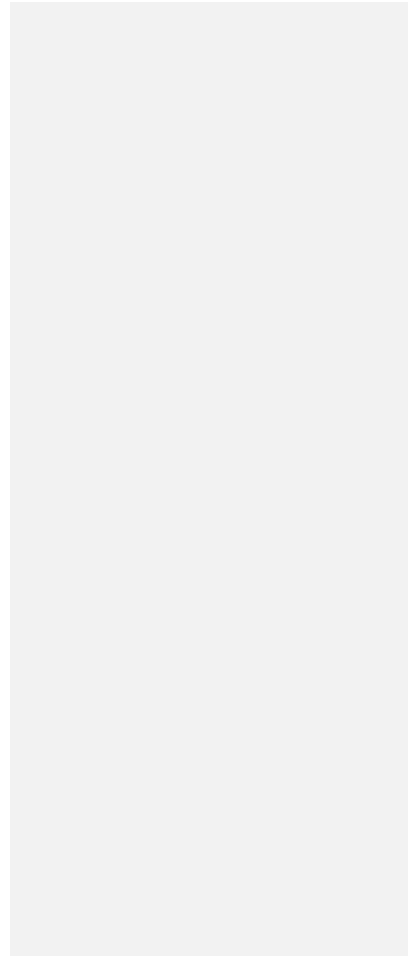California Department of Education

COMPASS CHARTER SCHOOL – YOLO
(Authorizer: Winters Joint Unified School District)
2019-20 Annual Update
for the 2017-20 Local Control Accountability Plan

J.J. Lewis, CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361

DRAFT #1

DRAFT FOR PUBLIC HEARING - March 22, 2020

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency's (LEA's) goals from the prior year Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
SBAC ELA (Met or Exceeded Standard) ● 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)	SBAC ELA (Baseline - Spring 2020 will be the first administration of SBAC)
SBAC Math (Met or Exceeded Standard) ● 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)	SBAC Math (Baseline - Spring 2020 will be the first administration of SBAC)

CAST (Met or Exceeded Standard)	CAST (Baseline - 2020 Administration)
- 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)	100% Grade 5 (Online Program) 43% Grade 5 (Options Program) 0% LEA eligible Grades 10, 11 or 12 (Online Program) 100% LEA eligible Grades 10, 11 or 12 (Options Program)
Percent of scholars at or above grade level on Internal ELA assessments - Online Elementary School (grades K-5) - Options Elementary School (grades TK-5) - Online Middle School (grades 6-8) - Options Middle School (grades 6- 8)	Percent of scholars at or above grade level on Internal ELA assessments (September 2019) 0% Online Elementary School (grades K-5) 90% Options Elementary School (grades TK-5) 38% Online Middle School (grades 6-8) 65% Options Middle School (grades 6- 8)
Percent of scholars at or above grade level on Internal Math assessments - Online Elementary School (grades K-5) - Options Elementary School (grades TK-5) - Online Middle School (grades 6-8) - Options Middle School (grades 6- 8)	Percent of scholars at or above grade level on Internal Math assessments (September 2019) 0% Online Elementary School (grades K-5) 96% Options Elementary School (grades TK-5) 53% Online Middle School (grades 6-8) 59% Options Middle School (grades 6- 8)
Percent of scholars eligible for Honor Roll - 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 eligible for Honor Roll - Semester 1 Results 0% Online Elementary School (grades K-5) - XX% Options Elementary School (grades TK-5) <1% Online Middle School (grades 6-8) - XX% Options Middle School (grades 6- 8) <1% Online High School (grades 9-12) - XX% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic ELA Assessments - 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 at or above grade level on Diagnostic ELA Assessments (Baseline) 38% Online Middle School (grades 6-8) 65% Options Middle School (grades 6- 8) 25% Online High School (grades 9-12) 29% Options High School (grades 9-12)

Commented [1]: +ksmith@compasscharters.org - DO you have the data for this? Thank you!
Assigned to Kristy Smith

Percent of scholars at or above grade level on Diagnostic Math Assessments • 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 at or above grade level on Diagnostic Math Assessments (Baseline) • 53% Online Middle School (grades 6-8) • 59% Options Middle School (grades 6- 8) • 11% Online High School (grades 9-12) • 21% Options High School (grades 9-12)
Constructed Response Writing Prompt	Constructed Response Writing Prompt - Baseline - Data available April 2020
EL Reclassification Rate • 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)	EL Reclassification Rate - Baseline - Spring 2020 will be the first administration of ELPAC
Percent of High School Seniors eligible for Graduation • Online High School Seniors • Options High School Seniors	Percent of High School Seniors eligible for Graduation (Baseline) • 38% Online High School Seniors • 90% Options High School Seniors
Attendance Rates • 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)	Attendance Rates - (Baseline - Data available April 2020) • 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)

Actions / Services

Action 1.1

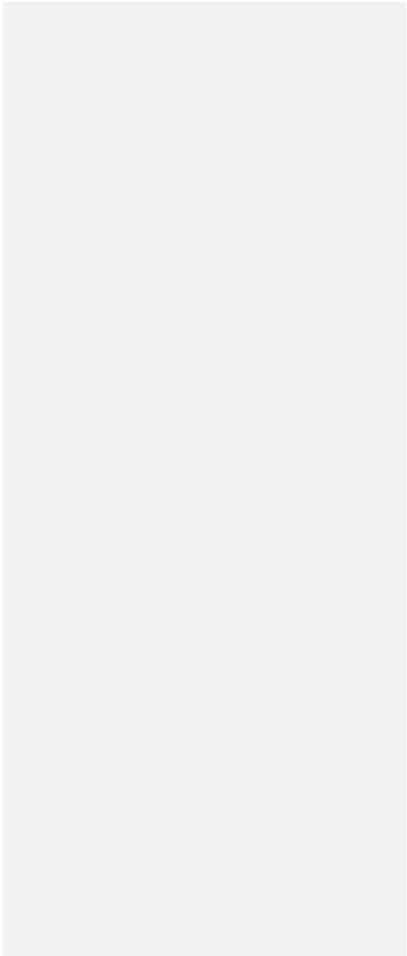| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.	Actions/Services were implemented as planned.	2,679,705 LCFF Base LCFF S&C Title I 1100, 4100, 4200, 4410	Actuals: $1,681,728* Estimate: $ 1,201,234 TOTAL: $ 2,882,963 *Actuals through 1/31/2020 (+7.6 %)

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Actions/Services were implemented as planned.	60,587 LCFF S&C Title I 1200, 2100	Actuals: $ 45,331* Estimate: $ 32,380 TOTAL: $ 77,711 *Actuals through 1/31/2020 (+28.3%)

Action 1.3

| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Actions/Services were implemented as planned.	64,760 LCFF Base Title II 5200, 5210	Actuals: $ 51,011* Estimate: $ 13,749 TOTAL: $ 64,760 *Actuals through 1/31/2020

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.

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Actions/Services were implemented as planned.	12,051 LCFF Base 2200, 2400	Actuals: $ 9,297* Estimate: $ 6,641 TOTAL: $15,935 *Actuals through 1/31/2020 (+32.3%)
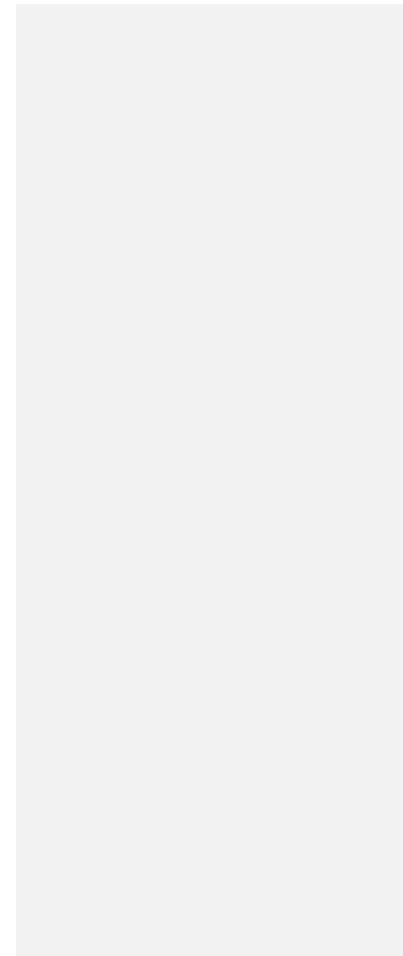
logs and work samples by the date. Examples include a note of thanks, class message, recognition in the Compass Newsletter and/or class challenge.			

Analysis

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

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

All actions/services were implemented as planned.

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

Our baseline using state Smarter Balanced Assessment Consortium (SBAC) data will be established with the first administration in the Spring of 2020. Data which is currently available reflects the first year of the school's operation, and indicates there are several areas of need in order to increase scholar achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Compass Charter Schools of Yolo began operation in the Fall of 2019. As such, there was no CA Dashboard data available for reflection from 2019. This goal will be included
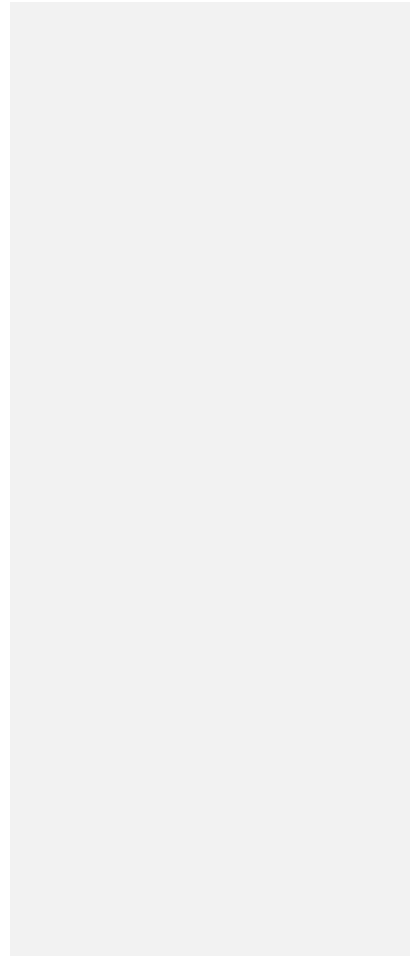
in the 2020-23 LCAP, and the metrics will be refined to provide differentiated data according to the specific Compass program (ie. Online and Options).

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

Annual Measurable Outcomes

Expected	Actual
Attendance Rates ● 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)	Attendance Rates - Baseline - Data available April 23, 2020 ● XX% Online Elementary School (grades K-5) ● XX% Options Elementary School (grades TK-5) ● XX% Online Middle School (grades 6-8) ● XX% Options Middle School (grades 6-8) ● XX% Online High School (grades 9-12) ● XX% Options High School (grades 9-12)
Number of scholar clubs	16 Scholar clubs – as of March 2020
Parent Advisory Council meeting minutes and Board Minutes	Parent Advisory Council meeting minutes and Board Minutes – 2 out of 4 meetings have been held. https://app2.boardontrack.com/public/vlrxGa/home
Scholar Leadership Council meeting minutes and Board Minutes	Scholar Leadership Council meeting minutes and Board Minutes – 3 out of 4 meetings have been held. https://app2.boardontrack.com/public/vlrxGa/home

Commented [2]: +jfranco@compasscharters.org is this correct?
Assigned to Jessica Franco

Participation in Parent/Teacher Conferences	100% Participation in Parent/Teacher Conferences
Participation in Satisfaction/LCAP Survey	Participation in Satisfaction/LCAP Survey (Baseline 2020) 36%
Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) ● 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) ● XX% Online Elementary School (grades K-5) ● XX% Options Elementary School (grades TK-5) ● XX% Online Middle School (grades 6-8) ● XX% Options Middle School (grades 6-8) ● XX% Online High School (grades 9-12) ● XX% Options High School (grades 9-12)
Suspension Rate ● 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)	Suspension Rate (Baseline - Data available June 2020) ● XX% Online Elementary School (grades K-5) ● XX% Options Elementary School (grades TK-5) ● XX% Online Middle School (grades 6-8) ● XX% Options Middle School (grades 6-8) ● XX% Online High School (grades 9-12) ● XX% Options High School (grades 9-12)
Award Recognition Program	Award Recognition Program ● 25 Scholars of the Month ● 385 Perfect Attendance

> **Commented [3]:** I just go clarification on what data we need for this metric and am waiting for Jessica to provide the data.
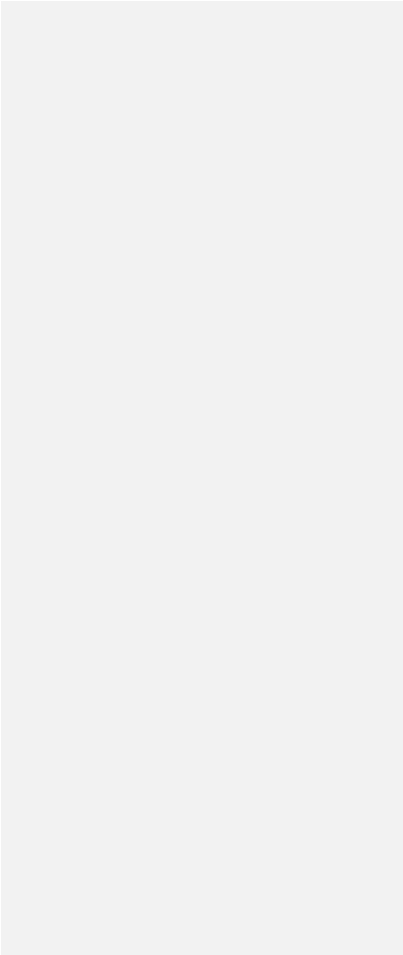
Actions / Services

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Actions/Services were implemented as planned.	0	No costs incurred to provide these actions/services

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			

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Actions/Services were implemented as planned.	4,857 LCFF Base 5830	Actuals: $ 1,409* Estimate: $ 3,448 TOTAL: $ 4,857 *Actuals through 1/31/2020

| 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.			

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Actions/Services were implemented as planned.	14,571 LCFF Base 5830	Actuals: $4,228* Estimate: $10,343 TOTAL: $14,571 *Actuals through 1/31/2020

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, applications, phone calls, emails and mail, scheduling activities, scheduling Options events and classes. The Engagement Committee will be responsible to outreach to families to increase engagement, organizing and posting events and handling field trip plans.	Actions/Services were implemented as planned.	0	No costs incurred to provide these actions/services

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.
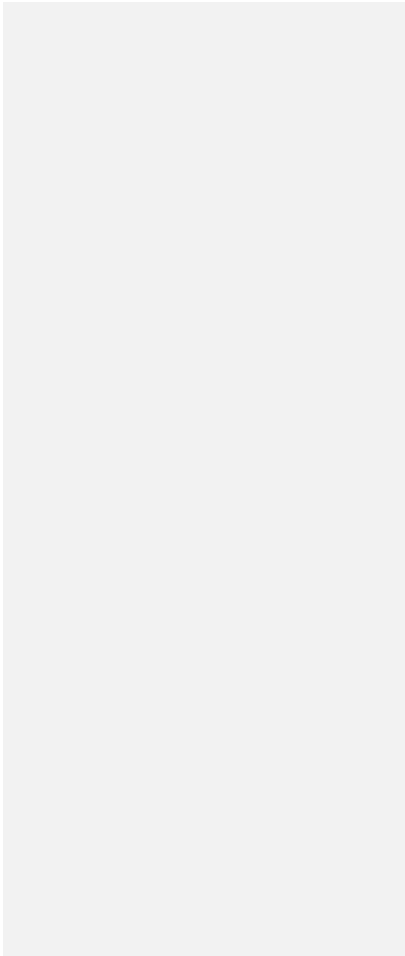
Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

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

Compass Charter Schools of Yolo started operation in Fall 2019. The metrics established to measure scholar and parent engagement indicate this is an area of growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Since Compass Charter Schools of Yolo opened in the Fall of 2019, there was no data on the 2019 CA Dashboard. The goal for the 2020-23 plan will be revised to focus solely on family engagement and involvement. Additionally, the metrics for this goal will be revised; we will remove the attendance as it is already captured in goal 1, and the Scholar Retention metric will be added to a new goal.
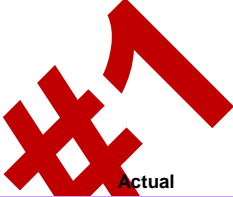
Goal 3

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.
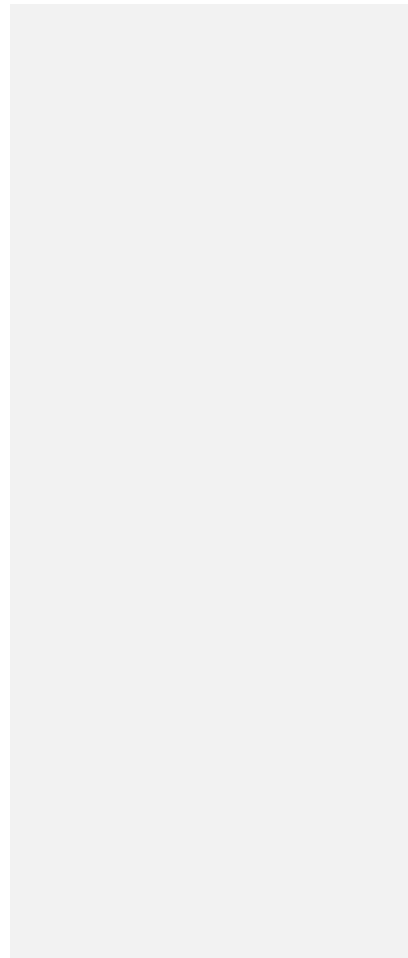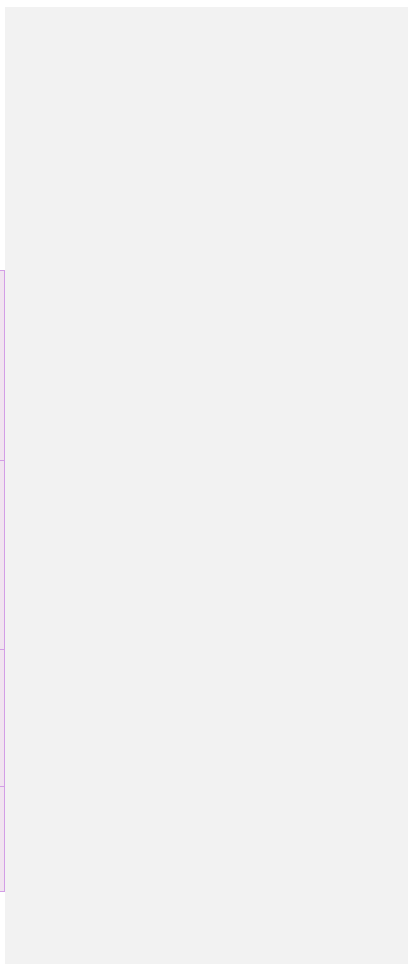
State and/or Local Priorities addressed by this goal:

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

Local Priorities: 1, 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
SBAC ELA (Met or Exceeded Standard) ● 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)	SBAC ELA (Baseline - Spring 2020 will be the first administration of SBAC)
SBAC Math (Met or Exceeded Standard) ● 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)	SBAC Math -(Baseline - Spring 2020 will be the first administration of SBAC)
CAST (Met or Exceeded Standard) ● Grade 5 (Online Program) ● Grade 5 (Options Program) ● LEA eligible Grades 10, 11 0r 12 (Online Program) ● LEA eligible Grades 10, 11 0r 12 (Options Program)	CAST (Met or Exceeded Standard) Baseline 2020 Administration ● 100% Grade 5 (Online Program) ● 43% Grade 5 (Options Program) ● 0% LEA eligible Grades 10, 11 or 12 (Online Program) ● 100% LEA eligible Grades 10, 11 or 12 (Options Program)
Percent of scholars at or above grade level on Internal ELA assessments ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5)	Percent of scholars at or above grade level on Internal ELA assessments (Baseline) ● 0% Online Elementary School (grades K-5) ● 90% Options Elementary School (grades TK-5)

● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8)	● 38% Online Middle School (grades 6-8) ● 65% Options Middle School (grades 6-8)
Percent of scholars at or above grade level on Internal Math assessments ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8)	Percent of scholars at or above grade level on Internal Math assessments (Baseline) ● 0% Online Elementary School (grades K-5) ● 96% Options Elementary School (grades TK-5) ● 53% Online Middle School (grades 6-8) ● 59% Options Middle School (grades 6-8)
Percent of scholars eligible for Honor Roll ● 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 eligible for Honor Roll (Baseline) ● 0% Online Elementary School (grades K-5) ● XX% Options Elementary School (grades TK-5) ● <1% Online Middle School (grades 6-8) ● XX% Options Middle School (grades 6-8) ● <1%Online High School (grades 9-12) ● XX% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic ELA Assessments ● 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 at or above grade level on Diagnostic ELA Assessments (Baseline) ● 38% Online Middle School (grades 6-8) ● 65% Options Middle School (grades 6-8) ● 25% Online High School (grades 9-12) ● 29% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic Math Assessments ● 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 at or above grade level on Diagnostic Math Assessments (Baseline) ● 53% Online Middle School (grades 6-8) ● 59% Options Middle School (grades 6-8) ● 11% Online High School (grades 9-12) ● 21% Options High School (grades 9-12)
EL Reclassification Rate ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8)	EL Reclassification Rate (Baseline - Spring 2020 will be the first administration of ELPAC)

Commented [4]: +ksmith@compasscharters.org - Do you have the data for this? _Assigned to Kristy Smith_

• Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	
Percent of High School Seniors eligible for Graduation • Online High School Seniors • Options High School Seniors	Percent of High School Seniors eligible for Graduation (Baseline) • 100% Online High School Seniors • 75% Options High School Seniors
Attendance Rates • 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)	Attendance Rates (Baseline - Data available June 2020) • XX% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • XX% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • XX% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Constructed Response Writing Prompt	Constructed Response Writing Prompt (Baseline - Data available April 2020)
Policies, Procedures, and Training Log	Policies, Procedures, and Training Log – (Baseline - Data available June 2020)
Resource Log	Resource Log – (Baseline - Data available June 2020)

Commented [5]: +jlewis@compasscharters.org - This is marked as stuck in Monday.com. Mae was supposed to circle back with you on this metric. From what I was told, you had mentioned something abut this being for achievement and engagement in special populations and adding Gabi as the owner for this task. Can you clarify what this metric is supposed to be? and how is pulling the data for this? Thank you and have a great day!
Assigned to J.J. Lewis

Actions / Services

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities to provide full services to the scholars. Homeless and Foster Youth will be supported through the enrollment process to include transferring credits, ensuring correct placement, and added supports in the PLP. All	Actions/Services were implemented as planned.	32,444 LCFF S&C 1200, 2200	Actuals: $* Estimate: $ TOTAL: $ *Actuals through 1/31/2020

|			
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.			

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Actions/Services were implemented as planned.	19,011 LCFF S&C Title IV 4430	Actuals: $ 4,606* Estimate: $14,405 TOTAL: $19,011 *Actuals through 1/31/2020

Analysis

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

Describe the overall implementation of the actions/services to achieve the articulated goal.
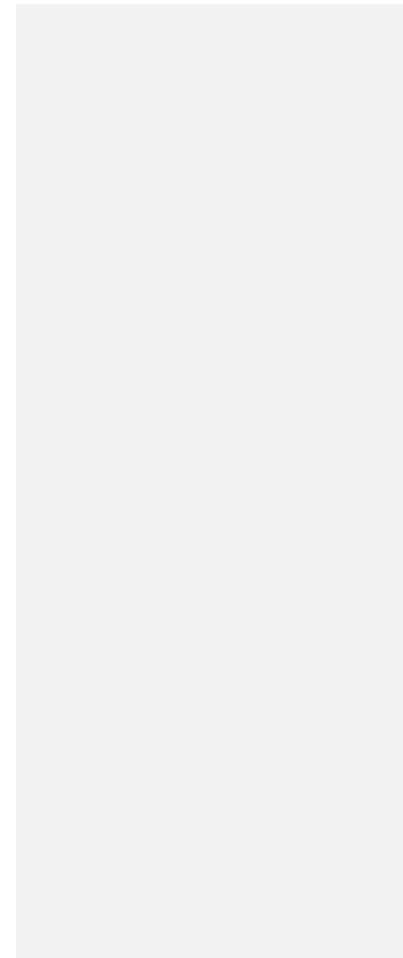
All actions/services were implemented as planned.

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

CCS started operation in Fall 2019. The metrics were established to measure the engagement and achievement of unduplicated scholars and scholars with disabilities, but as a school in its first year of operation, the data indicates this is an area of growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.
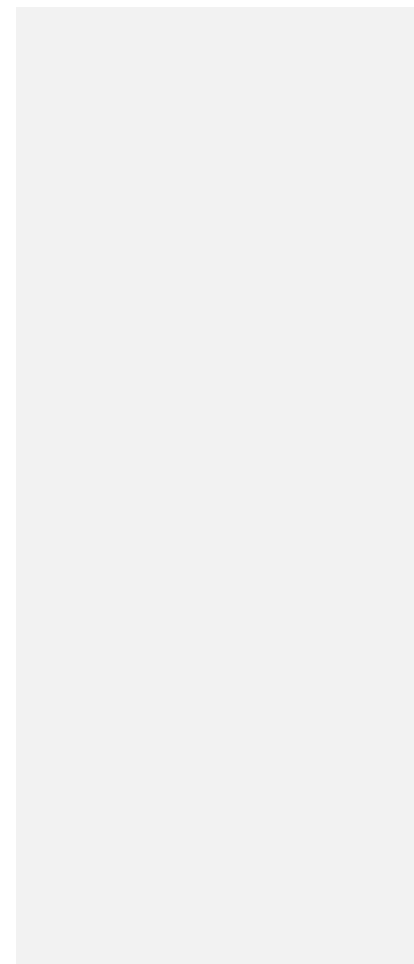
Since CCS opened in the Fall of 2019, there was no data on the 2019 CA Dashboard. For the 2020-23 LCAP, we will be deleting this goal but will retain the actions and metrics through inclusion in the goals of the new 2020-23 plan. We will also be removing CAST, and moving actions for unduplicated pupil groups metrics to Goal 1.

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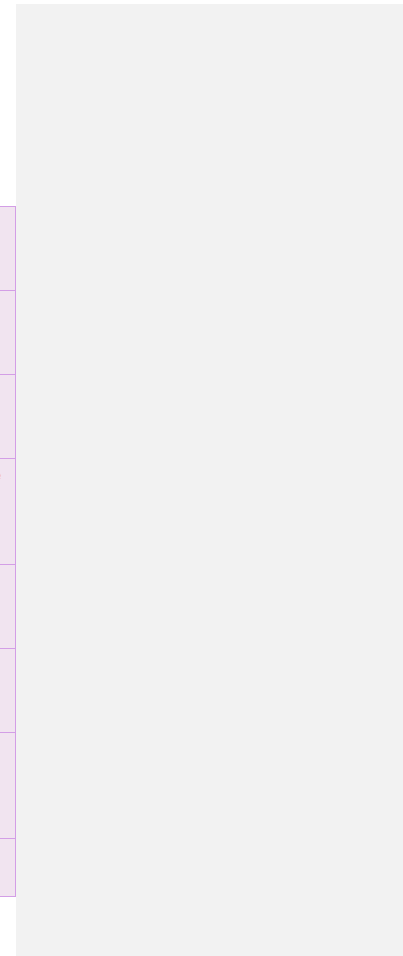
State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
Graduation Rate ● Online High School Seniors ● Options High School Seniors	Graduation Rate (Baseline - Data available July 2020) ● Online High School Seniors ● Options High School Seniors
4 Year Cohort Graduation Rate ● Online High School Seniors enrolled in grades 9-12 ● Options High School Seniors enrolled in grades 9-12	4 Year Cohort Graduation Rate (Baseline - Data available July 2020) ● Online High School Seniors enrolled in grades 9-12 ● Options High School Seniors enrolled in grades 9-12
5 Year Cohort Graduation Rate ● Online High School Seniors enrolled in grades 9-12 + 5th year ● Options High School Seniors enrolled in grades 9-12 + 5th year	5 Year Cohort Graduation Rate (Baseline - Data available July 2020) ● Online High School Seniors enrolled in grades 9-12 + 5th year ● Options High School Seniors enrolled in grades 9-12 + 5th year
A-G Course Completion at end of Grade 12 ● Online High School Seniors ● Options High School Seniors	A-G Course Completion at end of Grade 12 (Baseline - Data available June 2020) ● Online High School Seniors ● Options High School Seniors
AP Passage (3 or Higher) Rate ● Online High School Seniors ● Options High School Seniors	AP Passage (3 or Higher) Rate (Baseline - Data available July 2020) ● Online High School Seniors ● Options High School Seniors
CTE Course Enrollment and Passage Rate ● Online High School Seniors ● Options High School Seniors	CTE Course Enrollment and Passage Rate ● 0% Online High School Seniors ● 0% Options High School Seniors
EAP Ready or Conditionally Ready Rates ● Online High School Juniors ● Options High School Juniors	EAP Ready or Conditionally Ready Rates (Baseline - Spring 2020 will be the first administration of SBAC) ● Online High School Juniors ● Options High School Juniors
College Acceptance Rate ● Online High School Seniors	College Acceptance Rate (Baseline - Data available June 2020) ● Online High School Seniors

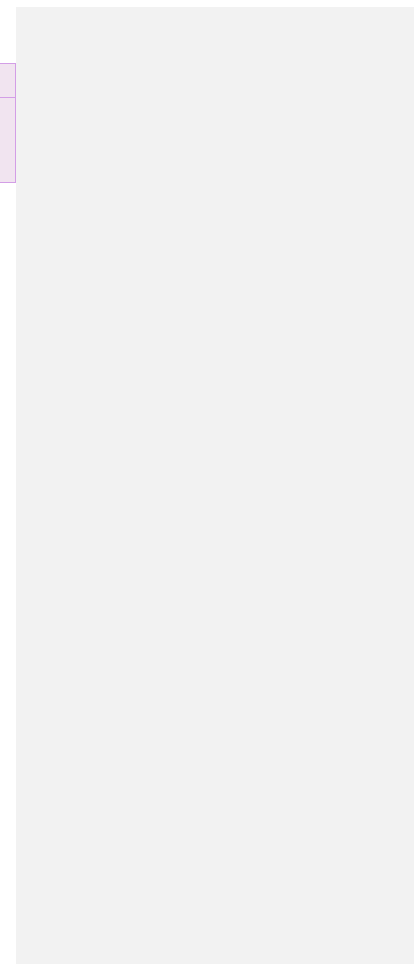|	
● Options High School Seniors	● Options High School Seniors
Drop Out Rate ● Online High School ● Options High School	Drop Out Rate (Baseline - Data available June 2020) ● Online High School ● Options High School

Actions / Services

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Actions/Services were implemented as planned.	25,504 LCFF Base 4200, 5602, 5605	Actuals: $0.00* Estimate: $25,504 TOTAL: $25,504 *Actuals through 1/31/2020

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Actions/Services were implemented as planned.	27,750 LCFF Base 1200	Actuals: $* Estimate: $ TOTAL: $ *Actuals through 1/31/2020

Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.	Actions/Services were implemented as planned.	0 Included in 4.2 – No additional costs	Included in 4.2 – No additional costs

Action 4.4

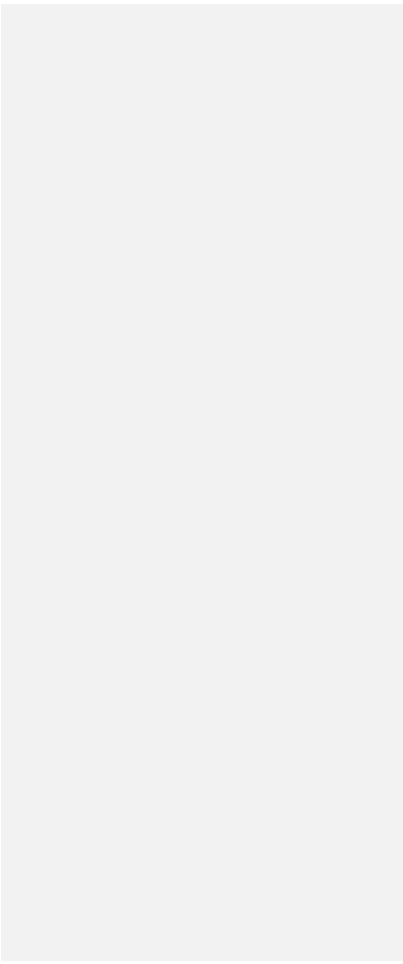| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will support the AVID program for scholars accepted into the AVID program through tutoring, field trips, and use of AVID instructional strategies. CCS will increase access and participation for college visit field trips for all high school scholars.	Actions/Services were implemented as planned.	17,902 LCFF Base 1200, 5300	Actuals: $8,487* Estimate: $9,415 TOTAL: $17,902 *Actuals through 1/31/2020

Analysis

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

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

All actions/services were implemented as planned.

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

CCS started operation in Fall 2019. All of the metrics established to measure college/career-readiness will be available during the summer of 2020, and be used to reflect on the effectiveness of the actions/services provided to our scholars in next year's annual update. Combining the factors of first-year operation and establishing baseline data, we will maintain the actions listed here for an additional year under a new

goal 3. To accurately reflect the performance of non-traditional students (ie. parenting, credit deficient, etc.) who require additional time and support to earn a CCS diploma, a new goal 4 will be added next year to focus on the progress of these scholars.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

CCS started operation in Fall 2019. All of the metrics established to measure college/career-readiness will be available during the summer of 2020, and be used to reflect on the effectiveness of the actions/services provided to our scholars in next year's annual update. Combining the factors of first-year operation and establishing baseline data, we will maintain the actions listed here for an additional year under a new goal 3. To accurately reflect the performance of non-traditional students (ie. parenting, credit deficient, etc.) who require additional time and support to earn a CCS diploma, a new goal 4 will be added next year to focus on the progress of these scholars.

Instructions:

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.

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.
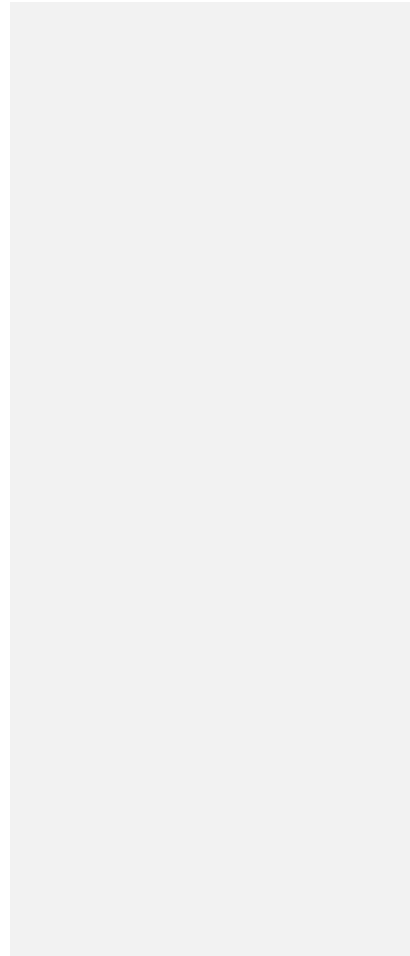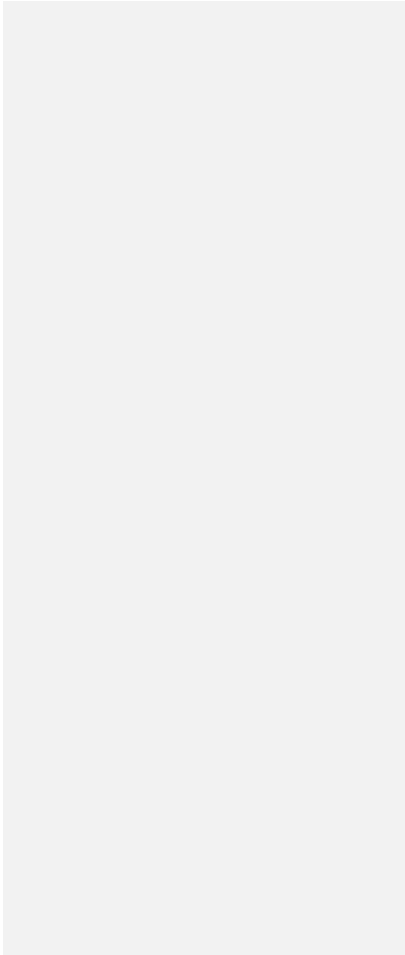
Actions/Services

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.

- Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.