	Classified Salaries	2,183,148	11.7%	1,278,404	11.6%	783,478	11.7%	4,245,030	11.7%		
3000	Benefits	3,620,244	19.4%	2,225,699	20.1%	1,298,050	19.4%	7,143,993	19.6%		
	Total Personnel Expense	*13,383,959*	*71.8%*	*7,943,111*	*71.9%*	*4,802,011*	*71.8%*	*26,129,081*	*71.8%*		
4000	Books and Supplies	2,303,918	12.4%	1,373,723	12.4%	826,137	12.3%	4,503,778	12.4%		
5000	Services and Other Operating Expenses	2,957,790	15.9%	1,728,832	15.7%	1,061,323	15.9%	5,747,945	15.8%		
6000	Capital Outlay										
7000	Other Outgoing										
	Total Expenses	$ 18,645,667		$ 11,045,666		$ 6,689,471		$ 36,380,804			
Surplus / (Deficit)		$ 958,710		$ 434,247		$ 346,058		$ 1,739,015			
	As a % of LCFF revenue	6.17%		5.24%		6.22%					
	Estimated Beginning Balance	$ 1,475,539		$ 767,056		$ 515,596		$ 2,758,191			
	NPO Contribution	$ (880,000)		$ (375,000)		$ (305,000)					
	Ending Balance	$ 1,554,249		$ 826,303		$ 556,654		$ 2,758,191			
	As a % of LCFF Revenue	10.0%		10.0%		10.0%					

Variance from 2nd Interim Budget: $488k (before transfers)

NOTE: One-time funds = $2.198M

(Other State Revenues less STRS on Behalf Contribution)

FY27 Initial Budget Summary- Funding Determinations

FY27

	Los Angeles	San Diego	Yolo
Sb-740 Funding Determination Test:			
Certificated Salaries (40% req.):	72.50%	80.85%	72.68%
Instructional Costs (80% req.):	80%	81.45%	80%
Cert Salaries Met/Not Met:	**Met**	**Met**	**Met**
Instr. Costs Met/Not Met	**Met**	**Met**	**Met**
Due based on FY results:	FY27	FY27	FY25
Due Date:	2/1/2028	2/1/2028	2/1/2026

Initial Budget: Los Angeles

FY27

CCS LA: ADA variance from 2nd Interim Budget: (1157.66-1136.88) =20.78 increase

CCS Los Angeles 2026-2027

	CATEGORY	2025-2026 ACTUALS/FINAL BUDGET	2026-2027 INITIAL	VARIANCE
		51.70%	51.43%	
REVENUE	TOTAL ENROLLMENT	1166	1,203	37
	AVERAGE DAILY ATTENDANCE	1136.9	1,157.7	20.8
	State LCFF Revenue	14,737,700	15,538,572	800,873
	Federal Revenue	551,610	440,321	(111,289)
	Other State Revenue	2,199,791	3,604,821	1,405,030
	Local Revenue	20,662	20,662	-
	TOTAL REVENUE	**17,509,763**	**19,604,376**	**2,094,613**
EXPENSES				
	Certificated Salaries	7,145,433	7,580,562	435,129
	Classified Salaries	2,124,634	2,183,148	58,514
	Benefits	2,775,542	3,620,244	844,702
	TOTAL PERSONNEL EXPENSES	**12,045,609**	**13,383,954**	**1,338,345**
	Books and Supplies	2,170,327	2,303,918	133,591
	Services and Other Operating Expenses	2,632,993	2,957,790	324,796
	Capital Outlay	-	-	-
	Other Outgoing	-	-	-
	TOTAL OTHER EXPENSES	**4,803,320**	**5,261,708**	**458,388**
	TOTAL EXPENSES	**16,848,929**	**18,645,662**	**1,796,733**
SUMMARY				
	SURPLUS\(DEFICIT)	**660,834**	**958,714**	**297,880**
	% of Expenses	*3.9%*	*5.1%*	
	BEGINNING FUND BALANCE	$ 1,294,705	$ 1,475,539	
	NPO Contribution (Transfer In/Out)	$ (480,000)	$ (880,000)	
	ENDING BALANCE	**1,475,539**	**$ 1,554,254**	
	% of Expenses	*9%*	*8.3%*	

ACCT	ACCOUNT NAME	2026-2027 INITIAL
	OTHER STATE REVENUE ACCT BREAKDOWN	
8590	Top 28 (FY24-25- $142,393 remaining/FY25-26- $174,293 remaining)	348,586
8590	A-G Grant	
8590	Ethnic Studies	
8590	AMIMBG	
8590	LREBG (new FY26-27 allocation)	162,072
8590	Student Support/PD Discretionary Block Grant (NEW FY26-27)	593,278
8590	Literacy Screenings Grant	9,379
8590	STRS on Behalf Contribution(5.3% increase)	592,638
8590		
8590		
8590		
	TOTAL OTHER STATE REVENUE ACCT BREAKDOWN	1,705,953

14 week paid maternity leave NOT INCLUDED

NOTE: One-time funds = $1.11M

(Other State Revenues less STRS on Behalf Contribution)

AVG DAILY ATTENDANCE BY GRADE RANGE	
TK-3	508.31
4-6	285.50
7-8	146.30
9-12	217.55
TOTAL	1,157.66

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Initial Budget: San Diego

FY27

CCS SD: ADA variance from 2nd Interim Budget: (620.92-602.64) = 18.28 increase

CCS San Diego 2026-2027

		29.68%	30.12%	
	CATEGORY	2025-2026 ACTUALS/FINAL BUDGET	2026-2027 INITIAL	VARIANCE
	TOTAL ENROLLMENT	617	647	30
	AVERAGE DAILY ATTENDANCE	602.6	620.9	18.3
REVENUE	State LCFF Revenue	7,657,719	8,290,792	633,074
REVENUE	Federal Revenue	987,374	915,620	(71,754)
REVENUE	Other State Revenue	1,296,827	2,164,597	867,770
REVENUE	Local Revenue	108,904	108,904	-
REVENUE	**TOTAL REVENUE**	**10,050,823**	**11,479,913**	**1,429,090**
EXPENSES	Certificated Salaries	4,101,554	4,439,008	337,454
EXPENSES	Classified Salaries	1,219,565	1,278,406	58,841
EXPENSES	Benefits	1,587,688	2,225,699	638,011
EXPENSES	**TOTAL PERSONNEL EXPENSES**	**6,908,807**	**7,943,113**	**1,034,306**
EXPENSES	Books and Supplies	1,283,740	1,373,723	89,983
EXPENSES	Services and Other Operating Expense	1,522,902	1,728,832	205,930
EXPENSES	Capital Outlay	-	-	-
EXPENSES	Other Outgoing	-	-	-
EXPENSES	**TOTAL OTHER EXPENSES**	**2,806,642**	**3,102,555**	**295,913**
EXPENSES	**TOTAL EXPENSES**	**9,715,449**	**11,045,668**	**1,330,219**
SUMMARY	**SURPLUS/(DEFICIT)**	**335,374**	**434,245**	**98,871**
SUMMARY	*% of Expenses*	*3.5%*	*3.9%*	
SUMMARY	BEGINNING FUND BALANCE	$ 1,016,681	$ 767,055	
SUMMARY	NPO Contribution (Transfer In/Out)	$ (585,000)	$ (375,000)	
SUMMARY	**ENDING BALANCE**	**767,055**	**$ 826,300**	
SUMMARY	*% of Expenses*	*8%*	*7.5%*	

ACCT	ACCOUNT NAME	2026-2027 INITIAL
	OTHER STATE REVENUE ACCT BREAKDOWN	
8590	*p 28 (FY24-25- $142,393 remaining/FY25-26- $174,293 remaining)*	274,502
8590	*A-G Grant*	
8590	*Ethnic Studies*	
8590	*AMIMBG*	
8590	*LREBG (new FY26-27 allocation)*	86,929
8590	*Student Support/PD Discretionary Block Grant (NEW FY26-27)*	318,209
8590	*Literacy Screenings Grant*	6,892
8590	*STRS on Behalf Contribution(5.3% increase)*	457,936
8590		
8590		
8590		
	TOTAL OTHER STATE REVENUE ACCT BREAKDOWN	1,144,468

14 week paid maternity leave NOT INCLUDED

NOTE: One-time funds = $687k

(Other State Revenues less STRS on Behalf Contribution)

AVG DAILY ATTENDANCE BY GRADE RANGE	
TK-3	207.22
4-6	154.35
7-8	99.75
9-12	159.60
TOTAL	620.92

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Initial Budget: Yolo

FY27

CCS Yolo: ADA variance from 2nd Interim Budget: (423.06-409.24) = 13.82 increase

CCS YOLO 2026-2027

		18.62%	18.46%	
	CATEGORY	2025-2026 ACTUALS/FINAL BUDGET	2026-2027 INITIAL	VARIANCE
	TOTAL ENROLLMENT	420	440	20
	AVERAGE DAILY ATTENDANCE	409.2	423.1	13.8
REVENUE	State LCFF Revenue	5,148,270	5,560,943	412,673
REVENUE	Federal Revenue	205,322	153,504	(51,818)
REVENUE	Other State Revenue	939,266	1,307,447	368,181
REVENUE	Local Revenue	13,635	13,635	-
REVENUE	**TOTAL REVENUE**	**6,306,493**	**7,035,529**	**729,036**
EXPENSES	Certificated Salaries	2,573,574	2,720,482	146,908
EXPENSES	Classified Salaries	765,229	783,478	18,249
EXPENSES	Benefits	983,748	1,298,047	314,299
EXPENSES	*TOTAL PERSONNEL EXPENSES*	*4,322,551*	*4,802,008*	*479,457*
EXPENSES	Books and Supplies	782,801	826,137	43,336
EXPENSES	Services and Other Operating Expenses	946,728	1,061,323	114,595
EXPENSES	Capital Outlay	-	-	-
EXPENSES	Other Outgoing	-	-	-
EXPENSES	*TOTAL OTHER EXPENSES*	*1,729,530*	*1,887,461*	*157,931*
EXPENSES	**TOTAL EXPENSES**	**6,052,081**	**6,689,468**	**637,388**
SUMMARY	**SURPLUS\(DEFICIT)**	**254,413**	**346,061**	**91,648**
SUMMARY	*% of Expenses*	*4.2%*	*5.2%*	
SUMMARY	BEGINNING FUND BALANCE	$ 451,180	$ 515,593	
SUMMARY	NPO Contribution (Transfer In/Out)	$ (190,000)	$ (305,000)	
SUMMARY	**ENDING BALANCE**	**515,593**	**$ 556,654**	
SUMMARY	*% of Expenses*	*9%*	*8.3%*	

ACCT	ACCOUNT NAME	2026-2027 INITIAL
	OTHER STATE REVENUE ACCT BREAKDOWN	
8590	*p 28 (FY24-25- $142,393 remaining/FY25-26- $174,293 remaining)*	121,486
8590	*A-G Grant*	
8590	*Ethnic Studies*	
8590	*AMIMBG*	
8590	*LREBG (new FY26-27 allocation)*	59,228
8590	*Student Support/PD Discretionary Block Grant (NEW FY26-27)*	216,810
8590	*Literacy Screenings Grant*	3,265
8590	*STRS on Behalf Contribution(5.3% increase)*	213,046
8590		
8590		
8590		
	TOTAL OTHER STATE REVENUE ACCT BREAKDOWN	613,835

14 week paid maternity leave NOT INCLUDED

NOTE: One-time funds = $400k

(Other State Revenues less STRS on Behalf Contribution)

AVG DAILY ATTENDANCE BY GRADE RANGE	
TK-3	172.31
4-6	113.00
7-8	66.50
9-12	71.25
TOTAL	423.06

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Coversheet

CCS Los Angeles: FY27 Initial Budget

Section: VIII. Operations Division
Item: C. CCS Los Angeles: FY27 Initial Budget
Purpose: Vote
Submitted by: Danielle Gamez
Related Material:
COMPASS LA 2026-27 Initial Budget Alternative Form and MYP- FINAL.xls

RECOMMENDATION:

APPROVE

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:

COMPASS LA 2026-27 Initial Budget Alternative Form and MYP- FINAL.xls

Coversheet

CCS San Diego: FY27 Initial Budget

Section:	VIII. Operations Division
Item:	D. CCS San Diego: FY27 Initial Budget
Purpose:	Vote
Submitted by:	Danielle Gamez
Related Material:	COMPASS SD FY26-27 Initial Budget Standard Alt Form.xlsx

RECOMMENDATION:

APPROVE

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:

COMPASS SD FY26-27 Initial Budget Standard Alt Form.xlsx

Coversheet

CCS Yolo: FY27 Initial Budget

Section:	VIII. Operations Division
Item:	E. CCS Yolo: FY27 Initial Budget
Purpose:	Vote
Submitted by:	Danielle Gamez
Related Material:	2026-05-29 CCS YOLO 2026-27 Initial Budget ALT Form- FINAL.xlsx

RECOMMENDATION:

APPROVE

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:

2026-05-29 CCS YOLO 2026-27 Initial Budget ALT Form- FINAL.xlsx

Coversheet

Board Policy #6 Fiscal Controls Revision

Section: VIII. Operations Division
Item: F. Board Policy #6 Fiscal Controls Revision
Purpose: Vote
Submitted by: Danielle Gamez
Related Material:
Executive Summary_ Updates to Board Policy #6 Fiscal Controls.pdf
Board Policy (NEW DRAFT) #_ 6 SECTION 6 - FISCAL – CONTROLS.pdf
Board Policy (MARK UP) #_ 6 SECTION 6 - FISCAL – CONTROLS (1).pdf

RECOMMENDATION:

APPROVE

To: Board of Directors, Compass Charter Schools
From: Dr. Gamez, Chief Business Officer
Date: June 13, 2026
Subject: Executive Summary: Updates to Compass Fiscal Control Policies

This memorandum outlines the comprehensive fiscal management framework and budgetary oversight procedures for Compass Charter Schools. These updates represent a proactive effort to modernize our financial operations while maintaining a high degree of protection for the school's assets. Please be advised that these documents have been reviewed by our legal advisor and independent auditors to ensure full compliance with applicable laws and regulations.

Key Policy Enhancements

- **Minimum Reserve:** While not a new requirement, we have added the "Minimum General Fund Reserve for Economic Uncertainties" to the policy, requiring the school to maintain an unrestricted balance equal to or greater than ten percent (10%) of total General Fund operating expenditures.
- **Operational Efficiency through Automatic Payments:** To ensure the timely payment of recurring obligations such as rent, utilities, and payroll taxes, the policy now authorizes the use of automatic (ACH/direct debit) payments. These are subject to strict internal controls, including monthly bank reconciliations and quarterly reporting to the Finance team.
- **Modernized Accounts Payable:** The updates formalize the use of a web-based accounts payable system (e.g., Edstruments). New approval thresholds have been set, allowing Finance staff to approve payments up to $24,000, while the CBO approves payments of $25,000 and above with the Superintendent & CEO's signature.
- **Strengthened Prohibitions and Controls:** To mitigate risk, the policy now explicitly prohibits the use of third-party payment applications (e.g., Venmo, Zelle, PayPal) for employee compensation or school purchases. Additionally, a new Rewards Purchases policy ensures that credit card points are redeemed only for direct school operations and are tracked via a dedicated Rewards Ledger.
- **Enhanced Oversight and Training:** The Chief Business Officer (CBO) will now conduct annual fiscal policy training for CCS leadership and finance staff to ensure consistent application of these controls. The policy also mandates a formal review of these procedures every three years or as needed.
- **Property and Donation Management:** Guidelines for the disposal of surplus property have been expanded to include donation options for items that are no longer needed and have little resale value, provided they support mission-aligned charitable purposes.

These revisions strengthen the fiscal framework of Compass Charter Schools, providing the Board and our stakeholders with increased confidence in our financial stewardship.

Board Policy #: 6
SECTION 6 - FISCAL – CONTROLS

Adopted/Ratified: October 3, 2019
Revision Date: July 26, 2022; May 20, 2023; June 13, 2026

The Board of Compass Charter Schools has reviewed and adopted the following policies and procedures every 3 years or as needed to ensure the most effective use of the funds of CCS to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately. CCS will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below:

January – February

- The Board will work with the Superintendent & CEO and Chief Business Officer (CBO), with the assistance of the Charter School's back office services provider, to review the Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school's upcoming fiscal year (July 1-June 30).
- The Superintendent & CEO and CBO, with the assistance of the Charter School's back office services provider, reviews/prepares a set of proposed budget development principles for board review and approval.
- Develop rough planning budget for the upcoming fiscal year, including projected enrollment and any proposed staffing changes.
- Develop five-year budget projection in accord with the schools' established strategic and growth plans.
- Ongoing monitoring and revision of current year budget.

March – April

- The Superintendent & CEO and CBO, working in conjunction with the Charter School's back office services provider, staff, Board members, and the CBO, prepares a formal budget plan for the upcoming fiscal year. The plan is reviewed by the Board.
- Ongoing monitoring and revision of current year budget.

May – June

- Superintendent & CEO and CBO, with the assistance of the Charter School's back office services provider, reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections.

- The Board reviews and formally adopts a budget for the upcoming fiscal year before June 30. A copy of the final budget is provided to the charter-granting agency.
- Ongoing monitoring and revision of current year budget.

July – August

- Books for the prior fiscal year are closed, all transactions are posted, and records are assembled for audit.
- Budget is reviewed subsequent to the adoption of the State Budget Act, and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency.
- An independent auditor performs an audit of the just-closed fiscal year and prepares an audit report for submission to the Board.

September – December

- At the end of the first full week of school, the Superintendent & CEO and CBO, with the assistance of the Charter School's back office services provider, review CCS's actual attendance figures and notify the Board if actual attendance is below budget projections. If needed, the school's budget is again revised to match likely revenues.
- At its September regular meeting, the Board reviews and approves the Compass Charter Schools' enrollment capacity for the school year.
- The Board reviews a copy of the audit. The Superintendent & CEO and CBO, with the assistance of the Charter School's back office services provider, address any audit exceptions or adverse findings. Audit report and any follow-up plans are submitted to the charter authorizer and other entities, as required by law.
- The Superintendent & CEO and CBO, with the assistance of the Charter School's back office services provider, review current year actual versus budgeted revenues and expenditures after the second and fifth months of the school year and report to the Board. The Board approves any needed changes to the annual budget.

Controls, Budget, and Fiscal Management

CCS will maintain in effect the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accordance with amounts specified in the board-adopted budget, (2) the schools' funds are managed and held in a manner that provides a high degree of protection of the schools' assets, and (3) all transactions are recorded and documented in an appropriate manner. The CBO will conduct annual fiscal policy training for CCS leadership and finance department staff.

Funds Balance Reserve

A. Minimum Reserve Level: The School shall maintain an unrestricted, unassigned balance in the General Fund (Fund 01) that is equal to or greater than ten percent (10%) of the School's total General Fund operating expenditures for the current fiscal year.

B. Board Designation: The Board shall annually formally designate the required reserve amount as the "Minimum General Fund Reserve for Economic Uncertainties."

Segregation of Duties

CCS will develop and maintain purchase designation letters and department ledgers to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the Superintendent & CEO, or his/her designee, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. All transactions will be posted in a general ledger. The transactions will be posted on the ledger by the Chief Business Officer or his/her assistant at the School site or outsourced to a Board-approved back office provider or its outside accounting firm. To ensure segregation of recording and authorization, the Finance Coordinator may not co-sign check requests for purchase orders or checks for payment.

Banking Arrangements

CCS will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts, including federally-insured savings or checking accounts, or invested in non-speculative federally-backed instruments or in the County’s Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accordance with these policies. All checks must have the additional signature of the Superintendent & CEO. An approved vendor will reconcile the school’s ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and prepare:

(1) a balance sheet
(2) a comparison of budgeted to actual revenues and expenditures to date
(3) a cash flow statement.

The Superintendent & CEO and the Board will regularly review these statements. The School will deposit all funds received as soon as practical upon receipt. All funds received shall be deposited or transferred into the school’s accounts at the earliest possible convenience and in no event later than 48 hours after receipt.

Purchasing Procedures

When state and federal law do not provide for more stringent requirements, it is the policy of the Board that all purchases over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Superintendent & CEO or his/her designee shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three (3) vendors were contacted, and such documentation shall be maintained for three (3) years. The procedures in this section operate together with, and are subject to, the Compass Procurement and Contract Bidding Policy (Board Policy Section 8), which sets out informal bidding, formal sealed bidding, noncompetitive-proposal, public-works/prevailing-wage, mandatory contract terms, and federal-grants compliance requirements in greater detail.

● The Superintendent & CEO may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures at every board meeting. This will be done via approval of a check register, which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over $100,000.

●The Chief Business Officer or his/her designee must approve all purchases. Designees may be Directors purchasing on behalf of their department. Purchase requisitions and/or contracts, authorizing the purchase of items greater than $25,000, must be approved by the Superintendent & CEO and submitted with the related invoice.

●When approving purchases, the Chief Business Officer or designee must:

- Determine if the expenditure is budgeted or determine if funds are currently available for expenditures (i.e., cash flow)
- Determine if the expenditure is allowable under the appropriate revenue source
- Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
- Determine if the price is competitive and prudent. All purchases over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services

●Any individual making an authorized purchase on behalf of the Charter School must provide appropriate documentation of the purchase.

● Individuals other than those specified above are not authorized to make purchases without a designation letter.

● Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a payroll reimbursement upon receipt of a reimbursement form and original receipt documenting the purchase.

Credit Card Usage

The Superintendent & CEO may authorize an individual to use a school credit card to make an authorized purchase on behalf of the Charter School, consistent with the guidelines and limitations provided by the Superintendent & CEO and/or Board.

- Individuals who receive a school credit card must ensure the card is kept in a safe location.
- If receipts are not available or are "missing," the individual making the charge may submit an "Affidavit for a Lost Receipt" Form, otherwise they will be held personally responsible for payment.
- Credit cards will bear the names of both CHARTER SCHOOL and the individual user.
- Debit cards are not allowed.
- All purchases must also comply with the Procurement and Contract Bidding Policy.

Automatic Payments for Routine Services

To ensure timely payment of recurring and routine obligations while maintaining strong internal controls, Compass Charter Schools ("CCS") may authorize automatic (ACH/direct debit) payments, subject to the following conditions:

Automatic payments may be used only for recurring, routine services essential to school operations, including but not limited to:

- Rent or lease payments
- Utilities (e.g., electricity, water, gas, internet)
- Insurance premiums
- Payroll taxes and retirement contributions
- Back-office and contracted financial services
- Non-routine, variable, or one-time expenses are not eligible for automatic payment.

Internal Controls

- The back-office provider will record all automatic payments in the general ledger.

- Monthly bank reconciliations must include verification of all automatic payments against approved authorizations.

- The CBO will maintain a current list of all vendors paid through automatic payment, which will be reviewed by the Finance team at least annually.

Reporting

- All automatic payments will appear on the check register presented to the Board.
- The CBO will provide a quarterly report of all automatic payments to the Finance team, including any new authorizations, modifications, or terminations.

Petty Cash

●The Chief Business Officer will manage the petty cash fund.

●The petty cash fund will be capped at $1,000.

●All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Chief Business Officer and Superintendent & CEO will have keys to the petty cash box and drawer, or file cabinet.

●All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.

●The Chief Business Officer will ensure that the petty cash slip is properly completed and that a proper receipt is attached.

●At all times, the petty cash box will contain receipts and cash totaling $1,000. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Chief Business Officer within 24 hours of withdrawing the petty cash.

●When expenditures total $200, the Chief Business Officer will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Superintendent & CEO. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to the back office provider.

●Petty cash fund reimbursement checks will be made payable to the Chief Business Officer. The reimbursement check will be immediately cashed, and the money returned to the petty cash fund.

●Any irregularities in the petty cash fund will be immediately reported in writing to the Superintendent & CEO.

● Loans will not be made from the petty cash fund.

●The Superintendent & CEO will conduct unscheduled counts of the petty cash fund.

Record Keeping

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by Charter School staff in a secure cloud-based server for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure cloud-based server separate from the Charter School Property Inventory.

The Superintendent & CEO, or his/her designee, shall establish and maintain an inventory of all non-consumable goods and equipment worth over $5,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis, and lists of any missing property shall be presented to the Board. All non-consumable school property lent to scholars shall be returned to the school no later than five (5) working days after the end of the school year.
Any excess or surplus property owned by the school may be sold, auctioned, or donated by the Superintendent & CEO, or his/her designee. In the case of a sale or auction, the Superintendent & CEO, or designee, shall engage in due diligence to maximize the value of the transaction to the school.
The donation of school property may occur when the property:

- Is no longer needed for school operations.
- Has little or no resale value; or
- Can be used to support educational, community, or charitable purposes aligned with the school's mission.

All donations shall be documented and reported to the Board. The sale, auction, or donation of property with a fair market value in excess of $25,000 shall be approved in advance by the Board.

Payroll Services

CCS will contract with a reputable, bonded, and insured payroll contractor to prepare payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The Superintendent & CEO, or his/her designee, will establish and oversee a system to prepare time and attendance reports and submit payroll check requests.

The Superintendent & CEO and Board will review payroll statements annually to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation, including a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

The school shall not use third-party payment applications (e.g., Venmo, Zelle, PayPal, Cash App) to pay employees.

Negotiating Funding Entitlements

The Superintendent & CEO shall prepare a set of negotiating principles for Board approval prior to engaging in negotiations over funding entitlements with the charter granting agency and state. Superintendent & CEO will take lead responsibility for negotiating all revenue arrangements with the charter granting agency and appropriate state education agency staff. These arrangements will be documented in appropriate and detailed Memoranda of Understanding for approval by the Board.

Required Budget and Other Fiscal Reports

The Superintendent & CEO, working in conjunction with the Chief Business Officer, will produce and submit to authorizers any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment, and other data reports required by the California Basic Educational Data System, and other related data.

Fundraising, Grant Solicitation, and Donation Recognition

All fundraising or grant solicitation activities on behalf of the Charter School must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Annual Financial Audit

● The Board will annually approve the selection of an independent auditor by March 30th prior to year-end (June 30th).

● The Charter School will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.

● The audit shall include, but not be limited to:

- An audit of the accuracy of the financial statements
- An audit of the attendance accounting and revenue accuracy practices

Contracts

● Consideration will be made of in-house capabilities to accomplish services before contracting for them.

● Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $50,000.

- Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the Charter School.

● Written contracts clearly defining work to be performed will be maintained for all contract service providers (e.g. consultants, independent contractors, subcontractors).

● Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Superintendent & CEO may also require that contract service providers list the Charter School as an additional insured.

● If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Chief Business Officer will obtain a W-9 from the contract service provider prior to submitting any requests for payments.

● The Superintendent & CEO will approve proposed contracts and modifications in writing.

● Contract service providers will be paid in accordance with approved contracts as work is performed.

● The Superintendent & CEO and/or his designee will be responsible for ensuring the terms of the contracts are fulfilled.

● If a conflict of interest exists, the Board shall comply with Government Code Section 1090 et seq., the Political Reform Act, and Corporations Code 5233.

● All contracts must also comply with the Procurement and Contract Bidding Policy.

Accounts Payable

● All original invoices will immediately be forwarded to the Finance Department

● The Finance Department will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and notify the Finance Coordinator of any items that were not in the shipment.

● The Finance Coordinator will complete the required information, including noting the specific account code and restrictor code (if applicable) for the item that is to be charged for the specified expenditures.

● Complete invoices are processed and approved for payment within a web-based accounts payable system (e.g Edstruments)

- CCS Finance Staff- approve payments up to $24,000 with a documented purchase approval stamp and signature.
- CBO- approve payments of $25,000 and above with a documented Superintendent & CEO purchase approval signature.

● The invoice and supporting documentation will be sent to the back office provider on at least a weekly basis. The back office provider will then process the invoices with sufficient supporting documentation.

- The school shall not use third-party payment applications (e.g., Venmo, Zelle, PayPal, Cash App) to conduct or authorize purchases.

- The school may receive funds through approved third-party payment applications, provided such transactions comply with school financial procedures and accounting requirements.

Bank Checks

● The Board will approve, in advance, the list of authorized signers on the school account. The Superintendent & CEO, the Chief Business Officer, and any other employee authorized by the Board may sign bank checks within established limitations.

● The Superintendent & CEO, with advance Board approval, is authorized to open and close bank accounts.

● The Chief Business Officer, the Superintendent & CEO, and the back office provider will be responsible for all blank checks and will keep them under lock and key.

● When there is a need to generate a bank check, the Chief Business Officer will send appropriate approved documentation to the back office provider.

● Once approved by the Superintendent & CEO and the Chief Business Officer, the back office provider issues the check based on the check authorization prior to obtaining the appropriate signature(s).

- The Superintendent & CEO and the Chief Business Officer will co-sign all checks.

Rewards Purchases

Credit card reward points may be redeemed only for purchases that directly support CCS operations and must comply with the procurement standards outlined in Board Policy Section 6:

- Office supplies, scholar resources, and technology
- Travel expenses for approved school business
- Gift cards, only as part of staff recognition or scholar incentive programs

Prohibited Uses

- Cash conversion or personal purchases and gifts without Board approval or documentation.
- Personal use or undocumented redemptions will be treated as policy violations and subject to disciplinary action per Board policy and HR guidelines.
- Missing receipts must be accompanied by an Affidavit of Lost Receipt or may result in personal reimbursement responsibility.

The Finance Department will maintain a Rewards Ledger, reconciling points monthly and reviewing redemptions quarterly. The Superintendent & CEO and CBO must ensure all uses comply with Board-adopted fiscal controls, including documentation of competitive value where applicable.

All redemptions must be included in the Board-reviewed check register if any costs are offset or reimbursed through traditional accounting.

This policy shall be reviewed annually by the CBO in collaboration with the Superintendent & CEO, and any recommended changes shall be submitted to the Board for approval.

Board Policy #: 6
SECTION 6 - FISCAL – CONTROLS

Adopted/Ratified: October 3, 2019
Revision Date: July 26, 2022; May 20, 2023; June 13, 2026

The Board of Compass Charter Schools has reviewed and adopted the following policies and procedures every 3 years or as needed to ensure the most effective use of the funds of CCS to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately. CCS will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below:

January – February

- The Board will work with the Superintendent & CEO and Chief Business Officer (CBO), with the assistance of the Charter School's back office services provider, to review the Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school's upcoming fiscal year (July 1-June 30).
- The Superintendent & CEO and CBO, with the assistance of the Charter School's back office services provider, reviews/prepares a set of proposed budget development principles for board review and approval.
- Develop rough planning budget for the upcoming fiscal year, including projected enrollment and any proposed staffing changes.
- Develop five-year budget projection in accord with the schools' established strategic and growth plans.
- Ongoing monitoring and revision of current year budget.

March – April

- The Superintendent & CEO and CBO, working in conjunction with the Charter School's back office services provider, staff, Board members, and the CBO, prepares a formal budget plan for the upcoming fiscal year. The plan is reviewed by the Board.
- Ongoing monitoring and revision of current year budget.

May – June

- Superintendent & CEO and CBO, with the assistance of the Charter School's back office services provider, reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections.

- The Board reviews and formally adopts a budget for the upcoming fiscal year before June 30. A copy of the final budget is provided to the charter-granting agency.
- Ongoing monitoring and revision of current year budget.

July – August

- Books for the prior fiscal year are closed, all transactions are posted, and records are assembled for audit.
- Budget is reviewed subsequent to the adoption of the State Budget Act, and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency.
- An independent auditor performs an audit of the just-closed fiscal year and prepares an audit report for submission to the Board.

September – December

- At the end of the first full week of school, the Superintendent & CEO and CBO, with the assistance of the Charter School's back office services provider, review CCS's actual attendance figures and notify the Board if actual attendance is below budget projections. If needed, the school's budget is again revised to match likely revenues.
- At its September regular meeting, the Board reviews and approves the Compass Charter Schools' enrollment capacity for the school year.
- The Board reviews a copy of the audit. The Superintendent & CEO and CBO ~~and Finance Committee~~, with the assistance of the Charter School's back office services provider, address any audit exceptions or adverse findings. Audit report and any follow-up plans are submitted to the charter authorizer and other entities, as required by law.
- The Superintendent & CEO and CBO, with the assistance of the Charter School's back office services provider, review current year actual versus budgeted revenues and expenditures after the second and fifth months of the school year and report to the Board ~~Finance Committee~~. The Board approves any needed changes to the annual budget.

Controls, Budget, and Fiscal Management

CCS will maintain in effect the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accordance with amounts specified in the board-adopted budget, (2) the schools' funds are managed and held in a manner that provides a high degree of protection of the schools' assets, and (3) all transactions are recorded and documented in an appropriate manner. The CBO will conduct annual fiscal policy training for CCS leadership and finance department staff.

Funds Balance Reserve

A. Minimum Reserve Level: The School shall maintain an unrestricted, unassigned balance in the General Fund (Fund 01) that is equal to or greater than ten percent (10%) of the School's total General Fund operating expenditures for the current fiscal year.

B. Board Designation: The Board shall annually formally designate the required reserve amount as the "Minimum General Fund Reserve for Economic Uncertainties."

Segregation of Duties

CCS will develop and maintain purchase designation letters and department ledgers, ~~simple check requests, and purchase order forms~~ to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the Superintendent & CEO, or his/her designee, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. All transactions will be posted in a general ledger. The transactions will be posted on the ledger by the Chief Business Officer or his/her assistant at the School site or outsourced to a Board-approved back office provider or its outside accounting firm. To ensure segregation of recording and authorization, the Finance Coordinator may not co-sign check requests for purchase orders or checks for payment.

Banking Arrangements

CCS will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts, including federally-insured savings or checking accounts, or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accordance with these policies. All checks must have the additional signature of the Superintendent & CEO. An approved vendor will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and prepare:

(1) a balance sheet
(2) a comparison of budgeted to actual revenues and expenditures to date
(3) a cash flow statement.

The Superintendent & CEO and the Board will regularly review these statements. The School will deposit all funds received as soon as practical upon receipt. All funds received shall be deposited or transferred into the school's accounts at the earliest possible convenience and in no event later than 48 hours after receipt.

Purchasing Procedures

When state and federal law do not provide for more stringent requirements, it is the policy of the Board that all purchases over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Superintendent & CEO or his/her designee shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three (3) vendors were contacted, and such documentation shall be maintained for three (3) years. The procedures in this section operate together with, and are subject to, the Compass Procurement and Contract Bidding Policy (Board Policy Section 8), which sets out informal bidding, formal sealed bidding, noncompetitive-proposal, public-works/prevailing-wage, mandatory contract terms, and federal-grants compliance requirements in greater detail.

● The Superintendent & CEO may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures at every board meeting. This will be done via approval of a check register, which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over $100,000.

●The Chief Business Officer or his/her designee must approve all purchases. Designees may be Directors purchasing on behalf of their department. Purchase requisitions and/or contracts, authorizing the purchase of items greater than $25,000, must be approved ~~signed~~ by the Superintendent & CEO and submitted with the related invoice.

●When approving purchases, the Chief Business Officer or designee must:

- Determine if the expenditure is budgeted or determine if funds are currently available for expenditures (i.e., cash flow)
- Determine if the expenditure is allowable under the appropriate revenue source
- Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
- Determine if the price is competitive and prudent. All purchases over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services

●Any individual making an authorized purchase on behalf of the Charter School must provide appropriate documentation of the purchase.

● Individuals other than those specified above are not authorized to make purchases without a designation letter ~~preapproval~~.

● Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a payroll reimbursement upon receipt of a reimbursement form and original receipt documenting the purchase.

Credit Card Usage

The Superintendent & CEO may authorize an individual to use a school credit card to make an authorized purchase on behalf of the Charter School, consistent with the guidelines and limitations provided by the Superintendent & CEO and/or Board.

- Individuals who receive a school credit card must ensure the card is kept in a safe location.
- If receipts are not available or are "missing," the individual making the charge may submit an "Affidavit for a Lost Receipt" Form, otherwise they will be held personally responsible for payment.
- Credit cards will bear the names of both CHARTER SCHOOL and the individual user.
- Debit cards are not allowed.
- All purchases must also comply with the Procurement and Contract Bidding Policy.

Automatic Payments for Routine Services

To ensure timely payment of recurring and routine obligations while maintaining strong internal controls, Compass Charter Schools ("CCS") may authorize automatic (ACH/direct debit) payments, subject to the following conditions:

Automatic payments may be used only for recurring, routine services essential to school operations, including but not limited to:

- Rent or lease payments
- Utilities (e.g., electricity, water, gas, internet)
- Insurance premiums
- Payroll taxes and retirement contributions
- Back-office and contracted financial services
- Non-routine, variable, or one-time expenses are not eligible for automatic payment.

Internal Controls

- The back-office provider will record all automatic payments in the general ledger.

- Monthly bank reconciliations must include verification of all automatic payments against approved authorizations.

- The CBO will maintain a current list of all vendors paid through automatic payment, which will be reviewed by the Finance team at least annually.

Reporting

- All automatic payments will appear on the check register presented to the Board.
- The CBO will provide a quarterly report of all automatic payments to the Finance team, including any new authorizations, modifications, or terminations.

Petty Cash

●The Chief Business Officer will manage the petty cash fund.

●The petty cash fund will be capped at $1,000.

●All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Chief Business Officer and Superintendent & CEO will have keys to the petty cash box and drawer or file cabinet.

●All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.

●The Chief Business Officer will ensure that the petty cash slip is properly completed and that a proper receipt is attached.

●At all times the petty cash box will contain receipts and cash totaling $1,000. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Chief Business Officer within 24 hours of withdrawing the petty cash.

●When expenditures total $200, the Chief Business Officer will total the disbursements,complete a petty cash reimbursement form, and obtain the approval of the Superintendent & CEO. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to the back office provider.

●Petty cash fund reimbursement checks will be made payable to the Chief Business Officer. The reimbursement check will be immediately cashed and the money returned to the petty cash fund.

●Any irregularities in the petty cash fund will be immediately reported in writing to the Superintendent & CEO.

● Loans will not be made from the petty cash fund.

●The Superintendent & CEO will conduct unscheduled counts of the petty cash fund.

Record Keeping

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by Charter School staff in a secure cloud-based server for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure cloud-based server separate from the Charter School Property Inventory.

The Superintendent & CEO, or his/her designee, shall establish and maintain an inventory of all non-consumable goods and equipment worth over $5,000 ~~$2,500~~. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board. All non-consumable school property lent to scholars shall be returned to the school no later than five (5) working days after the end of the school year. ~~Any excess or surplus property owned by the school may be sold or auctioned by the Superintendent & CEO, or his/her designee, provided he/she engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of $25,000 shall be approved in advance by the Board~~. ~~The sale or auction of property owned by the school with a fair market value in excess of $25,000 shall be approved in advance by the Board.~~

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- Has little or no resale value; or
- Can be used to support educational, community, or charitable purposes aligned with the school's mission.

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The Superintendent & CEO and Board will review payroll statements annually to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

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All fundraising or grant solicitation activities on behalf of the Charter School must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified

no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Annual Financial Audit

● The Board will annually ~~appoint a finance committee by January 1 to select approve the selection of an auditor~~ select an independent auditor by March 30th prior to year-end (June 30th).

● ~~Any person with expenditure authorization or recording responsibilities within the Charter School may not serve on the committee~~.

● The Charter School ~~committee~~ will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.

● The audit shall include, but not be limited to:

o An audit of the accuracy of the financial statements

o An audit of the attendance accounting and revenue accuracy practices

Contracts

● Consideration will be made of in-house capabilities to accomplish services before contracting for them.

● Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $50,000.

● Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the Charter School.

● Written contracts clearly defining work to be performed will be maintained for all contract service providers (e.g. consultants, independent contractors, subcontractors).

● Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Superintendent & CEO may also require that contract service providers list the Charter School as an additional insured.

● If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Chief Business Officer will obtain a W-9 from the contract service provider prior to submitting any requests for payments.

● The Superintendent & CEO will approve proposed contracts and modifications in writing.

● Contract service providers will be paid in accordance with approved contracts as work is performed.

● The Superintendent & CEO and/or his designee will be responsible for ensuring the terms of the contracts are fulfilled.

● If a conflict of interest exists, the Board shall comply with Government Code Section 1090 et seq., the Political Reform Act, and Corporations Code 5233.

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Accounts Payable

● All original invoices will immediately be forwarded to the Finance Department

● The Finance Department will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and notify the Finance Coordinator of any items that were not in the shipment.

● The Finance Coordinator will complete the required information, including noting the specific account code and restrictor code (if applicable) for the item that is to be charged for the specified expenditures. ~~This information will be entered into a weekly payment allocation form which is sent to the Chief Operations Officer for review and approval;~~

● ~~Once approved by the Chief Operations Officer, he/she will stamp an approval on the invoice and forward the invoices to the Finance Coordinator;~~ Complete invoices are processed and approved for payment within a web-based accounts payable system (e.g Edstruments)

- CCS Finance Staff- approve payments up to $24,000 with a documented purchase approval stamp and signature.
- CBO- approve payments of $25,000 and above with a documented Superintendent & CEO purchase approval signature.

● The invoice and supporting documentation will be sent to the back office provider on at least a weekly basis. The back office provider will then process the invoices with sufficient supporting documentation.

~~● The Chief Operations Officer may authorize the back office provider to pay recurring expenses (e.g. rent) with the Superintendent & CEO's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to the back office provider in writing and updated on an annual basis.~~

- The school shall not use third-party payment applications (e.g., Venmo, Zelle, PayPal, Cash App) to conduct or authorize purchases.

- The school may receive funds through approved third-party payment applications, provided such transactions comply with school financial procedures and accounting requirements.

Bank Checks

● The Board will approve, in advance, the list of authorized signers on the school account. The Superintendent & CEO, the Chief Business Officer, and any other employee authorized by the Board may sign bank checks within established limitations.

● The Superintendent & CEO, with advance Board approval, is authorized to open and close bank accounts.

● The Chief Business Officer, the Superintendent & CEO, and the back office provider will be responsible for all blank checks and will keep them under lock and key.

● When there is a need to generate a bank check, the Chief Business Officer will send appropriate approved documentation to the back office provider.

● Once approved by the Superintendent & CEO and the Chief Business Officer, the back office provider issues the check based on the check authorization prior to obtaining the appropriate signature(s).

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Rewards Purchases

Credit card reward points may be redeemed only for purchases that directly support CCS operations and must comply with the procurement standards outlined in Board Policy Section 6:

- Office supplies, scholar resources, and technology
- Travel expenses for approved school business
- Gift cards, only as part of staff recognition or scholar incentive programs

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- Cash conversion or personal purchases and gifts without Board approval or documentation.
- Personal use or undocumented redemptions will be treated as policy violations and subject to disciplinary action per Board policy and HR guidelines.
- Missing receipts must be accompanied by an Affidavit of Lost Receipt or may result in personal reimbursement responsibility.

The Finance Department will maintain a Rewards Ledger, reconciling points monthly and reviewing redemptions quarterly. The Superintendent & CEO and CBO must ensure all uses comply with Board-adopted fiscal controls, including documentation of competitive value where applicable.

All redemptions must be included in the Board-reviewed check register if any costs are offset or reimbursed through traditional accounting.

This policy shall be reviewed annually by the CBO in collaboration with the Superintendent & CEO, and any recommended changes shall be submitted to the Board for approval.

Coversheet

26-27 Technology Partnership Agreement - EdTech101 & CCS

Section: VIII. Operations Division
Item: H. 26-27 Technology Partnership Agreement - EdTech101 & CCS
Purpose: Vote
Submitted by: Danielle Gamez
Related Material:
Executive Summary_ Renewal of Technology Partnership Agreement with EdTech101.pdf
26-27 Technology Partnership Agreement - EdTech101 & CCS.pdf
Exhibit A_ Expectations and Standards of Service - 8_19_2025.pdf
Exhibit B_ Managing & Fulfilling Scholar Device Orders in SDP - 10_22_2025.pdf
Exhibit C_ Data Privacy and Student Information Protection Addendum.pdf

RECOMMENDATION:

APPROVE

Executive Summary: Renewal of Technology Partnership Agreement with EdTech101

Administration recommends renewal of the Technology Partnership Agreement between Compass Charter Schools and EdTech101 for the 2026–2027 school year.

This agreement is a renewal of Compass's existing partnership with EdTech101 and does not constitute a commitment or obligation to purchase a specific quantity of Chromebooks, technology equipment, or services. Rather, the agreement establishes the operational framework, service expectations, purchasing procedures, and spending controls that govern the relationship between Compass and EdTech101.

Key provisions of the agreement include:

1. **Service Expectations and Operational Procedures**
   The agreement outlines expectations for technology services provided by EdTech101, including device imaging and preparation, inventory management support, device fulfillment and collection processes, and integration with Compass' asset management platform, Service Desk Plus (SDP). These provisions help ensure consistency, accountability, and operational efficiency in the management of scholar and staff technology assets.
2. **Preferred Vendor Relationship Without Exclusivity**
   The agreement identifies EdTech101 as Compass' preferred technology procurement partner but does not establish an exclusive purchasing arrangement. Compass will continue to follow a good-faith competitive review process by obtaining and evaluating pricing from other vendors, including Best Buy for Business and CDW, when purchasing technology equipment. The agreement provides EdTech101 the opportunity to match or exceed competitive pricing before purchasing decisions are finalized, while preserving Compass' ability to pursue the most cost-effective solution available.
3. **Annual Spending Cap and Fiscal Oversight**
   The agreement establishes an annual spending cap of up to $200,000 for scholar device purchases and related services. This amount represents a maximum authorized expenditure level rather than a required spending commitment. Actual expenditures will be based on enrollment, device replacement needs, operational requirements, and available funding. The agreement includes spending review checkpoints throughout the year to ensure purchases remain within approved limits and to provide ongoing fiscal oversight.

Administration currently projects approximately $150,000 in scholar Chromebook purchases and related services during the 2026–2027 school year. *However, technology hardware costs remain elevated due to ongoing supply chain pressures and increased component costs, particularly memory (RAM), which continue to impact Chromebook pricing.* The recommended $200,000 spending cap provides sufficient flexibility to address potential price increases, unexpected enrollment growth, and device replacement needs without requiring additional Board action during the school year.

Compass currently maintains approximately **1,728** scholar Chromebooks in active use and an additional inventory of approximately **215** devices in reserve. During the 2026–2027 school year, Compass expects to acquire approximately **300–400** additional Chromebooks to complete its multi-year initiative to achieve and sustain a full 1:1 scholar-to-device ratio while maintaining an appropriate reserve inventory for replacements, losses, breakages, and enrollment fluctuations.

The Compass IT Department anticipates that the 2026–2027 school year will represent the final major procurement year associated with the 1:1 Chromebook initiative. Following completion of this effort, future technology purchases are expected to be primarily limited to routine replacement cycles and enrollment-driven growth.

Recommendation: Approve the renewal of the Technology Partnership Agreement between Compass Charter Schools and EdTech101 for the 2026–2027 school year.

Technology Partnership Agreement

EdTech101 and Compass Charter Schools

This Partnership Agreement ("Agreement") is entered into by and between:

EdTech101 ("EdTech101"), a provider of computer hardware and software solutions for educational institutions, with principal offices located at 3222 Corte Malpaso, Camarillo CA 93012; and

Compass Charter Schools ("Compass"), a California public charter school network serving scholars in grades TK–12 remotely across Los Angeles, San Diego, and Yolo Counties, with principal offices located at 850 Hampshire Rd, Suite R, Thousand Oaks, CA 91361.

Effective Dates (Term): June 27th, 2026 - June 31st, 2027

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1. Purpose

The purpose of this Agreement is to establish a collaborative partnership between EdTech101 and Compass to ensure Compass has reliable access to quality computer hardware, software, and related technology services for its scholars and staff.

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2. Key Terms & Definitions

A. **Agreement**
The Technology Partnership Agreement between EdTech101 and Compass Charter Schools, including any exhibits or amendments.

B. **EdTech101**
The technology vendor providing computer hardware, software, and related services to Compass.

C. **Compass Charter Schools ("Compass")**
The K–12 public charter school system that purchases devices and services from EdTech101.

D. **Scholar**
A student enrolled or enrolling with Compass Charter Schools.

E. **Effective Dates / Term**

The period during which the Agreement is active. This agreement will be updated once per year to reflect the new annual budget for each Academic Year, at which point it will be renewed or signed each year until properly terminated.

F. Academic Year
The annual operational and budgeting cycle used by Compass Charter Schools for planning, purchasing, and reviewing technology spending. All spending caps, budgets, and review thresholds described in the Agreement apply within this Academic Year cycle. This cycle aligns with the “school year” for Compass Charter Schools, not the calendar year.

G. Devices / Equipment
All computer hardware and related technology are procured for scholars and staff.

H. Technology Services
Services provided by EdTech101 include imaging, configuration, shipping, storage, and asset documentation.

I. Annual Spending Cap
The maximum amount Compass may spend on devices, equipment, and related services during an Academic Year. The Spending Cap is a ceiling on expenditures only and does not represent a commitment, guarantee, forecast, minimum purchase requirement, or obligation by Compass to spend any particular amount. Actual expenditures may be substantially less than the Spending Cap and will be determined solely by operational needs, enrollment, demand, and available funding.

J. Spending Reviews
Checkpoints at defined spending levels where purchasing is reviewed or paused when caps are reached.

K. Invoicing & Net-30 Payment Terms
Compass must pay invoices within 30 days of issuance; discounts and dispute procedures are also included.

L. Expectations and Standards of Service (Exhibits A, B, & C)
Jointly maintained documents or addenda outlining operational requirements (imaging standards, shipping timelines, asset tagging, etc.), device ordering processes and protocols, and data handling and protections.

M. Termination
Either party may terminate with written notice before renewal or immediately for uncured material breach.

N. Confidentiality
Both parties agree to protect confidential information exchanged under the Agreement.

O. Limitation of Liability
Neither party is liable for indirect or consequential damages; liability is limited to the value of the provided services or equipment.

P. Governing Law

The Agreement is governed by California law.

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3. Vendor-School Relationship

3.1 Prioritization of Vendor Relationship

While Compass is not bound by exclusivity with EdTech101, Compass agrees to:

a. Prioritize EdTech101 as its primary source for procuring computer equipment and software.
b. Seek a quote from EdTech101 for all computer equipment and software purchases before requesting quotes from any other vendors.
c. Provide EdTech101 reasonable opportunities to fulfill Compass' technology needs in alignment with budgetary, operational, and academic requirements.

Compass will reference prices from the following 2 vendors prior to making purchasing decisions through EdTech101. Additional vendors may be referenced when needed.

- *Buy Buy for Business (https://www.bestbuybusiness.com/)*
- *CDW for Government/Education (http://cdwg.com/)*

3.2 Spending Cap

Compass may purchase equipment and services from EdTech101 as needed throughout the Academic Year. Compass is not obligated to purchase any minimum quantity of products or services. Any Spending Caps identified in this Agreement are intended solely to establish maximum authorized expenditure levels and do not constitute a commitment or guarantee of future purchases.

- **Annual Spending Caps for the Applicable Academic Year**
  - Scholar Equipment & Services: $200,000
  - Staff Equipment & Services: $25,000

Both EdTech101 and Compass are separately responsible for tracking cumulative purchases on the Compass account with EdTech101. This includes tracking purchases, invoices, paid invoices, and the total monetary value of what has been purchased or spent to date in each academic (school) year.

Should this spending limit be reached or exceeded, all new or pending orders must be immediately placed on hold until further review. Compass and EdTech101 will review spending on the Compass account when the following spending stages are reached:

1st Spending Review:
- Scholar Equipment & Services: $100,000
- Staff Equipment & Services: $10,000

2nd Spending Review:
- Scholar Equipment & Services: $140,000
- Staff Equipment & Services: $15,000

3rd Spending Review:
- Scholar Equipment & Services: $170,000
- Staff Equipment & Services: $20,000

4th Spending Review & Spending Halt
- Scholar Equipment & Services: $200,000
- Staff Equipment & Services: $25,000

Spending Caps will be reviewed at the close of every academic (school) year, at which point this Technology Partnership Agreement may be renewed in accordance with the Spending Caps and operational requirements established for the new Academic Year.

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4. Services Provided by EdTech101

EdTech101 agrees to provide the following services for Compass, including but not limited to:

a. Imaging, preparation, and configuration of devices and equipment in accordance with Compass' specifications.
b. Packaging and shipping of devices directly to Compass' designated locations or to scholars/staff, as determined by Compass.
c. Asset documentation and recordkeeping to support Compass' inventory management and compliance requirements.
d. Provide physical warehouse storage for all Compass devices

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5. Compass' Responsibilities

Compass agrees to:

a. Communicate its technology needs, timelines, and specifications promptly.
b. Provide EdTech101 with access to necessary guidelines, technical requirements, or policies related to asset imaging, configuration, and documentation.
c. Review and confirm all quotes and orders before processing.

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6. Expectations and Standards of Service

EdTech101 and Compass shall collaboratively develop and maintain a written set of expectations and standards of service, to be attached as **Exhibit A**, **Exhibit B**, and **Exhibit C** to this Agreement. These documents may include, but are not limited to:

- Device imaging and setup requirements.
- Software installation standards and OS settings.
- Shipping timelines and delivery expectations.
- Asset tagging and documentation procedures. Compass uses ServiceDesk Plus to track and record asset assignment and collection.
- Technical support or warranty coordination.
- Data security and privacy requirements.
- Device order processing protocols and procedures.
- Customer or student (scholar) data handling and privacy protections.

Both parties agree to review and update **Exhibit A, Exhibit B**, and **Exhibit C** as needed to reflect evolving requirements.

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7. Payment Terms

a. **Invoicing**: EdTech101 shall invoice Compass upon delivery of goods or completion of services. Payment shall be due within thirty (30) calendar days of the invoice date (“Net-30”).

b. **Bulk Purchase Discounts**: EdTech101 will provide tiered discounts on bulk purchases of computer hardware and software. The specific discount rates shall be outlined in individual quotes, based on volume thresholds mutually agreed upon prior to order confirmation.

d. **Disputed Charges**: In the event Compass disputes any portion of an invoice, Compass shall notify EdTech101 in writing within fifteen (15) business days of receipt. Both parties will work in good faith to resolve disputes promptly. Compass shall remain responsible for all undisputed portions of the invoice.

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8. Term and Termination

a. This Agreement shall commence on the Effective Date and remain in effect for a period of one (1) year, automatically renewing annually unless terminated in writing by either party with thirty (30) days' notice.

b. Either party may terminate this Agreement immediately upon written notice if the other party materially breaches its obligations and fails to cure such breach within fifteen (15) business days.

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9. Confidentiality

Both parties acknowledge that in the course of performing under this Agreement, confidential information may be exchanged. Each party agrees to maintain the confidentiality of such information and not disclose it to third parties except as required by law.

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10. Limitation of Liability

Neither party shall be liable to the other for incidental, indirect, or consequential damages arising out of this Agreement. Each party's liability shall be limited to direct damages not exceeding the value of the services or equipment provided under this Agreement.

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11. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

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12. Entire Agreement

This Agreement, together with any exhibits, constitutes the entire understanding between the parties and supersedes all prior discussions, agreements, or representations, whether oral or written.

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13. Amendments

This Agreement may only be amended in writing, signed by both parties.

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14. Signatures

EdTech101
By: _____
Name: _____
Title: _____
Date: _____

Compass Charter Schools
By: _____
Name: _____
Title: _____
Date: _____

Exhibit A – *Expectations and Standards of Service*

Exhibit B - Managing & Fulfilling Scholar Device Orders in SDP

Exhibit C - Data Privacy and Student Information Protection Addendum

Nothing in this Agreement shall be construed as a purchase commitment, volume guarantee, minimum-spend requirement, or promise by Compass to expend any portion of an established Spending Cap.

Exhibit A

This document was last updated: **6/7/2026**

Expectations and Standards of Service

SCHOLAR DEVICE ORDERS
- Expectations
- STEP 1 (Receiving Orders)
- STEP 3 (Confirm Order is Not Duplicated)
- STEP 4 (Find Device in SDP)
- STEP 5 (Assign the Device to the Scholar)
- STEP 6 (Prepare the Device)
- STEP 7 (Tag and Mail Device Out)

STAFF DEVICE ORDERS
- STEP 1 (Receiving Orders)
- STEP 2 (Find Device in SDP)
- STEP 3 (Assign the Device to the Staff Member)
- STEP 4 (Prepare the Device)
- STEP 5 (Tag and Mail Device Out)

USER DEVICE RETURNS
- STEP 1 (Receive & Check-In Returned Device)
- STEP 2 (Find Device in SDP)
- STEP 3 (Unassign Device from the User)
- OPTIONAL (Repairing Devices)

UNKNOWN DEVICE RETURNS
- STEP 1 (Receive Unknown Device)
- STEP 2 (Sort and Clean the Device)
- STEP 3 (Add the Device to SDP)

ADDING DEVICES TO SDP
- Expectations
- STEP 1 (Locate the Category for the Device)
- STEP 2 (Enter in the Device Info)
- OPTIONAL (Bulk Uploading Many Devices at Once)

SCHOLAR DEVICE ORDERS:

Expectations:

Currently, all scholars in all grade levels (TK-12) will be receiving a **Compass Chromebook** when they order a device from Compass or enroll for the first time:

- **Grades TK-3** - Will require a Touchscreen if available.
- **Grades 4-12** - Does NOT require a touchscreen.

STEP 1 (Receiving Orders):

Orders for both new and returning scholars are received in Service Desk Plus (SDP), which is Compass Charter School's helpdesk system: https://helpdeskportal.compasscharters.org

New Scholars:

The system receives Chromebook orders for new scholars automatically when their Master Agreement (MA) is approved, which means their enrollment is confirmed.

New scholars (user accounts) are automatically added to the SDP helpdesk during pre-enrollment, and their mailing address, supervising teacher email, and primary parent email are updated

accordingly from the student information system (SIS), School Pathways.

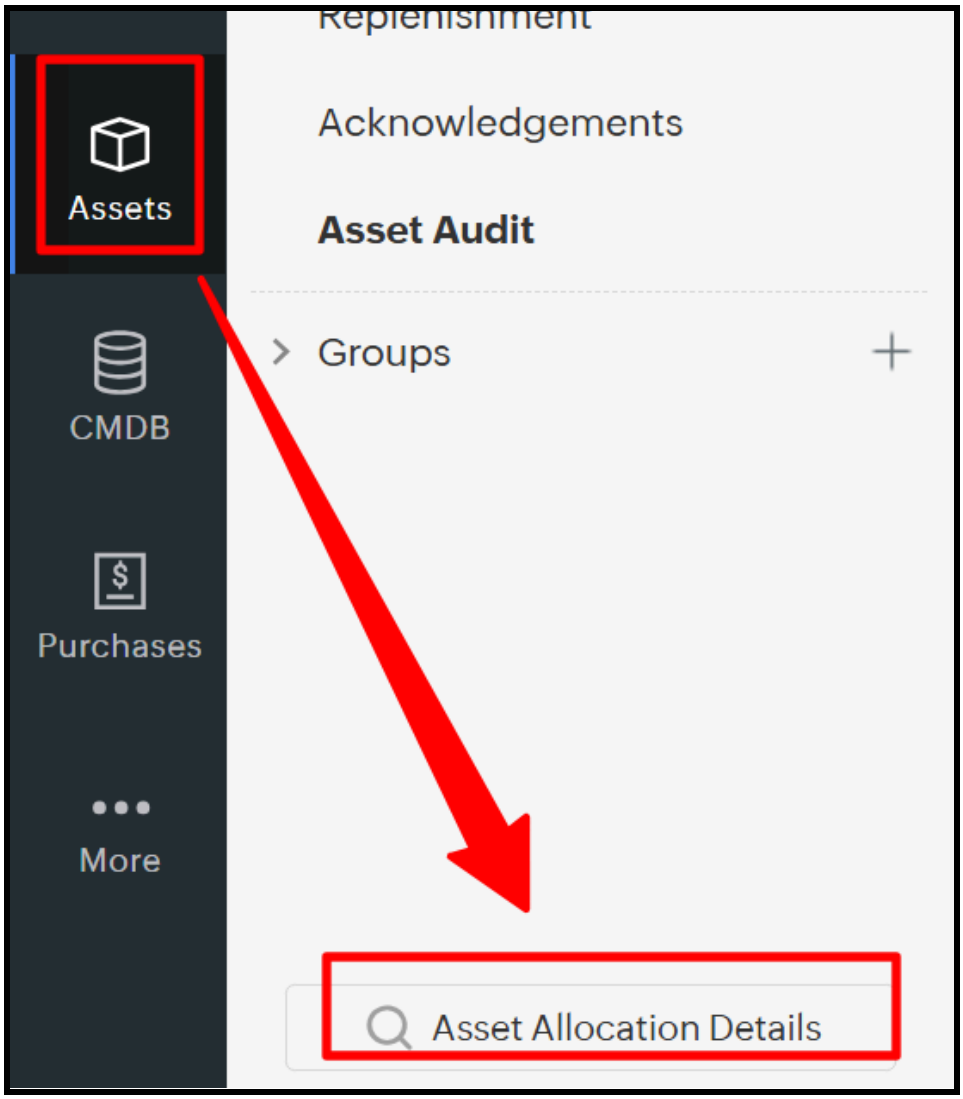
Returning Scholars:

The system receives orders for new scholars automatically whenever a family fills out the Scholar Device Loan Form, and this request is approved by the supervising teacher.

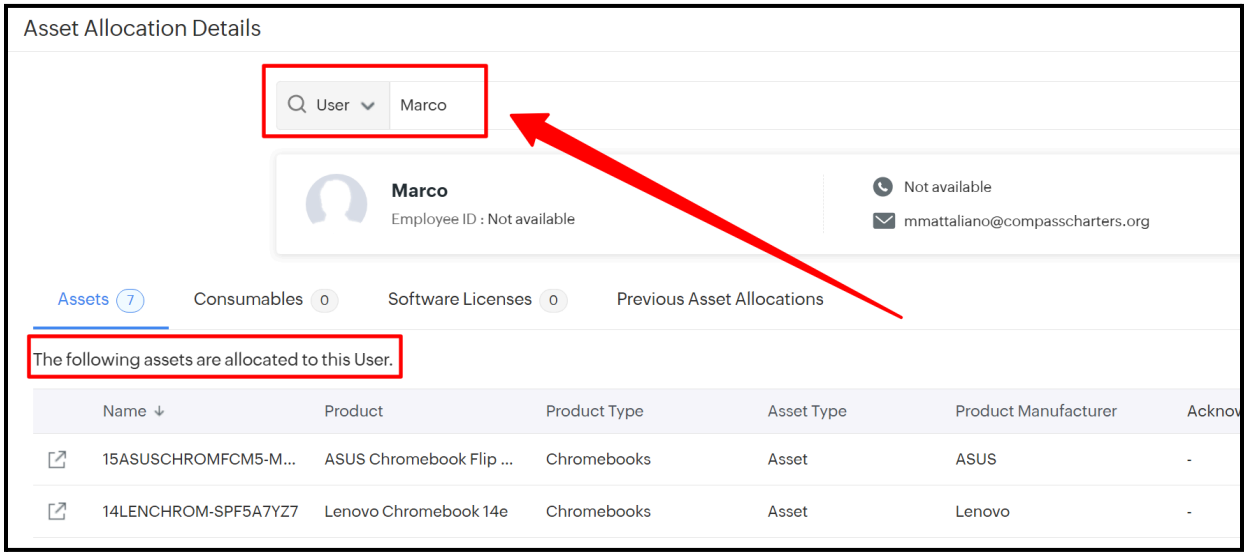
STEP 2 (Confirm Order is Not Duplicated):

BEFORE preparing a shipping label for a device, check to ensure the order isn't a duplicate order.

A) In **ServiceDesk Plus** (**SDP),** go to **Assets > Asset Allocation Details** (it is the search bar that is at the bottom) within the vertical bar that appears on the left side of the page.



B) Search for the scholar’s name or email address and you'll be able to see if they already have a device assigned to them.



If a scholar has any other device already assigned to them, **do NOT fulfill the order or create a label**. Instead, skip the order and loop in **Marco Mattaliano** to follow-up with the family first.

Each scholar should NOT have more than 1 device assigned to them at a time.

STEP 3 (Find Device in SDP):

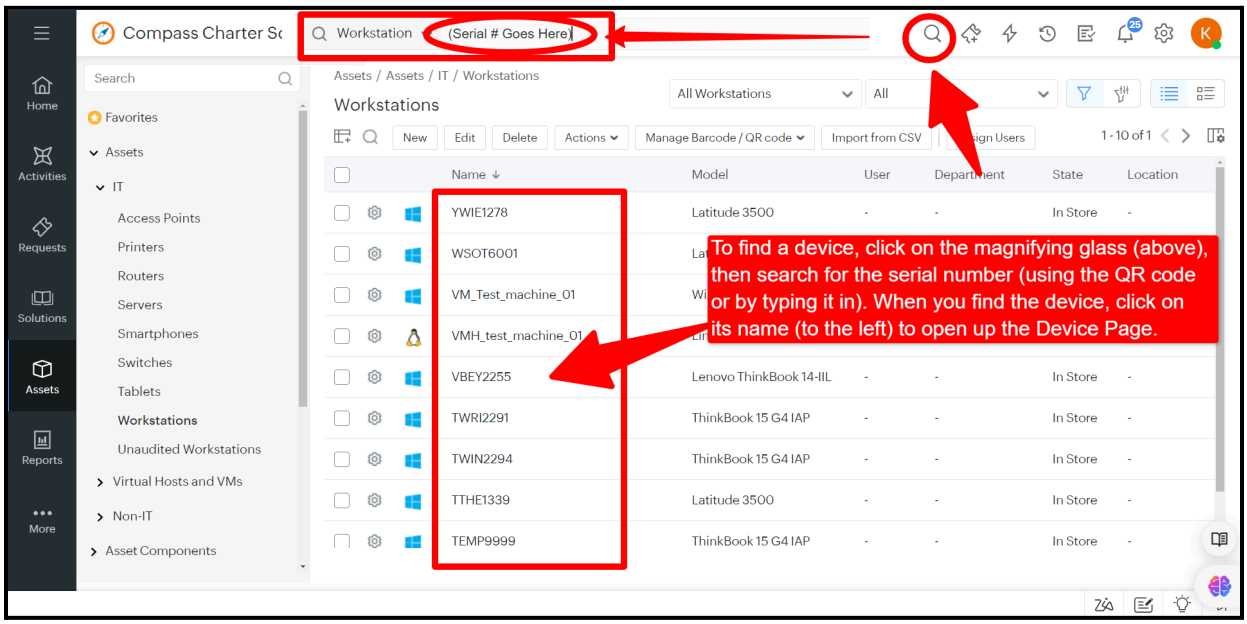
Login to **ServiceDesk Plus (SDP)** using the computers@compasscharters.org email.

(Note that you may need to create a Chrome Profile using this email address, so it doesn't try to force you in with your own Gmail address.)

- Select a device to send out to the scholar and then go to ***Assets > Non-IT***: https://sdpondemand.manageengine.com/app/itdesk/ui/assetCards?type=Asset&categoryId=215380000000005901

    - **Find the Device:** Click on the magnifying glass in the top-right corner of the screen (not top-left) to activate the search bar and

search for the serial number of the device to bring up the device you want to send out.



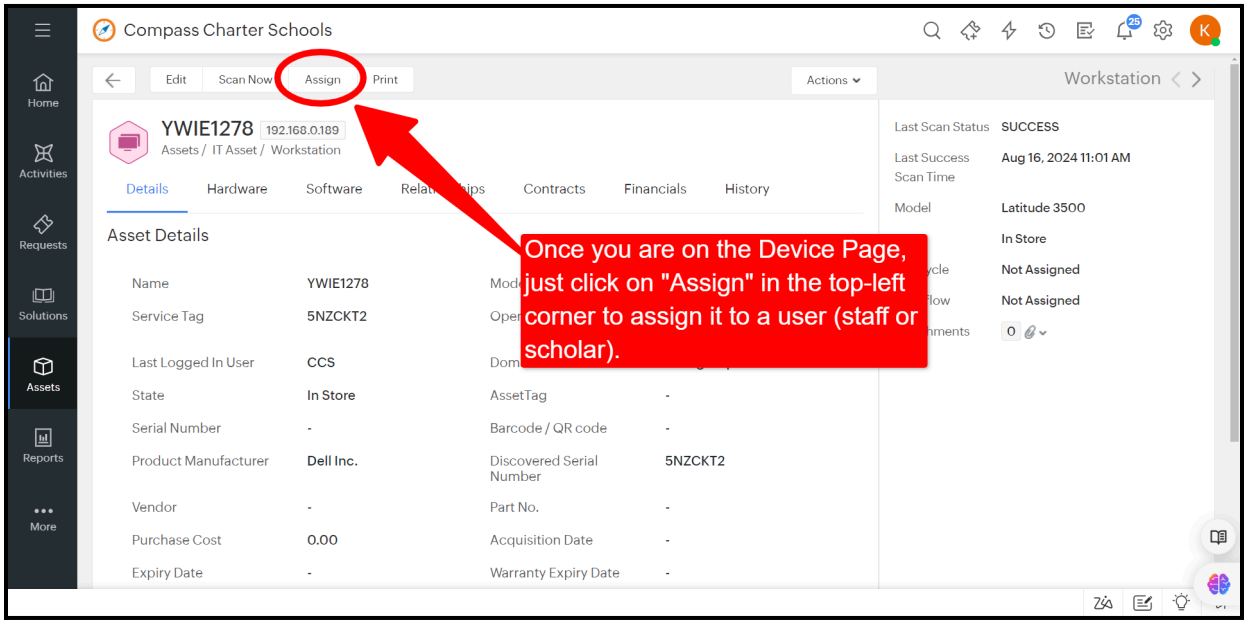
STEP 4 (Assign the Device to the Scholar):

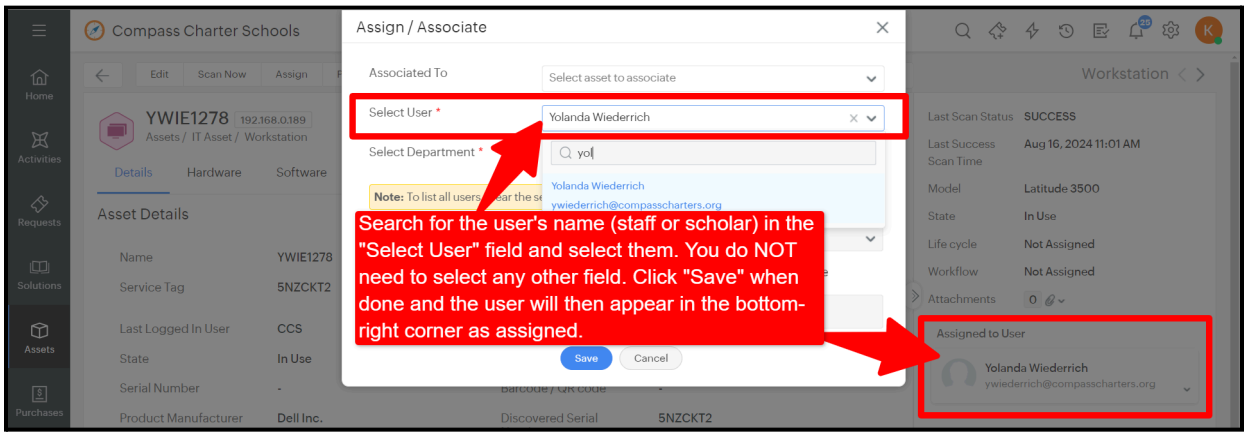
Click on "**Assign**" in the top menu of the device page (see below).

Search for and select the scholar's name in the "**Select User**" field. *You do NOT need to select anything else.*

Click "**Save**" and you are done! The scholar's name will appear in the bottom-right corner of the device page.

*NOTE: If you cannot locate the scholar in SDP, please contact **Miguel Aguilar** immediately, so the user can be added before the device is shipped.*





STEP 5 (Prepare the Device):

The Chromebook will need to be prepared with…

1. A **Google for Education License** to be set up in our domain (**aascalifornia.org**), and
2. Have the most recent version of the **Secure Testing Browser** installed: **https://ca.portal.cambiumast.com/**

STEP 6 (Tag and Mail Device Out):

If the device is not already tagged, it will need to be tagged with a **Compass-branded sticker**. *If it is already tagged, then you can skip this step.* If you run out of stickers, please reach out to **Krisha Moeller**.

Mailing Out the Device:

1. **Include Welcome Letter:** Make sure you include this printed version of the “Welcome Letter for Scholars” in the package:
   How to Sign into Chromebook

2. **Forward FedEx Tracking Number:** When you generate a FedEx label, please forward the FedEx tracking number email to the parent’s email (from the Computer Loan Form) so they can also track their package.

STAFF DEVICE ORDERS:

STEP 1 (Receiving Orders):

Marco Mattaliano emails EdTech101 indicating that a staff member needs a new device.

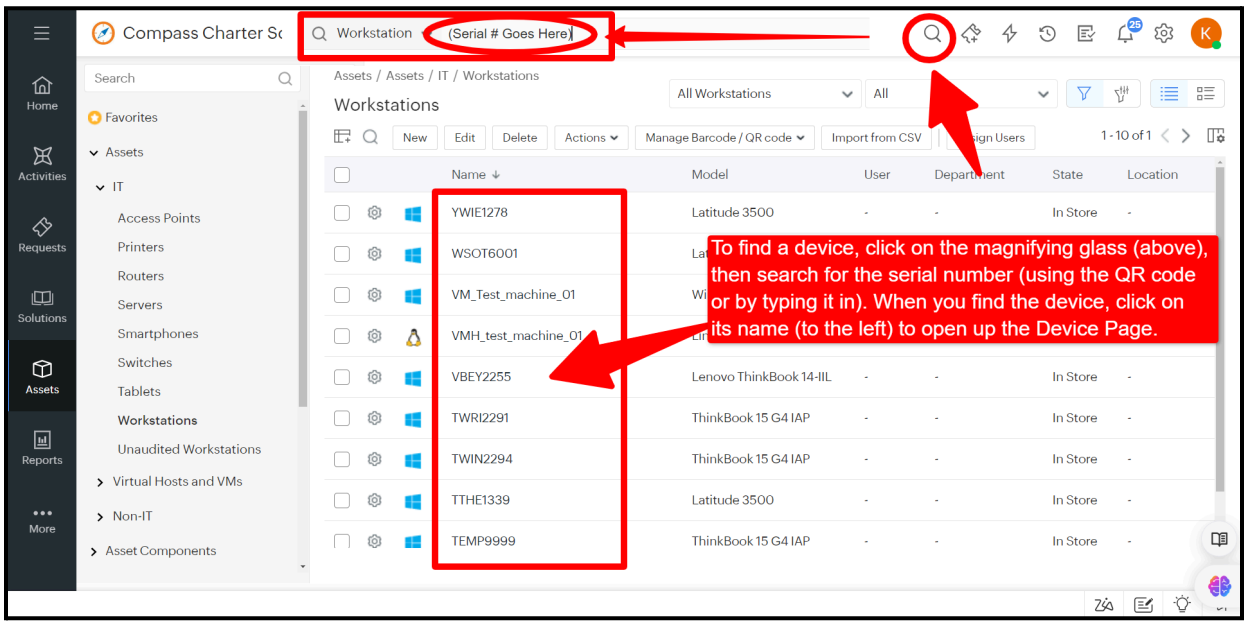
STEP 2 (Find Device in SDP):

Login to **ServiceDesk Plus (SDP)** using the computers@compasscharters.org email.

(Note that you may need to create a Chrome Profile using this email address, so it doesn't try to force you in with your own Gmail address.)

- Select a device to send out to the scholar and then go to ***Assets > IT***: https://sdpondemand.manageengine.com/app/itdesk/ui/assetCards?type=Asset&categoryId=215380000000005899

    - **Find the Device:** Click on the magnifying glass in the top-right corner of the screen (not top-left) to activate the search bar and search for the serial number of the device to bring up the device you want to send out.



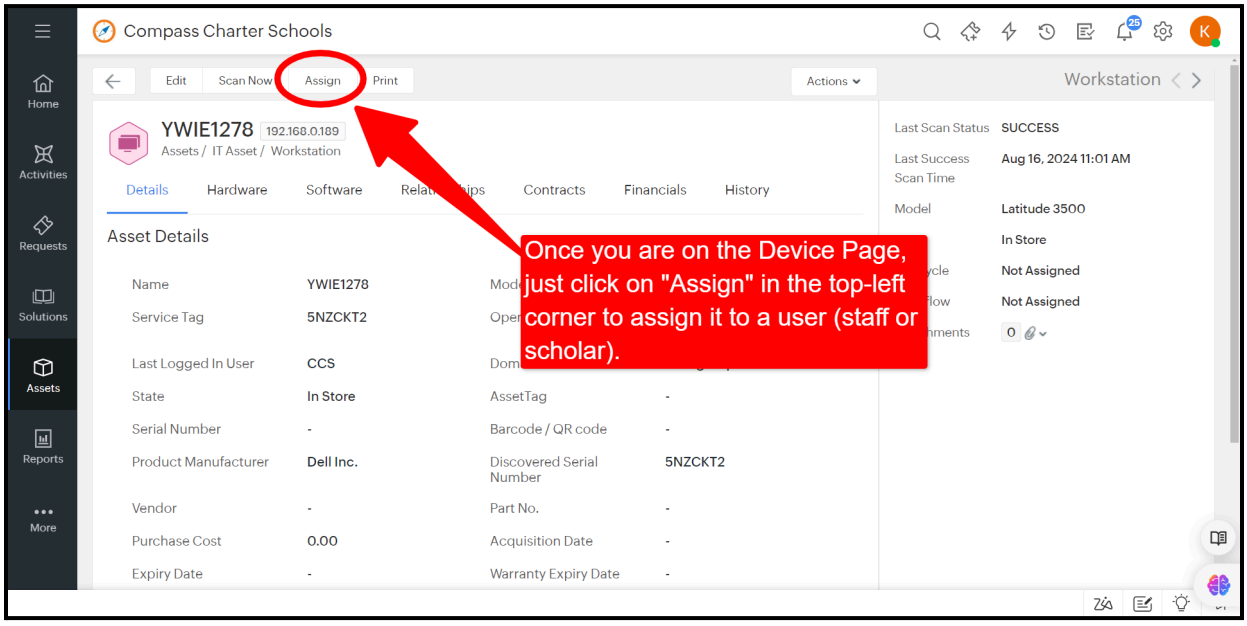
STEP 3 (Assign the Device to the Staff Member):

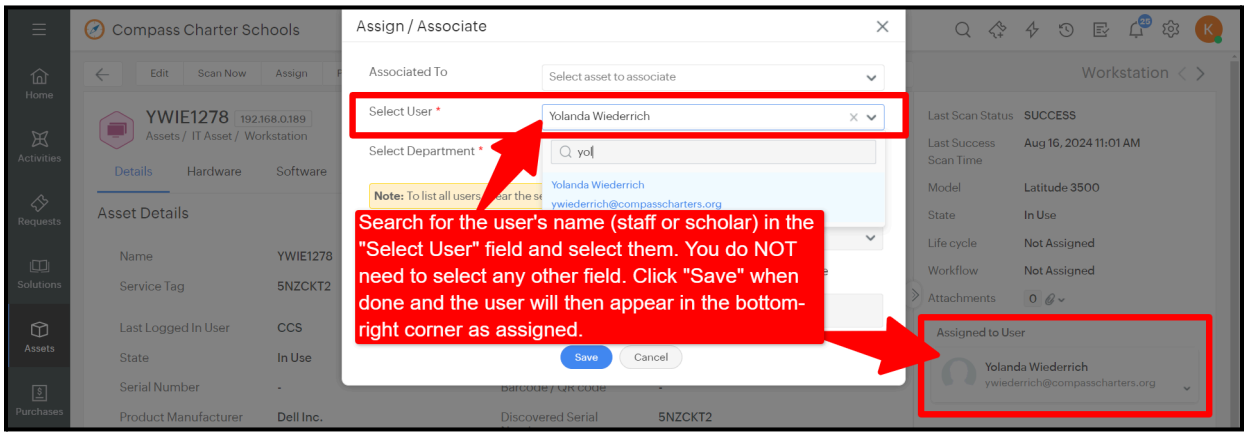
Click on "**Assign**" in the top menu of the device page (see below).

Search for and select the staff member's name in the "**Select User**" field. *You do NOT need to select anything else.*

Click "**Save**" and you are done! The staff member's name will appear in the bottom-right corner of the device page.

*NOTE: If you cannot locate the staff member in SDP, please contact **Marco Mattaliano** immediately, so the user can be added before the device is shipped.*





STEP 4 (Prepare the Device):

Before a **Windows** device gets mailed out to a staff member, the following items will need to be completed...

> Note that these items are not required for Teacher Chromebooks. Instead, the process for preparing a Teacher Chromebook will be the same as for a Scholar Chromebook. Please see the section on preparing scholar Chromebooks to follow this process.

***NOTE**: It is very important to ensure all tasks are completed prior to sending out a new device shipment for a staff member, so as to ensure proper device tracking, user identification, and endpoint management services can be applied.*

1. **Rename the Staff Device:** Using **netplwiz**, the device should be renamed (in all caps as one word) with…
    a. The first letter of the staff member's first name (example: Krisha = K)
    b. Plus the first 3 letters of their last name (example: Moeller = MOE)
    c. Plus four (4) random numbers (example: 1234)
    d. Device Name Example: Krisha Moeller = **KMOE1234**

2. **Rename the Local User:** Using **netplwiz**, the local user for the staff member must be renamed to their own username, as follows:
    a. The first letter of the staff member's first name (example: Krisha = K)
    b. The entire last name of the staff member (example: Moeller = Moeller)
    c. Local User Name Example: Krisha Moeller = **KMOELLER**

3. **Check for and Install Endpoint Central Agent:** The agent for **Endpoint Central** should be installed to the device before the device is sent out (if it has not already been installed already). Please check to ensure the agent is installed before moving forward. *If you do not have a copy of the agent, please alert **Krisha Moeller**.*

4. **Downgrade the :** Finally, using **netplwiz**, permissions for the local user (i.e., the staff member's account) will need to be downgraded to a **Standard User** (under **Group Membership**) and NOT an Administrator user.

STEP 5 (Tag and Mail Device Out):

If the device is not already tagged, it will need to be tagged with a **Compass branded sticker**. *If it is already tagged, then you can skip this step.* If you run out of stickers, please reach out to **Krisha Moeller**.

When you generate a FedEx label, please forward the **FedEx tracking number** email to the staff member's email, so they can also track their package.

USER DEVICE RETURNS:

STEP 1 (Receive & Check-In Returned Device):

A laptop or piece of equipment arrives as a return package to the EdTech101 warehouse.

These items need to be checked into the warehouse as soon as possible to ensure the family and/or staff member stops receiving any further collection notices from us.

*Note that this process needs to be followed for **ALL equipment**, and not just laptops: Including iPads, mice, headphones, drawing tablets, etc.*

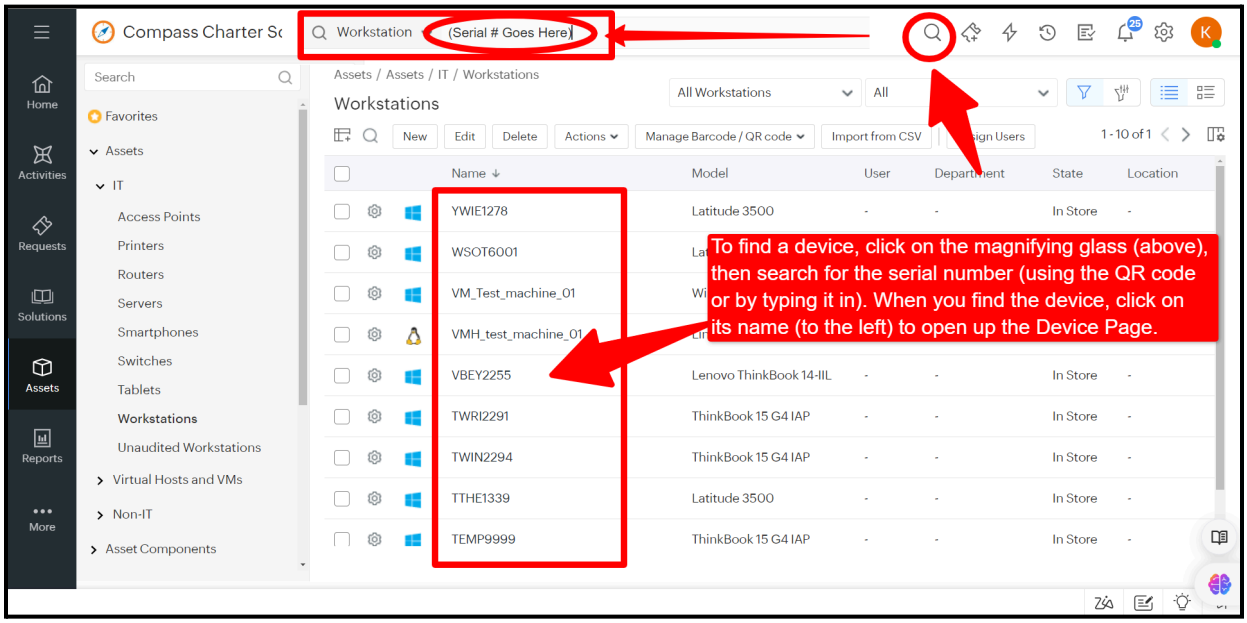
STEP 2 (Find Device in SDP):

Login to **ServiceDesk Plus (SDP)** using the computers@compasscharters.org email.

(Note that you may need to create a Chrome Profile using this email address, so it doesn't try to force you in with your own Gmail address.)

- Get the device that you need to check back into the warehouse and then go to ***Assets > Non-IT***: https://sdpondemand.manageengine.com/app/itdesk/ui/assetCards?type=Asset&categoryId=2153800000000005901

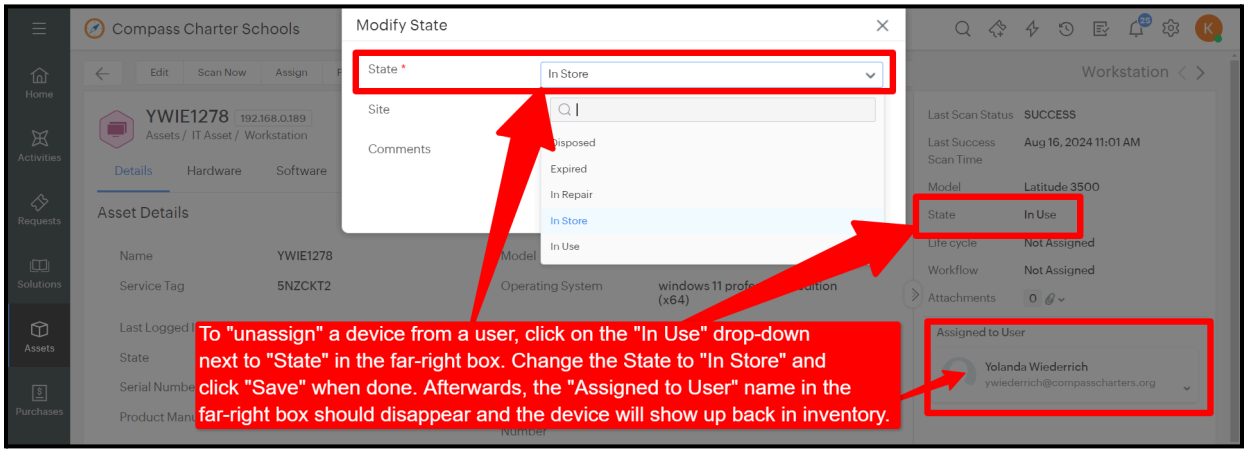
    - **Find the Device:** Click on the magnifying glass in the top-right corner of the screen (not top-left) to activate the search bar and search for the serial number of the device to bring up the device you want to check back in.



STEP 3 (Unassign Device from the User):

Click on the “**State**” section in the box to the far right side of the page and change it from “In Use” to “**In Store**” and then click “**Save**.” This will automatically unassign the device from that user and move it back to inventory.

NOTE: It is very important to ensure all returned devices are unassigned from the associated user as soon as possible to ensure inventory tracking is up-to-date at all times and to prevent miscommunication with families and/or HR.



OPTIONAL (Repairing Devices):

If the device requires repairs before it gets sent out, then instead of changing it to “In Store,” just change it to “**In Repair**.” Or if it is too damaged or old to send out, then you can change it to “**Expired**.”

UNKNOWN DEVICE RETURNS:

STEP 1 (Receive Unknown Device):

A device from a Compass scholar or staff member arrives at the EdTech101 office, and it cannot be found anywhere in **ServiceDesk Plus**.

This includes ANY type of equipment (not just laptops), including a mouse, keyboard, docucam, tablet, etc.

STEP 2 (Sort and Clean the Device):

Take a look at the device to see how it can be sorted based on the following requirements…

- ***Is it a Windows device that is good enough to be sent out to a staff member?***

    If yes, rename the device "**CCS-INSTORESTAFF####**" (with 4 random numbers) and install the **Endpoint Central** agent on it.

    After the Endpoint Central agent is installed, connect the device to the **WiFi** for about 10 minutes to give the agent time to connect to our servers and get logged.

    Good news! You do NOT need to move to Step 3 to add the device to the inventory in SDP, since the Endpoint Central bridge (assuming the agent connects via WiFi) will log the device information and automatically port it over to ServiceDesk Plus. You do not need to do anything else but just store it to give out to a staff member later. 🙂

- ***Is it a Chrome OS device?***

  All Chrome OS devices should be saved to send back out to scholars.

  *In this case, be sure to install the **Secure Testing Browser** to the device (**https://ca.portal.cambiumast.com/**) and then move on to Step 3 below!*

- ***Is it a Chrome Flex device or poor quality/damaged device?***

  Unfortunately, we cannot use Chrome Flex devices, since they do not permit the Zoom app to be installed.

  These and all other devices of too poor quality to send back out to field can be set aside for our **recycling program**.

  In this case, you do NOT need to move on to Step 3, since it does not need to be added to inventory.

- ***Is it any other type of "non-laptop" device (for scholars OR staff) that needs to be added to inventory (e.g., iPad, keyboard, microphone, Kindle, etc.)?***

  In a case like this, you can add it to the same **Assets > Non-IT** section.

  Move on to Step 3 below to add it to inventory.

STEP 3 (Add the Device to SDP):

The final step will be to add the device to ServiceDesk Plus. This can be accomplished by following the steps in the next section, "Adding Devices to SDP."

ADDING DEVICES TO SDP:

Expectations:

First determine if you need to add just one or a few devices to SDP at a time, or if the goal is to add a large number of devices to SDP as a "batch" (e.g., uploading 200 computers at a time).

- If you need to add one to a few devices at a time, follow the steps in order below.
- If you need to bulk upload a very large number of devices to SDP at once, please skip ahead to the last step in this list.

STEP 1 (Locate the Category for the Device):

To add devices to the inventory in SDP, login to **ServiceDesk Plus (SDP)** using the computers@compasscharters.org email.

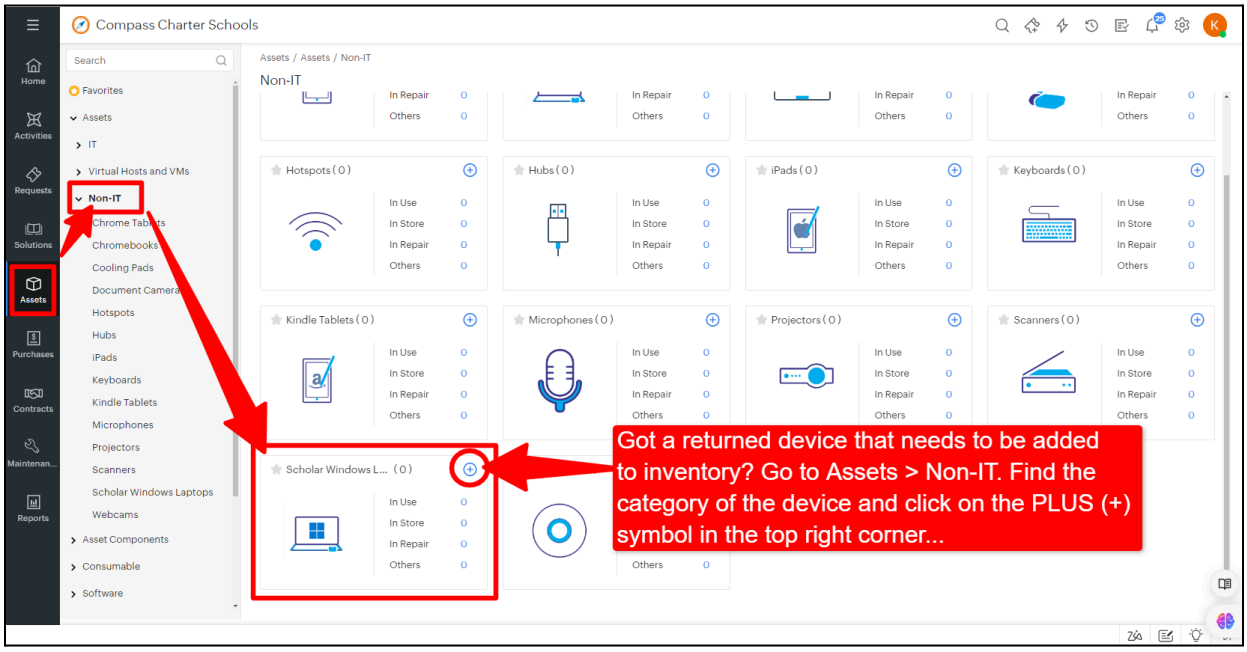
(Note that you may need to create a Chrome Profile using this email address, so it doesn't try to force you in with your own Gmail address.)

Next, locate the category where the device should be uploaded:

- First, go to ***Assets > Non-IT***: https://sdpondemand.manageengine.com/app/itdesk/ui/assetCards?type=Asset&categoryId=215380000000005901

- Then select the category that best corresponds to the device in question. For instance, you would select the "Chromebook" category for Chromebooks, "iPads" for iPads, "Docucams" for docucams, etc.

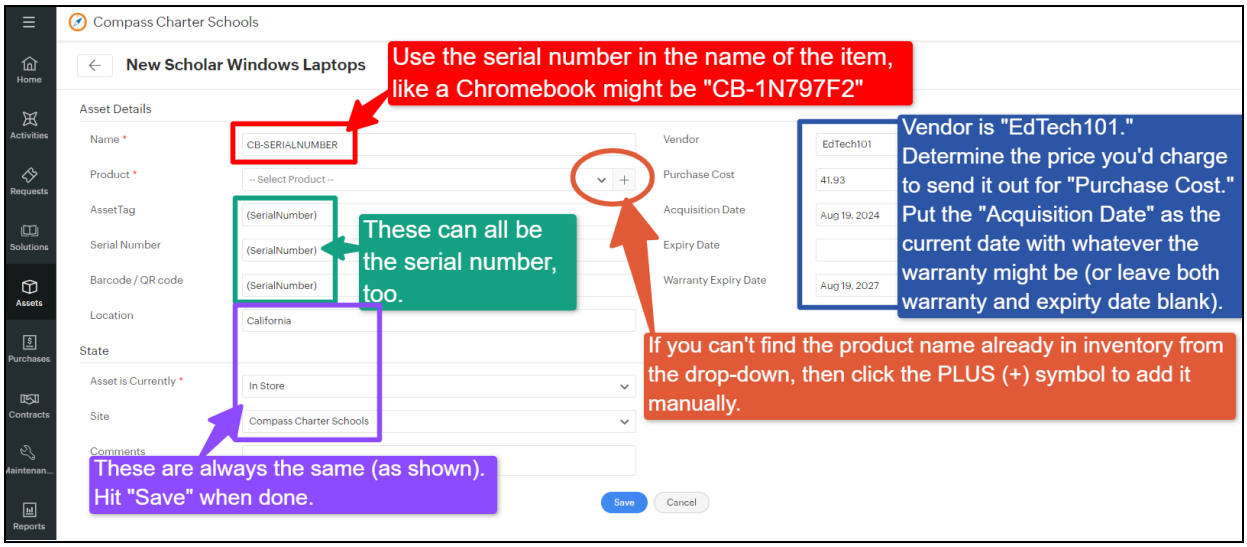
Click the “**plus symbol (+)**” in the corner of that category (see pictured below) to add the device.



STEP 2 (Enter in the Device Info):

- Fill out the form to the best of your ability:
    - **Name:** The “Name” should contain the **serial number** somewhere to make it easy to locate later. For example, if I have a Chromebook, I might call it “CB-1N797F2.”
    - **AssetTag/Serial Number/Barcode/QR code:** These can all be the **serial number** (just copy paste it), unless you have your own asset tagging system that you’d like to use, then you can add that for “AssetTag.”
    - **Vendor:** This is EdTech101 🙂
    - **Purchase Cost**: This is the price of the item from EdTech101, so we know what Compass paid for the item.

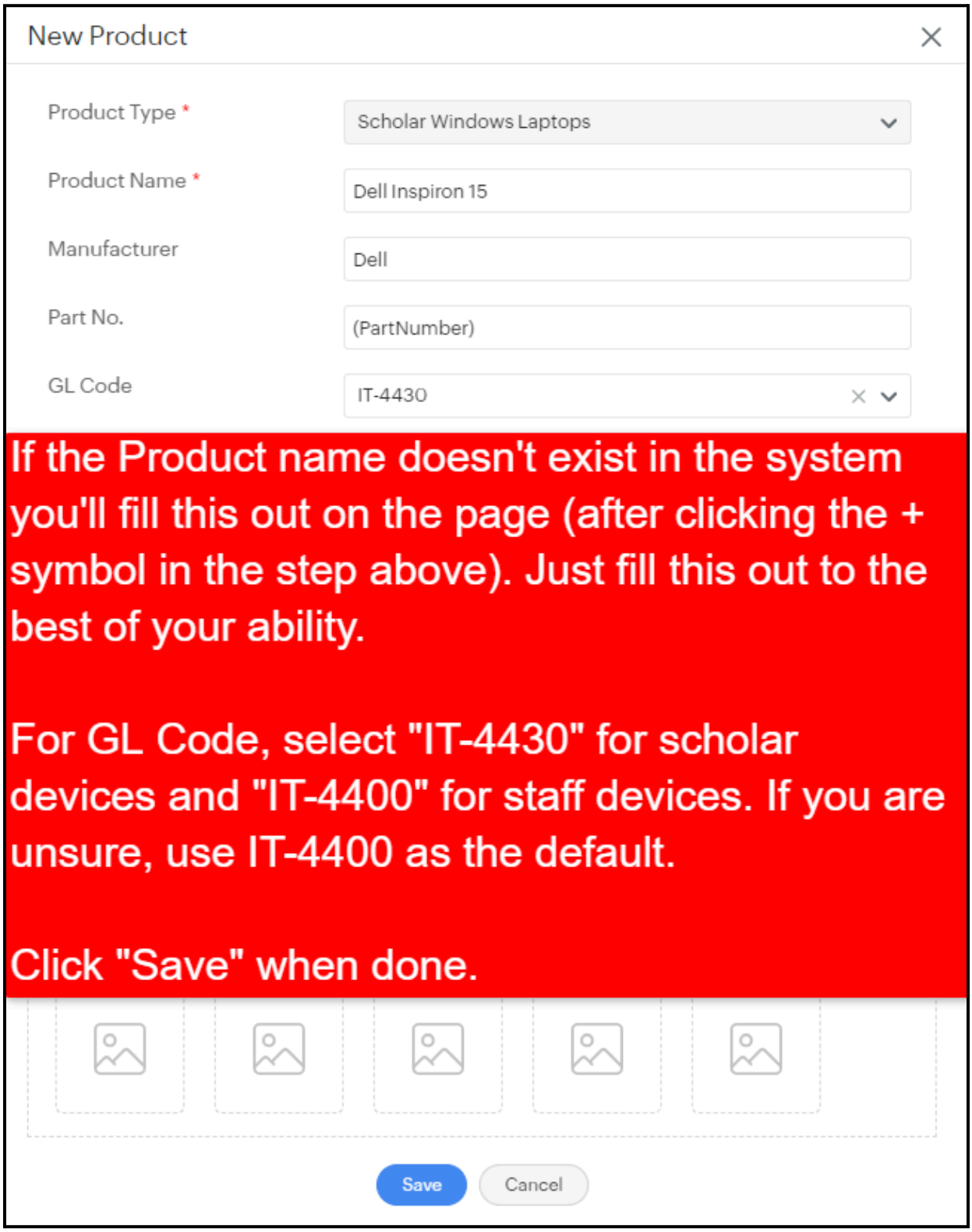
- **Acquisition Date: Today's date** or the date you're adding it to the system.
- **Expiry Date:** This is the date when the device will need to be retired (if known). For Chromebooks, this will be when the device can no longer take Chrome OS updates.
- **Warranty Expiry Date:** If you have a warranty on the device, you can add its expiration here. If not, leave it **blank**.
- **Location/Asset is Currently/Site:** These are nearly always the same. Location is "California" and Site is "Compass Charter Schools." Asset is Currently is nearly always "**In Store**" unless you still need to work on it to refurbish it, then you can change it to "In Repair." However, I recommend you repair something before putting it in inventory.
- **Product:** Select the product name from the **drop down** menu….



- If you do not see the **Product** name in the dropdown menu that you are looking for (i.e., it doesn't exist), then

you will need to click on the **PLUS (+)** symbol to add it. *See the image below for how to complete that form.*

- Complete this form to the best of your ability. However, for **GL Code**, use **IT-4430** for devices you know will be for scholars and **IT-4400** for staff devices and for any other device where you aren't sure if it's for scholars or staff.)


New Product
Product Type *
Scholar Windows Laptops
Product Name *
Dell Inspiron 15
Manufacturer
Dell
Part No.
(PartNumber)
GL Code
IT-4430
If the Product name doesn't exist in the system you'll fill this out on the page (after clicking the + symbol in the step above). Just fill this out to the best of your ability.
For GL Code, select "IT-4430" for scholar devices and "IT-4400" for staff devices. If you are unsure, use IT-4400 as the default.
Click "Save" when done.
Save
Cancel

After you are done, just click “**SAVE**” and the device will be automatically added to the “**In Store**” section in inventory and will be ready to send out again to a scholar or staff member.

OPTIONAL (Bulk Uploading Many Devices at Once):

If you have a large number of devices that you need to upload to SDP Assets in bulk, you will need to fill out this **Upload Template**.

Make a copy of the Template, and fill out the following information to the best of your ability:

- Fill out the form to the best of your ability:
    - **Product Type:** The type of product, like “Chromebooks,” “iPads,” “Mice,” or “Hotspots.”
    - **Product:** The specific name of the product (helpful if it includes the screen size), like “Acer Chromebook Tab 510 10” or “Lenovo Chromebook 300e 11 Touch”
    - **Product Manufacturer:** The name of the company or brand that produces the device, like “Lenovo,” “Apple,” “Microsoft,” or “Samsung.”
    - **Serial Number:** The serial number for the device. Must be accurate.
    - **Part No.:** The part number for the device.
    - **Purchase Cost**: This is the price of the item from EdTech101, so we know what Compass paid for the item.
    - **Acquisition Date: Today’s date** or the date you’re adding it to the system.

- **Warranty Expiry Date:** If you have a warranty on the device, you can add its expiration here. If not, leave it **blank**.

- **Expiry Date:** This is the date when the device will need to be retired (if known). For Chromebooks, this will be when the device can no longer take Chrome OS updates.

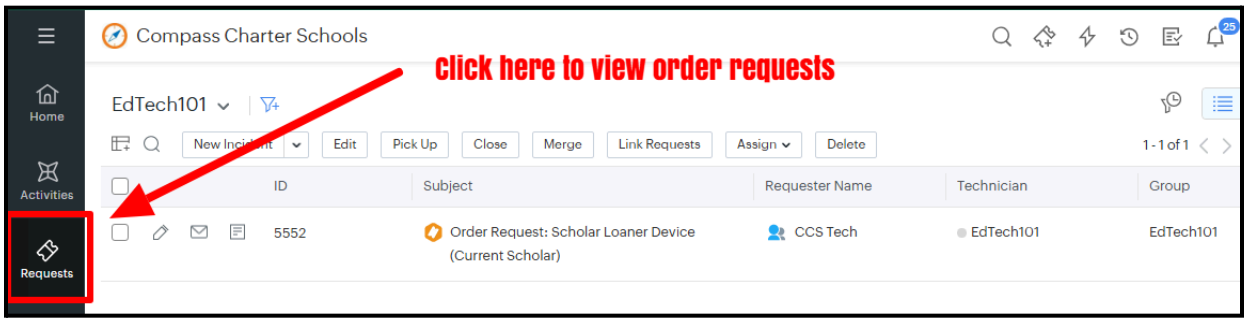
After you have filled out the template, send it over to **Krisha Moeller** and she will batch upload the assets to ServiceDesk Plus Assets to load them to inventory.

Exhibit B

This document was last updated: **6/82026**

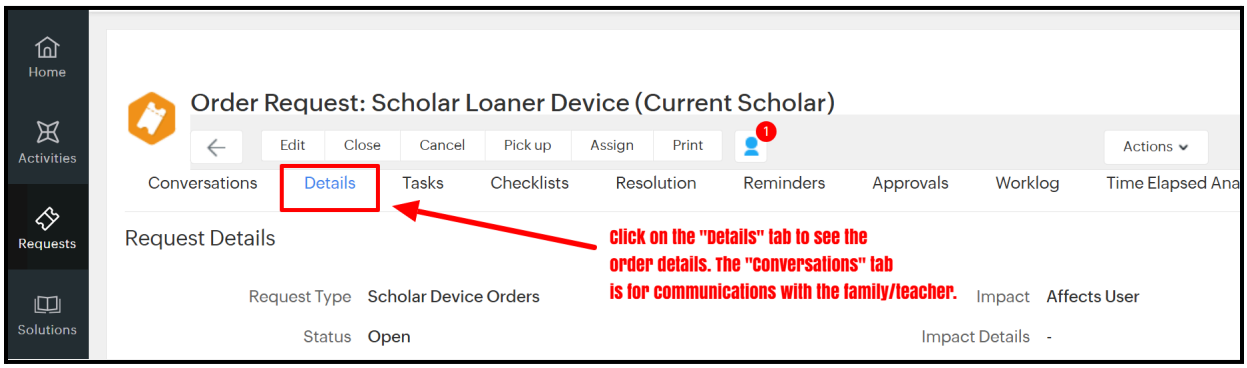
Fulfilling Scholar Device Orders in SDP

STEP 1: Log in to SDP and click on "**Requests**." You can review all the pending orders listed there.



STEP 2: Click on an order request to process it. From there, click on "**Details**" to review the order details.

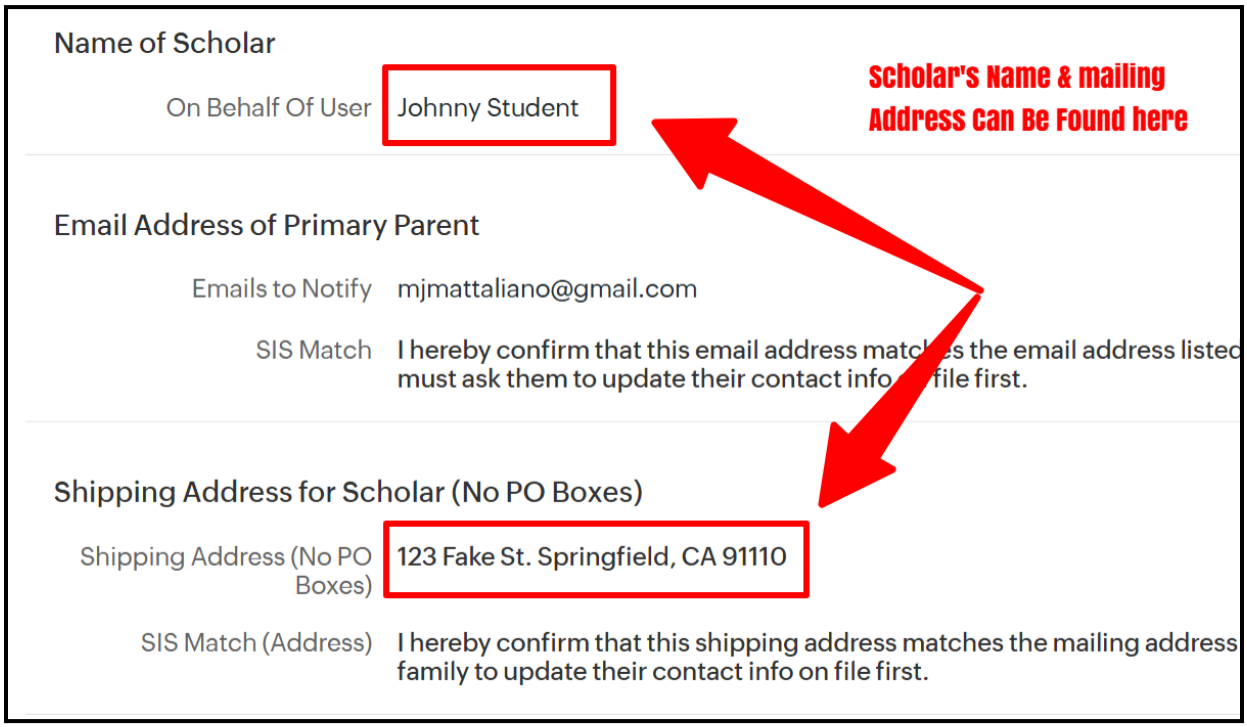
- *(The Conversations tab is just for communications between you and the family/teacher.)*



STEP 3: First check the device type being requested (typically a **Chromebook**) and the reason for the request (i.e., is it a replacement device or a device for a scholar who does not yet have one).

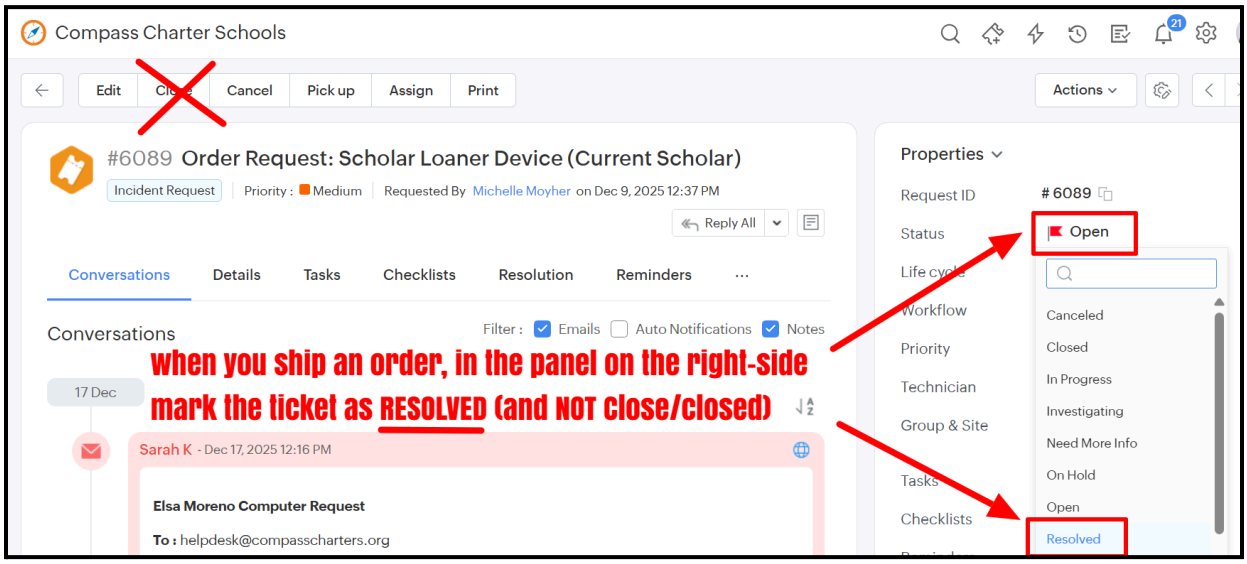
STEP 4: You are now ready to ship out the device to the scholar! The scholar's name and mailing address are listed in the request (under **Details**) along with any other information you

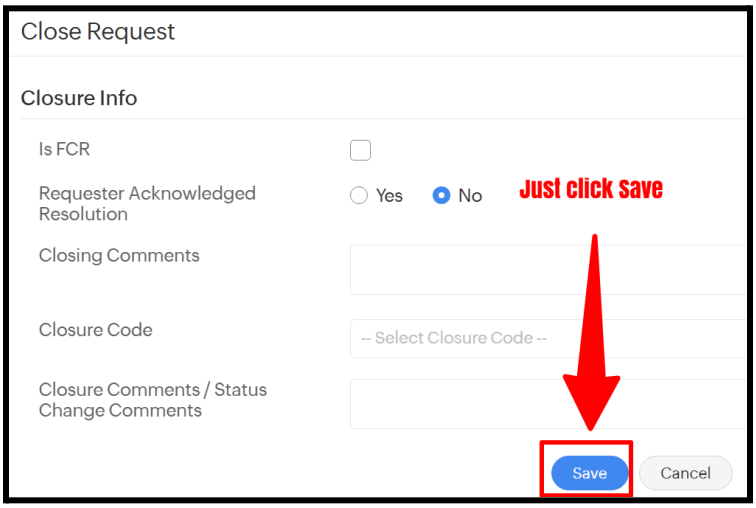
might need. *(You should also check the Conversations tab for communications from the family/teacher.)*



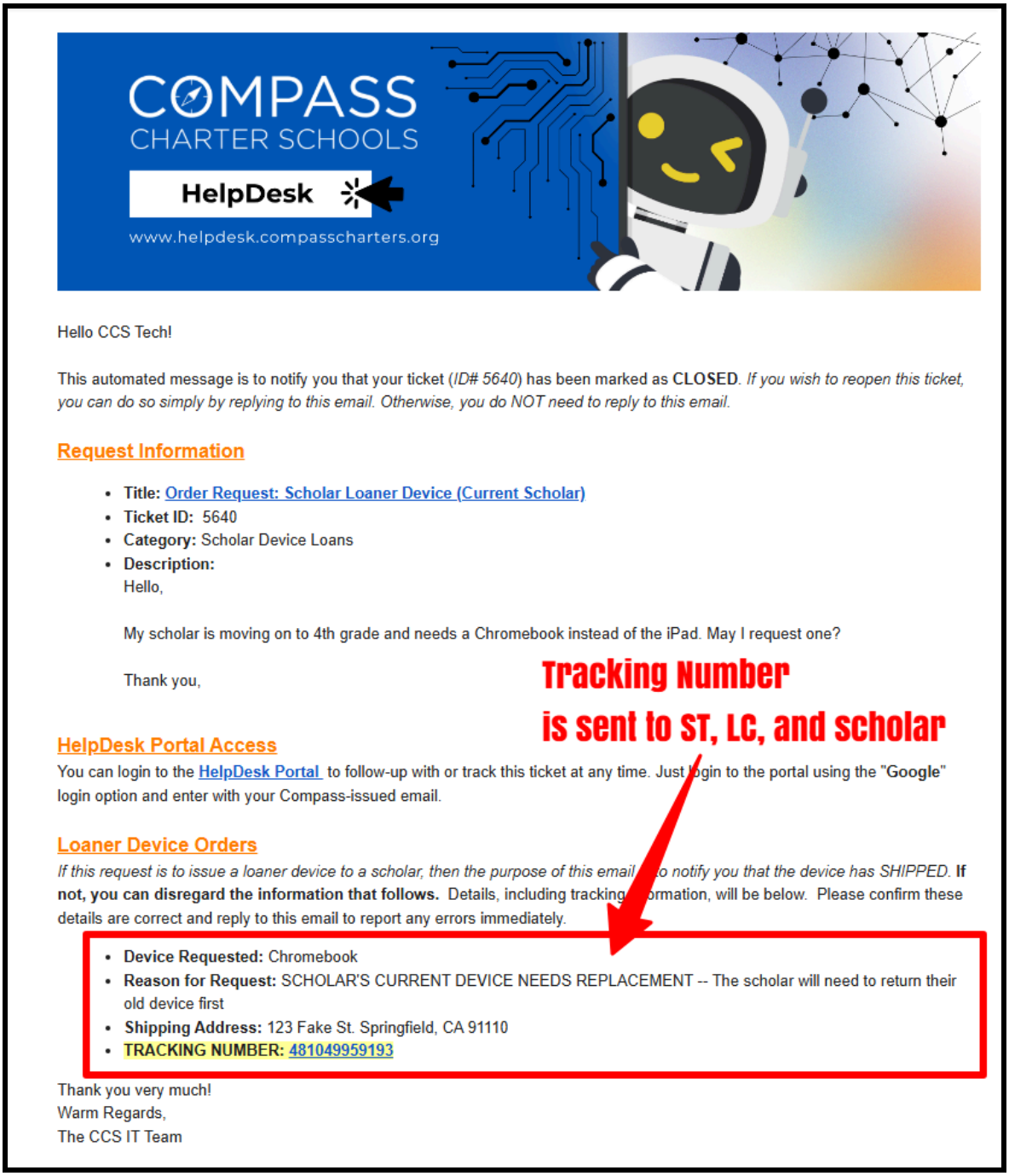
STEP 5: After you ship a package to a scholar, click on the "**Status: Open**" drop-down option in the panel on the right side of the page (see below). Change it from "Open" to "**RESOLVED**" (NOT "CLOSED"). Then click "**Save**" in the pop-up window (you do NOT need to add in anything else).

Using **Resolved** instead of Close or Closed ensures the correct communications get sent out to families to notify them that a ticket has been shipped instead of just closed.





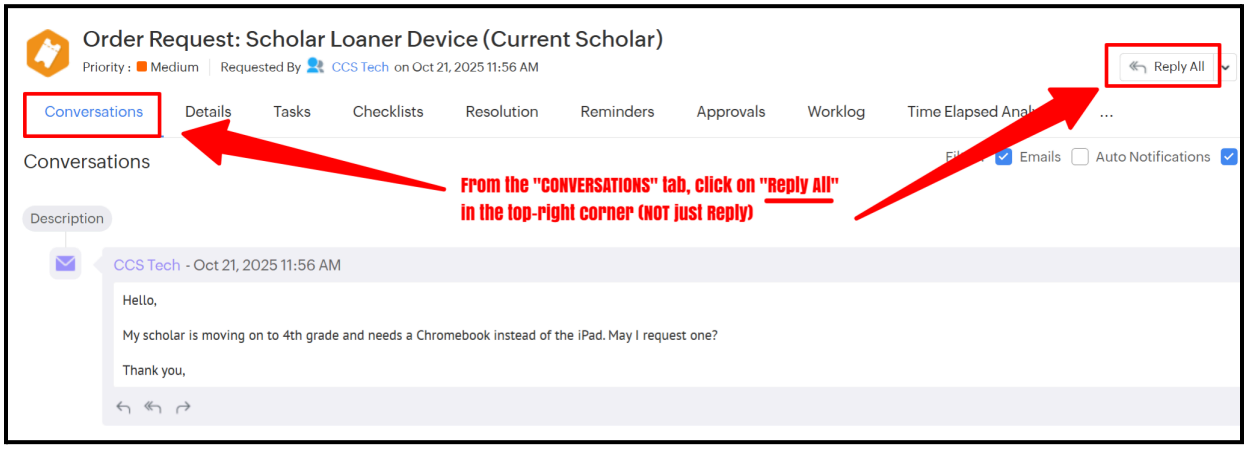
This will not only close the order to indicate it has been fulfilled, *but it will automatically send an email to the parent, teacher, and scholar with the tracking number to let them know the order has been shipped!*

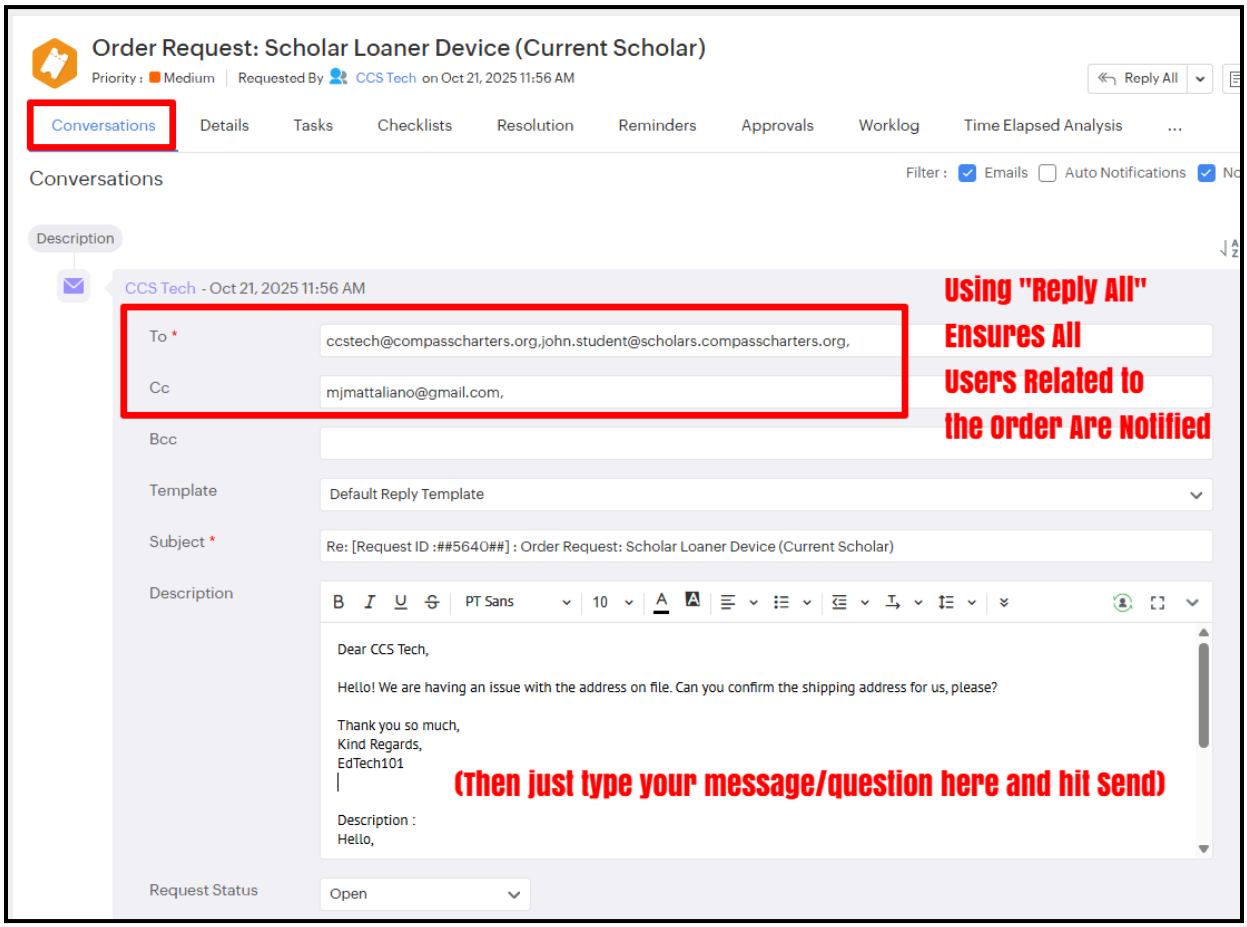


Managing Communications in SDP

If you have any questions about the order (e.g., the address isn't coming up correctly, for example) or if you need to alert the family/teacher about an issue with the order, then go to the "**Conversations**" tab and click "**Reply All**" (NOT REPLY) to send a message. Then just type your message or question and hit "**Send**."

Using Reply All will ensure ALL stakeholders for that order are notified: The parent, the teacher, and the scholar.

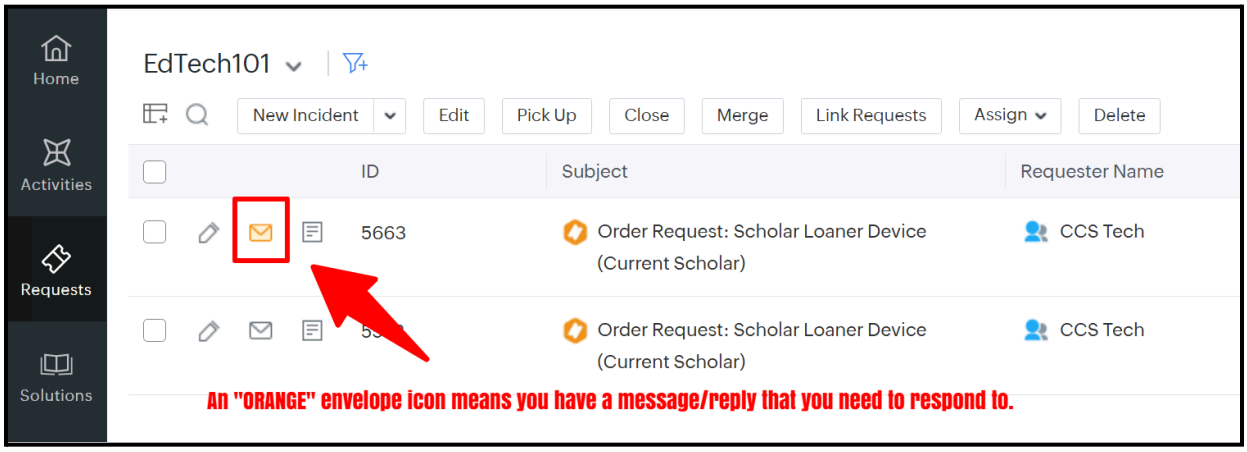




If the family or teacher has a question or has information for you about the order (e.g., they need to warn you about an incorrect mailing address, for example), then they can also reply to the order ticket.

These messages will appear in the "**Conversations**" tab for that order. You will be able to tell which orders have questions that you need to reply to by looking for the **ORANGE mail icons**. If the icon is orange, it means you have a response that you need to "reply all" to.

Please be sure to check your dashboard for "orange envelopes" to review your messages daily.

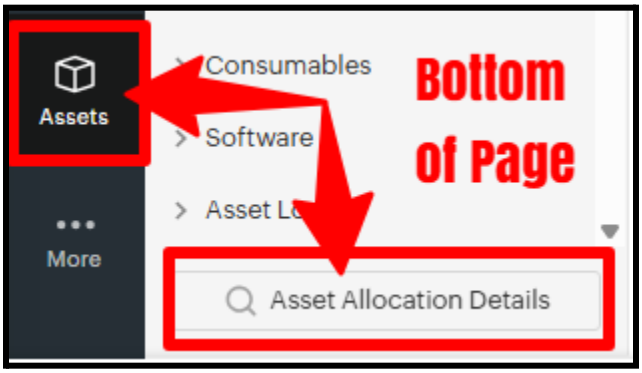


Additional Management Tools in SDP

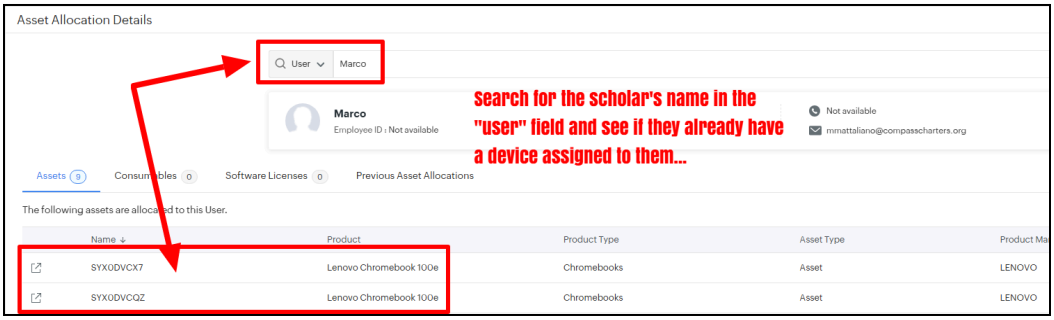
How to Check if a Scholar Already Has a Device Assigned to Them:

Note: Scholars are not permitted to have more than 1 device assigned to them at a time.

a. To confirm this, click on "**Assets**" and then "**Asset Allocation Details**."



b. Search for the **Scholar's Name** in the "**User**" field (see below) and check to see if they already have a device assigned to them

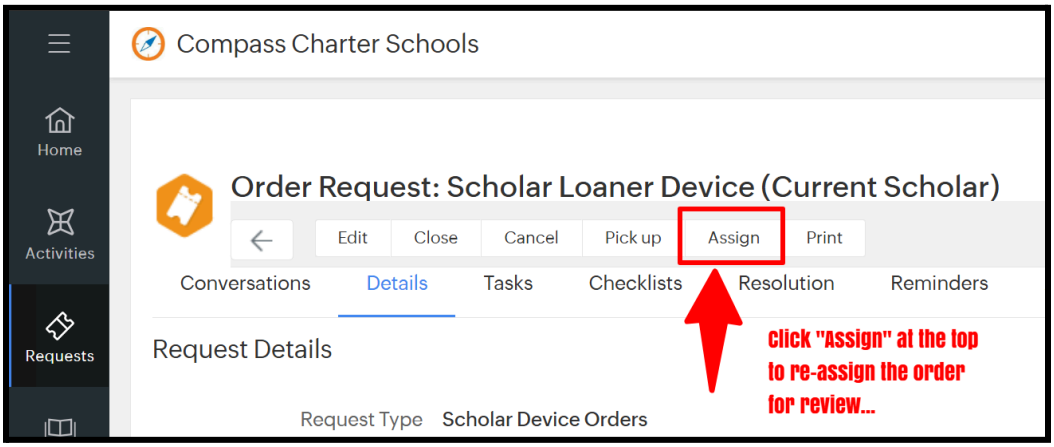


c. If they do already have a device assigned to them, then **re-assign the order to Marco** to follow up with the family before placing the order (follow the same steps above).

Re-Assigning an Order to the Compass IT Team to Review:

If you have a question regarding an order request and need the **CCS IT Team (Marco Mattaliano)** to review it first, but you don't want to use "Reply All" to include the family/scholar/teacher in the communication, then you can re-assign an order request to Marco first and then just message him separately.

a. Look at the top of the order (ticket) page and click on "**Assign**."



b. Then change the "**Select Group**" dropdown to "**IT Team**" and the "**Select Technician**" dropdown to "**Marco**." Then click "**Assign,**" and this will re-assign the order to Marco to review. *The order will then be hidden from your dashboard until Marco approves it.* (Until then, you can move on to your other orders.)

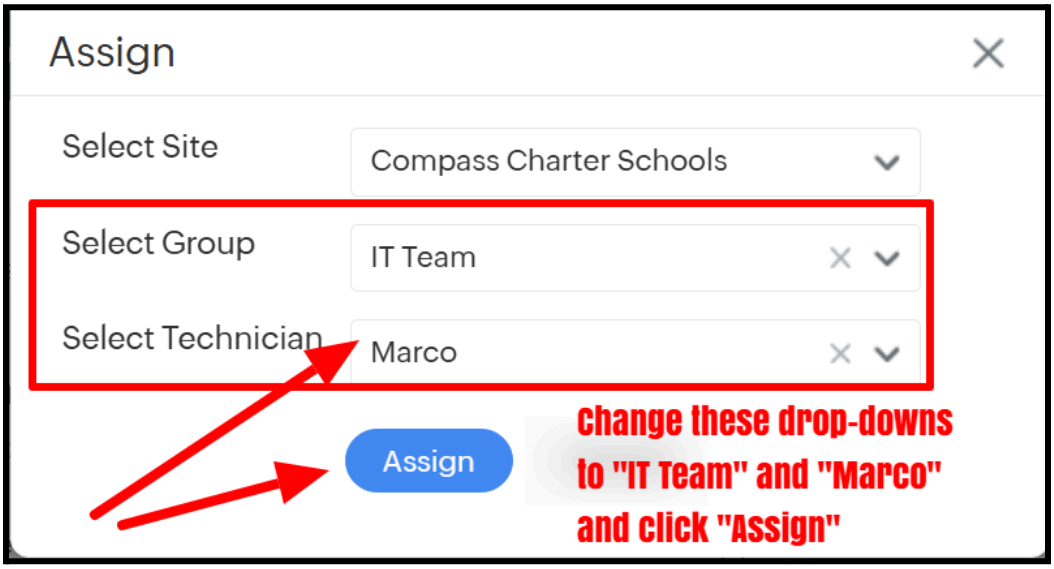

Assign
Select Site
Compass Charter Schools
Select Group
IT Team
Select Technician
Marco
Assign
Change these drop-downs to "IT Team" and "Marco" and click "Assign"

Exhibit C

This document was last updated: **11/15/2025**

Exhibit C: Data Privacy and Student Information Protection Addendum

(For inclusion within the Compass Charter Schools–EdTech101 Partnership Agreement)

1. Definitions

For purposes of this Agreement, the following terms shall have the meanings set forth below:

1.1 "Student Information."
All personally identifiable information (PII) relating to a Compass scholar (student) that is protected under FERPA, COPPA, or other applicable privacy laws. This includes, but is not limited to, names, mailing addresses, email addresses, telephone numbers, device assignment records, service history, unique identifiers, and any other data maintained in Compass systems, including ServiceDesk Plus (SDP), that directly relates to a student and is maintained by Compass or a party acting on its behalf.

1.2 "Parent/Guardian Information."
All personally identifiable information relating to a student's parent or legal guardian that may be accessed by EdTech101 in the course of performing services under this Agreement, including names, mailing addresses, email addresses, and any contact information required for shipping, communication, or service fulfillment.

1.3 "Compass Staff Information."
Any personally identifiable information relating to Compass employees or contractors that may be accessed by EdTech101 while fulfilling its obligations, including contact information, work-related identifiers, or ticket data contained within SDP or related systems.

1.4 "FERPA."
The Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. Part 99.

1.5 "COPPA."
The Children's Online Privacy Protection Act, 15 U.S.C. §§ 6501–6506, and its implementing regulations governing the collection, use, and disclosure of personal information from children under 13 years of age.

1.6 "Services."
The tasks and responsibilities performed by EdTech101 under this Agreement, including

imaging, configuring, preparing, shipping, assigning, tracking, and managing Compass-owned devices and related assets within Compass's asset management systems, including ServiceDesk Plus (SDP).

1.7 "Confidential Information."
All non-public information disclosed or made available by Compass to EdTech101—whether orally, electronically, or in writing—including Student Information, Parent/Guardian Information, Compass Staff Information, internal processes, system credentials, operational data, and any other information reasonably understood to be confidential.

1.8 "Authorized Personnel."
EdTech101 employees, agents, or contractors who have been approved by EdTech101 and properly trained in FERPA, COPPA, and other applicable privacy requirements, and who have a legitimate business need to access Compass data solely for the performance of the Services.

1.9 "Third Party" or "Third Parties."
Any individual or entity other than Compass, EdTech101, or Authorized Personnel acting under EdTech101's direct control.

1.10 "Destroy" or "Destruction."
The secure, irreversible deletion or disposal of data such that it cannot be recovered, reconstructed, or used in any form, performed in accordance with industry-standard data-destruction practices.

1.10 "Subcontractor" or "Subcontractors"
Means any individual, vendor, consultant, independent contractor, or entity engaged by EdTech101 to perform any portion of the Services on EdTech101's behalf, who may require access to, or may incidentally encounter, Student Information, Parent/Guardian Information, Compass Staff Information, or any other Confidential Information in the course of performing such work. A Subcontractor is considered an extension of EdTech101 for purposes of this Agreement and must be bound by written obligations at least as protective as those imposed on EdTech101 under this Agreement.

2. FERPA and COPPA Compliance

EdTech101 acknowledges that, in the course of providing services to Compass Charter Schools ("Compass")—*including but not limited to reviewing and processing device orders within Compass's asset management system, ServiceDesk Plus (SDP), and supporting Compass with imaging, shipping, and management of school-owned devices*—EdTech101 personnel may have access to information that is protected under the Family Educational Rights and Privacy Act ("FERPA"), the Children's Online Privacy Protection Act ("COPPA"), and other applicable state or federal student-privacy laws. Such information may include, but is not limited to, student

("scholar") names, mailing addresses, contact information, device assignment data, and related service records ("Student Information").

EdTech101 agrees to the following:

2.1 Limited Purpose Use.
EdTech101 shall use Student Information, as well as any parent/guardian or Compass staff information accessed through SDP or any related system, **solely for the purpose of fulfilling its contracted duties** to Compass, *including imaging, shipping, tracking, and managing Compass-owned devices.*
EdTech101 shall **not** use such information for sales, marketing, data analytics unrelated to service fulfillment, product development, or for any purpose other than the direct performance of services described in this Agreement.

2.2 No Unauthorized Disclosure.
EdTech101 shall not disclose, share, sell, lease, or otherwise make available Student Information—or parent/guardian or Compass staff information—to any third party except:
(a) to EdTech101 employees who have a legitimate "need to know" solely for the purpose of fulfilling their duties under this Agreement; and
(b) where required by law and only after providing prior written notice to Compass, to the extent legally permissible.

2.3 Training and Compliance.
EdTech101 affirms that all employees, contractors, or representatives with access to Student Information are **properly trained in FERPA, COPPA, and applicable data-privacy requirements**, and understand their obligations to maintain the confidentiality, security, and appropriate use of such information. EdTech101 shall ensure ongoing compliance with these requirements throughout the term of this Agreement.

2.4 Data Security and Safeguards.
EdTech101 shall maintain industry-standard administrative, technical, and physical safeguards designed to protect Student Information against unauthorized access, disclosure, alteration, or destruction. These safeguards must be no less protective than those EdTech101 uses to secure its own confidential information.

2.5 Return or Destruction of Information.
Upon termination or expiration of this Agreement, or upon Compass's written request, EdTech101 shall return or securely destroy all Student Information obtained through its work with Compass, except where retention is required by law. EdTech101 shall certify in

writing that such destruction has been completed.

2.6 Subcontractors.
EdTech101 shall not engage any subcontractor to perform services involving access to Student Information without Compass's prior written consent. Any approved subcontractor must agree in writing to be bound by the same FERPA, COPPA, and confidentiality obligations set forth in this Agreement.

By accepting this Agreement, EdTech101 confirms its understanding of and commitment to maintaining strict confidentiality and lawful handling of all Student Information, in full compliance with FERPA, COPPA, and all other applicable data-privacy regulations.

Coversheet

People Division Update

Section:	IX. People Division
Item:	A. People Division Update
Purpose:	FYI
Submitted by:	
Related Material:	People Division Report - June 2026.pdf Employee Additions Report - 05.01.26 - 06.09.26.pdf Employee Terminations Report - 05.01.26 - 06.09.26.pdf

People Division Report

June 13, 2026

As we close out the 2025–26 school year, the People Division is taking time to reflect on a year marked by meaningful progress, continued growth, and intentional alignment to the needs of our staff, scholars, and broader Compass community. Across Human Resources and Training and Development, our work this year has remained centered on strengthening systems, improving communication, supporting staff development, and creating more transparent and consistent processes across the organization.

This year, we made significant strides in key areas including recruitment and staffing, employee support, compliance, professional learning, performance management, and systems implementation. These accomplishments reflect the dedication of our teams and our shared commitment to creating the conditions that allow staff to do their best work in service of scholars and families.

As we look ahead to the 2026–27 school year, our focus remains on approaching both opportunities and challenges from a strategic standpoint. We will continue to strengthen the ways in which we serve our staff, improve internal systems, and support a culture rooted in trust, accountability, learning, and collaboration. This work is directly connected to Compass' mission, vision, and values, and will remain central as we continue building a strong, sustainable foundation for the future.

Human Resources

Staffing and Recruitment: We continue to seek highly qualified, mission-aligned candidates to fill current and anticipated vacancies. Our recruitment strategy remains focused on early-cycle hiring to support a strong and well-prepared start to the 2026–27 school year. Current recruitment efforts include:

- Media Specialist
- Speech and Language Pathologist (2)
- Supervising Teacher Options (HS) - Math/ELA
- Supervising Teacher
- Teacher in Residence (2)
- Wellness Engagement Counselor

Through our recruitment efforts utilizing Paylocity, Compass successfully posted 24 positions and hired 18 employees to support growing organizational needs. These postings generated significant interest, resulting in a total of 674 applicants across all vacancies. This strong applicant pool has allowed us to identify and onboard highly qualified candidates while maintaining an efficient and responsive hiring process.

As we look ahead, the Human Resources team will continue to focus on attracting top candidates, strengthening hiring workflows, and filling critical positions that directly support our mission, vision, and organizational goals.

Paylocity and HR Systems: As we round out our first full year with the Paylocity HR and payroll system, the Human Resources team has continued working to improve data integrity, system integrations, and process efficiencies. This first year has provided valuable insight into how the system can support more informed decision-making, strengthen reporting, and improve the employee experience.

Based on the data currently available through Paylocity, Compass averaged a 94.9% retention rate through May 2026. Our turnover rate was 6.7%, compared to the Paylocity educational services sector benchmark of 33.9%. While we will continue to review and validate data as our use of the system matures, these early indicators reflect positive organizational stability and provide an important foundation for future workforce planning.

Moving forward, we hope to further utilize Paylocity's reporting capabilities to support benchmarking and strategic planning in areas such as retention, turnover, time-to-fill vacancies, and broader staffing trends.

Growth and Development Plans and Staff Evaluations: The 2025–26 Growth and Development Plan and Staff Evaluation cycles have now closed. This year, both processes were hosted through the Performance module within Paylocity, representing an important step toward streamlining performance management and improving consistency across the organization.

A key enhancement this year was the addition of an "Exceeds Expectations" rating option. This provided supervisors with an opportunity to formally recognize staff members who demonstrated exceptional performance and to create commendations aligned to the goals under each of our ARTIC values.

As we reflect on this first year using the Performance module, the HR team will continue to review feedback, identify areas for improvement, and refine the process in preparation for the 2026–27 evaluation cycle.

Staff Celebration and Year-End Recognition: On Wednesday, June 3, 2026, Compass held an all-staff town hall, led by Liz Brenner, to showcase and celebrate department accomplishments across the organization. This provided an opportunity to recognize the collective work of our teams, highlight meaningful progress from the year, and reinforce the connection between department-level accomplishments and our broader organizational mission.

Staff Salary Schedules (Vote Item): The proposed 2026–27 staff salary schedules reflect a thoughtful balance between the projected state budget and the long-term sustainability of Compass's operating budget. The funds included in the proposed updates are being directed strategically to ensure Compass is prepared to meet the forecasted increase to the 2027 hourly minimum wage rate, which has a direct impact on salaried exempt wage thresholds.

Additionally, the proposed salary schedules support the addition of roles in the 2026–27 school year that will continue to directly serve scholars and staff. These updates reflect our continued commitment to recognizing staff suggestions and contributions while maintaining responsible fiscal planning.

As always, we appreciate the Board's continued partnership as we work to support and recognize the valuable contributions of Compass staff.

Employment Agreements: Employment agreement templates have been drafted for both certificated and classified staff. Upon approval of the 2026–27 staff salary schedules, the Human Resources team will finalize the agreements and provide them to staff prior to the start of the 2026–27 school year.

This work supports continued alignment, transparency, and consistency in employment documentation and will help ensure staff have clear information regarding their position, compensation, work year, and applicable employment terms for the upcoming school year.

Training & Development

The Three Pillars of Training and Development: Throughout the 2025–26 school year, the Training and Development Manager, in collaboration with key teams, continued to strengthen and expand Compass's professional development framework through the ongoing implementation of the Three Pillars: Trust and Inspire, Strength Deployment Inventory (SDI), and Restorative Practices. Together, these pillars have provided staff and leaders with a shared foundation for communication, collaboration, leadership development, and organizational culture-building.

Under the **Trust and Inspire** pillar, leadership teams continued to explore Covey principles focused on trust, culture, credibility, and self-reflection. "Leading at the Speed of Trust" was incorporated into monthly All Management Meetings, where leaders examined the 4 Cores of Credibility and practiced the 13 High Trust Behaviors. These sessions supported leaders in developing a shared language around trust and provided practical tools to strengthen team relationships and organizational effectiveness.

The Classified Community of Practice also continued its work with Covey's 7 Habits. After early-year participation was lower than expected, a Climate Circle was used to better understand staff needs and identify barriers to engagement. The feedback gathered through that process provided valuable insight and helped inform adjustments to the content and structure of future sessions. Since then, participation has improved, and staff have expressed interest in continuing the program next year.

The Training and Development Manager also began exploring broader Covey implementation opportunities through introductory "Leader in Me" presentations and staff interest sessions. Following an initial professional learning session and office hours, 18 staff members expressed interest in exploring how the Leader in Me framework could support Compass. Initial training is scheduled during the August conference and will serve as an exploration phase to determine the potential value and future fit for the organization.

The **Strength Deployment Inventory (SDI)** pillar continued to support team collaboration, relationship-building, onboarding, coaching, restorative conversations, and department-specific workshops. SDI concepts have been integrated into multiple areas of staff support and have helped teams better understand motivational values, communication styles, and sources of conflict. Additional SDI sessions, including new-hire training and department team-building sessions, are planned for the 2026–27 school year.

The **Restorative Practices** pillar continued to support staff connection and organizational culture through Community Building Circles, Climate Circles, and facilitated conversations. These structures have provided meaningful opportunities for staff and leadership to surface concerns, strengthen communication, and work toward resolution in a constructive and supportive manner. The Training and Development Manager has also pursued additional learning in facilitated harm conversations, allowing restorative practices to be adapted to the unique needs and structure of Compass.

Across all Three Pillars, the principles of Crucial Conversations continue to be encouraged and coached as a tool for honest, respectful, and productive communication.

Collectively, this work has helped create shared language across teams, strengthen staff connection, support conflict resolution, and provide leaders with practical tools to build trust and improve communication across the organization.

Looking Ahead to 2026–27: Looking ahead, the Training and Development Manager will continue to build upon the progress made through the Three Pillars, with a focus on practical application, staff connection, leadership support, and team effectiveness. Potential areas of continued development include Trust and Inspire principles, SDI-based team building and coaching, restorative practices supports, and further exploration of the Leader in Me framework.

These efforts will be guided by staff feedback, organizational priorities, and the evolving needs of the organization. As planning continues for fall in-service and the August all staff conference, professional learning will remain aligned to the theme **Planting Possibilities, Growing Futures**, with an emphasis on collaboration, connection, and tools that support staff, scholars, and the broader Compass community.

Riverside County Office of Education: There were no employees participating in the Riverside County Office of Education CTI credential program during the 2025–26 school year. The Training and Development team is exploring targeted outreach to determine whether there are interested staff candidates for the 2026–27 school year.

In Closing

With this progress in mind, I am proud of the work completed across the People Division this year and deeply appreciative of the efforts of our Human Resources and Training and Development Managers, Mr. Jesse Zamora and Ms. Debra LaCroix. The updates shared reflect meaningful growth, strengthened systems, improved communication, and continued investment in our people.

As we turn our attention to the 2026–27 school year, our division will continue to prioritize operational excellence, strategic service, and values-driven leadership. We remain focused on improving the systems, supports, and processes that allow staff to do their best work in service of scholars, families, and the broader Compass community.

Organizational changes have transpired since the last board of directors meeting. *Please see the enclosed worksheets titled Employee Additions Report and Employee Terminations Report.*

Human Resources Team

Key Accomplishment:
Successful Implementation & Launch of Paylocity

- Centralized HR, payroll, benefits, and employee self-service into one platform.
- Improved data accuracy, streamlined workflows, and reduced manual administrative burden.
- Strengthened timely, reliable staff support while advancing operational excellence.

Impact

- Better employee access to information and resources.
- Greater efficiency for HR and Payroll teams, supporting a stronger employee experience.

2026–27 Focus

Expand automation and streamline salary, benefits, and payroll workflows to create a more user-friendly one-stop HR resource.

Positions Posted: 24 | **Total Applicants: 674** | **Total Hires: 18**

Training & Development Team

Key Accomplishments

Trust and Inspire
- Speed of Trust training in All Management Meetings
- Focused concepts on real-time challenges

SDI Applications
- Individual team-building sessions
- Personal coaching sessions

Restorative Circles & Conversations
- Monthly Community-Building Circles
- Customized Climate Circles for senior leadership

Classified Community of Practice
- Redesigned with classified staff input
- Attendance has significantly improved

All-Staff In-Service Day Keynotes
- Change Model sessions offered to facilitate change within the organization
- Survey feedback indicates these sessions were well received

Customized Coaching & Conflict Resolution

Professional Learning Sessions
- Addressed stress and burnout associated with change
- Taught change-management strategies

Impact
- Strengthened trust, collaboration, and communication across teams
- Expanded coaching and professional learning to better support staff through change

2026–27 Focus
- Introduction of the Covey "Leader-in-Me" principles
- 2 cohorts of 9 people established
- Certification to begin in August

Compass Charter Schools (336061)

Employee Additions Report

5/1/2026 - 6/9/2026

Company Code	Preferred / First Name	Last Name	Position Title	Current Status	Tenure	Hire Date	Supervisor Name
336061	Mary	Chen	Teacher in Residence	Active	1 months	5/1/2026	Wingate, Kassandra

Compass Charter Schools (336061)
Employee Terminations Report
5/1/2026 - 6/9/2026

Company Code	Preferred / First Name	Last Name	Position Title	Current Status	Tenure	Hire Date	Supervisor Name

There were no terminations in this period

Coversheet

2026-27 Staff Salary Schedules

Section:	IX. People Division
Item:	B. 2026-27 Staff Salary Schedules
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT 2026-27 Salary Schedule - Certificated Staff.pdf DRAFT 2026-27 Salary Schedule - Support Staff.pdf DRAFT 2026-27 Salary Schedule - Admin Staff.pdf

Updated: 06.01.2026

BOD Approved:

2026-27 Certificated Salary Schedules

Counselor		Education Specialist		Supervising Teacher		Speech & Language Pathologist	
STEP	Salary	STEP	Salary	STEP	Salary	STEP	Salary
1	$71,329.00	1	$66,352.00	1	$66,352.00	1	$72,755.00
2	$73,112.23	2	$67,075.47	2	$66,601.93	2	$74,573.88
3	$74,940.03	3	$67,798.93	3	$66,851.86	3	$76,438.22
4	$76,813.53	4	$69,493.90	4	$67,101.79	4	$78,349.18
5	$78,733.87	5	$71,231.25	5	$67,351.72	5	$80,307.91
6	$80,702.22	6	$73,012.03	6	$69,035.51	6	$82,315.60
7	$82,719.77	7	$74,837.33	7	$70,761.40	7	$84,373.49
8	$84,787.77	8	$76,708.27	8	$72,530.44	8	$86,482.83
9	$86,907.46	9	$78,625.97	9	$74,343.70	9	$88,644.90
10	$89,080.15	10	$80,591.62	10	$76,202.29	10	$90,861.03
11	$91,307.15	11	$82,606.41	11	$78,107.35	11	$93,132.55
12	$93,589.83	12	$84,671.57	12	$80,060.03	12	$95,460.86
13	$95,929.57	13	$86,788.36	13	$82,061.53	13	$97,847.39
14	$98,327.81	14	$88,958.07	14	$84,113.07	14	$100,293.57
15	$100,786.01	15	$91,182.02	15	$86,215.90	15	$102,800.91
16	$103,305.66	16	$93,461.57	16	$88,371.30	16	$105,370.93
17	$105,888.30	17	$95,798.11	17	$90,580.58	17	$108,005.21
18	$108,535.51	18	$98,193.07	18	$92,854.09	18	$110,705.34
19	$111,248.90	19	$100,647.89	19	$95,166.22	19	$113,472.97
20	$114,030.12	20	$103,164.09	20	$97,545.37	20	$116,309.79

Longevity Stipend (Complete Years of Service)	
2-4.99 Years	$2,000.00
5 - 9.99 Years	$4,000.00
10-14.99 Years	$6,000.00
15 + Years	$8,000.00

Higher Education Stipend	
Masters	$1,500.00
Doctorate	$2,500.00

Updated: 06.01.2026
BOD Approved:

2026-27 Support Staff Hourly Schedule

STEP	Specialist II Hourly
1	$29.64
2	$30.38
3	$31.14
4	$31.92
5	$32.72
6	$33.53
7	$34.37
8	$35.23
9	$36.11
10	$37.02
11	$37.94
12	$38.89
13	$39.86
14	$40.86
15	$41.88

STEP	Specialist I Hourly
1	$24.61
2	$25.23
3	$25.86
4	$26.50
5	$27.16
6	$27.84
7	$28.54
8	$29.25
9	$29.98
10	$30.73
11	$31.50
12	$32.29
13	$33.10
14	$33.93
15	$34.77

STEP	Assistant Hourly
1	$20.23
2	$20.74
3	$21.25
4	$21.79
5	$22.33
6	$22.89
7	$23.46
8	$24.05
9	$24.65
10	$25.26
11	$25.90
12	$26.54
13	$27.21
14	$27.89
15	$28.58

Longevity Stipend (Complete Years of Service)	
2-4.99 Years	$2,000.00
5 - 9.99 Years	$4,000.00
10-14.99 Years	$6,000.00
15 + Years	$8,000.00

Higher Ed. Stipend	
Masters	$1,500.00
Doctorate	$2,500.00

Updated: 06.01.2026
BOD Approved:

2026-27 Administration (12-month)

Superintendent		Chief		Director	
STEP	Salary	STEP	Salary	STEP	Salary
1	$196,981.00	1	$149,739.00	1	$117,159.00
2	$201,905.53	2	$153,482.48	2	$120,087.98
3	$206,953.16	3	$157,319.54	3	$123,090.17
4	$212,126.99	4	$161,252.53	4	$126,167.43
5	$217,430.17	5	$165,283.84	5	$129,321.61
6	$222,865.92	6	$169,415.93	6	$132,554.65
7	$228,437.57	7	$173,651.33	7	$135,868.52
8	$234,148.51	8	$177,992.62	8	$139,265.23
9	$240,002.22	9	$182,442.43	9	$142,746.87
10	$246,002.28	10	$187,003.49	10	$146,315.54
11	$252,152.33	11	$191,678.58	11	$149,973.43
12	$258,456.14	12	$196,470.54	12	$153,722.76
13	$264,917.55	13	$201,382.31	13	$157,565.83
14	$271,540.48	14	$206,416.87	14	$161,504.98
15	$278,329.00	15	$211,577.29	15	$165,542.60

Longevity Stipend (Complete Years of Service)	
2-4.99 Years	$2,000.00
5 - 9.99 Years	$4,000.00
10-14.99 Years	$6,000.00
15 + Years	$8,000.00

Higher Education Stipend	
Masters	$1,500.00
Doctorate	$2,500.00

2026-27 Administration (12-month)

Manager (12-Month)		2026-27 Coordinator II (12-Month)		2026-27 Coordinator I (12-month)	
STEP	Salary	STEP	Salary	STEP	Salary
1	$98,523.00	1	$82,363.00	1	$72,384.00
2	$100,986.08	2	$84,422.08	2	$72,643.75
3	$103,510.73	3	$86,532.63	3	$72,903.50
4	$106,098.50	4	$88,695.94	4	$73,163.25
5	$108,750.96	5	$90,913.34	5	$73,873.00
6	$111,469.73	6	$93,186.17	6	$75,719.83
7	$114,256.47	7	$95,515.83	7	$77,612.82
8	$117,112.89	8	$97,903.72	8	$79,553.14
9	$120,040.71	9	$100,351.32	9	$81,541.97
10	$123,041.73	10	$102,860.10	10	$83,580.52
11	$126,117.77	11	$105,431.60	11	$85,670.03
12	$129,270.71	12	$108,067.39	12	$87,811.78
13	$132,502.48	13	$110,769.08	13	$90,007.08
14	$135,815.04	14	$113,538.31	14	$92,257.25
15	$139,210.42	15	$116,376.76	15	$94,563.69

2026-27 Administration (11-month)

2026-27 Manager (11-month)		2026-27 Coordinator II (11-month)		2026-27 Coordinator I (11-month)	
STEP	Salary	STEP	Salary	STEP	Salary
1	$88,708.00	1	$74,158.00	1	$66,352.00
2	$90,925.70	2	$76,011.95	2	$66,176.97
3	$93,198.84	3	$77,912.25	3	$67,081.94
4	$95,528.81	4	$79,860.05	4	$67,446.91
5	$97,917.03	5	$81,856.56	5	$67,811.88
6	$100,364.96	6	$83,902.97	6	$68,176.85
7	$102,874.08	7	$86,000.54	7	$69,881.27
8	$105,445.94	8	$88,150.56	8	$71,628.30
9	$108,082.08	9	$90,354.32	9	$73,419.01
10	$110,784.14	10	$92,613.18	10	$75,254.49
11	$113,553.74	11	$94,928.51	11	$77,135.85
12	$116,392.58	12	$97,301.72	12	$79,064.24
13	$119,302.40	13	$99,734.27	13	$81,040.85
14	$122,284.96	14	$102,227.62	14	$83,066.87
15	$125,342.08	15	$104,783.31	15	$85,143.54

Coversheet

Academic Division Updates

Section:	X. Academic Services
Item:	A. Academic Division Updates
Purpose:	FYI
Submitted by:	
Related Material:	Academic Division Board Update June 13, 2026.pdf

Academic Division Board Report Update June 13, 2026

I. Foundational Purpose & Core Values (ARTIC)

Our academic initiatives remain rooted in the core identity of our institution:

- **Mission:** To inspire and develop innovative, creative, self-directed learners, one scholar at a time.
- **Vision:** To create an innovative, collaborative, learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for future success.

The academic division continues to uphold the ARTIC values in all educational programming:

- **Achievement:** Encouraging scholars to engage in and take charge of their learning.
- **Respect:** Maintaining respectful interactions between scholars, learning coaches, and staff.
- **Teamwork:** Cooperatively working with all persons involved in a scholar's education.
- **Integrity:** Following strong ethical principles and academic honesty.
- **Communication:** Proactively communicating with all educational stakeholders.

II. Chief Academic Officer (CAO) Highlights

- Looking back at a great deal of accomplishments with departments– growing services, scholar participation and partnerships.
- Planning for next school year: continued focus on improved collaboration, accountability, and scholar support.

III. Departmental Updates

- **Academic Support**
    - **English Learner Progress Indicator (ELPI) Growth & RFEP Status**
        - Overall Growth Trends: +22.8% increase in scholars improving by at least one ELPI level.
        - Reclassification Milestones: Celebrating the 18 scholars reclassified as Fluent English Proficient (RFEP) and outlining the next steps for the 5 additional eligible scholars.
        - Our Cengage Pilot Group (76.4% improvement) outperformed the Non-Pilot Group (61.3% improvement) by over 15% .
    - **Scholar Support Counts**
        - 95 total Scholar Study Team (SST) referrals
        - 504 Plans: 137 scholars supported
        - Future Outlook: Planning for the hiring and onboarding of the incoming SST Specialist for the 26/27 school year.
    - **Scholar Success Semester 2 Results**
        - Early Literacy & Reading Support: Out of the 232 scholars that attended at least one session, 25% successfully tested out of intervention on EOY STAR (moved to on-watch/above)
        - Math Support Interventions: Out of the 181 scholars that attended at least one session, 32.1% successfully tested out of intervention on EOY STAR (moved to on-watch/above)
- **Counseling:** A look at this past SY…

- **CYBHI, Clinical Expansion & TadHealth Partnership**
  - Established a sustainable, TK-12 mental and behavioral system with TadHealth and added a dedicated Clinician for Tier 2/3 supports for all grade levels.
- **CSU Direct Admissions**
  - Launched direct admission pathways for seniors, removing barriers and increasing university accessibility.
- **IVC Dual Enrollment**
  - In the process of establishing partnership with Irvine Valley College, providing opportunities for scholars to earn college credits and improve scholar college career readiness..
- **Direct Service Impact**
  - The counseling team significantly increased touchpoints with scholars and families, providing robust academic, behavioral, and socio-emotional interventions schoolwide.
    - **2,112** Group attendance learning labs & small groups
    - 1**,204** 1:1 scholar sessions
    - **753** learning coach sessions
    - **75** counseling lessons

- **Engagement:** So far this year...
  - **Opportunities & Offerings**
    - 68 Field Trips
    - 179 Scholar Club Meetings
    - 46 Virtual Scholar Workshops
    - 111 Orientation Sessions
    - 30 Learning Coach Academy Sessions
    - 14 Fall Weeks of Welcome (WOW) Sessions
    - 12 Mini-WOW Sessions
  - **Ceremonies and Celebrations**
    - 3 Virtual Award Ceremonies (Online Elem/MS. Options Elem/MS, Online & Options HS
    - 10 End of Year Celebrations
      - 1 - Kindergarten Celebration
      - 1 - 5th Grade Culmination
      - 1 - Virtual 8th Social Celebration
      - 1 - Virtual 12th Social Celebration
      - 3 - 8th Grade Promotion Ceremonies
      - 3 - 12th Grade Graduation Ceremonies
  - **All Scholars & Engagemen**t
    - 1,509 Field Trip Registrations
    - 1,052+ Scholar Club Registrations
    - 571+ Virtual Scholar Workshop Registrations
    - 161+ Events Survey Responses Reviewed
    - 358+ Virtual Engagement Event Survey Responses Reviewed
    - 97% Satisfaction Rating across all Engagement offerings
  - **Engagement Registrations** of All Scholars & Special Populations as of June 3, 2026
    - 32% of All Scholars Registered for 1 or more Engagement Offerings
    - 32% of SED Scholars Registered for 1 or more Engagement Offerings
    - 23% of EL Scholars Registered for 1 or more Engagement Offerings
    - 25% of Foster Scholars Registered for 1 or more Engagement Offerings (*n*=4)

        - 29% of MKV Scholars Registered for 1 or more Engagement Offerings
    - **Engagement Participations of All Scholars & Special Populations as of June 3, 2026**
        - 22% of All Scholars Participated in 1 or more Engagement Offerings
        - 21% of SED Scholars Participated in 1 or more Engagement Offerings
        - 13% of EL Scholars Participated in 1 or more Engagement Offerings
        - 0% of Foster Scholars Participated in 1 or more Engagement Offerings (*n*=4)
        - 17% of MKV Scholars Participated in 1 or more Engagement Offerings
- **Online Learning**

  Looking at this past year:
    - **Elementary:**
        - Focus on writing this year across K-5
        - Increased learning lab attendance with science kits
        - Continued choice boards for scholars to demonstrate learning through different assessment choices
        - Increased art offerings for all scholars in k-5 based on educational partner feedback.
    - **Middle School:**
        - Increased middle school supplemental curriculum for additional learning choices which also included iXL lessons and activities.
        - Scholars completed portfolios that were directly connected to the Scholar Profile for holistic tracking.
    - **High School:**
        - High School Monthly Assemblies hosted by the Online coordinator to increase scholar engagement and build relational capacity between scholars and staff, including counseling department to provide additional support for scholars
        - Weekly homeroom lessons and monthly assemblies focused on AVID strategies and how scholars can implement those strategies.
- **Options Learning**
    - **Early Explorers (EE):**
        - Seven teachers completed the P3 credential through our partnership with SDCOE, and seven more STs signed up for the 26-27 cohort!
    - **Options 1-8**
        - Completed a year of “Back to Basics and Best Practices” PD during our team meetings in collaboration with the Options ILT.
        - The Options team continues to lead the exploration of an LMS and is currently looking at its top two choices: Empower and Scout.
    - **Options High School**
        - In an end of course survey, ~100 scholars reported strong satisfaction with engaging, relevant, supportive courses and the use of Google Classroom, while recommending greater interactivity, clearer expectations and feedback, more assignment choices and visual supports, stronger real-world connections, and a more streamlined single-platform experience.
        - Celebrating launching and growth of the Options HS program, positioned for continued improvement in services and support for scholars.
        - Rigor with Flexibility -positive change in body of work weekly upload
        - Researched, implemented, and successfully navigated Google Classroom as an LMS with positive scholar feedback.
- **Special Education:**

- Compass currently has 362 scholars with IEPs, 91 of which need extensive support and 223 scholars receiving Speech and Language.
- Scholars using Teachtown scored an average of 31.5 on the beginning assessment and ended the year with an average of 71, an increase of 147% and over 2200 concepts/standards mastered with over 5000 skills mastered.
- Compass has conducted 63 initial assessments this school year.

- **Staff Support:**
  - STAR participation rates as of 6/4, continuing to test through 6/9:
    - Early Lit: 92.70%
    - Reading: 91.65%
    - Math: 90.93%
  - 16 Professional Learning Staff Support-led sessions for the 25-26 school year
  - CAASPP Participation Rates
    - LA: 95.09% | SD: 93.44% | Yolo: 90.98%
    - CAA Completion Gains (24-25 → 25-26)
      - LA: 76% → 85%
      - SD: 78% → 83%
      - Yolo: 83% → 83%

Questions & Comments The Academic Division is available for further discussion on any items presented in this report.

Coversheet

Basic Supplies for Scholars - Quote

Section: X. Academic Services
Item: B. Basic Supplies for Scholars - Quote
Purpose: Vote
Submitted by: Greg Cohen
Related Material: Quote- Basic Supplies for Scholars - School Supply Boxes 2026_06.pdf

BACKGROUND:

The Basic School Supplies Project, an initiative developed through the Compass Change Process, is intended to provide all scholars, prior to the start of the school year, grade appropriate essential school supplies (e.g., pencils, notebooks, tape, planner). Families can still order additional and custom supplies, as well as curriculum and services, that support their learning needs and goals.

Benefits include:

- ensuring scholars begin the year with needed supplies
- reducing administrative ordering burdens on families and staff
- allowing more time to focus on collaboratively planning out the new school year
- potential cost savings that could provide more resources to families - due to bulk pricing, the Community Providers department estimates the average individual supply box sent to a family is significantly less expensive then when similar supplies are purchased individually

The quote for School Supply Boxes provides essential supplies for all new and returning scholars. New scholars will receive a more robust collection, while returning scholars receive a “refresh.” Material selection was curated by staff and analysis of previous ordering data. This quoted cost of $138,437.10 will cover anticipated scholars starting next school year, as well as scholars enrolling throughout the school year.

The vendor, School Supply Boxes, was selected following a vendor review process that included two other vendors, satisfying good faith requirements. The project team selected School Supply Boxes based on competitive pricing, strong product offerings, flexibility in meeting Compass-specific logistical needs, capacity for large-scale direct-to-home fulfillment, and ability to support future branded materials.

RECOMMENDATION:

Approval of $138,437.10 to School Supply Boxes to send appropriate materials and supplies efficiently to scholars upon starting the school year for the 2026-2027 school year.

Quote

Quote #D990

Issue Date June 2, 2026

Supplier

School Supply Boxes
2866 West Pike Road
Indiana, Pennsylvania
United States - 15701

Contact@schoolsupplyboxes.com

8142446101

Item	Unit Price	Qty.	Net Price	Disc.	Total
Compass Charter School - High School Returning Kit SKU:	USD 38.50	490	USD 38.50	0%	USD 18,865.00
Compass Charter School - High School Starters Kit SKU:	USD 89.18	85	USD 89.18	0%	USD 7,580.30
Compass Charter School - Little Starters Kit SKU:	USD 93.56	340	USD 93.56	0%	USD 31,810.40
Compass Charter School - Littles Returning Kit SKU:	USD 50.98	650	USD 50.98	0%	USD 33,137.00
Compass Charter School - Middles Returning Kit SKU:	USD 38.44	810	USD 38.44	0%	USD 31,136.40
Compass Charter School - Middles Starters Kit SKU:	USD 79.54	200	USD 79.54	0%	USD 15,908.00

SUBTOTAL	USD 138,437.10
SHIPPING	USD 0.00
TAX	USD 0.00
TOTAL	USD 138,437.10

Total Paid	USD 0.00	Amount Due	USD 138,437.10

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Coversheet

Annual Recognitions

Section:	XI. Superintendent's Report
Item:	A. Annual Recognitions
Purpose:	FYI
Submitted by:	
Related Material:	2026 Anniversaries - 5 and 10 year .pdf

2026 Five and Ten Year Anniversaries

Five Year Anniversaries:

Susan Barry - Education Specialist
Nicole Bellanca - Supervising Teacher
Rebecca Clifford - Supervising Teacher
Tanya Coe - Supervising Teacher
Rachael Coughlin - Options Coordinator
Melissa Cypher - Supervising Teacher
Anna D'Agostin - Education Specialist
Kelly Darley - Resource Specialist
Shannon Fowler - Supervising Teacher
Danielle Gamez - Chief Business Officer
Jessenia Helsley - Supervising Teacher
Lauren Jeffries - Special Education Coordinator
Debra LaCroix - Training & Development Manager
Gina Lopez - ELL Tutor
Andrea McCormick - Education Specialist
Jazmine Megia - College & Career Counselor
Annette Metten - Supervising Teacher
Luis Navarrete - Data Specialist
Corey Reynoso - Supervising Teacher
Siobhann Shore - Education Specialist
Heberto Valladares - Supervising Teacher
Tami Zaccaro - Special Education technician
Jesse Zamora - Human Resources Manager
Sheila Villalobos - Supervising Teacher

Ten Year Anniversaries:

Melissa Collier - Supervising Teacher
Danielle Del Negro - Coordinator
Sarah Eagleton - Supervising Teacher
Dario Eminente - Enrollment Specialist
Jeanne Hlebo - Community Providers Manager
Andrea Lomeli - Supervising Teacher
Silvia Neri - Records Specialist
Jacob Samples - Counselor
Kristy Smith - Supervising Teacher
Kari Watt - Supervising Teacher
Michelle Whitney - Instructional Coach
Amy Wormald - Supervising Teacher