

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

2019-20 Plan Summary

The Story

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

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

Scholars attend school primarily from home, supervised by a learning coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a teacher but usually does not take classes with other scholars every day. The scholar works independently. Scholars who participate in independent study take the same courses as scholars in regular classes. Some reasons why scholars choose Independent study programs are because:

- it is designed to help scholars who have health problems,
- they are parents,
- they are gifted,
- they require more time in certain subjects,
- activities such as acting, dancing, and athletics require time during the normal school day,
- they are working,
- they are looking for flexibility,
- they find that regular classroom settings do not meet their needs, or
- with the growing number of violent episodes on school campuses, they are looking for a safe environment.

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

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

LCAP Highlights

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

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

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

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

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

Review of Performance

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

Greatest Progress

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

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

Greatest Needs

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

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

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

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

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

Performance Gaps

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

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

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

CCS of San Diego will monitor and evaluate the implementation of effectiveness of the CSI plan to support scholar and Charter School improvement by working with the California Collaborative for Educational Excellence (CCEE). Through bi-monthly meetings, the CCS of San Diego Team and the CCEE Team will build capacity in the instructional systems through continuous improvement, incorporate a holistic and integrated approach, apply technical and adaptive methods to attain immediate and transformational change, focus on collaboration and solution building, and utilizing innovation to drive equity and access for all scholars. The teams will review what the scholars are doing, what the teachers are doing, how the scholars and teachers are interacting with each other and with the core content, and what the instructional content looks like. The teams will review work completion during learning periods, feedback provided to scholars, quarterly benchmarks, attendance rates, and personalized learning plans. As strengths are identified, the teams will reflect on the factors that are making the progress possible. As areas of opportunity are identified, the teams will reflect on the strategies that need to continue with fidelity, to modify or add interventions that are not achieving the needed progress or discontinuing or replacing strategies that are not supporting the scholars and teachers to meet the goals.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Increase academic achievement at Compass Charter Schools of San Diego.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected

Actual

<p>2016-17 Baseline - SBAC ELA at 38%</p> <p>2017-18 – Increase the percent of scholars who score met or exceeds standard mastery by 3% to 41%.</p>	<p>2017-18 - SBAC ELA at 46.31%</p> <table border="1"> <tbody> <tr> <td>All Students</td> <td>46.31%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>42.19%</td> </tr> <tr> <td>Students with Disabilities</td> <td>18.75%</td> </tr> <tr> <td>Latino</td> <td>50%</td> </tr> <tr> <td>White</td> <td>43.28%</td> </tr> <tr> <td>Two or More Races</td> <td>53.34%</td> </tr> </tbody> </table>	All Students	46.31%	Economically Disadvantaged	42.19%	Students with Disabilities	18.75%	Latino	50%	White	43.28%	Two or More Races	53.34%
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Two or More Races	53.34%												
<p>2016-17 Baseline – SBAC Math at 17%</p> <p>2017-18 – Increase the percent of scholars who score met or exceeds standard mastery by 3% to 20%.</p>	<p>2017-18 – SBAC Math at 14.79%</p> <table border="1"> <tbody> <tr> <td>All Students</td> <td>14.79%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>13.12%</td> </tr> <tr> <td>Students with Disabilities</td> <td>0%</td> </tr> <tr> <td>Latino</td> <td>14.82%</td> </tr> </tbody> </table>	All Students	14.79%	Economically Disadvantaged	13.12%	Students with Disabilities	0%	Latino	14.82%				
All Students	14.79%												
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Expected	Actual	
	White	15.87%
	Two or More Races	15.38%
2017-18 – Set Baseline for CAST	2018-19 – Set Baseline for CAST, Scores Unavailable until 2019	
2018-19 - Set Baseline for Istation ELA Assessments	2018-19 – Percent of scholars at or above grade level on Istation ELA assessments at (Data not available at this time)	
2018-19 – Set Baseline for Istation Math Assessments	2018-19 – Percent of scholars at or above grade level on Istation Math assessments at (Data not available at this time)	
2017-18 Baseline – Honor Roll at 43% 2018-19 – Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 3% to 46%	2018-19 – Percent of scholars on the Honor Roll at (Data not available at this time)	
2017-18 –Baseline for EL Reclassification Rate at 20% 2018-19 – Maintain or increase EL Reclassification Rate	2018-19 – Reclassification Rate at (Data not available at this time)	
2017-18 – Baseline – Seniors eligible for graduation at 83% 2018-19 – Increase the percent of Seniors eligible for graduation by 3% to 84%	2018-19 – 68% of Seniors eligible for graduation	
2017-18 – Baseline – Attendance Rate at 96.63% 2018-19 – Increase Attendance Rate to 97%	2018-19 – Attendance Rate at 97.18% for P2	

Actions / Services

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

Action 1.1

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

Action 1.2

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

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

Action 1.3

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

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

Action 1.4

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

Action 1.5

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budget expenditures and estimated actual expenditures.

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Annual Measurable Outcomes

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

Actions / Services

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

Action 2.1

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

Action 2.2

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

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

Action 2.3

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

Action 2.4

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budget expenditures and estimated actual expenditures.

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

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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

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

Impact on LCAP and Annual Update

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

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

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

Planned Actions / Services

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

Action 1.1

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 1.2

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 1.3

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 1.4

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 3, 4, 5

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

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

Planned Actions / Services

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

Action 2.1

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

Year 2019-20

Amount

0

Source

Budget Reference

No Additional Expense

Action 2.2

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

Year 2019-20

Amount 7,383

Source LCFF Base

Budget Reference 5830

Action 2.3

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 2.4

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

Year 2019-20

Amount

0

Source

Budget Reference

No Additional Cost

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

New Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 1, 2, 3, 4

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

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

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

Planned Actions / Services

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

Action 3.1

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 3.2

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

New Goal-

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 3, 4, 5

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 4.1

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 4.2

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 4.3

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.

Budgeted Expenditures

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

Action 4.4

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

Students to be Served:

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

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

Location(s):

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

CCS of San Diego

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

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

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 535,937

7.85%

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

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

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

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

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

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

7. Provide increased services to ELs

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

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(A) enrolled less than 31 days

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

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

(i) are enrolled in a Non-Public School

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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