

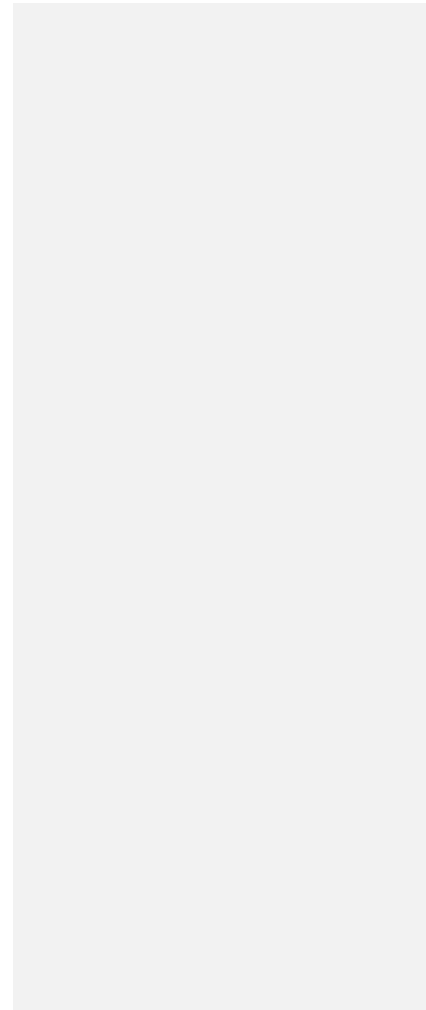


California Department of Education
**CCS Los Angeles 20/21 PLAN DRAFT FOR PUBLIC
HEARING - March 22, 2020**

COMPASS CHARTER SCHOOLS OF LOS ANGELES
(Authorizer: Acton-Agua Dulce)
2020-21
Local Control Accountability Plan

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

DRAFT #1



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of Los Angeles 850 Hampshire Road, Suite P Thousand Oaks, CA 91361 Website: https://www.compasscharters.org/	J.J. Lewis, CEO/Superintendent	jjlewis@compasscharters.org (855) 937-4227

Plan Summary 2020-21

General Information

A description of the LEA, its schools, and its students.

Compass Charter Schools of Los Angeles (CCS) is a free, public charter which is directly funded by the State of California and the federal government. CCS Los Angeles began its service to scholars in DATE under the authorization of Winters Joint Unified School District in Yolo County. The academic program provides choices for families who enroll. Options is a virtual independent study program serving scholars of Aqua-Dulce and adjacent counties. The second program is called the Options program which is a virtual, home-school public charter school that facilitates increased parental involvement as the family provides instructional support, guidance and oversight. The enrollment is currently 579 scholars across grades K through 12. Similar to the authorizing district, we serve XX% Socioeconomically Disadvantaged, XX% homeless, 0.2% foster youth, XX% English Learners, XX% Students with Disabilities.

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, which inspires scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Commented [1]: Unduplicated Pupil Count: 56.2% (from Ed-data)
Free/Reduced 52.8%

2018-19 Dashboard
Enrollment: 579
Socioeconomically Disadvantaged: 53.9%
English Learners: 5%
Foster Youth: 0.2%
ELA Questions/Thoughts from Ed-Data: More students entering grade 3 testing "not met" on SBAC (48%). Looks as if by Grade 5 Compass program actually takes effect to shrink the "not met".
Do you have sts entering program for first time in grade 6?
In comparing the Grade 8 2019 scores to Grade 6 2017, tremendous impact decreasing not met to 15.8%. Do you have many students in grade 11 or do they leave? Percentages seem to indicate the number of students is quite small with ~25% at each performance band.

Scholars will attend school primarily from home, supervised by a learning coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers.

According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a teacher but usually does not take classes with other scholars every day. The scholar works independently. Scholars who participate in independent study take the same courses as scholars in **traditional public schools**. Some reasons why scholars choose Independent study programs are because:

- benefits scholars who have health issues
- scholars who are parenting,
- scholars qualified as gifted and/or talented,
- scholars may require more time in certain subjects,
- scholar activities such as acting, dancing, and athletics require time during the normal school day,
- scholars who are working,
- scholars in need of an educational program with flexibility,
- scholars who find regular classroom settings do not meet their needs, or
- scholars seeking to learn in a secure and safe environment.

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

It is important to note that many high school scholars whose families choose an independent study charter school is because the scholar was not successful in comprehensive high schools. This is important because many of the scholars in the high school program will come to us deficient of credits required to graduate, so we

will make high school course and credit recovery an option for all scholars who are deficient of credits. To support our scholars facing this issue, we make high school course and credit recovery an option for all scholars who are deficient of credits. This continues to be an area of focus for CCS of Los Angeles as we transition to the 2020-23 Local Control Accountability Plan.

Reflections: Successes

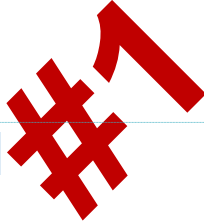
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2019 California School Dashboard, CCS has demonstrated success in the following areas:

- (1) Chronic Absenteeism Indicator - CCS has decreased the schoolwide chronic absenteeism rate by 4.5% which resulted in the rating of "green" with only 5.2% of scholars in a pattern of irregular attendance. We attribute this positive trend to our focus on increasing the number of touchpoints with families to ensure our scholars are maintaining regular engagement with our online learning platforms;
- (2) Suspension Rate - We have maintained a 0% suspension rate for all years of reporting on the CA Dashboard as our program of distance learning allows scholars to be self-directed learners who value education;
- (3) English/Language Arts - CCS improved its color gauge rating from "orange" in 2018 [schoolwide 35.5 points below DF3, Hispanic 50.9 points DF3, SED 49.1 DF3] to "yellow" in 2019 [schoolwide 25.3 points DF3, Hispanic 43.3 points DF3, SED 41.7 points DF3]. All of our significant student groups demonstrated increases on the SBAC ELA as a result of increased support in this area and professional development of staff to meet the varied needs of our scholars/alignment with the assessment demands of the SBAC.
- (4) College/Career Readiness - For the two years for which CA School Dashboard data is available, CCS has shown growth from "orange" in 2018 [8.3% schoolwide, 9.3% SED] to "yellow" in 2019 [15.7% schoolwide, SED 13.5%].

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant



Commented [2]: 2018-19 CA Dashboard
Chronic Absenteeism – GREEN 5.2% (decline of 4.5%)
All student groups in green or blue.
Suspension Rate – BLUE 0% (maintained 0)
English/Language Arts – YELLOW 25.3 below (increased 10.2 points); White 2.7 below (increased 14.7 points), Hispanic YELLOW 43.3 below (increased 7.5 points), SED YELLOW 41.7 below (increased 7.4 points)

Commented [3]: 2018-19 CA Dashboard
(NOTE: Data suppression of African-American, Asian, English Learners, Foster Youth, Homeless, 2+ Races, Pacific Islander, Students with Disabilities)
Graduation – RED 52.5% graduated (decline of 6.6%); SED 44.2% graduated (declined 6.8%), Hispanic 55.6% graduated (increased 2%), White 47.1% graduated (declined 14.5%)
English/Language Arts – African-American 31.7 below (increased 4.4 points), English Learners 72.4 below, 2+ Races 47.7 below, Students with Disabilities 86.7 below (increased 17.4), RFEF 39.1 below, English Only 23.4 below (increased 11.2 points)
Mathematics – ORANGE 92.5 below (declined 2.6 points); White 56.4 below (increased 8.5 points), Hispanic RED 119.1 below (declined 5.4 points), Socioeconomically Disadvantaged 112 below (declined 6.9 points), African-American 112.9 below (declined 23.2), English Learners 127.8 below, 2+ Races 98.8 below, Students with Disabilities 156.3 below (increased 12.2 points), RFEF 113.6 below, English Only 90 below (increased 0.4 points)
College/Career – YELLOW 15.7% prepared (increased 4.4%); Socioeconomically Disadvantaged 13.5% prepared (increased 2.1%), Hispanic 9.1% prepared (declined 2.4%), White 20% prepared (increased 15.8%)

performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the CA School Dashboard enrollment demographics for 2019, CCS has a statistically significant number of scholars in the Socioeconomically Disadvantaged student group. As such, there are two indicators on the Dashboard which are in need of increased attention.

- (1) Mathematics - The schoolwide performance in mathematics continues to be an area of need with a slight decline of 2.6 points (92.5 below DF3). As such, CCS will continue to progress monitor data more frequently and implement timely responses such as interventions to address scholar performance;
- (2) Graduation - CCS graduation declined slightly with the schoolwide color-gauge rating of "red" remaining unchanged. That said, it is important to note that the 2018 School Dashboard graduation rate was originally captured/reported as 51.7%, but was adjusted in retrospect by the State to be 59.2% to capture 5-year cohort graduates who awarded diplomas within the 2018 cut-off period. CCS will review/revise the academic planning process to support all scholars with programming leading to graduation with a CA diploma including establishing a dual enrollment program, increase family engagement around post-secondary educational and career options, and research/develop/implement career technical education (CTE) pathways for all scholars. The 2020-23 plan will include, where appropriate, metrics which will analyze the SED student group in comparison to the schoolwide performance.

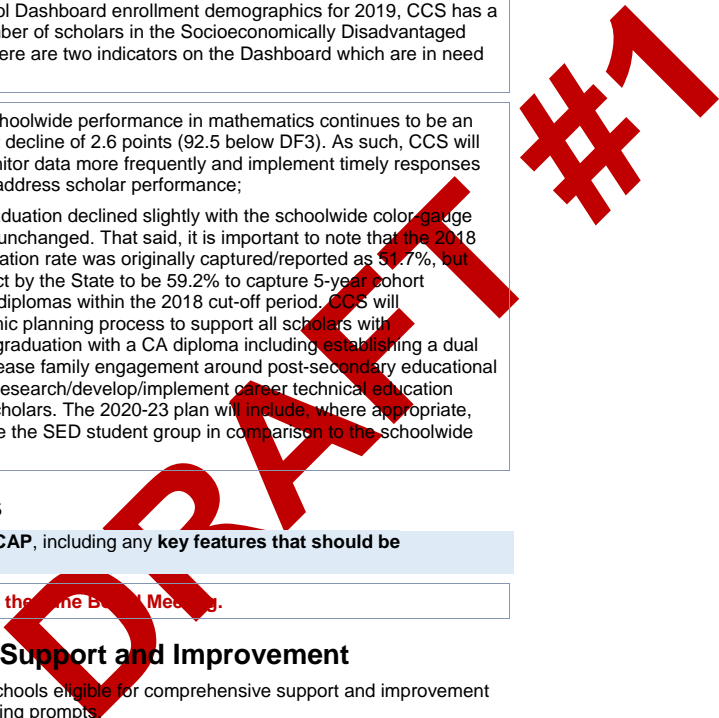
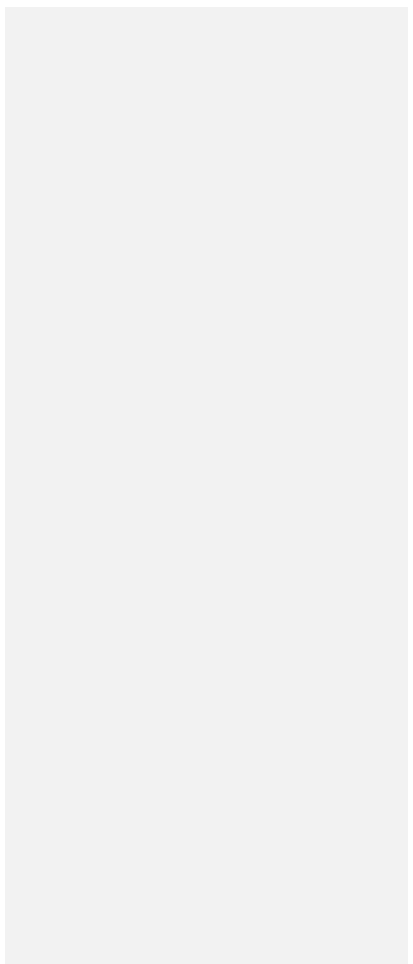
LCAP Highlights

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

***To be finalized prior to the June Board Meeting.**

Comprehensive Support and Improvement

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



Schools Identified

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

CCS was identified for CSI Graduation on January 31, 2020. The graduation rate for 2019 was 52.5% which was a decline of 6.6% (as a result of the CDE adjustment of the 2018 Cohort Graduation Rate from 51.7% to 59.2%).

Support for Identified Schools

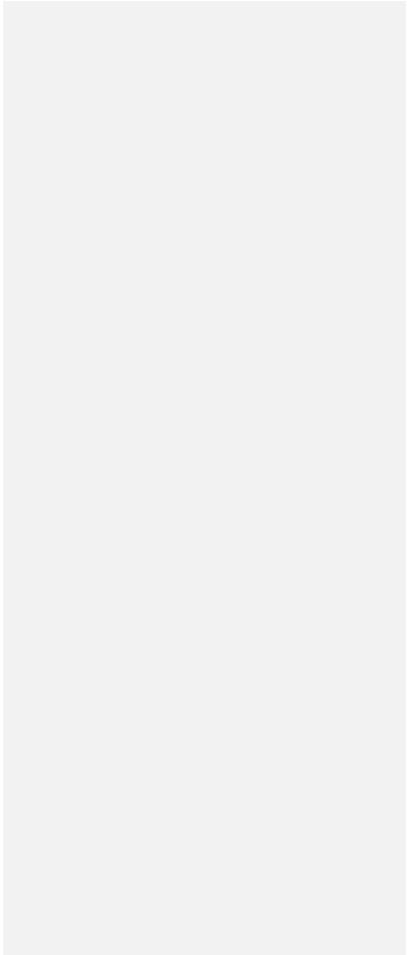
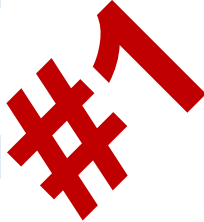
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

CCS completed an in-depth needs assessment and analyzed the data to gauge the effectiveness of our evidence-based interventions. The needs assessment was conducted by engaging all stakeholder groups (i.e. scholars, parents, teachers) to better understand the performance data, assess the effectiveness of the interventions in place, and determine additional needs to be addressed along with how resources may be reallocated to improve student performance.

Through the use of the Annual Planning Survey, Parent/Town Hall Meetings, and the Parent Advisory Council, input was provided on both statewide and internal assessment data. The feedback from these meetings and the survey included the following: (1) increased course offerings, (2) engagement opportunities through community service and scholar-led clubs, (3) college preparedness testing. Feedback from the staff included (1) regular data review at monthly staff meetings, (2) regular roundtable discussions on school/scholar needs, and (3) regular involvement in discussions with the Parent Advisory Council to review the CSI Plan.

Based on the results of the needs assessment, CCS will implement a consistent system of internal assessment for benchmarking, provide additional professional development to increase the capacity of staff to respond to scholar academic and social-emotional needs, expansion of the MTSS, and data-aligned review of instructional resources in both the core and supplemental instruction.

The Charter School will modify the previous LCAP goals, actions, and metrics slightly while maintaining a rigorous academic program, high-quality professional development, and increasing scholar achievement of targeted populations, especially the socio-economically disadvantaged student group. Additionally, CCS will add a new goal for the 2020-23 Local Control Accountability Plan to focus on the unique



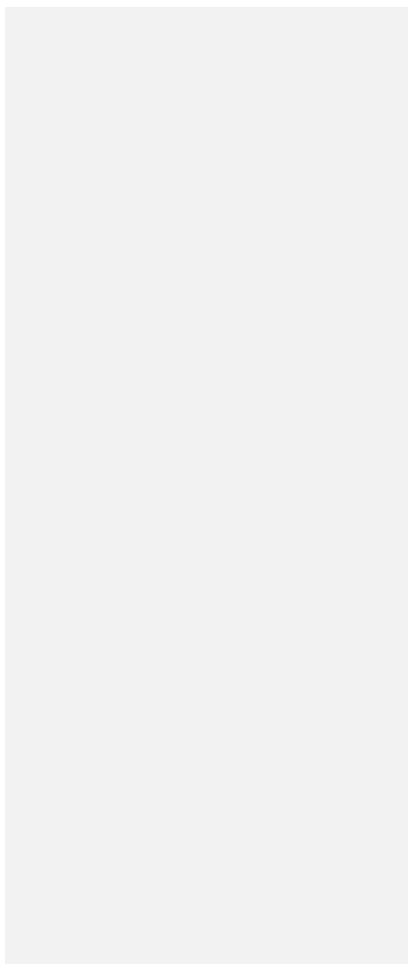
needs of scholars who need additional year(s) of study to successfully complete the academic program and earn a diploma.

Monitoring and Evaluating Effectiveness

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

*This will be finalized prior to the June 2020 Board Meeting.

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Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

- Leadership Team Meeting (February 12, 2020) Reviewed 2019-20 data and goals for initial planning
 - Parent Town Halls (February 2020) Introduction to the LCAP Planning Survey process for input on the plan.
 - Staff Leadership Meeting (March 2020) Engaged with representatives from all departments
 - Planning Survey of Scholars, Parents and Staff (February - March 2020)
 - Leadership Team Meeting (March 11, 2020) Team began discussion of 2020-21 LCAP goals based on the results of the LCAP Planning Survey
 - Scholar Leadership Council (March 17, 2020) Reviewed scholar survey data and feedback for development of the 2020-21 plan
 - Parent Advisory Council (March 20, 2020) Review of parent survey data and feedback for development of the 2020-21 plan
- The following meetings are planned to be held for additional stakeholder feedback:

March 22 Public Hearing

- May 6 Staff Leadership Meeting
- May 8 Parent Advisory Council
- May 10 through 30 - Scholar Leadership Council, Staff Townhall
- June 21 Board of Directors Meeting - Final Local Control Accountability Plan approval

A summary of the feedback provided by specific stakeholder groups.

- *To be completed prior to the June 2021 board meeting.
- Scholar Feedback:
- Parent Feedback:
- Staff Feedback:

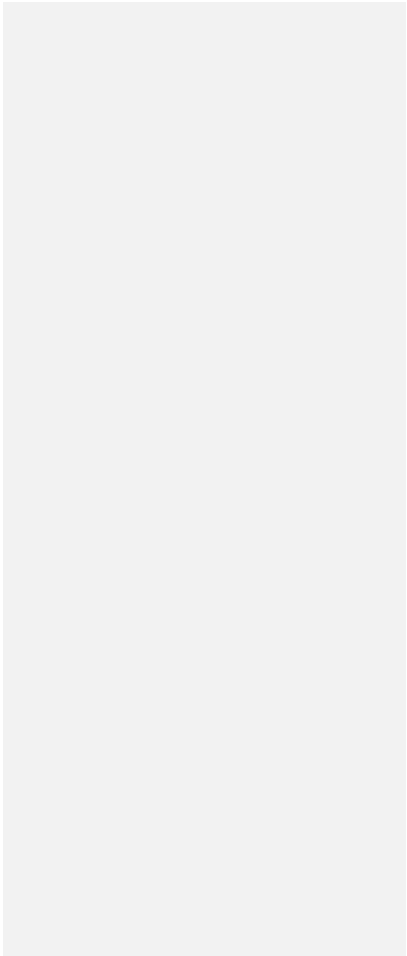
Commented [4]: +jlewis@compasscharters.org
Assigned to J.J. Lewis

Board of Directors Feedback:

A description of the aspects of the LCAP that were influenced by stakeholder input.

*To be finalized prior to the June 2020 meeting of the Board.

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Goals and Actions

Goal 1

Goal #	Description
1	Increase scholar academic achievement differentiated by program (Options and Outline) .

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022-23
Compass Grades 3-8 (School-wide, SED) <ul style="list-style-type: none"> SBAC ELA (Meet/Exceed) SBAC Math (Meet/Exceed) CAST (Meet/Exceed) 	Compass Grades 3-8 Scholars (2019) (School-wide, SED) <ul style="list-style-type: none"> SBAC ELA SBAC Math CAST 				Compass Grades 3-8 Scholars (2022 School-wide, SED) <ul style="list-style-type: none"> SBAC ELA SBAC Math CAST
Compass Grades 10-12 Scholars (School-wide, SED) <ul style="list-style-type: none"> SBAC ELA (Meet/Exceed) SBAC Math (Meet/Exceed) CAST (Meet/Exceed) 	Compass Grades 10-12 Scholars (School-wide, SED) <ul style="list-style-type: none"> SBAC ELA SBAC Math CAST 				Compass Grades 10-12 Scholars (School-wide, SED) <ul style="list-style-type: none"> SBAC ELA SBAC Math CAST
Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects				Standards-aligned: 5 of 5 subjects
Percent of scholars at/above grade level and demonstrating growth on Spring Internal ELA assessments	Spring Internal ELA Assessment <ul style="list-style-type: none"> "At/Above Grade-level" Demonstrated growth over previous year 				Spring Internal ELA Assessment <ul style="list-style-type: none"> "At/Above Grade-level" Demonstrated growth over previous year

Percent of scholars at/above grade level and demonstrating growth on Spring Internal Math assessments	Spring Internal Math Assessment <ul style="list-style-type: none"> • "At/Above Grade-level" • Demonstrated growth over previous year 			Spring Internal Math Assessment <ul style="list-style-type: none"> • "At/Above Grade-level" • Demonstrated growth over previous year
Percent of scholars eligible for Honor Roll <ul style="list-style-type: none"> • Options Scholars • Online Scholars 	Scholars eligible for Honor Roll <ul style="list-style-type: none"> • Options Scholars • Online Scholars 			Scholars eligible for Honor Roll <ul style="list-style-type: none"> • Options Scholars • Online Scholars
EL Reclassification Rate	EL Reclassification Rate 22.2%			EL Reclassification Rate >25%
ELs demonstrating progress as measured by ELPAC	ELs demonstrating progress as measured by ELPAC			ELs demonstrating progress as measured by ELPAC

Actions

Action #	Title	Description	Total Funds	Contributing
1.1a	Basic Services - Teachers	All scholars will have access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.	\$ 0.00	No
1.1b	Basic Services - Common Core Curriculum	All scholars will have access to core curriculum including which is Common Core-aligned.	\$ 0.00	No
1.1c	Basic Services - AVID	All curriculum will be embedded with AVID instructional strategies.	\$ 0.00	No
1.1d	Basic Services - Summer Academic Access	All students have access to instruction for TK thru 5, and Edgenuity for 6-12 over the summer.	\$ 0.00	No
1.2a	Multi-tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through Multi-Tier System of Supports (MTSS) with a focus on Positive Behavior Interventions and Supports (PBIS)	\$ 0.00	No
1.2b	Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tier System of Supports (MTSS), with a focus on Response to Intervention (RtI). Scholars who are identified as needing Tier 2 and Tier 3 Levels of support will have access to tutoring services.	\$ 0.00	No

1.3a	Staff Development - Onboarding	All new staff will participate in a 90-day on-boarding program facilitated by the Human Resources Department.	\$ 0.00	No
1.3b	Staff -Development - Professional Development	All staff will have access to professional development through conferences and workshops, supported by the Instructional Leadership and Staff Advisory Committees.	\$ 0.00	No
1.3c	Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program.	\$ 0.00	No
1.3d	Staff Development - AVID Training	All staff will receive training on the AVID program through a combination of in-house and external AVID-specific opportunities.	\$ 0.00	No
1.4a	Scholar Engagement	All scholars and learning coaches will receive an orientation at the start of the academic year, which will include strategies to be successful in our program as well as resources to support their educational journey.	\$ 0.00	No
1.4b	Scholar Demonstration of Learning	All scholars will be invited to showcase their learning, once per semester, as part of their attendance.	\$ 0.00	No
1.5a	Supports for Unduplicated Scholars - Learning Coach	All scholars who are identified as part of a special population will receive an additional orientation with their learning coach to showcase additional areas of support from Compass to aid in their learning.	\$ 0.00	Yes
1.5b	Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Leadership will continuously monitor and evaluate our scholar populations and research and pilot additional ways to support scholar learning.	\$ 0.00	Yes
1.6a	Targeted Intervention - English Learners	Not for future full adoption, a supplemental ELD curriculum for English Learners with ongoing support for EFs and teachers who are serving EL scholars.	\$ 0.00	Yes
1.6b	Targeted Intervention - Students with Disabilities	Special Education Department will make accessible for scholars supplemental resources and programs to target increased achievement in both English/Language Arts and mathematics.	\$ 0.00	Yes

Commented [5]: Original 1.4 Text: Attendance & Engagement Monitoring of Scholars - 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. I [...]

Commented [6]: Shouldn't this be in Goal 2?

Commented [7]: Original 1.4 Text: Attendance & Engagement Monitoring of Scholars - Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning period [...]

Commented [8]: Shouldn't this be in Goal 2?

Commented [9]: +jlewis@compasscharters.org Should we consider this to be a metric for engagement and attendance? Seems odd to just have it as attendance. Please advise. Assigned to J.J. Lewis_

Commented [10]: Original 1.5 Text: SUPPORTS FOR UNDUPLICATED PUPILS- 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 [...]

Commented [11]: Original 1.5 Text: SUPPORTS FOR UNDUPLICATED PUPILS- 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 [...]

Commented [12]: Original 1.6 text INTERVENTIONS FOR UNDUPLICATED PUPILS - CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to MTSS curriculum, provide computers and internet [...]

Commented [13]: Original 1.6 text INTERVENTIONS FOR UNDUPLICATED PUPILS - CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to MTSS curriculum, provide computers and internet [...]

Goal Analysis 2020-21

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

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

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

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

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

Goal 2

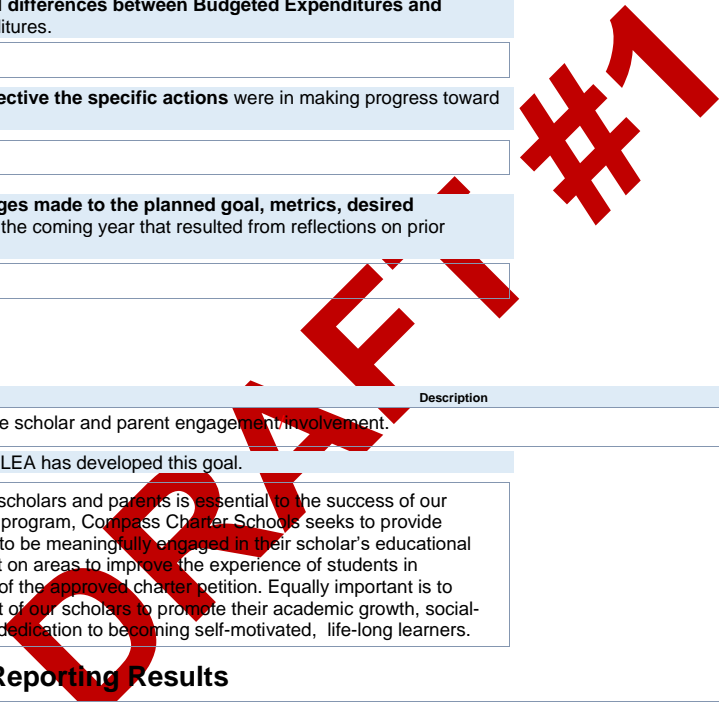
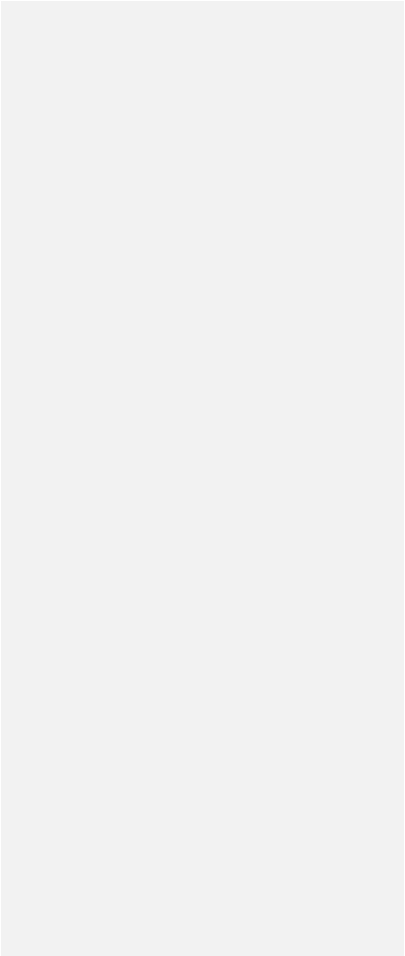
Goal #	Description
2	Increase scholar and parent engagement involvement.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022-23
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard)				Chronic Absenteeism (2022 CA Dashboard)



	5.2%				<4%
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting)				Attendance Rates (P2 Reporting)
Suspension Rate	Suspension Rate 0%				Suspension Rate 0%
Dropout Rate <ul style="list-style-type: none"> Middle school High school 	Dropout Rate <ul style="list-style-type: none"> Middle school High school 				Dropout Rate <ul style="list-style-type: none"> Middle school High school
Award Recognition Program <ul style="list-style-type: none"> Attendance {Type} {Type} {Type} 	Award Recognition Program <ul style="list-style-type: none"> Attendance {Type} {Type} {Type} 				Award Recognition Program <ul style="list-style-type: none"> Attendance {Type} {Type} {Type}
Number of scholar clubs	Scholar clubs Maintain 16 clubs				Scholar clubs Maintain 16 clubs
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year				Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year				Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%				Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff 	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff 				Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Learning Coach Academy	Revise and refine the Learning Coach Academy Pilot program	\$ 0.00	No
2.1b	Learning Coach Ambassador	Pilot Learning Coach Ambassador Program with Learning Coach Academy graduates.	\$ 0.00	No
2.2a	Scholar Celebrations	Compass will provide end-of-year celebrations	\$ 0.00	No
2.2b	Scholar Recognition	Compass will provide scholar awards in four categories: Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards, and Perfect Attendance.	\$ 0.00	No
2.2c	Parent Recognition	Compass will provide parent awards in two categories: Learning Coach Academy Certificates and Learning Coach of the Year	\$ 0.00	No
2.3	Extracurricular/Enrichment	Compass will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, virtual scholar workshops and scholar-led clubs which will include the National Honor Society (NHS).	\$ 0.00	No
2.4	School Communication	CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, phone calls, emails and scheduling activities.	\$ 0.00	No

Goal Analysis 2020-21

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Commented [14]: Original text of 2.1 PARENT INVOLVEMENT - 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 ...)

Commented [15]: Original text of 2.1 PARENT INVOLVEMENT - 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 ...

Commented [16]: Original 2.2 text SCHOLAR RECOGNITION - 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 ...

Commented [17]: Original 2.2 text SCHOLAR RECOGNITION - 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 ...

Commented [18]: Original 2.2 text SCHOLAR RECOGNITION - 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 ...

Commented [19]: Original text 2.3 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, ...

Commented [20]: Original text for 2.4 PARENT ENGAGEMENT - 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 ...

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

Goal 3 (NOTE: This was previously Goal 4. The original Goal 3 for Unduplicated was removed)

Goal #	Description
3	Increase college- and career-readiness for scholars in high school.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022-23
Graduation Rate	Graduation Rate (2019 CA Dashboard): 52.5%				Graduation Rate (2022 CA Dashboard): 65%
A-G Course Completion at end of Grade 12	NEED DATA				95% A-G Course Completion at end of Grade 12
AP Passage (3 or Higher) Rate	NEED DATA				TARGET
EAP Ready or Conditionally Ready Rates	NEED DATA				TARGET
College Acceptance Rate	NEED DATA				TARGET

College Eligibility	NEED DATA				TARGET
<ul style="list-style-type: none"> ● 2-year ● 4-year 					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Summer School	Compass will offer Summer School for scholars wishing to earn extra credits in online classrooms.	\$ 0.00	No
3.2	Scholar 4-year Post-Secondary Planning	Compass will review and revise the scholar 4-year academic planning process.	\$ 0.00	No
3.2a	A-G Coursework	Compass will ensure all scholars have access to a-g approved courses, either through a preferred curriculum provider or through internally developed courses.	\$ 0.00	No
3.2b	Career Technical Education (CTE)	Compass will research and develop CTE course pathways, to be part of the 2021-22 course catalog.	\$ 0.00	No
3.2c	Dual Enrollment	CCS will pilot a program to partner with a University to incorporate concurrent/dual enrollment in the 4-year plan for all high school scholars.	\$ 0.00	No
3.2d	Community Service	Compass will research and develop community service opportunities, to be part of the 2021-22 course catalog.	\$ 0.00	No
3.3a	Recognized ASCA Model Program (RAMP)	Compass will engage in research and development of RAMP in 2020-21, and implement the ASCA model program and apply to become a RAMP School in the 2021-22 school year.	\$ 0.00	No
3.3b	Family College Awareness/Preparation	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.	\$ 0.00	No

Commented [21]: Original text of actions-

3.1 College Preparedness Examinations - 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.

3.2 Scholar Post-Secondary Planning
CCS will provide each high school scholar with a 4-year plan developed with the counselor to incorporate A-G requirements, concurrent enrollment 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.

3.3 Family College Awareness/Preparation
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.

3.4 Advancement Via Individual Determination (AVID)
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.

Goal Analysis 2020-21

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

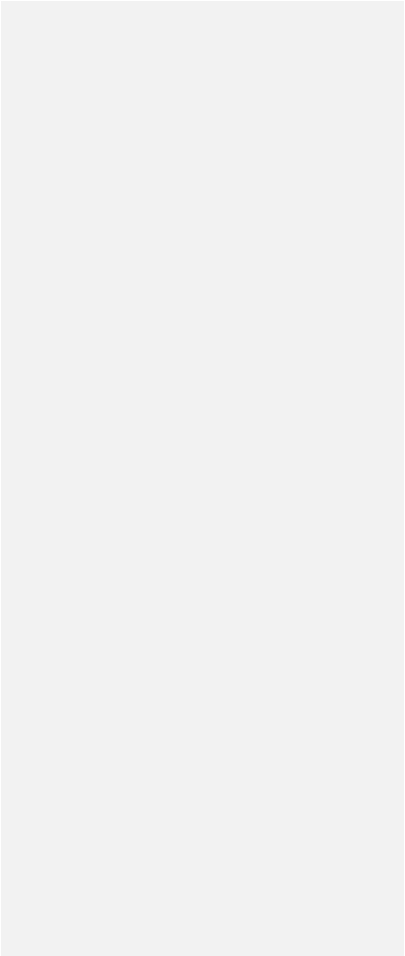
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4

Goal #	Description
4	Ensure that late entrants to Compass Charter Schools who have faced challenges in completing a course of study leading to diploma (credit deficient scholars) are making progress toward earning high school diploma.

An explanation of why the LEA has developed this goal.

Compass Charter Schools offers a unique model for addressing the current needs of scholars/families through homeschool (Options Program) and virtual learning (Online Program). This goal has been added to allow for continuous monitoring of our scholars who entered the Compass programs at various levels of high school with credit deficits and will enable our staff to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.



Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022-23
Accelerated Course Options Program (COP)	NEED DATA				TARGET
Extended Graduation (5+ years to earn diploma)	NEED DATA				TARGET

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Summer School	CCS will offer Summer School for scholars who are credit deficient, parenting or may face other significant obstacles to earning a high school diploma.	\$ 0.00	Yes
4.2	Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure scholars with barriers to graduation (ie. credit deficient, parenting) have a realistic pathway and expectations for earning a high school diploma.	\$ 0.00	Yes

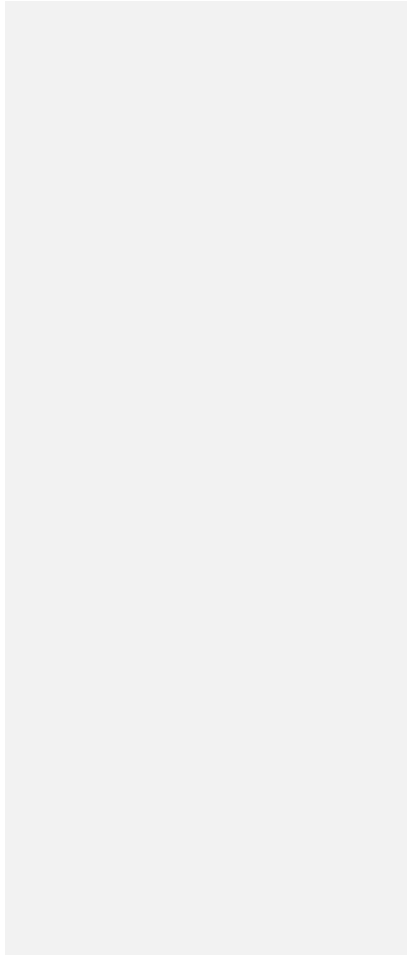
Goal Analysis 2020-21

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

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

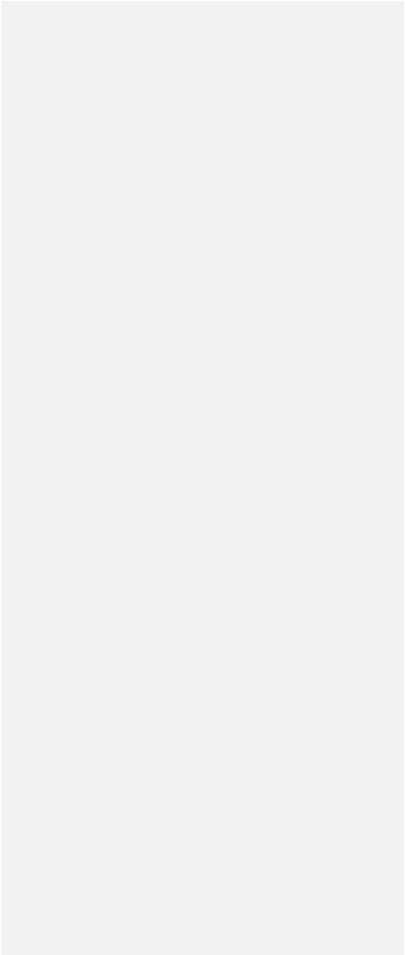
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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



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

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2020-21

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here] %	\$ [Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

*To be completed prior to the June 2020 Board meeting.

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

- *To be completed prior to the June 2020 Board meeting
- 1.5a Supports for Unduplicated Scholars - Learning Coach
- 1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement
- 1.6a Targeted Intervention - English Learners
- 1.6b Targeted Intervention - Students with Disabilities
- 4.1 Summer School
- 4.2 Extended Graduation Plan

Instructions

[Linked Outline]

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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

Introduction and Instructions

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

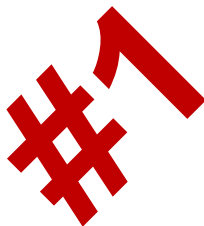
The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective

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strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

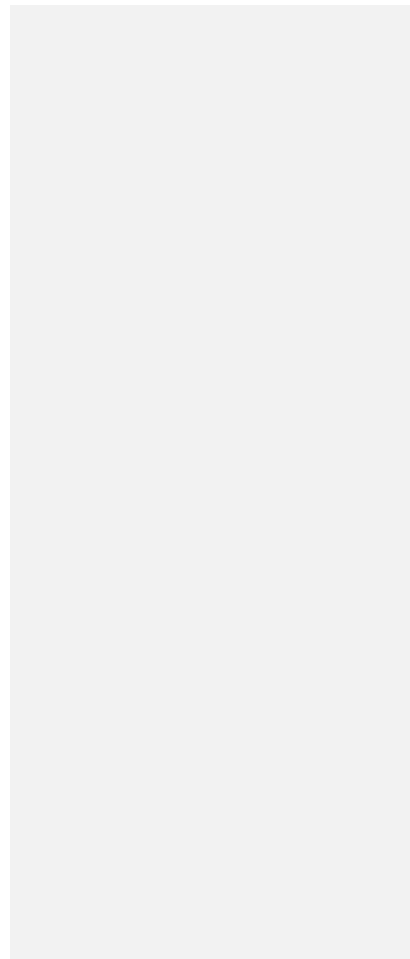


The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are

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leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

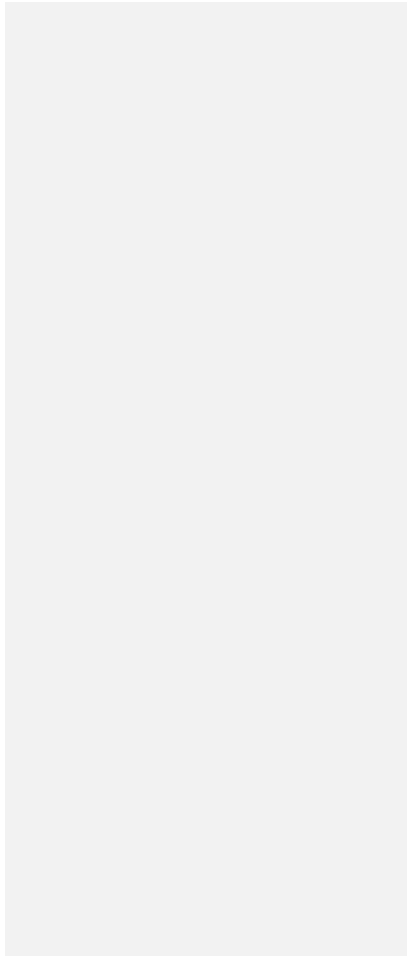
Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the

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number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

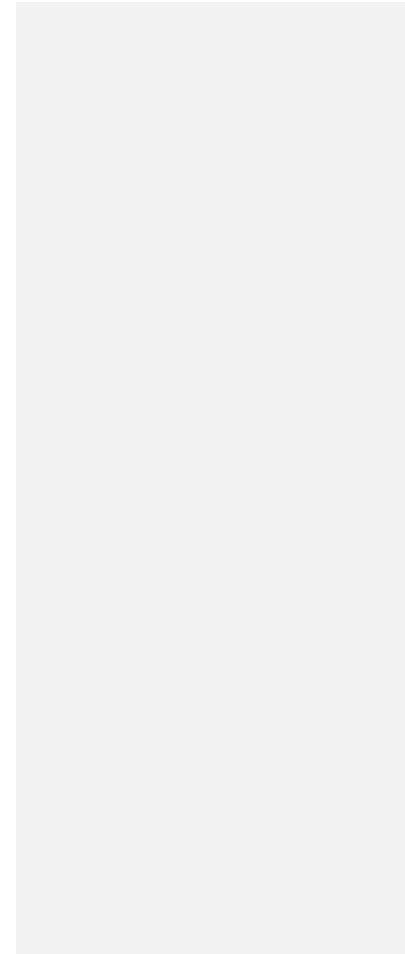
Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and the English Learner Parent Advisory Committee, and consult with the special education local plan area administrator(s), as applicable. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

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Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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Prompt 2: "A summary of the feedback provided by stakeholder groups."

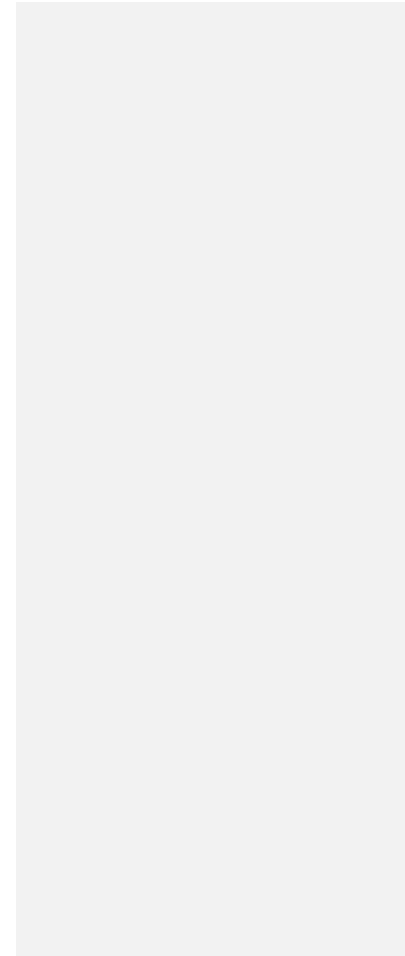
Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

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Goals and Actions

Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes.

LEAs are strongly encouraged to assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

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

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

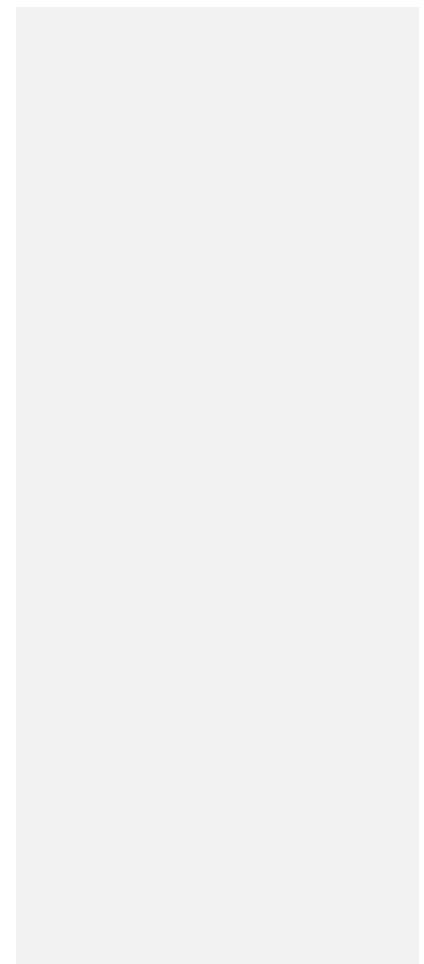
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are

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those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

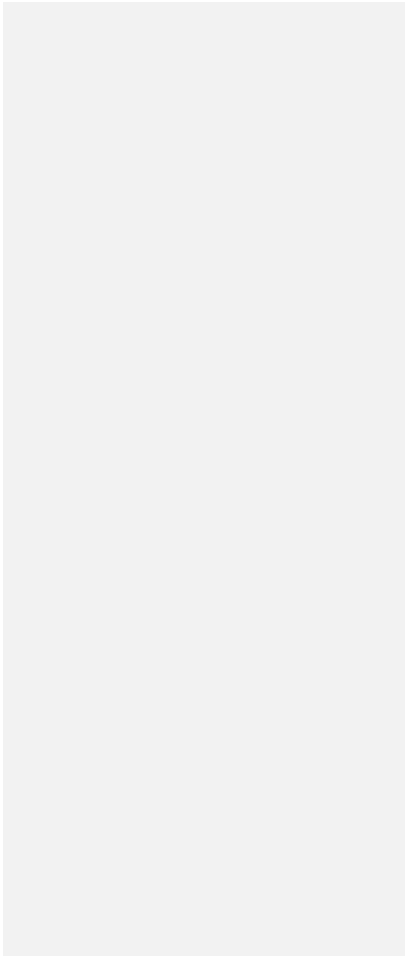
Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

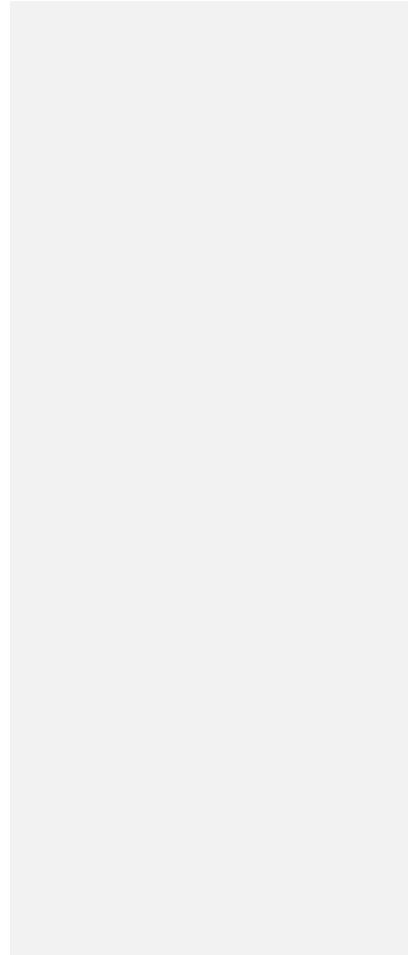
- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.



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- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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Timeline for completing the “Measuring and Reporting Results” part of the Goal.

	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
n in LCAP	Enter information in this box when completing the LCAP for 2020–21.	Enter information in this box when completing the LCAP for 2021–22. Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21.

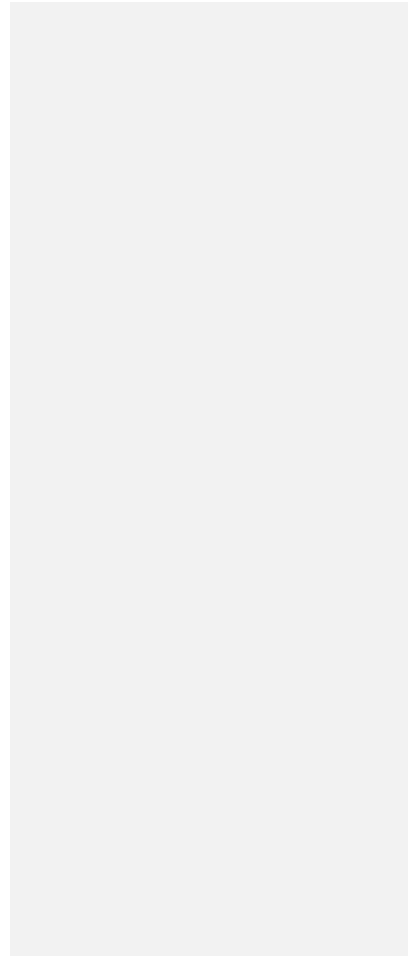
The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to

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include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

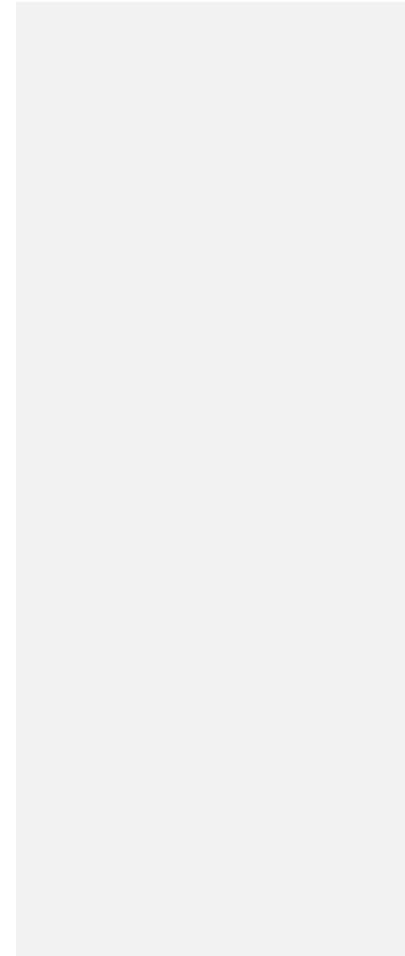
Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs

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of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7%

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lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

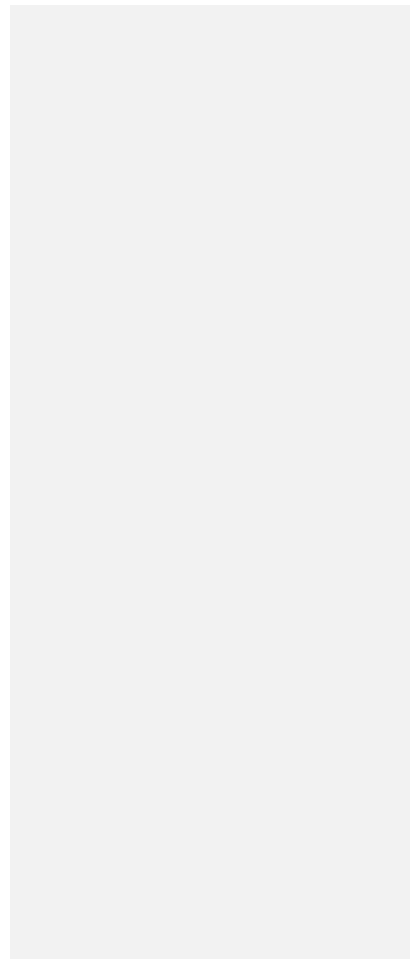
COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.



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Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

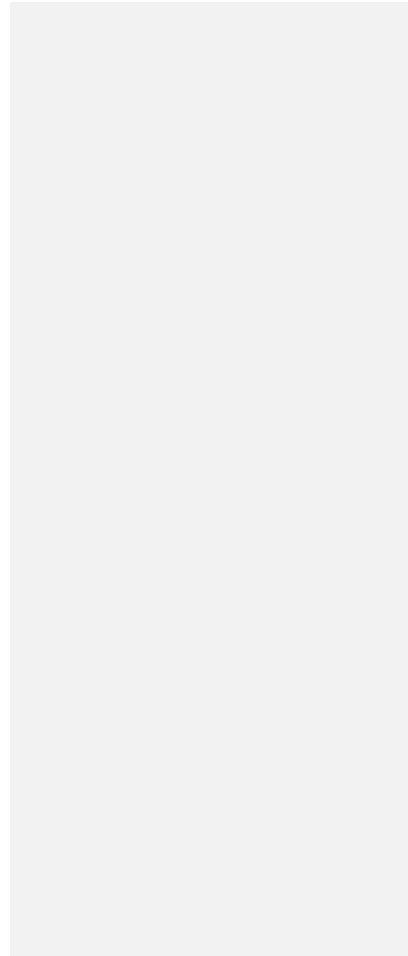
For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

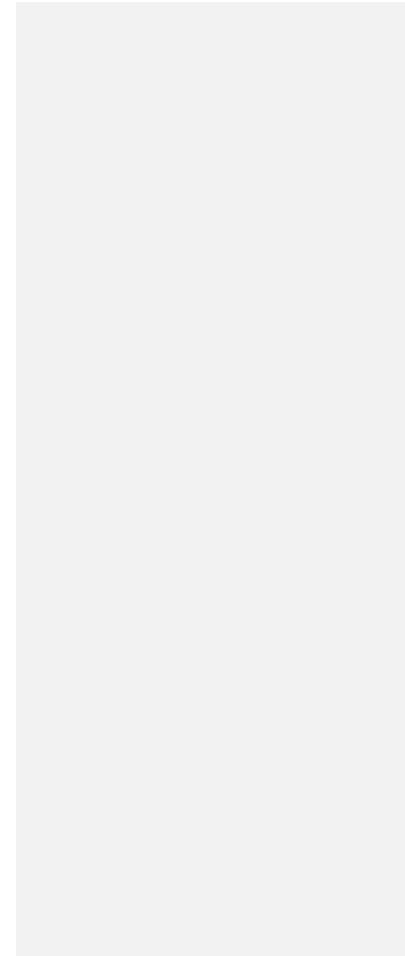
The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All" or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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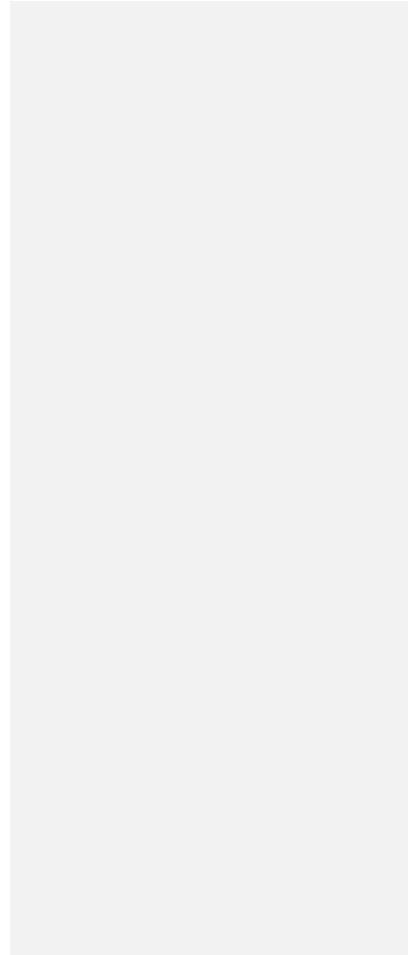
- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).



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- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

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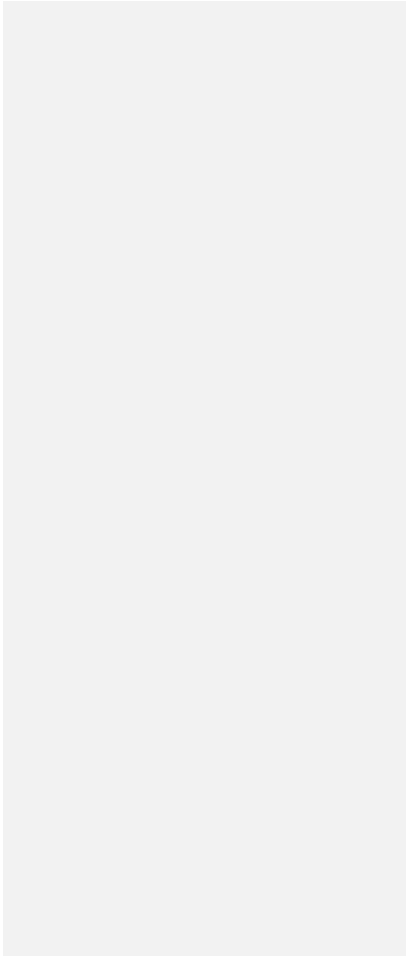
Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	\$(Insert LCFF Funds)	\$(Insert Other State Funds)	\$(Insert Local Funds)	\$(Insert Federal Funds)	\$(Insert Total Funds)
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	\$(Insert LCFF Funds)	\$(Insert Other State Funds)	\$(Insert Local Funds)	\$(Insert Federal Funds)	\$(Insert Total Funds)

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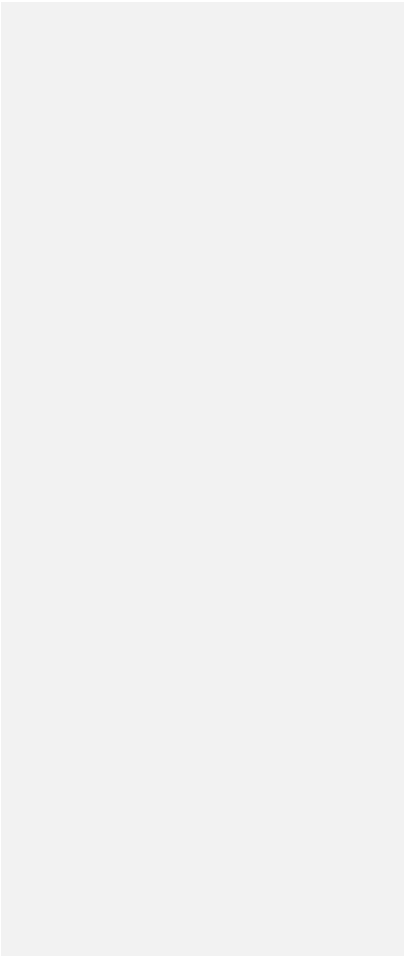
Total Expenditures Table

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	[\$LCFF Funds]	[\$Other State Funds]	[\$Local Funds]	[\$Federal Funds]	[\$Total Funds]
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	[\$LCFF Funds]	[\$Other State Funds]	[\$Local Funds]	[\$Federal Funds]	[\$Total Funds]

Other State Funds	Local Funds	Federal Funds	Total Funds
[\$Total Other State Funds]	[\$Total Local Funds]	[\$Total Federal Funds]	[\$Total Funds]

Totals :	Total Personnel	Total Non-personnel
Totals:	[\$Total Personnel]	[\$Total Non-personnel]

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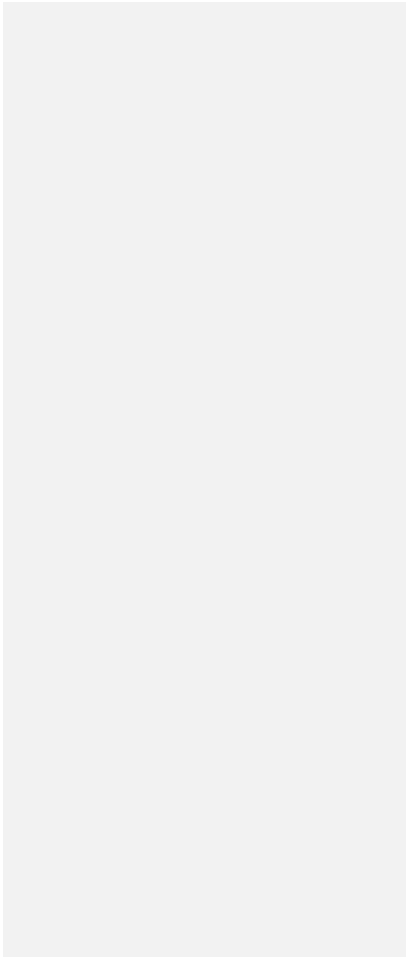


Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	[\$LCFF Funds]	[\$Total Funds]
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	[\$LCFF Funds]	[\$Total Funds]

Totals by Type	Total LCFF Funds	Total Funds
Total:	[\$Total LCFF Funds]	[\$Total Funds]
LEA-wide Total:	[\$Total LCFF Funds]	[\$Total Funds]
Targeted Total:	[\$Total LCFF Funds]	[\$Total Funds]
Schoolwide Total:	[\$Total LCFF Funds]	[\$Total Funds]

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Annual Update Table Year 1

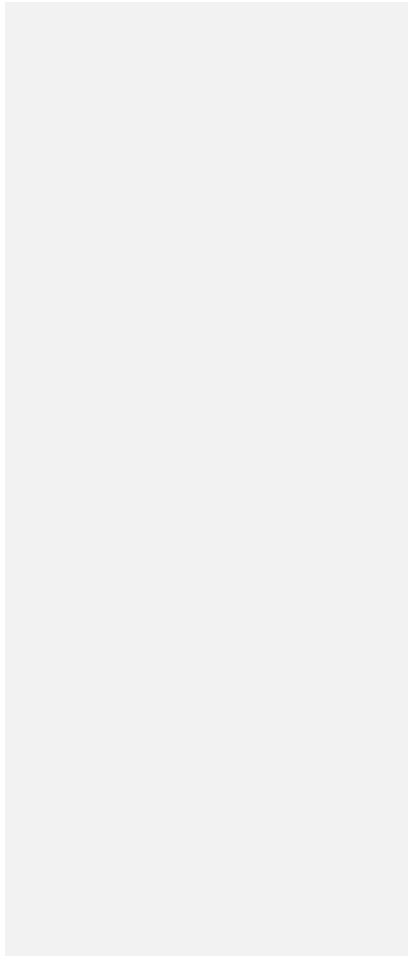
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	[\$[Total Planned Expenditures]]	[\$[Total Estimated Actual Expenditures]]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	[\$[Total Planned Expenditures]]	[\$[Total Estimated Actual Expenditures]]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	[\$[Planned Expenditure Total]]	[\$[Estimated Actual Total]]

Annual Update Table Year 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	[\$[Total Planned Expenditures]]	[\$[Total Estimated Actual Expenditures]]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	[\$[Total Planned Expenditures]]	[\$[Total Estimated Actual Expenditures]]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	[\$[Planned Expenditure Total]]	[\$[Estimated Actual Total]]

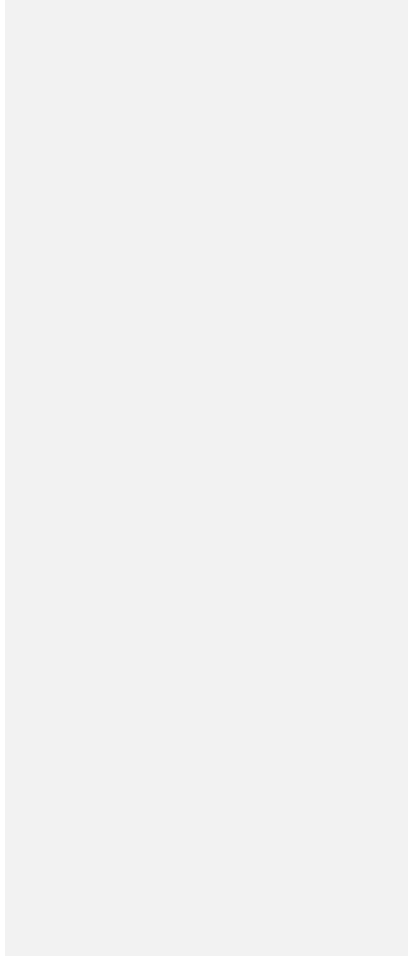


Annual Update Table Year 3

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	[\$Total Planned Expenditures]	[\$Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	[\$Total Planned Expenditures]	[\$Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	[\$Planned Expenditure Total]	[\$Estimated Actual Total]

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